The aim of this handbook is to familiarise all University of Sussex partners involved in Initial Teacher Education (ITE) - trainees, schools and university tutors - with details of the PGCE (Secondary, Key Stage 2/3, Primary and Early Years) courses and associated School Direct routes for 2016-17. Please note whenever the handbook refers to Primary this means Primary AND Early Years.

For trainees, this handbook, along with further information can be downloaded from: www.sussex.ac.uk/education/iteforms

For school based tutors, forms and additional information can be downloaded from the Partnership Schools webpages: www.sussex.ac.uk/education/partners

Important Notices for Schools & Trainees

All invoices for supply cover and individual travel claims must be received by FRIDAY 14th JULY 2017 at the latest. Payment of invoices received after this time cannot, unfortunately be guaranteed, as this is the end of the University Financial Year. Before is better! We prefer termly invoices.

Please keep us informed if any personal details change. If a school based tutor assumes a new responsibility or a new mentor/professional tutor is appointed please let us know their names and contact details (including email). Equally trainees are reminded to keep us up to date of any changes to any electronic or postal addresses or telephone numbers.

In all circumstances please send to:
ITE Course Coordinators
School of Education and Social Work
University of Sussex
Falmer, Brighton
BN1 9QQ
ite@sussex.ac.uk
(01273) 678405

Materials used in this handbook have been developed by both University and School based tutors of the Sussex Consortium of Teacher Education and Research. In places documents have been adapted by kind permission or in collaboration with colleagues from the University of Brighton and University of Chichester. In all cases permission must be sought before reproduction of any of the contents of this handbook.
WELCOME FROM THE HEAD OF SCHOOL

It is a great pleasure to welcome you to the School of Education & Social Work at the University of Sussex. The School prides itself on the quality of the research and teaching that takes place in our two well-established departments, which share across all their activities a commitment to tackle the challenges of social inequality, and contribute to social justice at national, international and global levels. The School’s research centres are vital hubs of activity, creating a focal point for collaborative work, knowledge exchange and shared learning, and we look forward to welcoming your participation in their activities whilst you study with us.

There are strong links between education and achievement later in life and teachers have an important role to play in ensuring that everyone attains their potential. The very high quality of our initial teacher education is recognised regionally and nationally and most recently in the Outstanding Ofsted grade our partnership secured in 2014. Our ITE courses provide excellent opportunities for learning and professional development in an environment that encourages intellectual engagement, critical reflection and debate, informed by cutting-edge, world-class research. For many years, trainee teachers studying for our PGCE have had the opportunity to gain Masters level credits, and we have well-established progression routes for newly qualified and experienced teachers to our postgraduate courses. Our partnerships with East Sussex, Brighton and Hove, West Sussex and Portsmouth schools, academies, colleges and local authorities are very well established.

We pride ourselves too on the high quality of support we provide to our students. We’re confident you’ll find Sussex a stimulating and supportive environment for your professional learning and development; we are here to serve your needs, as well as those of the broader communities that we all engage with. We wish you all the very best for your time with us, and look forward to meeting you, and to hearing about your experiences, ideas and ambition.

Welcome to your School.

Professor Gillian Hampden-Thompson
Head of School of Education & Social Work
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QUICK REFERENCE

ITE Course Leaders

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Shaun Billing - ITE Course Co-ordinator – Trainee Progress and Assessment
E-mail: s.a.billing@sussex.ac.uk  Telephone: 01273 872870

Please send all reports, forms and replies regarding PGCE and School Direct to:

ite@sussex.ac.uk

These co-ordinators deal with all matters relating to the partnership and assessment process of PGCE and School Direct trainees. This includes assignments, school experiences, placement documentation and progress boards.

Daniel Hobbs  Course Co-ordinator (Admissions)
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Greg Harris  Course Co-ordinator (Admissions)
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Deal with all matters relating to the admissions process for PGCE and School Direct courses. This includes applications, interviews, registration, induction, timetabling, room bookings and Disclosure and Barring Service checks and clearance.

The Education School Office is located in Essex House 04

Usual office hours are: 9am to 1pm and 2pm to 5pm Monday to Friday
## ITE Faculty Contacts

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</tr>
</tbody>
</table>
Schedule of Dates for Academic Assignments (trainees)

Please note that all official assignment submission dates and times are to be found on the relevant Sussex Direct student pages. The dates and times listed below are an indication only and must NOT be taken as binding or official. Trainees must log into Sussex Direct and use the date/time (together with any other requirements) listed there as the official deadline for submission.

Schedule of Dates for Formal Academic Assignments (trainees)

<table>
<thead>
<tr>
<th>Deadline</th>
<th>Assignment</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday 27(^{th})</td>
<td>Applying Professional Knowledge (APK)</td>
<td>We expect Electronic copies of assignments to be uploaded by 17.00 to the appropriate eSubmission area of Study Direct.</td>
</tr>
<tr>
<td>February 2017</td>
<td></td>
<td>Printed copies of the appendices only must be submitted to Essex House reception by 12.00 on Friday 3(^{rd}) March 2017</td>
</tr>
<tr>
<td>Monday 15(^{th})</td>
<td>Reflecting on Professional Knowledge (RPK)</td>
<td>We expect Electronic Portfolio of Reflections to be uploaded by 9.00 on Study Direct.</td>
</tr>
<tr>
<td>May 2017</td>
<td></td>
<td>Portfolio must be submitted to a panel of Curriculum/School Based Tutors by 17.00</td>
</tr>
<tr>
<td>By Thursday 25(^{th})</td>
<td></td>
<td></td>
</tr>
<tr>
<td>May 2017</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Friday 23(^{rd})</td>
<td>Exploring Professional Knowledge (EPK)</td>
<td>Presentation of School-Based Research presented to assessment panel by 17.00.</td>
</tr>
<tr>
<td>June 2017</td>
<td>(Candidates may opt to take this module which is a stand alone module, additional to the PGCE course)</td>
<td>Electronic copies of Presentation Slides and Annotated Bibliography are required to be uploaded by 9.00 on Study Direct.</td>
</tr>
</tbody>
</table>

Schedule of Dates for School Report Forms (Professional Tutors & Mentors)

<table>
<thead>
<tr>
<th>Deadline</th>
<th>Report Form</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>By Friday 21(^{st})</td>
<td>Return of Professional Practice Profile A (Approaching)</td>
<td>An electronic copy must be submitted to the course co-ordinator: <a href="mailto:ite@sussex.ac.uk">ite@sussex.ac.uk</a></td>
</tr>
<tr>
<td>October 2016</td>
<td></td>
<td></td>
</tr>
<tr>
<td>By Friday 16(^{th})</td>
<td>Return of Professional Practice Profile B (Beginning)</td>
<td>An electronic copy must be submitted to the course co-ordinator: <a href="mailto:ite@sussex.ac.uk">ite@sussex.ac.uk</a></td>
</tr>
<tr>
<td>December 2016</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Deadline | Report Form | Notes |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>By Friday 10(^{th}) February 2017</strong></td>
<td>Return of Professional Practice Profile C (Consolidating)</td>
<td>An electronic copy must be submitted to the course co-ordinator: <a href="mailto:ite@sussex.ac.uk">ite@sussex.ac.uk</a></td>
</tr>
<tr>
<td><strong>By Friday 31(^{st}) March 2017</strong></td>
<td>Return of Professional Practice Profile D (Demonstrating)</td>
<td>An electronic copy must be submitted to the course co-ordinator: <a href="mailto:ite@sussex.ac.uk">ite@sussex.ac.uk</a></td>
</tr>
<tr>
<td><strong>By Friday 26(^{th}) May 2017</strong></td>
<td>Return of Professional Practice Profile E (Enriching)</td>
<td>A signed printed copy should be sent to the University, given to trainee and retained by the school.</td>
</tr>
<tr>
<td><strong>3 weeks before the end of the long main block placement(s)</strong></td>
<td>Deadline for schools to complete Cause for Concern Report</td>
<td>The Cause for Concern deadline will depend on the finishing date of the longer main block placement(s). This will vary based on which training route, and therefore year structure the trainee is following. Please refer to the ITE course structures for these dates. 3 weeks enables trainees time to be set and meet targets. However earlier notification gives more time for support.</td>
</tr>
</tbody>
</table>

### Schedule of Partnership Events for PGCE and SD Professional Tutors and Mentors

<table>
<thead>
<tr>
<th>Date &amp; Time</th>
<th>Autumn Events</th>
<th>Attendees</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Wednesday 21(^{st}) September 2016 9.00 - 12.30</strong></td>
<td>Catch up for New Secondary Mentor Training</td>
<td>All New Professional Tutors &amp; Mentors</td>
</tr>
<tr>
<td><strong>Wednesday 21(^{st}) September 2016 13.30 - 18.30</strong></td>
<td>ITE Launch</td>
<td>All Professional Tutors &amp; Mentors</td>
</tr>
<tr>
<td><strong>Friday 21(^{st}) October 2016 9:00-16:00</strong></td>
<td>NQT Conference Day</td>
<td>NQT’s</td>
</tr>
<tr>
<td><strong>Friday 2(^{nd}) December 2016 9:00-16:00</strong></td>
<td>Mentor and trainee joint CPD event (<strong>Primary and Early Years</strong>)</td>
<td>Primary Tutors, Trainees and mentors</td>
</tr>
<tr>
<td><strong>November/ December</strong></td>
<td>Secondary Subject specific CPD events to be arranged.</td>
<td>Secondary Tutors and Secondary mentors</td>
</tr>
<tr>
<td>Date &amp; Time</td>
<td>Spring Events</td>
<td>Attendees</td>
</tr>
<tr>
<td>--------------------------------</td>
<td>------------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Wednesday 9th November 2016</td>
<td>Partnership Forum</td>
<td>Professional Tutors and nominated mentor representatives</td>
</tr>
<tr>
<td>16.15 – 18.15</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wednesday 23rd November 2016</td>
<td>Sussex Consortium Steering Committee</td>
<td>Nominated Headteachers, professional tutors, mentors, NQTs, RQTs and trainees from Partnership Schools</td>
</tr>
<tr>
<td>14.00 – 16.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Date &amp; Time</strong></td>
<td><strong>Spring Events</strong></td>
<td><strong>Attendees</strong></td>
</tr>
<tr>
<td><strong>Wednesday 1st February</strong></td>
<td>New <strong>Secondary</strong> Mentor Training and second Professional Practice ITE Launch</td>
<td>Mentors for second professional practice (<strong>secondary</strong>)</td>
</tr>
<tr>
<td>13:30-18:30</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wednesday 8th March 2017</td>
<td>Sussex Consortium Steering Committee</td>
<td>Nominated Headteachers, professional tutors, mentors, NQTs, RQTs and trainees from Partnership Schools</td>
</tr>
<tr>
<td>14:00– 16:00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wednesday 8th March 2017</td>
<td>Partnership Forum</td>
<td>Professional Tutors and nominated mentor representatives</td>
</tr>
<tr>
<td>16.15 – 18.15</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wednesday 15th March 2017</td>
<td>Full <strong>Primary</strong> Mentor Training for Enhancing Professional Practice mentors and CPD Session</td>
<td>All Professional Tutors &amp; Mentors (PGCE Trainees attend later plus any School Direct trainees who have not already met their Enhancing school mentor – SDs should liaise with the CT &amp; mentor before making plans to attend)</td>
</tr>
<tr>
<td>16.30 – 18.30</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Date &amp; Time</strong></td>
<td><strong>Summer Events</strong></td>
<td><strong>Attendees</strong></td>
</tr>
<tr>
<td><strong>Friday 23rd June 2017</strong></td>
<td>Annual ITE Conference</td>
<td>Open to the ITE Partnership</td>
</tr>
<tr>
<td>14:00 – 16:00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Friday 23rd June 2017</td>
<td>Sussex Consortium Steering Committee – as part of the ITE Conference below</td>
<td>Nominated Headteachers, professional tutors, mentors, NQTs, RQTs and trainees from Partnership Schools</td>
</tr>
<tr>
<td>14:00 – 16:00</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Schedule of Meetings, Training, Monitoring, Assessment and Reporting Sussex ITE Partnership 2016-17

(Please note where possible we have standardised events across our provision but there are some variations between routes and phases)

All official assignment submission dates and times are to be found on the relevant Sussex Direct student pages. The dates and times listed below are an indication only and must NOT be taken as binding or official. Trainees must log into Sussex Direct and use the date/time (together with any other requirements) listed there as the official deadline for submission.

### Autumn Term 2016

<table>
<thead>
<tr>
<th>Day</th>
<th>Date</th>
<th>What</th>
<th>Who</th>
<th>Where</th>
<th>When</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thursday</td>
<td>1 Sept</td>
<td>ITE Courses Registration &amp; Whole Cohort Induction Day</td>
<td>PGCE &amp; SD Leaders, Head of ITE, Admin Support &amp; Trainees</td>
<td>University</td>
<td>9.00 - 15.30</td>
</tr>
<tr>
<td>Friday</td>
<td>2 Sept</td>
<td>PGCE University Induction Begins Professional Practice Placements Confirmed &amp; Reported to Schools</td>
<td>Tutors &amp; Trainees, School Partnership Leader &amp; Admin Support</td>
<td>University</td>
<td>8.45 - 16.00</td>
</tr>
<tr>
<td>Monday</td>
<td>5 Sept</td>
<td>Optional sign up to ITE VLE Induction</td>
<td>IT Services &amp; Trainees</td>
<td>University</td>
<td>10:30-16:00</td>
</tr>
<tr>
<td>Monday</td>
<td>5 Sept</td>
<td>ITE Team Meeting</td>
<td>Tutors</td>
<td>University</td>
<td>10:00 – 13.00</td>
</tr>
<tr>
<td>Friday</td>
<td>8 Sept</td>
<td>Induction for new University Tutors</td>
<td>Tutors</td>
<td>University</td>
<td>9:00-10:00</td>
</tr>
<tr>
<td>Wednesday</td>
<td>21 Sept</td>
<td>Catch up New Secondary Mentor Training and Professional tutor training</td>
<td>New Mentors/Professional Tutors</td>
<td>University</td>
<td>13:00-15:30</td>
</tr>
<tr>
<td>Wednesday</td>
<td>21 Sept</td>
<td>ITE Launch</td>
<td>Tutors, Professional Tutors, Mentors &amp; Trainees</td>
<td>University</td>
<td>15:30-18:30</td>
</tr>
<tr>
<td>Monday</td>
<td>26 Sept</td>
<td>Professional Practice 1 Induction begins followed by serial placement</td>
<td>Professional Tutors, Mentors &amp; Trainees</td>
<td>School</td>
<td>Check with School</td>
</tr>
<tr>
<td>Wednesday</td>
<td>28 Sept</td>
<td>ITE catch up meeting</td>
<td>ITE subject and phase leads</td>
<td>University</td>
<td>10:00-11:00</td>
</tr>
<tr>
<td>Wednesday</td>
<td>28 Sept</td>
<td>Primary/Secondary phase meetings</td>
<td>ITE subject and phase leads</td>
<td>University</td>
<td>11:00-13:00</td>
</tr>
<tr>
<td>Friday</td>
<td>7 Oct</td>
<td>Trainee Voice Reps Meeting with Head of ITE</td>
<td>Primary and Secondary leaders &amp; Trainee representatives</td>
<td>University</td>
<td>16.00 – 17.30</td>
</tr>
<tr>
<td>Friday</td>
<td>21 Oct</td>
<td>Completion and Return of Professional Practice 1A Report</td>
<td>Trainees, Mentors and Professional Tutors</td>
<td>School</td>
<td>By 17.00</td>
</tr>
<tr>
<td>Monday- Friday</td>
<td>24-28 Oct</td>
<td>Directed Study Time</td>
<td>Trainees</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>Friday</td>
<td>4 Nov</td>
<td>ITE Meeting</td>
<td>Tutors</td>
<td>University</td>
<td>13.30 – 15.30</td>
</tr>
<tr>
<td>Wednesday</td>
<td>9 Nov</td>
<td>Partnership Forum</td>
<td>ITE Director, ITE Leaders, School Partnership Leaders, Tutors &amp; Professional Tutors</td>
<td>University</td>
<td>16.15 – 18.15</td>
</tr>
<tr>
<td>Day</td>
<td>Date</td>
<td>Event</td>
<td>Participants</td>
<td>Location</td>
<td>Time</td>
</tr>
<tr>
<td>-----------</td>
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<td>----------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------------</td>
<td>------------------</td>
<td>------------</td>
</tr>
<tr>
<td>Wednesday</td>
<td>23 Nov</td>
<td>Sussex Consortium for Teacher Education and Research Steering Committee</td>
<td>Nominated Headteachers, professional tutors, mentors, NQTs, RQTs and trainees from Partnership Schools</td>
<td>University</td>
<td>14.00 – 16.00</td>
</tr>
<tr>
<td>Friday</td>
<td>9th Dec</td>
<td>Trainee Voice Reps Meeting with Primary and Secondary leaders</td>
<td>ITE leader Trainee representatives</td>
<td>University</td>
<td>13:00- 14:00</td>
</tr>
<tr>
<td>Friday</td>
<td>16th Dec</td>
<td>Completion and Return of Professional Practice 1B Report</td>
<td>Trainees, Mentors and Professional Tutors</td>
<td>School</td>
<td>By 17.00</td>
</tr>
</tbody>
</table>

**Spring Term 2017**

<table>
<thead>
<tr>
<th>Day</th>
<th>Date</th>
<th>Event</th>
<th>Participants</th>
<th>Location</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Friday</td>
<td>13 Jan</td>
<td>ITE catch up meeting</td>
<td>ITE subject and phase leads</td>
<td>University</td>
<td>10:00-11:00</td>
</tr>
<tr>
<td>Friday</td>
<td>13 Jan</td>
<td>Primary/Secondary phase meetings</td>
<td>ITE subject and phase leads</td>
<td>University</td>
<td>11:00-13:00</td>
</tr>
<tr>
<td>Friday</td>
<td>10 Feb</td>
<td>Completion and Return of Professional Practice 2C Report</td>
<td>Trainees, Mentors and Professional Tutors</td>
<td>School</td>
<td>By 17.00</td>
</tr>
<tr>
<td>Friday</td>
<td>10 Feb</td>
<td>Evaluations of placements</td>
<td>Trainees, Mentors, Professional tutors and curriculum tutors.</td>
<td>University</td>
<td>By 17.00</td>
</tr>
<tr>
<td>Monday- Friday</td>
<td>13-17 Feb</td>
<td>Directed Study Time East Sussex, Brighton and Hove trainees</td>
<td>Trainees</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>Monday- Friday</td>
<td>20-24 Feb</td>
<td>Directed Study Time West Sussex trainees</td>
<td>Trainees</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>Friday</td>
<td>3 March</td>
<td>Trainee Voice Reps Meeting with Head of ITE and Secondary leader</td>
<td>ITE Director &amp; Trainee representatives</td>
<td>University</td>
<td>16.00 – 17.30</td>
</tr>
<tr>
<td>Monday</td>
<td>27 Feb</td>
<td>Electronic Submission of APK</td>
<td>Trainees</td>
<td>VLE</td>
<td>By 17.00</td>
</tr>
<tr>
<td>Friday</td>
<td>3 March</td>
<td>Paper Submission of APK Appendices</td>
<td>Trainees</td>
<td>University</td>
<td>By 12.00</td>
</tr>
<tr>
<td>Wednesday</td>
<td>8 March</td>
<td>Partnership Forum</td>
<td>ITE Director, SD &amp; PGCE Leaders Schools Partnership Leader, Tutors, &amp; Professional Tutors</td>
<td>University</td>
<td>16.15 – 18.15</td>
</tr>
<tr>
<td>Wednesday</td>
<td>8 March</td>
<td>Sussex Consortium for Teacher Education and Research Steering Committee</td>
<td>Nominated Headteachers, professional tutors, mentors, NQTs, RQTs and trainees from Partnership Schools</td>
<td>University</td>
<td>14.00 – 16.00</td>
</tr>
<tr>
<td>Wednesday</td>
<td>15 March</td>
<td>Mentor training for Enhancing Professional Practice mentors</td>
<td>Tutors</td>
<td>University</td>
<td>14:00-16:00</td>
</tr>
<tr>
<td>Wednesday</td>
<td>22 March</td>
<td>Moderation of APK &amp; ITE Meeting</td>
<td>Tutors</td>
<td>University</td>
<td>9.00 – 12:00</td>
</tr>
</tbody>
</table>
### Summer Term 2017

<table>
<thead>
<tr>
<th>Day</th>
<th>Date</th>
<th>Event</th>
<th>Participants</th>
<th>University</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wednesday</td>
<td>22 March</td>
<td>ITE Meeting</td>
<td>Tutors</td>
<td>University</td>
<td>13:00-15:00</td>
</tr>
<tr>
<td>Friday</td>
<td>31 March</td>
<td>Completion and Return of Professional Practice 2D Report</td>
<td>Trainees, Mentors and Professional Tutors</td>
<td>School</td>
<td>By 17.00</td>
</tr>
<tr>
<td><strong>Summer Term 2017</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wednesday</td>
<td>3 May</td>
<td>ITE Team Meeting</td>
<td>Tutors</td>
<td>University</td>
<td>9.00 – 13.30</td>
</tr>
<tr>
<td>Monday</td>
<td>15 May</td>
<td>Electronic Submission of portfolio of reflections</td>
<td>Trainees</td>
<td>VLE</td>
<td>By 9.00</td>
</tr>
<tr>
<td>Monday - Thursday</td>
<td>25 May</td>
<td>Reflecting on Professional Knowledge Exit Interviews - see note above for deadline</td>
<td>Tutors and Trainees</td>
<td>University</td>
<td>Negotiated</td>
</tr>
<tr>
<td>Friday</td>
<td>26 May</td>
<td>Completion and Return of Professional Practice 2E Report</td>
<td>Trainees, Mentors and Professional Tutors</td>
<td>School</td>
<td>By 17.00</td>
</tr>
<tr>
<td>Friday</td>
<td>26 May</td>
<td>Final day of the course: some candidate will be required to attend the meetings with exam board 15th June ??? so please be aware of this when making any plans.</td>
<td>Trainees</td>
<td>University</td>
<td></td>
</tr>
<tr>
<td>Thursday</td>
<td>25 May</td>
<td>Trainee Voice Reps Meeting with ITE Director Leader</td>
<td>Head of ITE &amp; Trainee representatives</td>
<td>University</td>
<td>16:00-17:00</td>
</tr>
<tr>
<td>Friday</td>
<td>26 May</td>
<td>Evaluation of ITE by trainees. Farewell Address and Publication of Recommendations for QTS</td>
<td>Trainees and Tutors</td>
<td>University</td>
<td>9.00 - 17.00</td>
</tr>
<tr>
<td>Wednesday</td>
<td>14 June</td>
<td>External Examiners meet with Trainees and Professional Practice Pre-Examination Board</td>
<td>Selected Trainees, Tutors and External Examiners</td>
<td>University</td>
<td>09.00–17.00</td>
</tr>
<tr>
<td>Thursday</td>
<td>15 June</td>
<td>Provisional Progress and Assessment Board for ITE</td>
<td>Board Members</td>
<td>University</td>
<td>9.30 – 13.00</td>
</tr>
<tr>
<td>Friday</td>
<td>23 June</td>
<td>ITE Annual Conference incorporating the Partnership Forum and Sussex Consortium for Teacher Education and Research Steering Committee</td>
<td>Open to all partnership and nominated Headteachers, professional tutors, mentors, NQTs, RQTs and trainees from Partnership Schools</td>
<td>University</td>
<td>9.30 – 16.00</td>
</tr>
<tr>
<td>Friday</td>
<td>30 June</td>
<td>ITE Planning Away Day</td>
<td>Tutors</td>
<td>NA</td>
<td>9.00 – 16.00</td>
</tr>
<tr>
<td>Wednesday</td>
<td>5 July</td>
<td>ITE Team Meetings</td>
<td>Tutors</td>
<td>University</td>
<td>9.00 – 13.30</td>
</tr>
<tr>
<td>Friday</td>
<td>7 July</td>
<td>Pre-Induction Meeting for New ITE Cohort</td>
<td>Tutors and new Trainees</td>
<td>University</td>
<td>9.30 – 16.30</td>
</tr>
<tr>
<td>Monday - Friday</td>
<td>17-21 July</td>
<td>Provisional Graduation Date</td>
<td>Tutors and Trainees</td>
<td>Brighton Dome</td>
<td>9.00 – 16.30</td>
</tr>
</tbody>
</table>
GENERAL INFORMATION

Location
University based teaching takes place on the Falmer campus. The School of Education and Social Work (ESW) is located in Essex House. Teaching will generally be undertaken in Essex House or the Fulton Building and for some subjects – Science, Drama and Music, in specialist teaching facilities. The nearest car parks to Essex house and Fulton are No. 6 behind the Mantel Building, No. 10 (East Slope) and No. 7 behind the Silverstone Building.

A map of the campus can be downloaded from: https://www.sussex.ac.uk/webteam/gateway/file.php?name=campusmap.pdf&site=271

Education School Office
The office for ITE is in Essex House 04.

Noticeboard
The main course noticeboard is in the foyer of Essex House. Urgent notices (i.e. room changes) are often displayed in the entrance to Essex House on the plasma screen display.

Mail
All trainee teachers’ mail (particularly internal communications) is directed to alphabetical pigeon holes in Essex House. They are cleared at the end of every term.

Email
Email is the preferred method of communication between the ITE Course team, school partners and trainees. All trainee teachers are given a university email account on registration and are offered training during induction. During school placements any information will be sent electronically. It is the trainee’s responsibility to check their Sussex email account regularly and respond if necessary. Guidance is provided on how to “bounce” university email to private accounts. School based tutors are also requested to keep the university up to date with electronic contact details.

Computing
Information about IT Services is at: www.sussex.ac.uk/its/

Library
Information about the Library, and our refurbishment project this year, is at: www.sussex.ac.uk/library/

Careers and Employability Centre (CEC)
Information about jobs and career planning is at: www.sussex.ac.uk/careers/

Catering
Catering outlets are based in Bramber House and also:
- Arts Piazza, Arts A
- Chichester Café
- Doctors’ Orders, BSMS
- Library Café
- Falmer Sports Café & Bar
- Jubilee Café

Bridge Café, Pevensey II
Dhaba Café, Arts C
Essex House Café
Silverstone Café

For opening times and other information see: www.sussex.ac.uk/catering/1-2-8.html

Virtual Learning Environment and ITE Website
Most trainees will be able to access two courses on the VLE – one generic course to all trainees (known as Reflecting on Professional Knowledge RPK) where whole course resources are shared and announcements are posted and the other for their subject or phase (KS2/3 will have access to the primary VLE as well as their subject one). These are accessed via the Sussex Direct portal.
which is found at: www.sussex.ac.uk/students or direct to the VLE (Study Direct) at: https://studydirect.sussex.ac.uk Important notices, news items, teaching materials and support forums etc. will all be accessed from the VLE and so regular checking is required.

Electronic copies of all forms can also be found at: www.sussex.ac.uk/education/iteforms

Partnership Schools Webpages
We also have specific webpages for our Partnership schools, where news and events, documentation, reference information and school forms are posted. This, has proved to be a valuable resource, providing relevant information to schools, including meeting times and venues, as well as the most common FAQs, in one place: www.sussex.ac.uk/education/partners

Absence from University
The ITE year is short and intensive. During this time trainee teachers are inducted into a profession of great responsibility and commitment. It is therefore an explicit expectation that trainees attend all ITE sessions, since it is an important indicator when judging the level of participation in the Course. Permission for absence for any reason should be sought in advance, from the specific tutor concerned using the ‘Request for Absence’ pro forma (to be found on the ITE website www.sussex.ac.uk/education/iteforms. In the event of illness, or exceptional circumstances preventing advance notice of absence, trainees are required to complete a ‘Reason for Absence’ pro forma. This is regarded as a matter of courtesy as well as an indication of a trainee teacher’s professional approach to the course and to a teaching career. Further guidance on attendance is detailed elsewhere in the handbook.

Absence from Professional Practice
Schools will have their own procedures for reporting absences. It is very important to familiarise yourself with these and follow them. In addition, for planned absence - a ‘Request for Absence’ pro forma and for unplanned absence - a ‘Reason for Absence’ pro forma must be completed and returned to both school and university. The total number of days absent will be recorded on the Professional Practice Profile. These days may need to be made up at the end of a placement and excessive absences might impact upon any future professional reference to employers.
1. UNIVERSITY OF SUSSEX INITIAL TEACHER EDUCATION PARTNERSHIP

This section introduces the aspirations and nature of our partnership, the ways our courses are structured and assessed and our commitment to equal opportunities.

1.1 Introduction
Our Initial Teacher Education (ITE) is delivered in a partnership with local secondary and primary schools and is known as the Sussex Consortium for Teacher Education and Research (SCTER). Together we offer a range of ITE courses including the established Postgraduate Certificate in Education (PGCE) as well as more recent School Direct (SD) options. All courses provide a route to Qualified Teacher Status (QTS) and an associated academic award e.g. the PGCE. Our provision is designed, developed and delivered in accordance with the requirements of the National College for Teaching and Leadership (NCTL), professional expectations as set out in the Teachers’ Standards (DfE, 2012) and associated recommendations by the Quality Assurance Agency (QAA).

Partnership Ethos
Our partnership is overseen by the SCTER Steering Committee which is led by nominated senior leaders from participating schools and represents the interests of all stakeholders. In addition a termly partnership forum enables all schools to inform and evaluate the nature and direction of our provision (details of SCTER governance structures are in Appendix I). Mutual expectations and commitments are enshrined within a partnership agreement which is renewed annually and sets out the aims, roles and responsibilities of all partnership institutions (see Appendix II).

Every year our partnership convenes for an annual conference to evaluate the strengths of our provision and identify areas for development. In the summer of 2013 school partners were asked to reflect upon our shared values in teacher education. The statements below draw upon the responses of leaders from over forty school partnerships and set out our collective vision for the kinds of trainees we seek to develop, the way we value working together and the impact we aspire to have on school communities and the teaching profession. This vision is reviewed with the partnership each year.

Our Mission
We are committed to high quality teacher education built upon genuine partnerships, inspired by best classroom practice and engaged in teaching as an intellectual and ethical vocation. Our collective mission is to recognise, support and develop a generation of reflective practitioners who are ready, willing and able to improve the life chances of every young person they teach.

Our Trainees
We value, encourage and seek to empower our trainees to be: imaginative and creative, reflexive and curious, open and responsive, enthusiastic and passionate, independent and collaborative, determined and resilient, good humoured and optimistic – always ready to see “a glass half full!”

Our Approach
We believe that in a challenging and dynamic environment and amongst richly diverse school contexts we are more likely to succeed in mutually beneficial partnerships than apart. Working together in school based teacher education is a tradition founded at Sussex where it is recognised that new teachers need to observe, collaborate with and be supported by the best classroom practitioners. We know we can all learn and go on learning from each other and that engagement in teacher education illustrates an on-going engagement with evidence based practice and continuing professional development.

Our Goals
Our partnership is ambitious. Quite simply we expect our graduating teachers to make a meaningful and tangible difference; raising the achievement of all their pupils by being good or better in their teaching. Equally we all have a responsibility as credible role models to share fresh ideas, foster a hunger to learn and empower our young people to thrive as lifelong learners.
We want teacher education and all those involved to enrich the fabric of the school, contributing beyond the classroom, engaging with wider communities and valuing the whole child within them.

We thank all of our partner schools, past and present for their work which has not gone unnoticed by our trainees or by OFSTED. In our recent external examiner and inspection reports, the high quality work and professional judgements of our school partners have been regularly commended, helping to maintain our partnership as one of the region’s leading ITE providers.

**Partnership Pedagogy**

The partnership has a number of distinctive features in its delivery of ITE provision. The most significant aspect is that it is a collaborative enterprise between the participating schools of the Sussex Consortium for Teacher Education and Research and the university. A measure of the closeness of the partnership is that trainee teachers spend a significant period of time throughout the year in two or three schools. There, tutored by senior and experienced members of staff, they take a steadily increasing share in the normal duties of a professional teacher, both inside and outside the classroom. In each of their placement schools, a Mentor from within their subject area guides trainees. The Mentor is an experienced practitioner, carefully selected for his or her good classroom skills. A Professional Tutor, usually a member of the school’s Senior Management Team, has responsibility for inducting the trainees into the management, organisation and philosophy of the school, and for co-ordinating the delivery of the professional studies within the placement schools.

Our courses are **school-based and school-led** which refers to the training that trainee teachers receive in school, and in the belief that trainees come to understand the nature of professional knowledge and learn the practical skills of teaching by working alongside experienced colleagues with continuous experience with pupils in the classroom. Our partnership regularly seeks to extend the nature of school-led ITE and encourages schools to take a leading role in the training, selection and assessment of trainees. For example:

- Schools take the lead in the assessment of trainees’ professional practice placements and are also involved in the final assessment of trainees’ portfolios of evidence at the end of the course;
- Mentors have been involved in the recruitment and selection of trainees for many years, taking an active part in the interviewing process. A key feature of selection takes place in partnership schools with prospective candidates engaging with pupils, undergoing tasks and being interviewed by mentors and/or professional tutors with a university tutor;
- Partnership schools contribute to our successful professional studies programme leading lectures or offering workshops.

Governance of the partnership draws upon the expertise of all partnership stakeholders with Headteachers, professional tutors and mentors as well as NQTs and trainees advising and recommending changes to provision.

University based elements aim to help trainees to reflect, draw on and extend their school based experiences in order to broaden and deepen insights into practice as well as to develop their knowledge about not only what pupils learn and how they learn but understand why they learn in the ways they do and what teaching strategies will be more effective.

Our ITE courses place a strong emphasis on active methods of study. At the university and in some school contexts, seminars, workshops, school-based enquiries and lectures represent the main teaching methods, encouraging co-operative, not competitive attitudes. A high standard of achievement is expected and every trainee teacher must be successful in both practical and written work, as these elements all help us be sure that graduates from each course demonstrate that they meet the Teachers’ Standards and are ready to succeed in their first teaching appointments.
1.2 Course Structure
All trainee teachers, regardless of their phase, subject specialism or training route (PGCE, PGCE (PP) or SD) are expected to pass the following modules. These modules are mapped against the Teachers' Standards and provide the partnership with confidence that trainees should be awarded QTS and are ready to enter the profession as successful Newly Qualified Teachers (NQTs).

All official assignment submission dates and times are to be found on the relevant Sussex Direct student pages. The dates and times listed below are an indication only and must NOT be taken as binding or official. Trainees must log into Sussex Direct and use the date/time (together with any other requirements) listed there as the official deadline for submission.

<table>
<thead>
<tr>
<th>Deadline</th>
<th>Assignment</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday 27(^{th}) February 2017</td>
<td>Applying Professional Knowledge (APK)</td>
<td>We expect Electronic copies of assignments to be uploaded by 17.00 to the appropriate eSubmission area of Study Direct. Printed copies of the appendices only must be submitted to Essex House reception by 12.00 on Friday 3(^{rd}) March 2017</td>
</tr>
<tr>
<td>Monday 15(^{th}) May 2017</td>
<td>Reflecting on Professional Knowledge (RPK)</td>
<td>We expect Electronic Portfolio of Reflections to be uploaded by 9.00 on Study Direct.</td>
</tr>
<tr>
<td>By Thursday 25(^{th}) May 2017</td>
<td></td>
<td>Portfolio must be submitted to a panel of Curriculum/School Based Tutors by 17.00</td>
</tr>
<tr>
<td>Friday 23(^{rd}) June 2017</td>
<td>Exploring Professional Knowledge (EPK) (Candidates may opt to take this module which is a stand alone module, additional to the PGCE course)</td>
<td>Presentation of School-Based Research presented to assessment panel by 17.00. Electronic copies of Presentation Slides and Annotated Bibliography are required to be uploaded by 9.00 on Study Direct.</td>
</tr>
</tbody>
</table>

1.3 The Award of PGCE
Students should refer to the full University Examination and Assessment Regulations Handbook. See:
www.sussex.ac.uk/academicoffice/documentsandpolicies/examinationandassessmenthandbooks

Students are required to engage with and take 90 credits. A Postgraduate Certificate in Education will be awarded to students who achieve 60 credits across the course, which must include X1027 Professional Practice 1 and X1030 Professional Practice 2 which are pass/fail and 804X1 Reflecting on Professional Knowledge. The mean for the award will be calculated across all 90 credits with a Distinction or Merit awarded where the criteria are met. Exceptionally, where 801X1 Applying Professional Knowledge has been failed, the mean for the award will be based on 804X1 Reflecting on Professional Knowledge. In these circumstances, the Distinction and Merit classification will not apply. A resit of 801X1 Applying Professional Knowledge will be offered for credit and award, with the candidate not reconsidered for award. Where 804X1 Reflecting on Professional Knowledge has not been passed, a resit will be given and the candidate reconsidered for a Pass award. These regulations apply to the Postgraduate Certificate in Education and to the Postgraduate Certificate in Education (Pedagogy and Practice).
30 of the credits used for the award and the remaining 30 credits, accumulating to 60 credits, may be transferred to the MA Education.

In exceptional circumstances the partnership may recommend candidates for QTS only (i.e. no award) if both periods of professional practice have been passed successfully and there is sufficient evidence of meeting all the Teachers' Standards across all modules.

1.4 Equality and Diversity
The University of Sussex is committed to promoting equality and appreciating diversity in our society. Diversity has many different dimensions, including academic and physical ability, socio-economic and religious background, sexual orientation, ethnicity and culture. Sussex is committed to providing an inclusive and supportive environment for all (including pupils and trainees) in an environment free of harassment and bullying on any grounds. Our equal opportunities policy can be found in Appendix IV.

By challenging stereotypes and educating pupils about cultural heritage we can assist in Community cohesion. At Sussex we are committed to producing teachers who understand and respect diversity and have a goal of promoting community cohesion alongside delivering their subject teaching. We seek to recruit trainees from a variety of backgrounds. Preference is given to those who are prepared to take responsibility for their own professional development, are punctual and reliable, work hard, and bring a sense of humour to see them through the difficult patches. We also expect trainee teachers to have a commitment to meeting the needs of all pupils. As such students are expected to develop an awareness of the particular features associated with pupils' social and ethnic origins, their gender and sexuality, and their levels of physical, emotional and intellectual ability.

All our ITE courses seek to feature appropriate emphasis on issues around diversity and a consideration of community cohesion underpins all that we do. In addition, we run specific sessions in the Professional Studies programme, as well as subject specific seminars. We have also recently establishing subject links with schools in London and elsewhere where our trainees can experience a more diverse environment and learn from experienced professionals.

If you experience any harassment on grounds of gender, sexual orientation, ethnicity, religion, nationality, age or disability contact your Student Advisors within your school or the Welfare Officer: welfare@ussu.sussex.ac.uk at the University of Sussex Student Union on 01273 873354 (internal extension 3354). For more advice and information go to the harassment and bullying page at: www.sussex.ac.uk/equalities/1-3-1-7.html

For information on disability support see the Student Support home page at: www.sussex.ac.uk/sas/1-4-3-1.html or contact the Student Support Unit (studentsupport@sussex.ac.uk) on 01273 877466 (internal extension 7466).

For the equal and diversity policy and other equalities information go to: www.sussex.ac.uk/equalities
2. UNIVERSITY BASED TEACHING AND LEARNING

Our Initial Teacher Education courses are intensive and extend over one academic year, from September 2016 to June 2017. Courses are full-time combining Masters level academic study and over 120 days of assessed school-based professional practice. Teaching and learning takes place in University-based settings and within different placement schools. For the Key Stage 2/3 Courses trainees are able to specialise in Mathematics, Music, MFL and Modern Computer Science. For our mainstream Secondary Courses we offer a range of specialisms including: Drama, Geography, English, History, Mathematics, Modern Foreign Languages, Music and Science (with specialisation in Biology, Chemistry or Physics) as well as bespoke training routes in Art, Classics, Physical Education and Psychology. Our Primary and Early Years Courses prepare trainees to teach across the curriculum in that phase and we also run a Primary with Maths specialism course.

Within Initial Teacher Education, a number of our teaching staff have already been recognised as excellent teachers, with many having won University of Sussex and Student Led Teaching Awards: Jo Tregenza, Fi Branagh, Karen Gladwin, Duncan Mackrill, Robert Rosenthal, Jacqui Shepherd, Julia Sutherland, Andrew Chandler-Grevatt and Simon Thompson. Duncan Mackrill has also been recognised with the award of a National Teaching Fellowship by the Higher Education Academy.

2.1 University Based Curriculum

There are three modules taught at the University during the course:
- Applying Professional Knowledge (30 level 7 Credits)
- Reflecting on Professional Knowledge (30 level 7 Credits)
- Exploring Professional Knowledge (30 level 7 Credits)*

* Optional module which can be taken during the Summer Term

Whilst these courses have separate aims and are clearly defined by assessment expectations and learning outcomes, they are rarely taught in isolation and learning opportunities in one course often support learning in another. Instead, teaching and learning at the University is organised into three different types of study sessions:

Curriculum sessions - seminars and practical workshops developing curriculum knowledge and understanding in your specialist subject or phase. (Individual subject course handbooks will provide more detail of the programme of study and its content.)

Professional Studies sessions - whole cohort lectures or cross curricular workshops/seminars focusing on broader professional issues in education (these include academic, professional or ICT support). These include theme days or sessions, for example on Special Educational Needs and Disability (SEND) or Behaviour Management. Guidance and further details on university and school based professional studies can be found in this section and section three.

Progress Review or Reflecting on Professional Knowledge (RPK) Tutorials - tutorials or reviews with curriculum tutors at specific points over the year. The Reflecting on Professional Knowledge Portfolio and teaching experience files should be brought to these meetings. Strengths and areas for development will also be identified.
The University Day
The day usually begins at 8:45 and finishes by 17.00. A typical Curriculum Studies (CS) day

Most university-based study days are normally organised as follows:
08.45 – 9:50 Professional Studies Lecture
10.00 – 13.00 Curriculum Session – involving discussion of Professional Studies issues, catch up discussions on Professional Practice (this time also includes a 30 minute break)
13.00 – 14.00 Break
14.00 – 16.00 Curriculum Session
16.00 – 17.00 Professional Studies optional sessions or Tutorials

As this is a professional course we uphold high expectations with regard to promptness and professional conduct both at school and in university. Trainees are expected to be on time for all sessions and to behave in a professional manner at all times.

Subject Knowledge Development
As well as identifying areas of subject knowledge for development at interview, all trainees complete a detailed subject knowledge audit (SKA) during Induction. This provides a useful benchmark to prioritise areas of personal knowledge and subject development. Each subject has an audit and subject knowledge development tool enabling mentors and Curriculum Tutors to monitor trainees’ progress. Trainees’ subject knowledge for teaching is also incorporated into the review process and included as a prompt for trainees’ reflections over the course. In addition, mentors are involved in the process of auditing their trainee’s subject knowledge, with specific review points agreed over the year.

2.2 Professional Studies
All trainees follow a course of Professional Studies delivered both in university and in placement schools. In this programme, trainees are introduced to those elements of teaching and learning, educational issues and pedagogy that are common to all subjects. University lectures and seminars are intended to introduce trainees to a particular topic or issue, before it is developed and given a specific subject focus (as appropriate) in Curriculum Studies. The school-based Professional Studies programme is intended to develop any emerging themes and provide the vital school context.

2.3 University-based Professional Studies
The University-based Professional Studies course is an essential element of our full training programme and includes lectures, seminars and cross-curricular theme days or half days. There are also, from time to time, optional sessions to help, support or extend our core offer. Curriculum Tutors are involved in applying Professional Studies in their sessions to provide a subject perspective to particular themes and topics where appropriate. Lectures and seminars during the first term are intended to contribute to providing some of the essential background knowledge that trainees need to understand as they start to work in classrooms and schools. However, these lectures can only introduce a topic and trainees will need to be prepared to read around the subject and/or complete follow-up tasks.

The outline programme for the year’s topics is to be found below but up-to-date information about the Professional Studies programme, including dates, venues, times, sign-up sheets, lecture capture and other support materials are to be found on the ITE RPK Study Direct (VLE) at: https://studydirect.sussex.ac.uk

The programme is updated regularly and trainees MUST check for any changes in venue, time or subject as notified on the ITE RPK Study Direct Site.
Welcome to Sussex ITE
How the course is assessed
Professional Knowing – What is an effective teacher? And how do I become one?
Making a difference and SEN
Child Safety and Exploitation
Introducing Google Education
Introduction to assessment
As a teacher what are my rights and responsibilities?
How to enjoy a successful professional practice in schools
What is good behaviour and where can a beginning teacher find some?
Child Psychology and why is important for teachers

The core objectives for the university Professional Studies Course are to:

- develop an understanding of educational issues as they apply to the curriculum;
- engage with theories of pedagogy and cognitive development;
- become aware of the impact of personal and social development as they relate to the educational experience of pupils in school;
- expand awareness of, and ability to undertake, pastoral responsibilities;
- develop a coherent, reasoned philosophy of education, and the ability to express this orally and in writing;
- engage in constructive self-evaluation and to develop the ability to reflect productively on activities as professionals;
- Be prepared to improve and update his/her understanding and practice.

2.4 Professional Studies Programme – Induction – Indicative topics
Please refer to the separate printed copy of the Induction programme for details

2.5 Key Textbooks and References
Notes and other materials for Professional Studies lectures or workshops will be available for trainees via the RPK VLE. In certain circumstances, e.g. in the case of copyright or unavailability of recording equipment, not all lectures and PowerPoints can be made available. In addition to any materials provided, the texts below provide a good resource for further study and for such things as researching for the Professional Studies programme, and the Curriculum and Reflecting on Professional Knowledge assignments.

Secondary Main Texts:
Maidenhead: OUP

For Masters level work, the following books will be useful:
Also recommended for Secondary:

Key Stage 2/3 Main Text:

Primary Main Texts:
*Loxley, P., Dawes, L., Nicholls, L. and Dore, B. (2nd edition 2013) Teaching Primary Science: Promoting Enjoyment and Developing Understanding* Longman
*Barber, J, Paul-Smith, S (2nd edition 2012) Early Years Observation and Planning in Practice: Your Guide to Best Practice and Use of Different Methods for Planning and Observation in the EYFS Practical Pre-School Books

General recommended texts:
Some Selected Web sites:

University of Sussex, Department of Education: www.sussex.ac.uk/education/
University of Sussex, Department of Education Initial Teacher Education:
http://www.sussex.ac.uk/education/ite
Department for Education www.education.gov.uk/
Times Educational Supplement: www.tes.co.uk
BBC Education: www.bbc.co.uk/learning/
National Foundation for Education Research: www.nfer.ac.uk
National Union of Teachers: www.teachers.org.uk
DfE – National College for Teaching and Leadership:
http://www.education.gov.uk/aboutdfе/executiveagencies/a00223538/nat-college-teach-leader

Ofsted: www.ofsted.gov.uk
The following have useful information but can now only be accessed via the National Archives:
www.nationalarchives.gov.uk/education/

Multiverse (exploring diversity and achievement):
Teacher Training Resource Bank:
http://webarchive.nationalarchives.gov.uk/20101021152907/http://www.ttrb.ac.uk/
Teacher Training Resource Bank – Special Educational Needs:
http://webarchive.nationalarchives.gov.uk/20101021152907/http://sen.ttrb.ac.uk/
Citizenship: www.citized.info
English as an Additional Language: www.naldic.org.uk/eal-initial-teacher-education/resources
Evidence for Policy and Practice Information and Co-ordinating Centre - EPPI-Centre - (produces reviews of recent research literature on topics in education): www.eppi.ioe.ac.uk
3. Professional Practice

3.1 School Based Learning
Learning through practical teaching underpins the course and preparation for meeting the Teachers’ Standards (DfE, 2012). As such all trainees spend at least 120 days in schools and develop their practice in at least two distinct school settings. The University of Sussex ITE partnership refers to time in school as Professional Practice.

During this Professional Practice component trainees learn the principles of practical teaching in the context of the National Curriculum. A designated secondary specialist subject or primary Mentor for each trainee provides one hour per week scheduled ‘Mentor time’ for tuition, supervision, advice and feedback.

The school Professional Tutor co-ordinates Mentors and trainees in the school, and offers an in-school Professional Studies seminar course. (Full details of the roles and responsibilities are contained in Appendix III). These school based tutors are pivotal leaders in professional learning and the University of Sussex highly values their contributions.

School based tutors are offered professional development opportunities through termly mentor training meetings and professional tutor partnership meetings and new tutors are invited to regular training events.

Professional Practice
Our ITE course comprises two periods of professional practice in schools
Professional Practice 1: September to February half term
Professional Practice 2: February half term to May half term

For all routes and phases the first professional practice is distinguished by a long serial placement where four out of five days are spent in school and Fridays are dedicated to university led curriculum and professional studies. The second professional practice is essentially a long block with a very small number of Friday review and teaching days held at university at strategic points in the placement. For each ITE Route every trainees are required to teach in two contrasting school settings.

Depending on the route and phase you are following, the dates and structures of the school placements varies. This is summarized below but please also see the relevant ITE Structure mapping our your year.

Primary PGCE and Primary School Direct*
Professional Practice 1: Main Primary Placement  
Professional Practice 2: Continuation of Main Primary Placement until Easter and Enhancing Placement  
form Easter to May half term

*Salariied School Direct trainees continue on in their employing school until the end of the summer term

KS2/3 PGCE
Professional Practice 1: Secondary Placement – End of September to October half term and then Primary placement in Key Stage 2 October half term until Easter in a school that feeds into your secondary placement with an expectation for teaching commitment after an initial induction week.  
Professional Practice 2: Return to the same Secondary placement after Easter to the end of the course at May Half term

The second school placement is a long placement from November to Easter in the feeder primary school.

Secondary PGCE Trainees
Professional Practice 1: First school placement from September to February half term  
Professional Practice 2: Second school placement from February half term to May half term

Each school experience is approximately the same number of total days in length depending on the nature of school terms in partnership schools.
Secondary School Direct (Tuition fee)
Professional Practice 1: Main School Placement from September to February half term
Professional Practice 2: Complementary School Placement 4-6 weeks in a contrasting school after February half term and second part of main school placement from Easter to May half term.

The main school placement lasts for most of the year with a shorter complementary placement arranged by the lead school after February half term. The trainee then returns to their main school to complete their training.

Secondary School Direct (Salaried)
Professional Practice 1: Main School from September to February Half term
Professional Practice 2: Main School 4 days a week and Fridays in the Complementary school placement This is followed by a block placement of two fulltime weeks in the complementary school after May half term.

Salaried School Direct trainees then continue on in their employing school until the end of the summer term

3.2 Organising Professional Practice Placements

Core (University Led) PGCE Placements (Secondary, Primary and KS2/3)
Both the Professional Practice placements are organised by University Curriculum Tutors, following consultation with the Schools Partnership Leader and partner schools, taking account of:
Availability of placements in particular subject areas, age phases and specialisms;
The need to provide for experience across the entire age range;
Accessibility for trainees in relation to where they live and access to transport.

We cannot guarantee placement locations and trainees must expect to travel for up to 1.5 hours to a placement school. While we make every effort to place trainees in schools within easy reach of their home address this is not always possible. If a student refuses a school placement that is considered suitable by the university they may be deemed to have withdrawn themselves from the PGCE course.

School Direct Placements
As School Direct Trainees are recruited by a School Direct Partnership they have already been assigned their main school placement. Individual School Direct Partnerships are responsible for selecting and organising a suitable Complementary (Secondary)/Enhancing (Primary) Professional Practice placement for each of their trainees. Individual arrangements apply within each partnership as to whether this is the role of the lead school or the main Professional Practice school. Please see section 3.6 below for more information on setting up and organising the Enhancing/Complementary Professional Practice for School Direct trainees.

3.2.1 Broader experiences of the Key Stages

For trainees on the Key Stage 2/3 PGCE – trainees are expected to spend a maximum of 4 days in a Key Stage 1 setting attached to their KS2 placement school. This can take place at any time in the school experience and does not need to be completed as a block of time (e.g. this experience could be spread over 4 weeks with one day a week in the KS1 placement).

For trainees on any Primary course, trainees will be expected to spend a maximum of 4 days in which ever Key Stage they are not mainly focusing on e.g. KS1 first placement will spend 4 days in KS2. In addition, they will all spend a further day exploring secondary transition.

For secondary trainees, curriculum tutors may organise training opportunities in Key Stage 2 or Post 16 settings as part of the university course. However, partnership schools are encouraged to facilitate visits to extend and develop their practice.
3.3 Selection of School Tutors

Selection of Mentors
Criteria for the selection of Mentors are:
• Substantial current experience as classroom teachers;
• Specialist subject knowledge, skills and understanding, updated through in-service, further training or other means as appropriate;
• Good classroom practice, as identified by the school or OFSTED inspectors;
• Clear communication skills with children and adults;
• Strong social skills, such as ability to work well with others;
• Willingness to undertake mentorship role and commitment to ITE;
• Where relevant, previous successful experience as Mentor within/beyond the Consortium.

Selecting Mentors for School Direct Salaried Trainees and for the ‘Cosmopolitan’ Subjects
Due to the length of the main placement and the complexity of the salaried route professional tutors should select staff who have already mentored on PGCE, UG or another route such as the GTP and are not beginner mentors. We recognise however that this may not necessarily always be possible in the case of the Cosmopolitan (additional) subjects such as Art and Photography/Design, PE, DT, Economics, Health and Social Care, Psychology, Social Science, Media Studies and Computer Studies where schools may not have had any opportunity to host trainees previously. However staff mentoring trainees in all the Cosmopolitan subjects do need to be highly experienced in teaching their own subject as the responsibility for delivering part of the Curriculum Studies programme to the trainee rests with them and their department.

Selection of Professional Tutors
Selection criteria for school Professional Tutors are:
• Normally a member of the school senior management team;
• Previous experience with ITE, normally as a Mentor;
• Willingness to undertake the role of Professional Tutor and commitment to ITE;
• Other criteria as for Mentors above.

Partnership schools need to recognise the workload, status and whole school responsibility of the Professional Tutor.

3.4 Mentor and Professional Tutor Training
The fulfilment of entitlement criteria set out in the partnership agreement (Appendix II), and responsibilities and requirements are ensured by induction and in-service training of all Mentors and Professional Tutors.

Initial Induction and Training of Mentors and Professional Tutors
All new Mentors and Professional Tutors must undertake training through attendance at a New Mentor and Professional Tutor training meetings in order satisfactorily to fulfil their role. Training is delivered jointly by designated university and school representatives. Sessions cover a detailed examination of:
• The Teachers’ Standards;
• The partnership agreement;
• Roles and responsibilities and how to undertake them;
• The school-based Mentor or Professional Tutor course;
• Observation and feedback;
• Target setting and progression;
• Assessment procedures and how these are fulfilled.

Lecture, video-recordings, discussion and role-play are the main methods used in the training. Documentation used in initial training is in the ITE Handbook. Mentor training is also frequently carried out within partnership schools. Both Mentor and Professional Tutor training events and meetings are detailed in the schedule of partnership events at the front of the handbook and on the Partners webpage:
www.sussex.ac.uk/education/partners
In-Service Training of Mentors
In-service training for Mentors takes place formally twice a year. All Mentors are expected to attend in-service training meetings, which are important for continuing professional development. Please see the front of this handbook for training dates for 2016-2017. They take place after school and may consist of a generic whole programme training input – often led by a professional tutor in a teaching school – followed by specific subject training meetings, chaired by Curriculum Tutors. Issues often follow up those covered in initial training in greater depth, and include such items as how to:

- work with the Teachers’ Standards
- plan and evaluate trainees' school-based activities;
- review trainees' progress;
- further support and develop trainee subject knowledge for teaching
- develop mentoring skills;
- provide support and guidance to trainees;
- develop target setting skills;
- complete profile reports using subject-specific criteria;
- other subject-specific issues

In-service training sessions are also an important means of cross-school Mentor moderation (see Appendix III - Roles and Responsibilities).

In-Service Training of Professional Tutors
In-service meetings for school Professional Tutors take place four times a year (once per term plus start of year meeting with trainees), and are normally held after school. It is highly desirable that Professional Tutors attend, for continuing professional development and in order to strengthen partnership arrangements. Separate meetings for primary and secondary are usually led by the Schools Partnership Leader with an agreed agenda. As well as covering PGCE and School Direct matters as a whole and the Professional Studies component within it, the meetings include such items as:

- Working with the Teachers’ Standards;
- Professional Studies sessions in school: sharing good practice;
- Assessing trainees' Professional Studies assignments;

The professional tutor role in managing the work of mentors
- Developing partnerships and collaboration between schools and university
- Overall placement issues;
- School-university liaison.

The Summer Term meeting includes a full review of the year’s course, the Professional Tutor’s role within it, and planning for the following year. Recommendations arising out of this meeting are passed on to the Course Teams for consideration and implementation, if agreed, the following year.

The work of these meetings is overseen by the Schools Partnership Leader who acts as a link between schools and the university. The Schools Partnership Leader provides an important point of contact for both trainees and school based tutors (particularly professional tutors) and convenes termly partnership meetings, which plan, evaluate and inform the development of the Sussex ITE programmes.

In addition, all partnership schools benefit from at least one visit by the Schools Partnership Leader or a designated alternative tutor to help maintain a strategic overview of partnership relationships, development and quality assurance.
3.5 Teaching Load and Learning Timetables

*additional guidelines for timetabling Salaried School Direct trainees given below in 3.5.2

The construction of suitable teaching and learning timetables is crucial to ensuring solid professional development. In any professional practice placement, trainees should be encouraged to build up teaching practice gradually so that they move through different learning experiences. All placements should begin with opportunities for the trainee to observe effective classroom practice as well as the classes they will eventually take responsibility for.

Too long spent on observation can undermine its benefits and mentors are advised to begin integrating trainees into the teaching process as quickly as possible. This may include encouraging the trainee to run a starter activity, lead a class discussion or take a plenary. Alternatively, trainees might be asked to supervise a small group of pupils leading them through a group task. Increasingly, selected lessons are likely to be team-taught or taught jointly alongside experienced colleagues until the trainee teacher is ready to assume full responsibility for the planning, teaching and monitoring of pupil learning.

In the first professional practice, the build-up of teaching activities is likely to be slower and more restricted, whereas, in the second, the trainee will assume greater responsibility for a larger number of classes or lessons more quickly.

Trainees on the primary course will be working mainly in one year group in one of their Key Stages in their first of main placement and gaining experience of the second Key Stage later in the year (please see supplementary primary information).

Lesson planning would initially be joint with the mentor or class teacher to begin with, the trainee gradually taking more responsibility as they are able. By the end of the term, the trainee should be planning their own lessons independently but in consultation with the mentor/class teacher. Other lessons are likely to be team-taught alongside experienced colleagues. It is beneficial for trainees to have a range of pupils to teach but please do not allocate very difficult/bottom set classes to trainee teachers especially at the beginning of their training.

In both placements, it is important to balance the teaching experiences with other opportunities for professional development including school based teacher education, further professional duties and planning, preparation and evaluation time.

Whilst working with other teachers is desirable in designing timetables the partnership expects that 50% of allocated lessons should be with the mentor's classes. This ensures the mentor is in a strong position to assess and develop trainee progress during their professional practice.
### Example Timetables

**Professional Practice 1 (Secondary PGCE and School Direct Trainees)**

26th September, 2016 – 9th /16th February, 2017 (West Sussex week earlier) - building to 8 hrs

<table>
<thead>
<tr>
<th></th>
<th>MONDAY</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
<th>THURSDAY</th>
<th>FRIDAY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Period 1</td>
<td>Tutor Group</td>
<td>Tutor Group</td>
<td>Tutor Group</td>
<td>Tutor Group</td>
<td></td>
</tr>
<tr>
<td>Period 2</td>
<td>Key Stage 3</td>
<td>PPA</td>
<td>Key Stage 4</td>
<td>Key Stage 4</td>
<td></td>
</tr>
<tr>
<td>Period 3</td>
<td>PPA</td>
<td>Key Stage 4</td>
<td>PPA</td>
<td>Mentor Meeting</td>
<td></td>
</tr>
<tr>
<td>Period 4</td>
<td>TA/SEND</td>
<td>Key Stage 3</td>
<td>Research/work on assignment</td>
<td>PPA</td>
<td></td>
</tr>
<tr>
<td>Period 5</td>
<td>Key Stage 3</td>
<td>Directed Tasks</td>
<td>Key Stage 3</td>
<td>PPA</td>
<td></td>
</tr>
<tr>
<td>After School</td>
<td>Dept Meeting*</td>
<td>Staff Meeting*</td>
<td>Prof. Studies*</td>
<td>Extra-curricular activity*</td>
<td></td>
</tr>
</tbody>
</table>

### Professional Practice 2 (Secondary PGCE)

20th/27th February, 2017 – 25th May, 2017 (West Sussex a week earlier) – building to 12 hours

<table>
<thead>
<tr>
<th></th>
<th>MONDAY</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
<th>THURSDAY</th>
<th>FRIDAY**</th>
</tr>
</thead>
<tbody>
<tr>
<td>Period 1</td>
<td>Tutor Group</td>
<td>Tutor Group</td>
<td>Tutor Group</td>
<td>Tutor Group</td>
<td></td>
</tr>
<tr>
<td>Period 2</td>
<td>PPA</td>
<td>PPA</td>
<td>Key Stage 3</td>
<td>Key Stage 4</td>
<td></td>
</tr>
<tr>
<td>Period 3</td>
<td>Key Stage 4</td>
<td>PPA</td>
<td>Key Stage 3</td>
<td>Key Stage 4</td>
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</tr>
<tr>
<td>Period 4</td>
<td>PPA</td>
<td>Key Stage 3</td>
<td>PPA</td>
<td>TA/SEND</td>
<td></td>
</tr>
<tr>
<td>Period 5</td>
<td>Key Stage 3</td>
<td>Directed Tasks</td>
<td>PPA</td>
<td>PPA</td>
<td></td>
</tr>
<tr>
<td>After School</td>
<td>Staff meeting*</td>
<td>Prof. Studies*</td>
<td>Extra-curricular activity*</td>
<td>Dept Meeting*</td>
<td></td>
</tr>
</tbody>
</table>

*Some of these activities may be timetabled at other times of the school day e.g. lunchtimes, before school, during a teaching period, etc. but should be included within a trainee’s week

**Please note that 4 Fridays will be university-based.
<table>
<thead>
<tr>
<th>Key</th>
<th>Professional Practice 1</th>
<th>Professional Practice 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Observation/Micro /Team/Full Class Teaching</td>
<td>8 hours</td>
<td>12 hours</td>
</tr>
<tr>
<td>Curriculum teaching</td>
<td></td>
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</tr>
<tr>
<td>Mentor Meeting</td>
<td>1 hour</td>
<td>1 hour</td>
</tr>
<tr>
<td>Professional Studies</td>
<td>1 hour</td>
<td>1 hour</td>
</tr>
<tr>
<td>Directed Tasks</td>
<td>1 hour</td>
<td>1 hour</td>
</tr>
<tr>
<td>M level research</td>
<td>1 hour</td>
<td>1 - 2 hours</td>
</tr>
<tr>
<td><strong>Total School Based Teacher Education</strong></td>
<td>4 hours</td>
<td>4 - 5 hours</td>
</tr>
<tr>
<td>Tutor Group</td>
<td>1 - 2 hrs</td>
<td>1 - 2 hrs</td>
</tr>
<tr>
<td>Supportive Education – SEN/EAL/TA</td>
<td>2 hours</td>
<td>1 hour</td>
</tr>
<tr>
<td>Dept/School Meetings</td>
<td>2 hours</td>
<td>2 hours</td>
</tr>
<tr>
<td>Extra- curricular</td>
<td>1 hour</td>
<td>1 hour</td>
</tr>
<tr>
<td><strong>Total Further Professional Duties</strong></td>
<td>6 - 7 hours</td>
<td>5 – 6 hours</td>
</tr>
<tr>
<td>Planning, Preparation &amp; Assessment</td>
<td>7 hours</td>
<td>6 - 8 hours</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>25- 26 hours</td>
<td>27 - 31 hours</td>
</tr>
</tbody>
</table>
Primary Timetables: By Christmas you should be teaching 8 hours.

This may be comprised of: Whole class teaching, group work, individual/intervention groups, inputs or plenaries

<table>
<thead>
<tr>
<th>Time</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>08:45 - 09:00</td>
<td>Non-contact time – Tracked children tasks</td>
<td>Take register</td>
<td>Take register &amp; attend assembly</td>
<td>Take handwriting intervention group</td>
<td>University based sessions</td>
</tr>
<tr>
<td>09:00 – 09:30</td>
<td>Maths – Support red group during input and then work with for activity</td>
<td>Observation – Phonics in EYs</td>
<td>Individual reading with tracked children</td>
<td>Individual reading with tracked children</td>
<td></td>
</tr>
<tr>
<td>09:30 – 10:30</td>
<td>English – Work with orange group and teach plenary Teach plenary</td>
<td>Maths – Support green group during input and then work with for activity</td>
<td>Maths – Teach whole class</td>
<td>Maths – Support blue group during input and then work with for activity</td>
<td></td>
</tr>
<tr>
<td>10:30 – 11:00</td>
<td>Observe nurture group</td>
<td>English – Teach whole class Formal Lesson Observation</td>
<td>English – Team Teach</td>
<td>Playtime duty</td>
<td></td>
</tr>
<tr>
<td>11:00 – 12:00</td>
<td>Non-contact time – preparation for English lesson tomorrow</td>
<td>Non-contact time – Assessment tool updating</td>
<td>PPA with Mentor</td>
<td>Observation – English in year 2</td>
<td></td>
</tr>
<tr>
<td>12:00 – 13:00</td>
<td>Professional Tutor meeting</td>
<td>Observation – French in year 6</td>
<td>Mentor Meeting</td>
<td>Science – Teach whole class</td>
<td></td>
</tr>
<tr>
<td>13:00 – 14:00</td>
<td>Attend Staff Meeting</td>
<td></td>
<td></td>
<td>Update Progress Tracker</td>
<td></td>
</tr>
<tr>
<td>14:00 – 15:00</td>
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<tr>
<td>After School</td>
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</tbody>
</table>
Your teaching timetable should look something like this from January until half term. 10 hours teaching time

This may be comprised of: Whole class teaching, group work, individual/intervention groups, inputs or plenaries

<table>
<thead>
<tr>
<th>Time</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
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</thead>
<tbody>
<tr>
<td>08:45 -09:00</td>
<td>Attend assembly</td>
<td>Professional Tutor Meeting – Meeting with SENCO</td>
<td>Take register</td>
<td>Observation – Behaviour management in Year 3</td>
<td>University based sessions</td>
</tr>
<tr>
<td>09:00 – 09:30</td>
<td>Intervention group with phonics focus children</td>
<td>Maths – Team teach then work with green group for activities Teach plenary</td>
<td>Intervention group with phonics focus children</td>
<td>English – Teach whole class</td>
<td></td>
</tr>
<tr>
<td>09:30 – 10:30</td>
<td>Maths – Team teach then work with green group for activities Teach plenary</td>
<td>Playtime duty</td>
<td>Maths – Teach whole class</td>
<td>Support in dance club</td>
<td></td>
</tr>
<tr>
<td>10:30 – 11:00</td>
<td>English – Teach whole class</td>
<td>English – Teach whole class</td>
<td>English – Teach whole class</td>
<td>PPA with Mentor</td>
<td></td>
</tr>
<tr>
<td>11:00 – 12:00</td>
<td>History – Teach whole class</td>
<td>Observation – Science in year 1</td>
<td>Support in dance club</td>
<td>Non-contact time – Planning time</td>
<td></td>
</tr>
<tr>
<td>12:00 – 13:00</td>
<td>Observation – Intervention group EAL</td>
<td>Non-contact time – Planning time</td>
<td>Support in dance club</td>
<td>Non-contact time – Planning time</td>
<td></td>
</tr>
<tr>
<td>13:00 – 14:00</td>
<td>Attend Staff Meeting</td>
<td>Attend planning meeting</td>
<td>Mentor Meeting</td>
<td>Update Progress Tracker</td>
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<td>14:00 – 15:00</td>
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<td>After School</td>
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</tbody>
</table>
Your timetable should build to look like this by Easter. 12 hours teaching

This may be comprised of: Whole class teaching, group work, individual/intervention groups, inputs or plenaries

<table>
<thead>
<tr>
<th>Time</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>After School</th>
</tr>
</thead>
<tbody>
<tr>
<td>08:45 - 09:00</td>
<td>Attend assembly</td>
<td>Take register and</td>
<td>Non-contact time –</td>
<td>Non-contact time -</td>
<td>Non-contact time -</td>
<td>Attend Staff Meeting</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Attend assembly</td>
<td>Planning and assessment</td>
<td>Preparation for teaching</td>
<td>Preparation for</td>
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<td></td>
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<td></td>
<td>time – Tracked children</td>
<td></td>
<td>teaching</td>
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</tr>
<tr>
<td>09:00 – 09:30</td>
<td>Observe Year 2 phonics</td>
<td>Guided reading –</td>
<td>English – Teach whole</td>
<td>Observation – Teaching</td>
<td>Non-contact time –</td>
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<td></td>
<td></td>
<td>Take whole class (</td>
<td>class</td>
<td>Maths in year 6</td>
<td>Moderation of maths</td>
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<td></td>
<td>judgements of tracked</td>
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<tr>
<td>09:30 – 10:30</td>
<td>Maths – Teach whole</td>
<td>Maths – Teach whole</td>
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<td>Computing –</td>
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<td>class</td>
<td>class</td>
<td></td>
<td>Teach whole class</td>
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<tr>
<td>10:30 – 11:00</td>
<td>Playtime duty</td>
<td>English – Teach whole</td>
<td></td>
<td>Geography –</td>
<td></td>
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<td></td>
<td></td>
<td>class</td>
<td></td>
<td>Teach whole class</td>
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<tr>
<td>11:00 – 12:00</td>
<td>Observe tracked</td>
<td>Art – Teach whole class</td>
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<td>children during</td>
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<td></td>
<td>English lesson</td>
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<tr>
<td>12:00 – 13:00</td>
<td>PSCHE – Take whole class</td>
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<td></td>
<td>– circle time</td>
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<tr>
<td>13:00 – 14:00</td>
<td>Professional Tutor</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>Meeting – Meeting with</td>
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<td>SENCO</td>
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<tr>
<td>14:00 – 15:00</td>
<td>Attend Staff Meeting</td>
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</tbody>
</table>
After Easter, your timetable should look something like this – Approx 10 hours teaching
This may be comprised of: Whole class teaching, group work, individual/intervention groups, inputs or plenaries

<table>
<thead>
<tr>
<th>Time</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>08:45 - 09:00</td>
<td>Attend assembly</td>
<td>Professional Tutor Meeting</td>
<td>Take register</td>
<td>Visiting schools for interviews</td>
<td>Non-contact time - Preparation for teaching</td>
</tr>
<tr>
<td>09:00 - 09:30</td>
<td>Reading – 1-1 reading</td>
<td>Maths – Team teach then work with blue group for activities Teach plenary</td>
<td>Reading – 1-1 reading</td>
<td>Observation – KS1 maths intervention</td>
<td>Observation – KS1 maths intervention</td>
</tr>
<tr>
<td>09:30 – 10:30</td>
<td>Maths – Teach whole class</td>
<td>Maths – Teach whole class</td>
<td>Maths – Teach whole class Formal Lesson Observation</td>
<td>Observation – Maths in year 6</td>
<td>Observation – Maths in year 6</td>
</tr>
<tr>
<td>10:30 – 11:00</td>
<td>English – Teach whole class</td>
<td>Playtime duty</td>
<td>English – Teach whole class</td>
<td>Support in dance club</td>
<td>Non-contact time – Teaching Standards</td>
</tr>
<tr>
<td>11:00 – 12:00</td>
<td>Observation – Pastoral support intervention group – Autism and behaviour</td>
<td></td>
<td></td>
<td></td>
<td>Observation – in Year 5 – assessment for learning</td>
</tr>
<tr>
<td>12:00 – 13:00</td>
<td></td>
<td>History – Teach whole class</td>
<td></td>
<td>PE – Teach whole class</td>
<td></td>
</tr>
<tr>
<td>13:00 – 14:00</td>
<td></td>
<td>Observation – Music in year 1</td>
<td></td>
<td>Non-contact time – Planning time</td>
<td></td>
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<tr>
<td>14:00 – 15:00</td>
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<td></td>
<td></td>
<td>Update Progress Tracker</td>
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<tr>
<td>After School</td>
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</table>
3.5.1 Teaching load and trainee individual needs
Remember these indicative timetables are for trainees to build up to and not many of them will be ready for this amount of whole class teaching in the early stages of each placement.

Mentors should review the timetable at the end of each term with a view to making any desirable adjustments that would further enhance the trainee’s professional development. Indeed, mentors may feel that a trainee is likely to make more progress through a reduced proportion of whole class teaching, especially during the early weeks of the placements. In these cases, trainees should undertake a programme of some whole class teaching combined with focused observation, team-teaching and teaching of small groups. The proportion of whole class teaching can then be increased at the discretion of the mentor.

Trainees may teach together in a paired placement and this may have an impact on the balance of the timetable. The exact nature of other professional duties will vary from school to school where other activities such as after school clubs, INSET sessions, school productions can be included.

3.5.2 Timetabling for Secondary School Direct Salaried and Self-Funded Trainees
Over the last three years, the Sussex Partnership has developed guidelines for the Secondary School Direct Salaried programme aiming to safeguard a comparable quality training and support experience for trainees as for those on the core PGCE and School Direct (Tuition Fee) and Primary School Direct Salaried programmes. These guidelines have now been embedded in the Partnership agreement which Schools, trainees and University sign before the course commences.

The indicative timetables above can also be used for School Direct Salaried and Self-Funded trainees as it is strongly recommended that they are supernumerary for at least the first term of training. Although some have had previous TA or cover supervisor experience, most have had no prior teaching experience in their subject. Whilst recognising that there is no legal supernumerary requirement for salaried trainees, as a partnership we highly recommend that salaried trainees with little or no previous teaching experience are regarded as ‘additional’ in as many classes as possible in the early days. This is particularly important in the first term to ensure that they have sufficient opportunities to micro/team teach and joint plan with experienced teachers. They will also need every opportunity to be observed and to receive informal feedback on their teaching in the early stages in addition to their formal observations. Therefore a good deal of caution and common sense should be exercised when planning their teaching timetable with care taken not to overload trainees at the beginning. This can often cause issues with classes which may be difficult to resolve later on and will almost certainly impact on pupil progress and performance. It is recommended that each School Direct Trainee should be viewed on an individual basis and their teaching load planned according to their previous experience, confidence and competence. The progress of the pupils in their lessons should be the most significant factor in deciding whether a trainee is ready to teach a particular class independently.

Schools will also no doubt be aware that it is the intention that school direct trainees will be seriously considered for appointments by the school direct partnership after completing the programme so giving each trainee access to the best training possible will be key in securing high outcomes and safeguarding pupil achievement.

Maximum timetabling expectations are set out below. Any exceptions where schools wish to exceed this with regard to particular candidates must be explicitly pre-negotiated between school and university with a signed agreement in place between School, Trainee and University.

First half term (1st Sept-Oct half term) Overall maximum teaching time is up to 8 hours/week over 4 days in their own subject. Trainees should be given substantive opportunities for team teaching/shared planning with qualified teachers in the early stages.

Before core University Induction days trainees should not be asked to teach lessons without a qualified teacher present. If trainees are asked to teach from the beginning of term even with supervision they must have been provided with a package of training by the school prior to the beginning of term. Key areas covered may include behaviour and class management including relationships and routines, lesson planning, use of basic data, child protection, relevant school policies etc.
From 26th September onwards until October half-term out of the maximum of up to 8 lessons 4
must be observed* by qualified teachers including 2 by the mentor. Trainees will be teaching no
more than 4 hours a week on their own.

2nd half-term (Oct half-term to end of Autumn term) Maximum teaching time is up to 12
hours/week over 4 days in their own subject. At least 3 lessons must be observed* by a qualified
teacher including 2 by the mentor (as above). Trainees will be teaching no more than 9 hours on
their own. For Secondary KS3/4 candidates at least one KS4 class must be allocated from October
half term (this could be one of the shared lessons).

3rd half term 2 lessons observed* per week with at least 1 by the mentor. Trainees will be teaching
no more than 12 hours on their own.

4th half term (Feb half-term to end of Spring term):

In Main School Up to 14 hour lessons/week over 4 days in main placement with one weekly mentor
observation.

In Complementary Placement School on Fridays building to 2-3 lessons a day after an induction.
In the main placement 1 lesson per Friday bi weekly will also be observed. In the complementary
placement 1 one lesson would also be lesson observed per week. Trainees will be teaching no
more than 16 hours on their own in total over 5 days.

5th half term (Easter to May half-term) up to 14 lessons over 4 days a week – 1 lesson must be
observed by mentor. In complementary placement on Fridays trainees should teach 3 lessons a
day.

6th half term (May half-term to End of Summer term) On two week complementary placement
teach up to 16 hours a week over 5 days with 1 formal observation per week. On returning to main
school candidates will teach as directed by headteacher.

*Where trainees have their own timetable one of the mentor observations per week should be
formal and the other observations informal but all should be on the University Lesson Record
report proforma.

*Where School Direct Salaried trainees are fully supernumerary and do not have their own
timetabled classes one official mentor observation per week in addition to informal observations by
mentor and class teacher is sufficient in line with PGCE and School Direct (Tuition Fee).

**Specific Further Timetabling Guidelines for Secondary Salaried and Self-Funded Trainees**
The trainee timetable must be of sufficient breadth over 2 consecutive key stages e.g. varying
ability/sets and classes should be of customary size for the school. Schools can consider easing
planning load for trainees by planning for trainees to teach more than one class in the same year
group where this is possible within the maximum hours and whilst still allowing breath across
different year groups, abilities and key stages.
For candidates training in a SEND school weekly day release to teach their subject in a
mainstream setting must be arranged in addition to a block complementary experience.
For candidates training over KS4/5 but employed by an institution which covers only one of their
key stages a longer 6 week complementary school placement block must be undertaken with
preceding day visits on Fridays and which will include teaching as set out above
If a second secondary related subject is also taught by a trainee with appropriate subject
knowledge (e.g. Dance also taught by a Drama trainee) this must be in consultation with the
university at the time of appointment/timetabling, with full agreement of the trainee and must be for
no more than 30% of trainee teaching time. Trainees should not be asked to teach two unrelated
subjects to plug gaps in the timetable.
Design Technology Trainees need a timetable across two key stages in both their two specialist
strands (e.g. textiles and Food Technology) with teachers qualified and experienced to support
training in both of these strands supervising them.
Trainees must have at least 3 shared lessons in common with their mentor per week (1 of these could be with another experienced teacher). The weekly mentor meeting should be planned into the timetable and the mentor should be experienced and not a novice mentor. Schools must cover the mentor and other appropriate staff to carry out the number of weekly observations (see above) which will vary in class and key stage and frequency across the stages of the year.

Timetabling should allow for trainees to engage weekly with other key training opportunities such as focused observation of experienced colleagues teaching which will help them address their teaching targets and to undertake team teaching. Recommended training activities include trainees observing a lesson and then teaching it themselves to a parallel class with planning support. Trainees should be timetabled to attend weekly school Professional Studies sessions if run during the school day.

Extensive support in planning lessons and understanding specifications and schemes of work etc. provided by the school very early on. This will be needed by salaried trainees before PGCEs and School Direct (Tuition Fee) trainees are ready for this information. Extensive support with assessment marking and the role of pupil data will also be needed earlier on than is relevant for PGCEs and SD (Tuition Fee) trainees.

Salaried trainees should have their lesson planning checked, feedback given and signed off for teaching by their mentor or other subject specialist before teaching. Schools should agree with the trainee their expectations for submitting in planning e.g. 24/48 hours in advance of a lesson.

Whilst training to teach on the Salaried or Self-funded programme candidates should not be required by their schools to continue in previous roles such as TA, SENCO, Technician, EAL support, Business Manager etc.

3.6 Professional Practice 2 – all routes and phases

Professional Practice 2 is the period of time between February half term and May half term. Depending on the route/phase you are following this period of time is allocated differently between the two institutions you are training in – see ITE Schedules for the year.

Primary PGCE and School Direct (Tuition Fee and Salaried) and PGCE – Main school from 20/2/17 or 27/2/17 (West Sussex) to 25/05/17 and then 7 weeks fulltime in Enhancing Placement School from 10/04/17 to 26/05/17

Secondary PGCE - 10 weeks fulltime in second placement school from 20/2/17 or 27/2/17 (West Sussex) to 25/05/17

Secondary School Direct (Tuition Fee) 4-6 weeks full time in Complementary placement school from 20/2/17 or 27/2/17 (West Sussex)

Secondary School Direct Salaried and Self Funded – Fridays from 20/2/17 or 27/2/17 (West Sussex) to 25/05/17 in complementary school placement and then 2 weeks fulltime 05/6/17-16/06/17. Friday 28th January is also set aside for a one day preliminary visit to their second school

The remit of the experience in a second school is intended to be wider than just teaching classes and includes:

a) Experience of another school, organisation and ethos
b) Gaining experience of teaching in another environment and type of catchment area – e.g mixed or single sex, faith/non faith school, city/rural etc.
c) Using the time to look at aspects of teaching or of their secondary subject not yet covered or developed, standards that could benefit from further enhancement and for primary subjects a second age range or subject not yet taught (e.g. Humanities taught in blocks)

It will be important for the trainee to be allocated sufficient time to carry out focused observations to address their targets and areas for development as identified on the PPPC or D ((Primary), and undertake any directed tasks as well as teaching in an alternative setting, ethos and philosophy.

For PGCE the placement is arranged by University Curriculum Tutors.
For School Direct the placement is arranged by the school.

Setting up the School Direct Complementary school experience
It is usually the role of Professional Tutor/Mentor in the main placement school to organise the Complementary Professional Practice experience using department/school knowledge of other schools and the training needs of the individual trainee as a guide. However, in some School Direct partnerships this may be arranged by the Lead School. Where possible trainees can be exchanged within the wider partnership however this may not always be possible for logistical reasons.

University subject tutors may welcome an input into the selection of a suitable second placement but do not usually arrange these as it is the responsibility of the school. However, where there is a problem, we are always happy to help and you can contact School Direct Lead Sally Dudley if you require further advice or support. However, please do not ask trainees to broker their own placement in any circumstances. The intention is that the Complementary Professional Practice should provide an alternative experience and be in a different type of school setting;

e.g. Different socio-economic catchment area,
Single gender/mixed
Urban/Rural
Faith or non-faith school,
Size/number on roll,
Opportunity to teach post 16 etc.

With this and the remit of the practice in mind, Professional Tutors are asked to consider carefully the appropriate school for each trainee. Location and journey time are important in selecting a placement however what the trainee can gain out of it to improve their practice is key and the intention is that the Complementary experience should be ‘progress led’ rather than ‘convenience led’ and it may be necessary for partnerships to go outside their immediate school partners for a placement. Schools should note that it may not be appropriate to simply exchange trainees within individual School Direct partnerships if the Complementary experience will not provide enough of a contrast to the main placement.

SD Complementary Professional Practices would usually be in a state school unless there are reasons why a particular independent school is considered to be the best placement in this instance for a trainee as agreed with the university curriculum tutor or SD Lead. To help schools set up the placements a list of Sussex SD trainees by subject, school and contact details is circulated in the autumn term once trainees have registered and we have mentor/PT contact details back from schools.

The university will circulate a full list of School Direct trainees with subject, main placement school and contacts in late September early October once registration is complete to help you set up the placements.

School Direct Teaching Load in the Complementary Placement

Tuition Fee
During the Complementary placement after a one week Induction School Direct Tuition Fee trainees will be teaching 10-12 lessons a week or around 32 hours in total over a 4 week placement, around 44 hours over a 5 week placement and around 46 hours over a 6 week placement.

Salaried
Main School Up to 14 hour lessons/week over 4 days in main placement with one weekly mentor observation between February half term and May half term.

In Complementary Placement School on Fridays between February half term and May half term. After a preliminary visit on Friday 28th September and an induction day building to 2-3 lessons a day after an induction. In the main placement 1 lesson per Friday bi weekly will also be observed. In the complementary placement 1 one lesson would also be lesson observed per week. Trainees will be teaching no more than 16 hours on their own in total over 5 days.
5th half term (Easter to May half term) up to 14 lessons over 4 days a week – 1 lesson must be observed by mentor. In complementary placement on Fridays trainees should teach 3 lessons a day.

6th half term (May half term to End of Summer term) On two week complementary placement teach up to 16 hours a week over 5 days with 1 formal observation per week. On returning to their main school candidates will teach as directed by headteacher.

School Direct Complementary (Secondary)/Enhancing (Primary) School Placement Confirmation Form

Once schools have arranged the Complementary/Enhancing School Placement the main school mentor/professional tutor should complete and return the Complementary/Enhancing Professional Practice Confirmation Form available at: www.sussex.ac.uk/education/partners and email to itepartnership@sussex.ac.uk copied also to the second school men or and professional tutor. We need the forms to arrive with us by Friday December 16th 2016 (Secondary) and Friday February 10th (Primary) so mentors can be invited to mentor training meetings at the university with sufficient notice.

Preparation for the second school experience:
Enhancing Professional Practice (primary all routes)
Complementary Professional Practice (Secondary School Direct)
Professional Practice 2 (PGCE)

The following preparations are made in readiness for trainees to embark on their second placement.

The mentor and trainee together identify what areas of the standards should be focused on in the new school so that these are targeted and best use is made of the time spent there.
Second/Enhancing school mentors will receive a summative report, the Professional Practice Profile (PPPC form) before their trainee starts with them.
Towards the end of the main Professional Practice all trainees should make a one day visit to their second school, perhaps hosted by Sussex trainees where applicable. During that day, they will meet with their new mentor to discuss their achievements so far as set out on their PPPC form and plan for next steps in progress. They also need to discuss their new timetable, meet relevant staff and observe some lessons. The trainee will make arrangements to visit the school for this day.
Please note that for Secondary Salaried trainees this will be Friday 28th January however for Secondary School Direct (Tuition fee) and PGCE trainees this should not take place on a Friday when trainees will be attending the university training.
The trainee should take with them a copy of their PPPC form so that training can be focused on their needs and so that their new mentor is aware of their targets.
Personal contact should also be made between the two mentors ahead of the Complementary Professional Practice as to the trainee’s achievements to date, what is hoped for in terms of experiences from the second school and the level of school-based training input required. There will be an opportunity for this to take place at the Spring term Mentor Training Events: Wednesday February 1st (Secondary) and Wednesday 15th March 2017 (Primary). If either mentor is unable to attend the university training a separate meeting could be set up together with the trainee or a telephone handover planned to discuss strengths and areas for development as set out on their PPPC if a separate meeting is not practical.

Assessing the School Direct Complementary Professional Practice
Mentor observations of trainees teaching during the second placement should take place weekly as in the main placement using Form A. In addition a formal assessment report will also be completed;

School Direct (Tuition Fee)
The Professional Practice Profile (PPPD form) will be completed by the complementary school mentor with some contribution from the main school mentor during their joint observation visit to the school towards the end of the placement.

School Direct (Salaried)
A brief School Direct (Salaried) Complementary Placement Update form will be completed by the complementary school mentor and sent to the main school mentor to inform their completion of the Professional Practice Profile form (PPPD) at the end of the Spring term.

**Assessing Professional Practice 2: all routes and phases to be completed by 26th May 2017**
For all routes and phases the mentors in schools where trainees are placed at this point complete the final Professional Practice Profile E (PPPE form). For School Direct salaried trainees this will also include a contribution by the complementary school mentor sent to the main school mentor in the form of an update report as with PPPD above. The forms are available on the ITE partners website page to be sent to ITE@sussex.ac.uk by Friday 26th May 2017.

**3.7 Multiple Placements**
For some time, the Sussex Consortium has encouraged schools to take two or more PGCE trainees in a single department/primary school. Schools which have placed pairs of trainees in a single department/primary school have reported favourably on the increased levels of support available to their pupils and on the high quality of preparation and resources used in paired sessions. Recent projects have revealed that there are a number of benefits to a paired professional practice:

**Increased trainee support:**
Trainees can find teaching a lonely experience. Pairing provides mutual support for trainees in relation to planning, resource preparation, teaching strategies, management and evaluation. School-based sessions with Professional Tutor and/or subject mentor can sometimes be taken with both trainees present this can encourage a more honest and reflective dialogue.

**Improved learning experiences:**
Trainees realise that collaborative working can be motivating and helpful, as well as supportive; They can develop both as observers and as action researchers into learning in classrooms; Trainees can develop confidence in the presence of another person in their classes; and can reflect on specific lesson detail with another trainee from their own subject area in an informal setting; They can be observed by one of their peers (which serves a different purpose from the 'official' tutor observations).

**Improved pupil learning:**
Greater level of in-class support for pupils; Greater variety of teaching methods and styles.

**How should pairs work together?**
There must be a clear negotiation between school tutors, university tutors and the trainees to ensure that everyone is clear about the organisation of Professional Practice. When paired lessons are to be observed by school or university tutors the nature of the observation, evaluation and feedback needs to be agreed. How subject mentors and trainees decide to organise the teaching will clearly depend on factors such as:

The personality of the trainees;  
The nature of the individual classes;  
The content and organisation of particular lessons.

There are several strategies that may be adopted by pairs. The timetable should be split into one third paired teaching and two thirds ‘solo’ for each trainee. Lessons taught by paired trainees should always be jointly resourced and jointly planned. Some suggested modes of working are:

Trainees divide a lesson into a segments with one teaching and one observing and vice versa  
One trainee leads the class while the other supports in a teaching assistant role  
Each trainee takes half a lesson;  
Repeated lessons with the same content but with different classes has been shown to work well.
This is not a complete list of strategies for paired teaching, nor is it prescriptive. It is guidance drawn from methods that have worked successfully in the past. Similar strategies to those listed above have been found to be equally effective when a trainee is supporting an established teacher.

3.8 The Supervision of Trainee Teachers and Cover Lessons
PGCE and School Direct (Tuition Fee) Places
Since schools are legally responsible for all pupils at all times in the school day, all the above guidance assumes that for PGCE and School Direct (Tuition Fee) trainees the classroom teacher is present during these lessons. However, this legal requirement would also be fulfilled if the trainee knows that the teacher is within easy reach (adjoining office, classroom next door, etc.) in the case of emergencies or difficulties. This does not apply to teaching situations where Health and Safety expectations might be breached. In all circumstances the school must be confident that an individual trainee teacher is sufficiently capable, confident and responsible to be left alone with a class for any amount of time. This responsibility implies appropriate levels of classroom management and recognition that pupils are learning.

School Direct (Salaried) Trainees
School Direct Salaried are employed as unqualified teachers and are as such insured to teach independently. However schools should exercise caution and professional judgement as to whether individuals are sufficiently equipped to teach on their own in the early stages. Some School Direct Salaried trainees have prior teaching experience however work as a TA or cover supervisor previously although very helpful is unlikely to suffice. Normally a School Direct (Salaried) trainee would begin as a supernumerary trainee in the majority of their classes. They would then perhaps move more quickly than those on the PGCE or School Direct (Tuition Fee) routes to teaching on their own with particular classes when proven confident and competent. It might be helpful for schools to focus on the progress of pupils in trainee lessons when making these judgements.

Trainee teachers should not normally take responsibility for teaching any class under the supervision of a cover teacher unless: (1) that class has been observed or team taught by the trainee at work with their regular teacher; (2) the work expected has been previously discussed with the regular teacher. **Under no circumstances can PGCE or School Direct (Tuition Fee) trainees cover for an absent teacher.** Whenever trainees are taking a class there must also be a designated Qualified Teacher who has a legal responsibility for that class. As teaching confidence increases, trainees may wish to take one-off opportunities to teach lessons with classes with which they are not in regular contact. It is not advisable to agree to do a last-minute stand-in for a regular or supply cover teacher. **PGCE and School Direct (Tuition Fee) Place trainees should never, under any circumstances, be left unsupervised for extra-curricular activities.**

3.9 Trainee Responsibilities at School
Throughout school placements, **trainees are expected to:**
- Accept responsibility for their own learning and professional development under the guidance and support of Mentors and Professional Tutors;
- Undertake and complete all assigned course work, including teaching practice, preparation and marking;
- Work within the agreed channels of communication between school and university tutors;
- Behave in an acceptably professional manner, abiding by the codes of behaviour for each institution;
- Alert school and/or university tutors to any problems and concerns;
- Hand in copies of their completed School Based Training Log (record of mentor meeting) each week to their Professional Tutor and upload to the VLE.

**Complete and upload copies of their ITE progress tracker to the university’s VLE each week. This gives formal weekly lesson observation grades and summarises weekly targets and successes.**

Keep a record of their attendance, completing a ‘Reason for Absence’ pro forma for any days/sessions missed.

During the induction period at the university all trainees are required to read and sign a **Code of Conduct** detailing the expectations and conduct required of trainee teachers. A
signed copy must be kept by the trainees and another returned to the University Curriculum Tutor (or the School Direct Leader for additional subjects such as Classics, Psychology and PE.)

During the induction period in school, trainees should be given information about the school and for secondary, the department and year groups in which they are working. This helps them settle into the school, and start thinking about their future contributions to teaching. As part of induction trainees need to complete the Health & safety and essential school document declaration and return this to their Curriculum Tutor (or School Direct Leader for additional subjects.)

From the start of the time in school, trainees should take every opportunity to find out about the way the school operates and the pupils’ experience. One way of doing this is to follow a specific class or a particular pupil or group of pupils as they progress through a whole school day. Trainees should make sure that they get to see other parts of the school besides their own year group or for secondary, department area, and try to observe some teaching in as wide a range of areas as possible: also some pastoral and/or tutorial work. Many schools organise this as part of their induction programme for trainees.

Trainees also should observe pupils in different contexts: for example, at arrival and departure time - entrance and exit from assembly - during mid-morning and lunch breaks. Focus on a small group of pupils and note differences in behaviour in different settings. Spend at least one whole day with a particular teacher to gain some idea of the variety of their professional activities and the way in which these are paced. Some schools encourage or arrange for a tour around the catchment area.

It is important to try to begin the activities outlined above towards the start of the placement; otherwise there may be little time to do so later on. If possible trainees should observe teaching in a different curriculum or year group area from time to time, as a great deal could be learned from seeing as wide a range of teaching approaches as possible.

Much information may be obtained from discussion with the Professional Tutor, other senior members of staff and the Headteacher, and of course by talking to the Mentor and other colleagues from across the school. Towards the end of the school induction period, when trainees will have had a chance to reflect on initial impressions and organise their own questions, they will probably appreciate an opportunity to put these to the Professional Tutor and others in school.

Throughout their time in placement schools, trainees should find that teachers always do their best to answer questions and to help as much as they can. Everyone knows what it is like to be a beginner, as everyone had to undergo training to become a teacher, although some people’s training may have been very different from the current requirements.

However, trainees should be aware that teachers are very busy, and there may be no time to deal immediately with issues they might want to raise. Careful advance planning for all aspects of the school day is essential, so it is important to make appointments to see people, and to keep to agreed times for meetings.

Non-contact time in school and University should be used as efficiently as possible, for preparation, marking, evaluation, keeping files up to date, working on assignments etc.

Trainees should read: school procedures, staff notice board, school documents and policies, schemes of work, syllabuses. All these will help build up a sense of the purposes, practices and ethos of the school.

3.10 Settling into the school
Trainees are likely to spend most of their time working with their Mentor and the Professional Tutor. However, over the course of a professional practice placement, trainees are likely to teach other teacher’s classes and receive guidance from a broad range of colleagues.
To help trainees settle in, Mentors and Professional Tutors should: Introduce trainees to other teachers and non-teaching support staff;
Ensure that trainees are provided with essential information about the systems to deal with problems and emergencies and with procedures for rewards and sanctions in the school; Give trainees details of the policy on homework setting and on marking policy, and supply a mark book for the classes to be taught;

**Ensure that all other subject/year group members who will be working with trainees are aware of the course expectations – particularly regarding lesson observation protocols.**

As professional practice progresses, Mentors will:
- provide information, opportunities, and induction to help with learning how to assess and report on pupils’ progress both orally and in writing, including reporting to parents;
- Encourage trainees to participate in local and whole school activities that are additional to the normal school timetable.

Trainees are expected to be involved in other after school activities, for example, helping with sports coaching or with preparing for an end of term concert or play. Teachers frequently work at school after all the pupils have gone home, and trainees should expect to do likewise. Schools are responsible for the safety of pupils and should always ensure that there are qualified teachers on duty. Trainees, please remember never to assume responsibility alone.

### 3.11 Supporting the Trainee to Become a Reflective Practitioner

Sussex has championed reflective practice for many years and it is something that we are keen that all trainees should adopt and embed in their training year as it has the potential to impact significantly on their practice throughout their entire teaching career. Reflective teaching involves a willingness to engage in constant self-appraisal and development. The purpose of reflective practice is to enable the trainee to make the transition from focusing on their own performance to focusing on the processes of teaching and learning.

Reflection is an active process best undertaken in steps after the lesson. It involves a review and analysis of the teaching and learning process in order to inform future lessons. Out of this process will come short-term objectives and longer term issues for professional development. During school experience there are a number of ways in which trainees can be encouraged to reflect and develop as a teaching professional – all of which involve the guidance and leadership of designated mentors and other colleagues within the school.

### 3.12 Trainee/Mentor Meetings

Previous trainees have benefited greatly from sharing ideas and offering mutual support, but they rightly rated their Mentor as the most important person on the course. At the university we work closely with the team of Mentors, so that the school and university parts of the course dovetail as far as possible. The main focus and opportunity to mentoring support is the dedicated trainee-mentor meeting which is a key entitlement on the Sussex ITE programme.

The Mentor must have **approximately one hour a week of designated time** which should be kept free of interruptions for a training meeting in private to plan and discuss trainees’ progress. These meetings should be prepared and planned for carefully, using the Mentor Meeting Guide Programme which will be found in each subject handbook to provide a suggested focus for discussion each week.

**Trainee-mentor meetings should provide an opportunity for:**

- the trainee to reflect on the training received and their teaching over the week;
- trainee and Mentor to consider progress in relation to previous targets, and from time to time, towards the Teachers’ Standards;
- the Mentor to offer structured training input and advice based upon their experience. Examples of include the development of pupils’ conceptual understanding, use of models, developing a variety of teaching and learning strategies and addressing challenging behaviour. Below is a suggested list of topics and prompts to support mentors in planning and structuring these training inputs
- the Mentor to model and explain attitudes, knowledge and skills recognised as important for good teaching;
• discussion of wider professional expectations;
• the Mentor to monitor and support the development of trainee subject knowledge for teaching in the specialist subject/primary curriculum subjects
• support for the trainee to address and solve problems arising out of his/her teaching;
• encouragement through feedback that is constructive and supports the growth and development of the trainee;
• the Mentor to challenge the trainee to be reflective and critical of his/her own practice;
• targets to be set for the coming week. It is expected that these targets should be achievable over one, or possibly two weeks.
• for those School Direct trainees following individual training plans (see below) the mentor meeting will also need to include review and updating of the training plan on a rolling programme

**Preparation for and Recording of the weekly Mentor Training Meetings**
Trainees should prepare an agenda in advance and keep a record of discussions and resulting targets on a Mentor Meeting Report (Form F – Appendix XI). The trainees are expected to take responsibility for keeping a record of their weekly sessions with their Mentor, noting topics addressed and targets agreed, as well as progress and achievements. These should then be filed and used to plan the agenda for the following mentor meeting. **A copy should also be given to their Mentor and Professional Tutor. If requested, it should uploaded onto the subject VLE.** Trainees will be expected to keep these documents with them at all times – a good way to do this is on an E Portfolio (PLEASE keep backups of everything). This record, which will of course be seen by mentors and tutors, will establish another important link between school experience and university supervision and provide an on-going record of how the trainee is making progress against targets. As such the mentor meeting logs should be reviewed ahead of any progress update reports and the completion of the final Professional Practice Profile.

Interaction with mentors will of course extend outside the designated meetings and informal discussions and conversations will naturally take place and remain equally central in the mentoring process, but trainees are reminded that mentors are busy professionals who cannot offer individual support on demand.

**3.12.1 Secondary Weekly Mentor Meeting focuses**
Below is a list of focuses that mentors may find helpful as a guide when planning training which will take account of trainees emerging needs. Subject specific mentor guidance on training topics is also given in the secondary subject handbooks. The primary team have developed a phase specific mentor topic format provided for mentors at the July and September mentor training sessions and in the primary handbook.

**Focus: Trainee’s general induction and individual needs**
• Trainees should be prepared to discuss their strengths and areas for development. For example, their:
  • Prior experience
  • Subject knowledge strengths and ‘gaps’; the reading carried out before the Course.
  • Mentors should identify and suggest useful areas to research for subject gaps, where possible.
  • Identify out of class opportunities were the trainee could contribute
  • Set provisional targets for development
  • Make available Schemes of Work and syllabuses for KS3, GCSE, A-level etc.
  • Introduction to key staff members including support staff and access to department handbook
  • Discuss child protection procedures and confidentiality
  • Discussion about nature of school day, timekeeping, dress and unwritten rules for staff appearance, lunch and break procedures, meetings they need to attend

**Focus: Getting Started – an induction to your department and how the subject is taught in the school**
• How your subject is taught and organised in the school
• Department resources available including ICT for lesson preparation, photocopying etc
• Trainee timetable and pupil date for classes to be taught
• An introduction to the behaviour policy
• Check there is an ICT login available for the trainee, work space etc
• Discussion and feedback on lessons observed by trainee and teaching strategies identified

Focus: Lesson planning and students’ individual needs
• Preparing for joint planning – devising clear learning outcomes. (Lessons should be team-taught: trainee to take starter/other activities when ready; Mentor to take the rest of the lessons);
• Discuss how the trainee might contribute to GCSE work;
• Information on pupils’ CATS/SATS scores, SEN info, IEPs etc. on classes to be taught;
• Identify pupils to be ‘followed’ for any observation tasks;
• Who to contact in school SENCO etc.;
• What ICT is used in the department? Does the trainee require some time for learning a new program etc? Are copies of the software available for the trainee to use?

Focus: Behaviour management
• Strategies for creating an orderly and purposeful environment;
• Establishing rules and routines;
• Use of voice, body language;
• Teacher ‘geography’ in the classroom;
• Use of praise, rewards and sanctions.
• Completion and Return of Professional Practice 1A

Focus: Assessment and pupil progress
• Review of subject knowledge development
• Introducing department assessment policy
• Identifying assessment opportunities – when might they occur/be planned for (inc. homework)?
• How to see evidence of pupil progress
• DIRT strategies

Focus: Working with data
• Information on pupils’ CATS/SATS scores, SEN info, IEPs etc on classes to be taught;
• How is data used to inform planning, track progress and improve learning?
• What data is used in the school/department?
• How to use this and local/national data;
• Agreeing preparation work for half-term.

Focus: Assessment for Learning – Modelling and Questioning
• Use of modelling to promote student understanding - consider this as a focus of an observation;
• How is questioning used? Consider this as a focus of an observation;
• Types of questioning e.g. Closed/Open, High/Low order, Thinking time, involving all pupils.

Focus: Assessment for Learning and review of needs
• Introduction to Assessment for Learning in school context;
• Formative and summative assessment;
• Issues arising from work so far.

Focus: Differentiation (SEN) and Transition
• Look at departmental strategies for different needs and abilities, especially SEN (inc. EAL);
• Planning differentiated tasks and lessons;
• Pupil groupings and peer teaching/support;
• Arrangements for pupil transition.

Focus: Assessment for Learning – feedback and assessment
- Review of subject knowledge development;
- Developing assessment criteria;
- Giving oral and written feedback;
- Peer and self-assessment

**Focus: Review of term**
- Review of trainee progress for completion of Professional Practice Profile 1 and target setting for Spring term;
- Planning (requirements) for Spring term
- Completion and Return of Professional Practice 1B

**Spring Term**

**Focus: Applying for Jobs**
- Review of targets for Spring term;
- Writing a job application;
- Interview techniques;
- What would you look for in a candidate?

**Focus: Personalised Learning**
- Developing planning for a greater level of differentiation, including expectations and tasks for more able pupils;

**Focus: Personal and Social and Health Education**
- School policy on PHSE;
- Schemes of work;
- Role of the form tutor/pupil mentor.

**Focus: Working with parents/guardians**
- Parents’ evenings or open evenings?
- Arrangements for participation in meeting with parents;
- When and how to phone home – what to say/not to say, school procedures etc.
- Issues around writing reports;
- Managing difficult situations with parents

**Focus: Working with Teaching Assistants and other adults**
- How Teaching Assistants are used in the department/school;
- Ideas for working more effectively with Teaching Assistants;
- Working and liaising with other professionals; e.g. SENCO, EP, EWO, social workers

**Focus: Review and preparation for second school placement**
- Review of subject knowledge development;
- Checking paperwork – forms and logs etc;
- Reviewing evidence for Standards;
- Arrangements for second placement school;
- Identifying targets for 2nd school.
- Completion and Return of Professional Practice 2C

**Focus: Second school**
- Discuss identified strengths and targets and agree action plan;
- Discuss timetable and in-school programme + ICT needs and experience;
- Schemes of work, assessment and syllabuses GCSE and A-level;
- Identify subject knowledge strengths and any ‘gaps’;
- Relevant contacts in school SENCO etc.
- Information on pupils’ CATS/SATS scores, SEN info, IEPs etc on classes to be taught;
- What data is used in the Dept?
- Personalised Learning within the subject.
Focus: Review of RPK folder and standards evidence for School Professional Practice 2 Form (2D)
- Review of subject knowledge development;
- Checking paperwork – forms and logs etc;
- Reviewing evidence for Standards;
- Review of progress, evidence of meeting standards;
- Completion and Return of Professional Practice 2D Report

Focus: Diversity, Equal Opportunities and Meeting Individual Needs
- Strategies for working with EAL pupils;
- Consideration of issues relating to:
  - Gender
  - Ethnic groups
  - Class/differing socio-economic groups
  - Differing family structures
  - Looked after children
  - Traveller Children
  - Faith groups
  - Target-setting for individuals.

Focus: Assessment without the use of levels at KS3, Personalised Learning and Outstanding Lessons
- Assessment at KS3 since the demise of levels - discussion of individual pupil work;
- Reporting assessment information to parents/guardians;
- Feeding back to pupils;
- What does an outstanding lesson in this subject look like? How can you work towards this?

Summer Term
Focus: SEN
- Strategies for managing the learning of pupils with specific disabilities.

Focus: 14-19 courses, examination work and moderation
- Review of subject knowledge development;
- 14-19 courses and qualifications – what is offered;
- Assessing GCSE (and A Level, where applicable) course/exam work using exam board criteria.

Focus: The NQT Year
- Identify targets for NQT year;

Focus: Review of RPK folder and final evidence audit, Completion of PPP
- Review of subject knowledge development;
- Review of progress and Portfolio;
- Completion of PPP.
- Completion and Return of Professional Practice 2E Report

In addition the following Mentor Meeting checklist offers an agenda focus for any session:

- Have I delivered training topic(s) with a particular focus as planned?
- Has the trainee been formally observed this week?
- Have targets been reviewed and new/ongoing ones been set?
- Has the trainee evaluated lessons taught?
- Have I discussed/checked plans for next week?
- Have I ensured that others involved in the training e.g. class teachers are aware of the targets?
- Have I monitored and discussed the subject knowledge development with my trainee?*
• Is my trainee engaging with preparation and follow up tasks as part of the university course?
• Have I monitored progress with any School Tasks the trainee is engaging with?*
• Have I supported my trainee in maintaining evidence to meet the Teachers’ Standards (DfE 2012)*

* on a rolling programme

3.12.2 School Direct: the DfE 60 day training recommendation
The DfE recommendation is that each trainee has an entitlement to 60 days of training whilst on the programme. The types of activities that are seen as training as opposed to simply teaching classes are as follows:

• Taught sessions for groups of trainees or individuals (university sessions including induction, weekly school professional studies);
• Meetings with mentors and subsequent discussion and analysis;
• Assignments and tasks set by school tutors or by the university;
• Team teaching and joint planning;
• Observation and discussion of practice (both trainees observing other teachers plus subsequent discussions and the feedback discussions from observations of their own lessons both formal and informal);
• Good practice visits to other schools;
• School INSET and training focused staff meetings;
• Participation in other joint activities which model key aspects of the role of a teacher such as moderation meetings, target setting etc.
• Research for subject knowledge for teaching development;
• Training in venues other than schools.

The University course together with School-Based training as set out in this section easily exceeds 60 days.

3.12.3 Lesson Observations
Mentors (or designated class teachers) are expected to undertake regular observations of lessons with written feedback at least once a week during each practice. All observations should be recorded on the lesson observation pro forma (Form A – appendix XI) which is designed to provide both summative assessment (evidence of progress against the Teachers’ Standards) and formative guidance on where strengths are emerging and targets for development. Electronic copies are available at: www.sussex.ac.uk/education/iteforms

Whilst observation by other colleagues is encouraged the partnership expects mentors to be responsible for lesson observations at least once a fortnight.

In completing observations, observers are encouraged to ensure that targets and strengths are linked to any annotations on the descriptors, or Teachers’ Standards. The quality of written feedback is central to a trainee’s development and should be completed during the observation and returned to the trainee after the lesson. There is no expectation that observers should complete a detailed commentary of the lesson itself though rough notes, balance sheets, annotated lesson plans or school/departmental proformas may be used to supplement, or replace page 2 of the official lesson observation proforma. Mentors should avoid just ticking a Standard on the checklist and instead, underline the relevant part of the Standard.

In order to maintain consistency and establish quality control across the consortium, the Mentor (or a designated class teacher) in each placement will be expected to undertake a joint observation of the trainee with a Curriculum Tutor for moderation purposes.

The partnership expects at least one area of progress or strength be related to subject specific knowledge, pedagogy or planning alongside one subject specific target.
In addition observers may wish to comment on some of the following:

**LESSON CONTENT /PROCESS**
- Is there clear evidence of planning?
- Does the lesson plan convey clear learning objectives?
- Were learning objectives shared with the pupils?
- Is the content suitable to the age and ability range of the class observed?
- Was the introduction linked to a previous lesson?
- Was the trainee’s knowledge of the material sufficient for the lesson?
- Was a range of teaching methods and groupings employed appropriately?
- Was “linked” homework set and was the previous week’s gone through?

**RESOURCES**
- Were sufficient and appropriate resources ordered with due notice/prepared by trainee?
- Where necessary was the equipment tested beforehand?
- Were written resources (textbooks, worksheets, etc.) suitable, readable and imaginative?
- Was the quality of the boardwork/IWB satisfactory?
- Were a range of resources employed - including technology where appropriate?

**CLASS MANAGEMENT:**
- Was there a check on attendance?
- Was there a disciplined and orderly start to the lesson?
- Were the activities varied?
- Is the trainee’s voice clear, firm and the language used appropriate for the age of the pupils?
- Does the questioning technique employed elicit an enthusiastic and meaningful response from all the children in the class and is it used in part for formative assessment?
- Does general discipline ensure that the attention and the motivation of the class are maintained for most of the lesson?
- Does the trainee act safely in the classroom and do the pupils behave in a safe manner?
- Was equipment accessible and was it distributed safely?
- Does the trainee circulate around the class providing prompts and help to pupils as required?
- Does the trainee show awareness of pupil activities adjusting prescribed tasks according to the abilities of the pupils and showing flexibility to adapt to changing needs?
- Does the trainee show enthusiasm for the lesson content, use humour in a measured, appropriate way, and motivate pupils with a firm but friendly approach?
- Did the lesson end in an orderly fashion?

**LEARNING OUTCOMES:**
- Did the pupils demonstrate good work practices and behaviour?
- Did the pupils demonstrate a considerable amount of self-discipline and were they mutually supportive?
- Were the pupils courteous to peers as well as adults, including visitors and non-teaching staff?
- Was there any evidence of unchallenged aggressive behaviour, bullying, racism or sexism?
- Did the pupils take a pride in their work and did they initiate relevant discussions of the work at hand?
- Did the pupils perform well and did they clearly make progress during the lesson?

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1 **Effective observation and feedback**

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1 This guidance is based upon materials available on History in Initial Teacher Training website: www.historyitt.org.uk produced by the Historical Association.
It is just as important to get the nature of lesson observation and feedback right – please consider the following suggestions:

**Before the lesson**
- Agree time observation and feedback. Note that an effective feedback session will normally last about as long as the lesson under scrutiny, so make sure you allow sufficient time.
- Agree a focus for the observation with the trainee in advance.
- Agree your role during observation. Will you be sitting at the back? Interacting with pupils?
- Observation should be planned to cover the full range of the classes being taught.
- It is not good practice to formally observe every lesson taught by the trainee. Receiving feedback on every lesson taught can overburden the trainee with more advice than can be assimilated easily.

**During the lesson**
- Recording an account of the lesson. During the lesson, it can be more useful to keep a log of what happens (paying particular regard to the focus). After the lesson, it will be more apparent what the key issues are and easier to produce a helpful overview/summary. The scuffle at the start of the lesson when the pupils entered the classroom might, by the end, be relatively unimportant compared to the issues of pitch which are more relevant to the agreed focus of differentiation. But you can only know that by the end of the lesson!
- Talking to students.
- At the very end of the lesson, thank the trainee for the lesson and reassure them, especially if feedback is timed for later in the day.

**During the feedback**
- Think carefully about the environment – trainees can be anxious during a debrief so consider the venue and beware of who else might be present. Is it sufficiently private?
- Structure the feedback so that you begin by discussing strengths (there are always strengths to be found, however difficult that might be, and feedback must always start with these) before moving on to areas for development. In each case, ask the trainee to start (this is an important way of developing their ability to self-evaluate). Try to focus as much as possible on the agreed focus. There will often be other issues you would like to discuss but try to limit these as much as possible. A trainee can only take in a certain number of comments and it is more profitable to explore one issue in greater depth than eight issues superficially.
- Support and challenge.
- Always end with some tangible suggestions for future improvement and practical next steps.

**3.12.4 Target Setting**
The idea of ‘target setting’ is a well-established process in most ITE courses but there are different views about what makes it effective - for example, how many targets should be given to trainees at a particular time - and there is a continuum between ‘hard-edged’ targets and ‘things to think about’ in more general terms. Most lesson observations and mentor meetings should end with the establishment of clear targets for development. It is important to devise suitable strategies or training activities that will help trainees make progress towards meeting the target(s). Obviously focused practice has a critical role to play, but it is of no help to a trainee whose target is to ‘improve the starts of lessons’ simply to suggest that they do this by ‘improving the start of lessons!’ They need to be offered more specific suggestions about how to improve: for example by focused observation or trialing particular techniques. At all stages those involved in setting targets are encouraged to ensure that all targets are specific.

Mentors may be aware of the acronym SMART which is widely used to describe goals and targets. Which they might like to use to base their targets on. Different people use different terms but the messages are very similar:

| Specific | Measurable | Achievable | Relevant | Time related |
Specific
Specific goals and targets provide the trainee with a clear, tangible and developmental target which precisely articulates what the trainee needs to do to develop their practical teaching, pedagogic or subject knowledge. For example, ‘focus on extended questioning in the plenary’ or ‘use the school reward and sanction system with more consistency’ might be appropriate but ‘teach 9K next week’ is not.

Measurable
Specific targets will often indicate the criteria for success and it is important that the trainee is clear what they need to do to demonstrate his or her skill or knowledge. Less specific targets, such as ‘improve discipline’, provide no indication of the standard to be met. Trainees therefore often underestimate their progress because the task seems so large. Specific, measurable targets can help the trainee to recognise his or her success and enable teachers to record progress.

Achievable
Helping trainees to set achievable goals and targets requires skill and experience. There is a careful balance to be maintained. Trainees need to experience early and continuing success if they are to remain motivated. However, trainees also need to be challenged so that progress is maintained. They may need to be moved out of their ‘comfort zone' to avoid “plateauing”.

Relevant
Targets need to be relevant to:
• the trainee’s own experience and particular needs
• the trainee’s aspirations and long-term goals
• the curriculum area
• the school context

Time Related
Trainees and school based tutors need to agree a clear timeframe for goals and targets. While goals may be assessed at the end of the course, targets provide markers on the way and shorter timescales can be useful. Without a clear idea of the timescale involved, goals may appear either too daunting, or alternatively, lose their challenge. Realistic timeframes are important if there is a cause for concern. To this end, as a general rule, targets set on Lesson Observations and at mentor meetings should normally be achievable in one or two weeks. Any longer term targets should be broken down into smaller sub-targets.

If the targets used with trainees are SMART or at least specific and recorded effectively all partners in the training process can be clear about expectations and focus on the universal goal of supporting trainees to become effective teachers. Further guidance will be given at mentor training meetings, along with an exemplar.

3.12.5 Trainee Reflection – Lesson Evaluations and Subject Knowledge Audits

In both Trainee-Mentor meetings and after lesson observations trainees are guided and supported in reflecting upon their own practice. However, trainees are expected to reflect upon their progress on their own through regular lesson evaluations, building up a portfolio of evidence of progress towards the Teachers’ Standards (further guidance is given later on the Reflecting on Professional Knowledge Portfolio) and completing a reflective journal at different stages in the year.

Trainee evaluation of individual lessons
It is a requirement for trainees to evaluate all their lessons, although these do not all have to be full evaluations (Curriculum Tutors will advise on this). Good evaluation:
• Occurs within 24 hours after the lesson;
• Refers to what happened in the lesson with reference to: a) what worked well; b) what requires change in the future; and usually, c) how far current targets were met;
• Identifies targets for future lessons;
• Identifies immediate issues for discussion with the Mentor.
• Does not need to be written in lengthy prose – bullet points will often suffice when identifying what when well and areas for improvement.

Below are some examples of prompt questions relating to classroom management and delivery:

• Were learning outcomes met for all pupils? How do you know? (i.e. are your AFL assessment methods effective?) Had you differentiated and planned your assessment criteria or scaffolding adequately? (What were the responses of SEND, EAL?)
• Were all pupils sufficiently challenged? (i.e. were learning outcomes appropriate? What was the response of the most able pupils as well as those with learning needs?)
• Were pupils active in and engaged with their learning? (Pair/group/individual tasks?)
• Were all parts of lesson equally effective? Why? Why not?
• Was the lesson ‘really about your curriculum subject’? (If not, why?)
• Was your management of questioning (and possibly pupil talk) effective?
• Was your overall class management effective? (Was there a productive working atmosphere? Was discipline good? Pace? Timing?)

Subject Knowledge Development and Audits
Trainees enter their teacher training year with different strengths and areas of expertise depending on such factors as the content of their degree course, A levels taken, their interests, opportunities and any job experience. The subject curriculum is very broad and so it is expected that they will also have a number of areas where their subject knowledge requires development. At interview, areas of potential ‘weakness’ are often first identified and this is followed up in University Induction, where each trainee completes a Subject Knowledge Development Audit. The Curriculum Tutor retains a copy of this audit and trainees should make one available to their mentor. For School Direct additional subjects such as PE, Classics and Psychology the schools in which they are employed/placed will need to take a lead in assessing trainee subject knowledge at the beginning of the programme and supporting the trainee to develop it through the year calling upon the help of colleagues in other schools where appropriate.

As well as subject knowledge per se, is also important to consider subject knowledge for teaching. The latter is an understanding of pedagogy - how the subject knowledge can be presented in such a way that all pupils learn effectively. Early in the placement the trainee will need to identify those areas that are priorities for development e.g. those which they may be required to teach in their placement. Evidence of the work undertaken is recorded on the audit and at strategic points in the year, specified on the audit, trainees will formally review their subject knowledge development before giving it to their mentor to check, amend as required, and sign-off. The audit is then shared with their Curriculum Tutor who will also review it.

3.13 Attendance
It is both an expectation and requirement that trainees attend every day of their professional practice. Trainees will be expected to attend for the full school day, which may include staff/department briefings and meetings before or after the teaching day. School based tutors will be able to advise on precise timings. Full expectations regarding attendance are set out in Appendix VI. In the case of planned absence, trainees must complete a ‘Request for Absence’ pro forma.

3.14 Organisation
Effective organisation is a professional responsibility and failure in this area can undermine pupil learning, disadvantage colleagues and stunt progress towards QTS. For some trainees good organisation is already well established whilst for others considerable effort and guidance is needed.

It is expected that trainees will keep comprehensive school teaching files for each period of professional practice, as well as a curriculum file of university curriculum sessions and a professional studies file for university and school professional studies. Together with the teaching files these provide evidence for the Teachers’ Standards. These documents should be
regarded as ‘open’ documents, in that they must be made available for inspection to mentors, other staff in school, university tutors, any visiting external examiner/assessor or OfSTED inspector. They should be made available to the University for scrutiny when asked for. More guidance on how to organise files will be given by university tutors.

Many documents can be stored electronically file but trainees will also need to obtain a hard-backed, loose-leaf A4 size file(s) (lever arch) and file dividers (usually coloured A4 card) for their RPK portfolio (see Section 4: Assessment). Most documents should be hole-punched, though plastic wallets could be used to protect fragile documents or odd sized materials. Trainees will need a number of files as their teaching load increases and as they trainees move from Professional Practice 1 to Professional 2 including periods of Enhancing Professional Practice experience for School Direct Trainees.

The keeping and organisation of a good file is an important part of school experience. It should provide a comprehensive and well organised record of teaching so that a reader will be able to find evidence of trainee progress and professional development. It will provide evidence of approaches to work, abilities and, perhaps of most importance, progress towards meeting the Teachers’ Standards and as such it will be drawn upon during assessment processes.

Well-organised and neatly presented files (whether physical or electronic) are a support to any teacher and normally a good indicator of sound teaching performance in any formal assessment. Most Teaching files should be organised as follows. Trainees should follow subject guidelines in the first instance and these, more general guidelines as a supplement.

Section 1 Administration
Personal Information name, address, course details etc. (1 page)
School Title page (give the name and location of the school – including address and telephone numbers)
A brief description of the school as an organisation, its catchment area and socio-economic background of its pupils.
Your teaching timetable
List of activities trainees are involved with outside your teaching timetable e.g. school based clubs and extra-curricular activities, field trips, attendance at parent evenings etc.
Details of the groups trainees are responsible for teaching (e.g. class lists)

Section 2 (and subsequent files) day to day teaching
The bulk of the teaching experience file(s) will comprise the day to day evidence of teaching and evaluations of that teaching. For ease of access divide files into separate sections for each teaching group to include:

- list of pupils in the group/attendance/marks (unless kept in separate mark book)
- scheme/unit of work being followed
- lesson plans, supplementary notes/worksheets
- lesson evaluations for each lesson taught
- some examples of marked pupil work (photocopies or scanned)
- assessment records from teaching

In essence, Teaching Experience Files tell the 'story' of teaching experience and of progression towards meeting the Teachers’ Standards.

3.15 School Professional Studies
The core schools’ Professional Studies course consists of a series of key topics to be addressed by all schools during the two school placements. Professional Studies sessions may be combined with training programmes for NQTs and whole staff Inset. It is intended to provide the following:

High quality school based training to enable trainees to meet the Teachers’ Standards
a common Professional Studies course for trainees from all local Universities and on all routes to QTS placed in the same school;
quality assurance within and across schools, and a common entitlement for all trainees.
As well as the application and implementation of general teaching issues and competences in the school context, Professional Studies in schools covers such things as National Curriculum expectations, behaviour management, working with other adults, diversity, equal opportunities and SEND. In addition, some of our partner schools are involved in delivering aspects of Professional Studies as part of the University course.

Professional Studies courses at school link with those at the University and may also be delivered in conjunction with other partnership schools within the cluster so that expertise in specific areas may be disseminated among other trainees in the cluster. Topics have been grouped as appropriate. Many topics are covered in both placements, usually with different emphasis. Sessions will be led either by Professional Tutors or by invited teaching and non-teaching specialists in the topic.

Trainees will sometimes be asked to prepare work for their Professional Studies sessions, either by prior reading (e.g. school documentation), talking to a relevant teacher (e.g. SENCO) or completing a School Task as listed in your subject handbook. Preparation work means that trainees take an active part in sessions and contribute to discussions in a meaningful and informed way. They may also be asked to prepare a limited number of presentations on a particular topic, for specific Professional Studies sessions.

Professional Tutors are asked to write an overview of their trainees’ progress and contribution over the Placement in the PPP report. This should also include an account of presentations given in Professional Studies sessions.

Guidance for Professional Tutors in the possible delivery of the course and supporting resources and links is available on the Partners website. See: www.sussex.ac.uk/education/partners

3.16 School Professional Studies School Topics: Secondary

Guidance for Professional Tutors in the possible delivery of the course and supporting resources and links is available on the Partners website. See: www.sussex.ac.uk/education/partners

School Professional Studies School Topics: Secondary
Some secondary professional studies themes coinciding with the PGCE and School Direct 2016-2017 year are listed below as a guide. These should be introduced where possible but most schools create their own programme, drawing on the expertise of staff in the schools, and the school’s priorities.
Professional Studies Topics – Main Professional Practice (Sept – Feb)

1. **Induction**
   - school organisation
teaching and learning responsibilities
   - staffing
   - curriculum
   - school ethos and culture
   - organisation: setting, streaming etc.
   - policies and procedures incl. diversity
   - Use of ICT: SIMS, school portal/vle/email; interactive whiteboard training, eSafety
Pastoral tutor group system
School safeguarding and child protection procedures
‘At risk’ pupils
E safety
The Prevent Strategy and radicalisation

2. **Diversity and Equal Opportunities**
   - achievement issues relating to gender, ethnicity & social class
   - school procedures and policies
   - awareness of diverse interests and experiences of children e.g. boys, girls, cultural heritage
   - Aware of Equal Opportunity Issues e.g. racism, disability, sexism, homophobia, stereotyping, bullying

3. **Behaviour Management and relationships with children and young people**
   - classroom management including discipline and behaviour management
   - handling challenging behaviour
Rewards and sanctions

4. **Special Educational Needs and Disability (SEND) and ‘Personalised Learning’**
   - Personalised Learning: learning for all using data to assist in identifying needs
   - learning support systems & strategies differentiating

5. **Assessment**
   - assessment policy
   - Assessment for Learning
   - using data to track pupil progress
   - giving feedback to pupils i.e. formative comment
   - learning outcomes and success criteria

6. **Communicating and working with others**
   - role of support staff and planning to use TA deploying other adults in the c/room
   - working with other professionals e.g. EWO, EP

7. **Working with parents**
   - Strategies for communicating with parents
   - How to manage successful parents’ evenings
   - supporting/shadowing
   - Writing reports

8. **Beyond the curriculum dimension**
   - personal, social and health education
   - developing the student ‘contribution’: citizenship, Student Voice
   - learning out of the classroom incl. homework and extra-curricular interests
   - staying safe; dealing with bullying

9. **Cross-curricular**
   - Information and Communications Technology (ICT)
   - literacy & numeracy across the curriculum
   - creativity and thinking skills
   - opportunities for cross-curricular work

10. **Reflection and Review**
    SWOT (Strengths, weaknesses, targets, threats)
    Training Focus requested by trainees
    Input from trainees

11. **Applying for jobs and interviews:**
    Applications including personal statements
    Successful Interviews perhaps including a mock interview
    Planning an interview lesson

12. **Transition and Options**
    Transition arrangements
    Working with data to support transition
    KS2-3 continuity
    KS5 continuity
    Pathways for progress in 14-19/options vocational courses

13. **Reflection and Review 2**
    SWOT (Strengths, weaknesses, targets, threats)
    Target setting for next Professional Practice
Secondary Professional Practice 2 Professional Studies Topics (end Feb – May)

1. **Induction**
   - school organisation
   - teaching and learning responsibilities
   - staffing
   - curriculum
   - school ethos and culture
   - organisation: setting, streaming etc.
   - policies and procedures incl. diversity
   - Use of ICT: SIMS, school portal/vle/email;
   - interactive whiteboard training, eSafety
   - Pastoral tutor group system
   - Safeguarding and School child protection procedures
   - ‘At risk’ pupils
   - E safety
   - The Prevent Strategy and radicalisation

2. **Behaviour Management and Effective relationships with children and young people 2**
   - Revisiting class and behaviour management
   - Creative teaching; engaging all learners in lessons
   - Pace and time management in lessons
   - Handling conflict

3. **Assessment 2**
   - Self and peer assessment
   - Making feedback more effective
   - Using Data and recording/reporting systems
   - Please ensure all trainees have spreadsheets set up for all of their classes with relevant data

4. **Special Educational Needs and Disability (SEND) and ‘Personalised Learning’ 2**
   - Support for EAL learners
   - Working with able/ gifted and talented pupils
   - Children with Special Educational /
   - Needs and Disability incl. LAC and BME children

5. **Pastoral Systems**
   - Being an effective form tutor
   - Role of Heads of Year/House

6. **Teach outstanding lessons**
   - focus on what an outstanding lesson looks like
   - How to move your practice from good to outstanding
   - Engaging and creative lessons
   - How to show pupil progress
   - Plan the perfect lesson!

7. **The Teaching Standards and gathering evidence.**
   - Organising your evidence
   - Reviewing your progress towards the teaching standards
   - Input from previous trainees now NQTs

**Focus area to be identified by trainees**
- Session left free to accommodate areas trainees wish to have more input in (e.g. jobhunting for those who still don’t have one) or to allow time for a particular school focus

**Reflection and Review 3**
- What to expect in your NQT year
- A toolkit for a successful Induction year
- Support systems and assessment
- Contribution from recent NQTs
# 3.17 School Mentor and Professional Studies School Topics: Primary

The following recommended termly focus is offered for guidance.

The following calendar sets out suggested Professional Tutor Meeting agendas for the first placement.

These meetings may be held by the Professional Tutor or another suitable member of staff (e.g. Subject Coordinators, SENCO etc.) Each session, except for the Assessment Tool and PPA session which must be completed in the last week of each half term, can be arranged for a date that suits the school and staff.

Please record the dates the meetings take place. Please note – a joint Professional Tutor and Mentor observation should occur on each term.

<table>
<thead>
<tr>
<th>Autumn 1 - Weeks beginning: 26/09, 03/10, 10/10, 17/10</th>
<th>Autumn 2 - Weeks beginning: 31/10, 07/11, 14/11, 21/11, 28/11, 05/12, 12/12</th>
</tr>
</thead>
</table>
| Welcome to our school  
  Introduce members of staff  
  Arrange a tour of the school with pupils  
  Assign internet (wifi), photocopier and computer access, arrange relevant training with the I.T equipment  
  Arrange how to access the school building – arrival times, door codes  
  Provide identified pass and explain dress code  
  Provide policies: Behaviour; Safeguarding; Teaching and learning; Marking and feedback  
  Provide schools Ofsted report  
  Arrange meetings with the relevant coordinators/suitable staff members | Teaching number sense  
  Discuss the teaching of maths across the school – How is it organised? How do you ensure progression? What books are available? How are they organised? How is reading assessed? How are reading environments developed and used around the school? Identify where to observe excellent practice in the teaching of reading Identify where to observe excellent practice in the teaching of phonics  
  Explicit training in how to teach and assess using the school’s phonics programme |
| The teaching of reading  
  Discuss the teaching of reading across the school – how is it organised? How do you ensure progression? What books are available? How are they organised? How is reading assessed? How are reading environments developed and used around the school? Identify where to observe excellent practice in the teaching of reading Identify where to observe excellent practice in the teaching of phonics | |
| Teaching number sense  
  Discuss the teaching of maths across the school – How is it organised? How do you ensure progression (calculation policy)? What resources are available? How are they organised? How is maths assessed? How are the environments developed and used to support maths around the school? Identify where to observe excellent practice in the teaching of maths. | |
| Assessment Tool and PPPA  
  Look at the assessment tool. What evidence has been collated? Is there anything that needs to be targeted?  
  Discuss and complete PPPA. Ensure PPPA is sent to ite@sussex.ac.uk and trainee’s Curriculum Tutor – DEADLINE – 21st October 2016 | |
| ★Date Meeting Held: | ★Date Meeting Held: |

<table>
<thead>
<tr>
<th>Assessment for Learning</th>
<th>Education for all</th>
<th>Rewards and Sanctions</th>
</tr>
</thead>
</table>
| Discuss how AfL is used throughout the school and how the needs of individuals are met through differentiation, intervention, adult support etc.  
  How are children made aware of the progress they have made and their emerging needs?  
  How does the marking and feedback support the children to make progress?  
  How do the children respond to this feedback? | Discuss provision across the school and how it is mapped.  
  What are the different interventions in place across the school?  
  Discuss in detail any children in your class with SEND.  
  What additional needs should be considered with the children in the class?  
  Look at a copy of the schools SEND policy | Discuss and explain the school behaviour policy. Describing the rewards and sanctions approach.  
  Discuss extrinsic and intrinsic motivation.  
  From trainee’s observations, discuss strategies used by experienced teachers related to behaviour management.  
  Arrange an observation of behaviour management in a challenging class.  
  What causes challenging behaviour?  
  What can we do to support those children? E.g. nurture groups, therapy |
| ★Date Meeting Held: | ★Date Meeting Held: | ★Date Meeting Held: |

<table>
<thead>
<tr>
<th>Better maths planning</th>
<th>Better English planning</th>
<th>Educating Global Citizens</th>
</tr>
</thead>
</table>
| Share some planning created for maths – discuss feedback, support and challenge etc.  
  Share examples of effective planning  
  Discuss some of the learning/ work the children have produced – discuss next steps and ways to address these | Share some planning created for English – discuss feedback, support and challenge etc.  
  Share examples of effective planning  
  Discuss some of the learning/ work the children have produced – discuss next steps and ways to address these | How is the British Values agenda covered?  
  How do staff foster positive relationship?  
  How and when is PSHCE taught?  
  How are the children taught about world religions? |
| ★Date Meeting Held: | ★Date Meeting Held: | ★Date Meeting Held: |

<table>
<thead>
<tr>
<th>Assessment Tool and PPPB</th>
<th></th>
</tr>
</thead>
</table>
| Look at the assessment tool. What evidence has been collated? Are there any gaps that need to be targeted?  
  Discuss and complete PPPB. Ensure PPPB is sent to ite@sussex.ac.uk and trainee’s Curriculum Tutor – DEADLINE – 16th December 2016  
  CAUSE FOR CONCER DEADLINE – Monday 14th November 2016 | |
| ★Date Meeting Held: |
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**School of Education and Social Work**  
University of Sussex ITE Partnership 2016-17

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**Joint Mentor and Professional Tutor Observation date:**

* due to variations in half terms across West/East Sussex and Brighton and Hove, the dates are for guidance only.

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### Spring 1 - Weeks beginning: 02/01, 09/01, 16/01, 23/01, 30/01, 06/02

<table>
<thead>
<tr>
<th>Learning English</th>
<th>Reading the data</th>
<th>Identifying and supporting SEND</th>
</tr>
</thead>
</table>
| A focus on EAL provision in school  
What range languages do the children in the school speak?  
How are they supported in lessons and around the school?  
What effect does EAL have on children’s progress, learning and behaviour?  
What support is available to children and staff?  
What does effective provision for EAL look like?  
Shadow or meet with someone who supports EAL children. If there is a low ratio of EAL pupils in the school, arrange a visit to another school that has a higher incidence | What can we learn from the wealth of pupil data?  
How is data used in the school? What information does SIMS provide?  
What assessment tracker is the school using?  
How is it used? How is it updated?  
What sort of progress should the children make and what does this progress look like?  
How is this measured?  
How is this information reported to parents and how is this linked with performance management?  
Look at a copy of the Assessment and Reporting Arrangements 2017 for the appropriate key stage. | Discuss, how the children are identified for the interventions/additional support.  
What are the SEND categories?  
What is the effect of the interventions on the children's academic and emotional well-being?  
Discuss the schools policy for identifying an SEND and the process from identification to support put in place.  
Discuss Educational Health Care Plans, Individual Development Plans and Individual Learning/Education Plans.  
How are they written and by whom?  
Discuss the monitoring of SEND, Pupil Premium and minority groups  
Arrange to meet with someone who supports individual needs – e.g. behaviour/pastoral support, learning mentor, SEN TA. What can learn from their expertise? |

**Date Meeting Held:**

<table>
<thead>
<tr>
<th>Applying your first teaching position</th>
<th>Scientific discoveries</th>
</tr>
</thead>
</table>
| Discuss and support ideas and thoughts on Writing a letter of application – what to include and what not to include!  
Hold a mock job interview and provide feedback | Discuss how science is planned, taught and assessed throughout the school.  
What are the different areas of the science curriculum?  
Where are the science resources?  
How do children work scientifically?  
How is science made practical and hands on?  
Identify some science lessons to observe |

**Date Meeting Held:**

<table>
<thead>
<tr>
<th>Assessment Tool and PPPC</th>
</tr>
</thead>
</table>
| Look at the assessment tool. What evidence has been collated? Are there any gaps that need to be targeted?  
Discuss and complete PPPC.  
Ensure PPPC is sent to iie@sussex.ac.uk and trainee’s Curriculum Tutor DEADLINE – 10th February 2017 |

**Date Meeting Held:**

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### Spring 2 - Weeks beginning: 20/02, 27/02, 06/03, 13/03, 20/03, 27/03, 03/04

<table>
<thead>
<tr>
<th>Applying Professional Knowledge</th>
<th>We’re all friends here</th>
<th>The role of a coordinator</th>
</tr>
</thead>
</table>
| Trainee to share taught APK lessons and discuss the teaching and learning.  
What have you learnt from your teaching/theory/pedagogy?  
What impact does this have on future teaching and learning? | Discuss the schools approach bullying  
How does the school deal with these issues?  
What procedures are followed?  
Why might some children exhibit this sort of behaviour? | Thinking to the future, trainees should meet with a subject coordinator/leader of an area of interest.  
What is the role of a coordinator? |

**Date Meeting Held:**

<table>
<thead>
<tr>
<th>Open meeting</th>
</tr>
</thead>
</table>
| This session is open to enable a suitable response to the needs of the trainee.  
This may be discussing the Assessment Tool or a particular Teaching Standard in more detail, or may be a discussion/training on a whole school initiative |

**Date Meeting Held:**

<table>
<thead>
<tr>
<th>Beyond the Curriculum</th>
</tr>
</thead>
</table>
| How do the children have a voice?  
What is pupil voice?  
Working with gifted and talented pupils  
Discuss the provision for and identification of Gifted and talented children |

**Date Meeting Held:**

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### 20. MENTOR MEETINGS CALENDAR

It is the trainee’s responsibility to provide the agenda for the meeting on the Mentor Meeting Record (see page 30). The following calendar sets out suggested Mentor Meeting agendas for the first placement.

#### Autumn 1

<table>
<thead>
<tr>
<th>Week Range</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>W/B 26&lt;sup&gt;th&lt;/sup&gt; September</td>
<td>Introduction to the class: Children – assessment details and friendships Classroom environment Timetable</td>
</tr>
<tr>
<td>W/B 3&lt;sup&gt;rd&lt;/sup&gt; October</td>
<td>Children as learners Identify differing needs of pupils: EAL, SEN, Tracked Children: Select 6 children (from a range of attainment groups)</td>
</tr>
<tr>
<td>W/B 10&lt;sup&gt;th&lt;/sup&gt; October</td>
<td>What have you learnt from your observations in the Early Years or KS2 classes? Review subject knowledge and identify strengths and weaknesses Discuss parents and homework</td>
</tr>
<tr>
<td>W/B 17&lt;sup&gt;th&lt;/sup&gt; October</td>
<td>Joint planning- devising clear learning outcomes (lessons to be team taught) Teaching of reading –books, resources, approach to assessing reading Discuss Tracked Children</td>
</tr>
</tbody>
</table>

**Plan for:**
- Observations across the school especially EYFS/KS2 if not based there. To discuss 10<sup>th</sup> Oct.
- Core subject observations in class - request lesson plans for these to follow progression.

**Plan for:**
- Observations: group/guided reading. Observe phonic teaching. Read to class Working with groups of children during lessons
- Maths activity, explore resources. Observe maths activity with mixed attainment group Working with groups of children during lessons
- Maths activity, explore resources. Observe maths activity with mixed attainment group Working with groups of children during lessons
- Team teach a lesson Maths and Literacy observations in school. Curriculum Tutor to observe after half term so it is best to have taught whole class before then.

**Plan for:**
- Assess children during lessons Working with groups of mixed attainment group
- Assess children during lessons Working with groups of mixed attainment group
- Assess children during lessons Working with groups of mixed attainment group

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#### Autumn 2

<table>
<thead>
<tr>
<th>Week Range</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>W/B 31&lt;sup&gt;st&lt;/sup&gt; October</td>
<td>Plan whole class teaching session Discuss Growth Mindset and Differentiation within the class in preparation for Mike Gershon University session</td>
</tr>
<tr>
<td>W/B 7&lt;sup&gt;th&lt;/sup&gt; November</td>
<td>Review teaching from previous week and targets Assessment for Learning: marking and feedback – in preparation for University session of ATL</td>
</tr>
<tr>
<td>W/B 14&lt;sup&gt;th&lt;/sup&gt; November</td>
<td>Review teaching from previous week and targets Planning for individuals: How can meet the needs of all? Discuss use of support – human and physical resources</td>
</tr>
</tbody>
</table>

**Plan for:**
- Formal observation – target behaviour management Observations/tasks suggested in Assessment Tool
- Look at a copy of SEN ILP/EHC for a child in your class Observations/tasks suggested in Assessment Tool
- Planning for support staff Observations/tasks suggested in Assessment Tool

**Plan for:**
- Review teaching from previous week and targets Discuss how the children are grouped for learning in different curriculum areas
- Review teaching from previous week and targets Teaching of RE, PSCH and children’s emotional well being Discuss ideas and thoughts on APK focus
- Review teaching from previous week and targets Share thoughts in Paul Dix Managing behaviour lecture Review PPPB and targets.

**Plan for:**
- Observations/tasks suggested in Assessment Tool
- Observations/tasks suggested in Assessment Tool
- Observations/tasks suggested in Assessment Tool

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Mentors return Professional Practice Profile A (PPPA) by 21<sup>st</sup> October [ite@sussex.ac.uk](mailto:ite@sussex.ac.uk) & Curriculum Tutor

Mentors return Professional Practice Profile B (PPPB) by 16<sup>th</sup> December [ite@sussex.ac.uk](mailto:ite@sussex.ac.uk) & Curriculum Tutor
* due to variations in half terms across West/East Sussex and Brighton and Hove, the dates are for guidance only.

### Spring 1 Building up to 10 hours teaching

<table>
<thead>
<tr>
<th>Week</th>
<th>Meeting</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>W/B 2nd January</td>
<td>Review teaching timetable to ensure teaching at least one class lesson per day Discuss APK lesson planning and plan when the lessons will be taught</td>
<td>★Date Meeting Held:</td>
</tr>
<tr>
<td>W/B 5th January</td>
<td>Review tracked children’s progress and update targets Discuss and seek advice on marking and feedback</td>
<td>★Date Meeting Held:</td>
</tr>
<tr>
<td>W/B 16th January</td>
<td>Planning for and feedback from TA support in class and interventions</td>
<td>★Date Meeting Held:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week</th>
<th>Meeting</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>W/B 23rd January</td>
<td>Review teaching from previous week and targets Planning and teaching of MFL</td>
<td>★Date Meeting Held:</td>
</tr>
<tr>
<td>W/B 30th January</td>
<td>Review teaching from previous week and targets Focus on Pupil Premium provision in preparation for university lecture</td>
<td>★Date Meeting Held:</td>
</tr>
<tr>
<td>W/B 6th February</td>
<td>Review teaching from previous week and targets Review PPPC and targets.</td>
<td>★Date Meeting Held:</td>
</tr>
<tr>
<td>Plan for: Observations/tasks suggested in Assessment Tool University based Well-being day date tbc</td>
<td>Plan for: Observations/tasks suggested in Assessment Tool</td>
<td>Plan for: Observations/tasks suggested in Assessment Tool</td>
</tr>
</tbody>
</table>

Mentors return Professional Practice Profile C (PPPC) by 10th February [ite@sussex.ac.uk](mailto:ite@sussex.ac.uk) & Curriculum Tutor

### Spring 2 Building up to 12 hours teaching

<table>
<thead>
<tr>
<th>Week</th>
<th>Meeting</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>W/B 20th February</td>
<td>Review teaching from previous week and targets Review teaching timetable to ensure teaching at least two class lessons per day including whole morning/afternoon and whole days</td>
<td>★Date Meeting Held:</td>
</tr>
<tr>
<td>W/B 27th February</td>
<td>Review teaching from previous week and targets Improving planning for teaching and learning in core subjects</td>
<td>★Date Meeting Held:</td>
</tr>
<tr>
<td>W/B 6th March</td>
<td>Review tracked children’s progress and update targets</td>
<td>★Date Meeting Held:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week</th>
<th>Meeting</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>W/B 13th March</td>
<td>Review teaching from previous week and targets</td>
<td>★Date Meeting Held:</td>
</tr>
<tr>
<td>W/B 20th March</td>
<td>Review teaching from previous week and targets Discuss focus/targets for Enhanced Professional Practice</td>
<td>★Date Meeting Held:</td>
</tr>
<tr>
<td>W/B 27th March</td>
<td>Review teaching from previous week and targets Review PPPD and targets</td>
<td>★Date Meeting Held:</td>
</tr>
</tbody>
</table>

Mentors return Professional Practice Profile D (PPPD) by 31st March [ite@sussex.ac.uk](mailto:ite@sussex.ac.uk) & Curriculum Tutor
4. ASSESSMENT 2016 - 17

A variety of assessment modes are used to develop and test different types of knowledge, skills and aptitudes. The assessment modes have been approved to test the course and module learning outcomes. Written submissions usually form an integral part of assessment at all levels. Written submissions include essays, reports, logs etc as appropriate to the module and the skills that you are being expected to develop. Feedback is provided to support you in future assessments.

The School of Education and Social Work gives notice that the following arrangements for assessment will apply to the examination of the Postgraduate Certificate in Education award and the associated recommendation of Qualified Teacher Status in 2016-17. Candidates are reminded to consult the Examination and Assessment Regulations Handbook which can be found here: http://www.sussex.ac.uk/adqe/standards/examsandassessment

Please note that all official assignment submission dates and times are to be found on the relevant personalised Sussex Direct student pages (direct.sussex.ac.uk). The dates and times listed below are an indication only and must NOT be taken as binding or official. Trainees must log into Sussex Direct and use the date/time (together with any other requirements) listed there as the official deadline for submission.

4.1 Overview of Assessment Structure and Principles

Each candidate will be required to submit items of assessment for the following modules:

<table>
<thead>
<tr>
<th>Module</th>
<th>Mode of Assessment</th>
<th>Assessment Deadline</th>
<th>Credit Level &amp; Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Practice 1 (X1027)</td>
<td>Professional Practice Profile assessing quality of teaching and professionalism over Autumn Term. Professional Practice Profile A and B</td>
<td>PPPA: Friday October 21st 2016 (formative) PPPB: Friday 16th December 2016 All by 17:00</td>
<td>15 Credits Level 6</td>
</tr>
<tr>
<td>Applying Professional Knowledge (801X1)</td>
<td>Coursework essay evaluating impact of pedagogy on professional practice (6000 words)</td>
<td>17.00 Monday 27th February 2017</td>
<td>30 Credits Level 7</td>
</tr>
<tr>
<td>Professional Practice 2 (X1030)</td>
<td>Professional Practice Profile assessing quality of teaching and professionalism over Spring Term Professional Practice Profile C, D and E</td>
<td>PPC: Friday 10th February 2017 PPPD: Friday 31st March 2017 PPPE: Friday 26th May 2017 All by 17:00</td>
<td>15 Credits Level 7</td>
</tr>
<tr>
<td>Reflecting on Professional Knowledge (804X1)</td>
<td>Portfolio of Reflections (mapping progression in Teachers’ Standards) and professional dialogue in the RPK interview</td>
<td>Portfolio to be uploaded to Study Direct by 09.00 on Monday 15th May 2017 Professional dialogue interview with tutors by 17.00 Thursday 25th May 2017</td>
<td>30 Credits Level 7</td>
</tr>
</tbody>
</table>
The following module: Exploring Professional Knowledge is offered for further academic credit only (and therefore is not part of the academic award).

| Exploring Professional Knowledge (127X3B) | Presentation of small-scale, school based research project | 17.00 Friday 23rd June 2017 | 30 Credits Level 7 |

In addition for the recommendation of QTS each candidate will need to demonstrate that they have attended and fully participated in all course components and successfully met all the Teachers' Standards (DfE, 2012)

The principle of partnership between the university and schools is at the heart of Initial Teacher Education, and teaching and assessment are viewed as a joint enterprise between the university and partnership schools. There are two forms of assessment on the course: The three University-based taught modules are assessed by written work, presentation and portfolios of reflections. These are marked by faculty and other tutors, in accordance with academic standards expected of Level 7 (Masters) courses; school based tutors may contribute with second marking and moderation. The two Professional Practices are primarily assessed by mentors and professional tutors and reported to the University through a Professional Practice Profile. Profiles are written in accordance with the Teachers' Standards, (DfE, 2012). Curriculum Tutors make school visits to assist and moderate these professional judgements.

4.2 Submitting work

The Applying Professional Knowledge (APK) written academic assignment must be submitted electronically via eSubmission on the appropriate Study Direct site by 17.00 on the final submission date (guidance will be provided for this). Trainees MUST ensure they upload to the correct Study Direct site and this is the trainee’s responsibility. Failure to do this will result in work being recorded as a late or non-submission, with a penalty unless an application for Exceptional Circumstances (see below) is successful.

PP1 A and B and PP2 C, D and E should be submitted by your mentor to the Education office ite@sussex.ac.uk by the appropriate deadlines. (THEY SHOULD NOT BE SUBMITTED BY TRAINEES).

Reflecting on Professional Knowledge (RPK) is a viva style assessment and exit interview. Trainees will submit a summary of their evidence by the deadline and then attend a timetabled interview with tutors.

Exploring Professional Knowledge (EPK) is an oral presentation that will be presented on the submission date. However, electronic copies of the presentation slides and annotated bibliography are required to be uploaded by 9.00 on the submission day to Study Direct, together with any relevant supporting materials.

4.3 Late Submissions and Exceptional Circumstances

Work submitted late or not submitted is automatically penalised. The differentiated consequences of late submission are outlined in the University’s Examination and Assessment Regulations Handbook. The expectation is that candidates work and organise time and resources professionally and thereby get assignments completed by the deadline.

If lateness or non-submission is unavoidable, evidence of exceptional circumstances must be provided. Exceptional Circumstances relates to something that is sudden, unforeseen and temporary. Delays in the availability or failure of word-processing/printing facilities will not constitute acceptable reasons for late or non-submission. The processes for providing exceptional evidence are reviewed annually by the Student Life Team (see Section 5.1) and the most up to date information and guidance can be found at: http://www.sussex.ac.uk/adge/standards/examsandassessment/ec

For longer term conditions, trainees should contact the Student Support Unit.
4.4 The Sussex Assessment File
The assessment file contains all the necessary information to monitor the progress of trainees during their course of study. The assessment file is maintained centrally at the University, and contains copies of assignment feedback reports and professional practice documentation demonstrating that course requirements have been achieved. These are reviewed regularly and used to prepare for examination boards. To facilitate this process all stakeholders are requested to return all assessment paperwork to the appropriate course co-ordinator in the ESW School Office as soon as possible.

4.5 Taught Course Assessment
Requirements regarding the mode of assessment, learning objectives and outcomes and general guidance for assignment preparation are provided below. Further detailed advice may be offered during whole cohort assignment briefings or taught curriculum sessions.

A Note on the Use of Literature and Engagement with Research
The agreed learning outcomes for the PGCE explicitly require each assignment to be informed by a range of literature and scholarship. Candidates are advised that wider reading should go beyond the citing of official or semi-official documents (for example, National Curricula) or textbooks used to support classroom teaching in particular schools. Wider reading, including professional journals, subject based academic literature, and education journals and books published by academic publishers, should allow candidates to show that their developing professional knowledge has theoretical foundations, particularly in respect of subject knowledge and associated pedagogy as well as pupils' learning. It should allow them to demonstrate an awareness and understanding of issues, that may not have emerged within their particular professional contexts but which would facilitate their critical analysis of such contexts. Critical engagement with literature (both content and methodologies) will be necessary, as appropriate for a Masters (Level 7) course. Guidance on academic referencing, and in particular the Harvard referencing system (to be applied in all ESW assignments) can be found online at on the Library’s Study Direct site:
http://www.sussex.ac.uk/students/support/

4.5.1 Taught Course Assessment Details: Applying Professional Knowledge (801X1)

Assessment Mode: Essay (with Unit of Work as appendices)
Credit Weighting: 30 Level 7 (Masters) credits.
Length: 6000 words (not including appendices).
Assessed by: University Tutors. Moderated by University Tutors and nominated Mentors
Expected Submission Deadline: 17.00, Monday 27th February 2017 – see your personalised Sussex Direct student page (direct.sussex.ac.uk). Paper copies of appendices to be submitted by 12.00, by hand on Friday 3rd March 2017.

In consultation with your curriculum tutor and mentor identify an appropriate topic in your specialist curriculum and/or phase to develop a unit of work or sequence of lessons. Using established school based models, research literature and electronic resources as appropriate, critically reflect upon different approaches to both teaching and learning and outline how your own unit of work develops existing practice and responds to the specific needs of pupils in your professional practice placement. The unit of work/sequence of lessons should be designed so that it could be taught over a period of approximately 4 - 6 hours pupil contact time as a norm. The lessons should be taught in part or in full during professional practice in the Autumn, or first part of the Spring terms. Advice should be sought from your curriculum tutor and mentor about the overall learning objectives and the most appropriate time to plan and teach the lessons. Enough time should be left to ensure that all issues arising from its teaching and assessment should be fully evaluated.

The assignment itself should therefore include the following:

A Rationale - this should include a discussion on why the topic selected should be taught, how it responds to statutory requirements in your subject area/phase as well as the local needs of the pupils you teach. It should explain why teaching and learning approaches have been adopted, an analysis of how pedagogic theory informed planning as well as how pupil learning is assessed. A variety of scholarship should underpin this discussion.
The Unit of Work/Lesson Sequence - this should include an overview grid outlining objectives and learning outcomes, more detailed lesson plans, teaching and learning resources and assessment activities and criteria. Individual taught lessons will also include evaluations on an agreed format.

Evaluation - this should reflect upon the overall impact of the lessons on pupil learning as well as issues emerging from individual lessons. Strong assignments will include critical analysis which pick up on issues discussed in the rationale and relate these to relevant literature and scholarship. If teaching every lesson has been difficult then critical reflections upon how prior teaching episodes informed the planning process should be included. The evaluation should conclude with a clear indication of how this lesson sequence planning could be developed.

The word length of 6000 words should be divided appropriately between the rationale, literature review and evaluation. Lesson plans, individual evaluations, resources and unit overview grid are not counted within the word limit. The assignment must be supported by full bibliographic details of all texts, resources and references used.

**Objectives and Links to the Teachers’ Standards**
The purpose of this assessment is to develop strategies for effective short and medium term planning and to strengthen the process of evaluation and reflection. As such this assignment offers trainees the explicit opportunity to make progress towards:

4 Plan and teach well structured lessons;
5 Adapt teaching to respond to the strengths and needs of all pupils;
6 Make accurate and productive use of assessment

**Guidance**
A focus should be identified, discussed and agreed with your university tutor (following consultations within your mentor and other school colleagues e.g. head of department) no later than Friday 9th December. All trainees are entitled to tutorial support and feedback on 50% of a first draft of the assignment. Draft assignments should be submitted for formative assessment no later than Friday 3rd February. Exemplar materials are provided on the VLE although candidates are warned that the focus and/or assessment brief can change each year so these should be used with caution. Sign up sessions offering academic support with academic writing will also be available. Further guidance on preparing for this assignment is issued in a briefing session and in addition Curriculum Tutors may provide subject specific guidance about this assignment.

**Assessment Outcomes**
In order to achieve a **PASS at Level 7**, assignments should demonstrate:

- Knowledge and understanding of subject, curriculum and pedagogy as well as teaching and learning methodology appropriate to learners and school within a specific age phase.
- Knowledge and understanding of policy, professional and research literature related to the teaching and learning in subject area/phase as well as the processes and complexities of learners’ needs and development in different contexts.
- A methodology of enquiry and how research and reflection are used to create and interpret professional knowledge in education.
- A capacity to analyse complex teaching and learning situations and issues through critical engagement with scholarship, reflection and research to tackle problems creatively and respond to challenges.
- Effective communication skills shared with a range of professional and academic audiences both orally and in writing with clarity, focus and coherence.
4.5.2 Taught Course Assessment Detail: Reflecting on Professional Knowledge (804X1)

**Assessment Mode:** Portfolio  
**Credit Weighting:** 30 Level 7 (Masters) credits.  
**Length:** N/A  
**Assessed by:** University Tutors. Moderated by University Tutors, Mentors and Professional Tutors  
**Expected Submission Deadline:** Portfolios presented from Monday 15th May 2017. Must be completed by 17.00, Thursday 25th May 2017 – see your personalised Sussex Direct student page (direct.sussex.ac.uk).

For each of the Teachers’ Standards in Part One (1 – 8) and Part Two, you are asked to prepare a simple portfolio containing one structured reflection on a critical incident or professional dilemma/challenge encountered during the course. A writing frame will be provided to guide and contain your analysis and will prompt you to: describe the dilemma or incident; what was good about the approach taken; what could have improved the outcome; how was theory or scholarship exemplified or challenged in analysis; identify evidence and itemise references. Each reflection should be supported by associated evidence (lesson plans, pupils work, resources etc). In so doing you can draw upon a full range of different learning experiences over the course including curriculum sessions, professional studies and school experiences. These will demonstrate the development of your professional knowledge and your success at meeting all the Teachers’ Standards. Portfolios will be presented through a professional dialogue to a panel of examiners at the end of the course during an extended exit tutorial.

You have free choice in selecting an appropriate reflection but in two specific instances we explicitly direct you to present an alternative to the written reflections.

For Teaching Standard 4 – ‘Plan and teach well structured lessons’ - as part of the extended exit tutorial you will be expected to discuss an analysis of learning and teaching within two lessons (one successful; one less so) taught during the course. Reflections should focus on the training received in relevant areas, the ways in which pedagogic theory was exemplified in practice and areas for professional development. Curriculum tutors may request a more specific focus. Whilst the specific mode of assessment here is specifically aural (no written reflection is required) candidates will be permitted to draw upon evidence and any preparatory materials and examiners will want to view the lesson plans, classroom resources, pupils’ work (if available) and evaluations of the lessons selected.

In addition for Teaching Standard 3 – ‘Demonstrate good subject and curriculum knowledge’ – candidates will be expected to present and discuss their completed subject knowledge audit and/or scrapbook as directed by their curriculum tutor.

Candidates are informed that professional dialogues are digitally recorded for moderation purposes.

**Objectives and Links to Standards for QTS**  
The purpose of this assessment is to demonstrate the range, depth and progression of professional knowledge acquired over your whole ITE and your maturity as a reflective practitioner. As such this assignment offers trainees the opportunity to demonstrate success against all the Teachers’ Standards (DfE, 2012). However since the focus is upon reflection and future preparation for professional development TS 8 Fulfil wider professional responsibilities is particularly pertinent to this assessment.

**Guidance**  
This assessment is specifically linked to the Teachers’ Standards. To demonstrate success in this outcome, you will be expected to reflect on incidents or challenges which you believe demonstrates your best practice and professional development. You are advised to write these reflections over the course to ensure you are not challenged by the demands of writing a large number at the end. Tutors will be keen to monitor your progress and as such they will identify one reflection to complete as a draft before the 16th December for which formative feedback will be provided.
Assessment Outcomes
In order to achieve a PASS at Level 7, assignments should demonstrate:

- Knowledge and understanding of policy, professional and research literature related to the teaching and learning in subject area/phase and the processes and complexities of learners’ needs and development in different contexts.
- A capacity to analyse complex teaching and learning situations and issues through critical engagement with scholarship, reflection and research to tackle problems creatively and respond to challenges.
- An ability to exercise initiative in personal and professional responsibility.
- An awareness of own continuing professional development needs within teaching, and the independent learning ability to identify ways of fulfilling those needs.
- A broad range of practical teaching and learning skills, applicable within the classroom and in schools generally relating explicitly to any current statutory requirements.
- Effective communication skills shared with a range of professional and academic audiences both orally and in writing with clarity, focus and coherence.

4.5.3 Taught Course Assessment Details: Exploring Professional Knowledge (127X3B)

THIS MODULE IS OPTIONAL AND IS ADDITIONAL TO THE PGCE AWARD

Assessment Mode: Presentation (with slides and an annotated bibliography as appendices)
Credit Weighting: 30 Level 7 (Masters) credits.
Assessed by: University Tutors. Moderated by University Tutors and nominated Mentors
Expected Submission Deadline: 17.00, Friday 23rd June 2017 – see your personalised Sussex Direct student page (direct.sussex.ac.uk).

In consultation with your curriculum tutor and mentor carry out small scale school based research and present a case study of an aspect of teaching or learning in your curriculum area/phase. Subject to negotiation with curriculum and professional tutors a broader focus on a whole school issue may be agreed.

This module requires you to design, conduct, evaluate and report on a very small-scale empirical study conducted in your own professional context. It enables you to develop your practical and theoretical understanding of research methods and your critical understanding of a particular topic.

Those opting for this module will be offered an introduction to research methods and should evaluate the entire process, critically engaging with, and applying methodological literature throughout. You will, thereby, develop a practical and intellectual understanding of key research paradigms, enquiry methods and processes, including the importance of ethical considerations, reflexivity and researcher positioning and other key research concepts.

Objectives and Links to the Teachers’ Standards
The purpose of this assessment is to strengthen knowledge and understanding through wider reading of literature and investigations within the school context. It provides an opportunity for the initial development of research methods and promotes reflection on how to improve professional practice. As such it empowers trainees to take responsibility for their own professional development. Links with the Teachers’ Standards will be dependent on the chosen focus. In all cases this assignment offers trainees the opportunity to make progress towards: 8 Fulfill wider professional responsibilities

Guidance
This assignment is a substantial piece of work, carried out during Professional Practice 2. Trainees are expected to complete an evidence based research project that investigates a particular facet of teaching and learning using approaches that are appropriate to the enquiry focus. Topics are agreed with the Curriculum Tutor/Mentor, usually in the second half of the Spring term and all trainees are expected to submit a written proposal and working title in advance. If necessary trainees will need to submit for ethical clearance in advance of data collection. All trainees who opt
for this course are expected to attend workshops in the Spring/Summer Terms which explore the nature of the assignment and introduce a variety of research strategies and methods.

Research findings are presented to a panel of assessors and a wider audience of peers and colleagues on Friday 23rd June 2017. Candidates will be given no more than 20 minutes to present an overview of their research including the context, research questions, methodology, literature foundations, data analysis, findings and recommendations. In addition trainees will be expected to upload a copy of their presentation slides and an annotated bibliography plus any other supporting documentation to Study Direct by 9.00 on this date.

A focus should be identified, discussed and agreed with your university tutor (following consultations within your mentor and other school colleagues e.g. head of department) no later than Friday 28th April 2017. All trainees are entitled to tutorial support and feedback on 50% of the assignment. Draft assignments should be submitted for formative assessment no later than Friday 9th June 2017. Exemplar materials are provided on the VLE although candidates are warned that the focus and/or assessment brief can change each year so these should be used with caution. Further guidance on preparing for this assignment is issued in a briefing session and in addition Curriculum Tutors may provide subject specific guidance about this assignment.

**Assessment Outcomes**

In order to achieve a **PASS at Level 7**, assignments should demonstrate:

- A critical understanding, informed by current scholarship and developments in the field, of issues, processes and problems in an area of education, and a capacity to relate it to complex professional situations.
- A knowledge of how enquiry methods can be used to create and interpret knowledge and further the student’s own professional development.
- A capacity to critically appraise current literature relating to their specified area of education.
- A capacity to reflect on, critically review and evaluate empirical data and methodological approaches in their specified area of education.
- A practical understanding of enquiry methods (e.g. empirical research, documentary research or policy scholarship) within, or applicable to, educational settings.
- Effective communication skills shared with a range of professional and academic audiences both orally and in writing with clarity, focus and coherence.
### 4.6 Generic Marking Criteria

Each assignment is assessed against specific Masters level learning outcomes (see above). In addition the quality of the submission is awarded a level against a generic marking criteria set out below.

| Masters Level Pass with Distinction (70 – 100) | extensive up-to-date knowledge and deep understanding of the topic/context/practice under discussion uses a comprehensive range of knowledge resources demonstrates a high degree of ability in conceptualising complex issues/problems within the relevant context shows ability to evaluate critically literature/evidence/policy and practice in an original or comprehensive way demonstrates ability in carrying out an enquiry as appropriate, where the processes and/or outcomes are of unusual professional or academic value demonstrates ability to make a significant contribution in advancing learning and/or solving problems produces sophisticated or original argument with well reasoned conclusions uses appropriate conventions in citation and referencing with accuracy is expressed in clear and intelligible English. |
| Masters Level Pass with Merit (60 – 69) | deep up-to-date knowledge and understanding of the topic/context/practice under discussion uses a wide range of knowledge resources demonstrates a good ability to conceptualise issues/problems within the relevant context shows ability to evaluate critically literature/evidence/policy and practice demonstrates good ability to design and carry out an enquiry as appropriate demonstrates ability to make a contribution to advance learning and/or solve problems produces a coherent argument with reasoned conclusions uses appropriate conventions in citation and referencing is expressed in clear and intelligible English. |
| Masters Level Pass (50 – 59) | up-to-date knowledge and understanding of the topic/context/practice uses an appropriate range of knowledge resources demonstrates ability to conceptualise issues/problems within the context shows ability to evaluate literature/evidence/policy and practice demonstrates ability to design and carry out an enquiry as appropriate demonstrates ability to advance learning and/or solve problems produces an argument with reasoned conclusions uses appropriate conventions in citation and referencing is generally expressed in clear and intelligible English. shows little or no understanding of the topic/context/practice under discussion. shows little or inaccurate use of relevant knowledge resources demonstrates limited ability to conceptualise issues/problems within the relevant context shows inability to evaluate literature/evidence/policy and practice demonstrates inability to design and carry out an enquiry demonstrate inability to advance learning or solve problems does not produce a coherent argument with reasoned conclusions does not use appropriate conventions in citation and referencing is not expressed in clear and intelligible English. |
4.7 Marking and Moderation

Once an assignment is submitted, internal examiners are appointed (usually course tutors) and are allocated a number of assignments to mark. Each element of assessed work is marked and then verified and moderated according to University policy. Internal examiners use a standard report form to comment on how far the assignment criteria have been met and to give formative feedback on how the candidate can develop their academic work. During term time tutors aim to normally supply assignment feedback within fifteen working days from the final date of submission.

Following internal moderation, examples of the range of work are identified and are then read by External Examiners, who comment on standards. Internal examiners also review the criteria for the assignment. Please note that all marks are provisional and subject to external examination, until ratified by the relevant Progress and Assessment Board.

Professional Practice: Monitoring, Assessing and Reporting

All trainees spend 120 days across two different school contexts undertaking professional practice during their course. There are two main periods of professional practice and these are formally organised and assessed as discrete modules. They are assessed at strategically important points over the training year and allow all partners to assess progress and performance at half termly intervals:

<table>
<thead>
<tr>
<th>Professional Practice 1 (15 Level 6 Credits)</th>
<th>Reports PPPA and PPPB</th>
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</thead>
<tbody>
<tr>
<td>Professional Practice 2 (15 Level 7 Credits)</td>
<td>Reports PPPC, PPPD and PPPE</td>
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PPPA is formative and takes note that trainees may well have only just begun to take on some full lesson teaching.

The first period of professional practice is distinguished by a long serial placement where four out of five days are spent in school with Fridays dedicated to curriculum and professional studies. The second period of professional practice often includes more of a long block placement with a small number of review days held at the university at strategic points. For trainees on the PGCE KS2/3 course the second professional practice is normally hosted in a contrasting Key Stage over the year.

School partners are primarily responsible for monitoring and assessing trainees’ teaching and this is moderated by university tutors. Reports are completed regularly in the form of:

Lesson observations (once a week over the Professional Practice after classroom teaching has begun, usually in mid-October) completed by mentors, professional tutors or other experienced teachers/tutors. During formal lesson observations evidence of pupil progress is assessed, as well as the trainee’s own progress using the appropriate criteria for the stage of course i.e. A, B, C, D or E.

The five Professional Practice Profile reports over the year which summarise progress towards QTS during professional practice (including identifying areas of strength and areas for development). The reports include consideration of observations, tutorials and the scrutiny of school files and progress is recorded against grading descriptors A-E (see Form B - Appendix XI).

These reports are also designed as a prompt to identify any ‘Cause for Concern’ or ‘additional support’ requirements.

At the end of the course, readiness for QTS is assessed in full by the school. Final judgements are moderated through the RPK exit tutorial.

Copies of reports can be found in Appendix XI; they are also available electronically at: www.sussex.ac.uk/education/iteforms
4.9 Moderation of Teaching
This is achieved through a range of moderation opportunities: In school, Professional Tutors oversee the work of all mentors and observe trainees from different subjects teaching. Curriculum Tutors work with Mentors in training meetings to develop consistent assessment of trainees’ teaching, progress towards the Teachers’ Standards and co-observe during school visits. In the final weeks of Professional Practice internal examiners (selected Curriculum Tutors and senior school partners, usually professional tutors) and External Examiners visit a sample of schools and observe trainee’s teaching. In addition all new mentors are encouraged to undertake cross-moderation visits to different schools, to compare assessment with respect to the Teachers’ Standards. This will normally involve a new mentor being paired with, and making a visit to, an experienced mentor in a different school. Funding for half a day’s supply cover is available and the Cross-moderation Report will then be completed. This opportunity is also available to more experienced mentors.

4.10 Curriculum Tutor School Visits
Curriculum Tutors normally visit all members of their curriculum subject group individually in school two to three times a year, with at least one visit to the trainee teacher in each period of professional practice. Each visit should last one half day including travelling time. The purpose of these visits is to offer formative guidance to the trainee in their professional development, to support school based tutors in mentoring and lesson observations, and to moderate professional practice. A record of these visits is shared with the trainee, school and curriculum tutor. The visits will be arranged in advance, to suit tutors and the trainee concerned. Ideally they should take place at least a few weeks into the professional practice in order that the trainee is able to demonstrate the progress they have made.

The Professional Tutor as well as the Mentor should be informed of forthcoming visits, with sufficient notice given. Where the Mentor is not Head of the Subject Department or Faculty, or the Class Teacher, it is an obvious courtesy that they should be informed of the visit in advance, as well as other teachers and support staff who may be affected by it.

Curriculum Tutors should register with the school office or reception, immediately on arrival in the school. Each visit by the Curriculum Tutor should include the following activities, not necessarily in the order shown, according to the convenience of all involved:

- discussion with each trainee teacher’s Mentor about the trainee’s progress, quality of lessons taught, reviewing targets, progress towards the Teachers’ Standards, and any other relevant issues (forthcoming events etc.);
- where appropriate, observation of the trainee teacher jointly with the mentor in the classroom (normally of one timetabled lesson or equivalent) using the standardised observation schedule, the specific focus of the observation having been agreed in advance by the Curriculum Tutor, the trainee and the Mentor;
- the role to be taken by the Curriculum Tutor in the lesson to be discussed beforehand, and the trainee to provide a copy of the lesson plan including a clear statement of the learning outcomes for the lesson, as well as lesson materials;
- oral and written feedback on this observation using the standard observation schedule to be given to the trainee teacher as soon as possible after the lesson; the trainee and Mentor to receive a copy of the written feedback, and a copy to be stored in the trainee’s assessment file;
- further discussion with the trainee, review of evidence of progress against the Teachers’ Standards and teaching experience file(s), assessment / record keeping etc;
- a dialogue regarding progress towards academic assignments and job applications as appropriate;
- discussion with the Professional Tutor about the overall progress of the trainee, if required.

If there are particular problems emerging, the following courses of action are available: further discussion between the Curriculum Tutor, the trainee teacher, Mentor and possibly the Professional Tutor together to agree additional targets;
submission of a Cause for Concern report triggering additional visits by a designated Support Tutor to observe the trainee and draw up a jointly negotiated action plan with the school tutors and trainee (see form D - Appendix XI).

4.11 Termly Assessment of Trainee Progress

At different assessment points of each term (see schedule of reporting) curriculum tutors and school based tutors review trainee progress with a view to securing the following aims:

i) develop relevant teaching, to meet the Teachers’ Standards;
ii) support and guide induction into the teaching profession;
iii) promote and encourage opportunities for self-reflection and responsiveness through dialogue with school and university tutors, leading to appropriate targets;
iv) encourage the production of realistic and relevant action plans for each target, which will specify, make explicit and thereby enhance professional development.

This assessment of all trainees is built around a series of meetings between tutors and trainees. Regular meetings take place at school providing mentor feedback, and termly meetings with Curriculum Tutors are held at the university. It is important that mentors, in their first week of meeting the trainees, set up a regular meeting schedule for the purpose of discussing the Teachers’ Standards, reviewing progress to date and target setting for the period between meetings. As all areas covering the Teachers’ Standards are unlikely to be addressed at once, the purpose of these scheduled meetings is to review progress achieved and produce on-going action plans, which set realistic targets to be achieved between meetings. In this context, it has to be appreciated that trainees will be at different stages of development and their rate of progress will vary. Trainees must take responsibility for their own learning in order to facilitate their on-going development and provide tutors with a self-audited record of their progress (including records of mentor meetings) through regularly compiling their ITE tracker.

The Professional Practice Profile is completed at five points over the year – the first two as part of Professional Practice One in the Autumn term, and the last three in the Spring and Summer terms as part of Professional Practice Two. These reports allow the trainee to present their evidence and reflect on their progress and their impact alongside the mentor's professional opinion on trainee progress, grades the trainee’s performance under of the Teachers’ Standards using national grading descriptors and offers guidance for development. (These reports with grading descriptors can be found in Appendix X). A copy of the Professional Practice Profile should be sent directly to the University and a signed copy is given to the trainee. Our preference is for the completion and submission of electronic copies, from the Mentor or Professional Tutor’s work email address. The form can be emailed to ite@sussex.ac.uk. It is the responsibility of the Professional Tutor, Mentor and trainee to ensure all reports are completed at the appropriate times, are counter-signed (electronic signatures are accepted) by the appropriate Tutors and copied.

4.12 Insufficient Progress - The Cause for Concern Process

During the ITE year, trainees are expected to make progress towards meeting the Teachers’ Standards. Mentors, professional tutors and curriculum tutors assess progress towards meeting the Standards continually. When, in the opinion of a mentor, professional tutor or curriculum tutor, insufficient progress is detected they will declare a cause for concern and complete a Cause for Concern Report (Stage 1) and support tutor request (the form can be found in Appendix XI).

Stage 1 - The use of this report (Form D) indicates that those responsible for supporting a trainee are concerned about limitations in the trainee’s professional progress. On receipt of this report the University will assign a support tutor, normally to visit and guide the school in establishing a programme of additional support.

Stage 2 - An action plan is drawn up which will identify targets, support mechanisms and deadlines using the Stage 2 Cause for Concern Response Report (Form E1 - Appendix XI). Targets will then be reviewed (usually after two weeks).

Stage 3 - Targets will be reviewed and recorded on the Stage 3 Cause for Concern Review of Progress (Form E2 - Appendix XI). If sufficient progress is made then the trainee will no longer be
regarded as a cause for concern. It is worth noting that many trainees previously requiring such support go on to successfully complete their course.

**Stage 4** - If concerns remain and targets are not satisfactorily achieved an action plan will be prepared, targets re-established and an assessor’s visit will be organised. The action plan and re-established targets are recorded on the Stage 4 Cause for Concern Review of Progress (Form E3 - **Appendix XI**). If an assessor’s visit is requested the form should be accompanied by a copy of the trainee’s timetable with details of lesson times and class availability. An assessor will be appointed by the School Direct, PGCE or ITE Leader to observe the trainee - the examiner may be a curriculum tutor (from outside the curriculum area or phase), an experienced school based tutor from another school or an External Examiner. The assessor will need to observe one or two separate lessons, discuss the trainee’s progress with school based tutors and interview the trainee. Following this process the examiner will make a recommendation on whether the professional practice should be terminated.

At each stage, Cause for Concern forms **must** be completed in full and a copy given to the trainee at each stage. All Cause for Concern reports and reviews must be sent as soon as they are completed to the Course Co-ordinator. Alternatively it may be scanned after signing by all parties and emailed to **ite@sussex.ac.uk**. **Signed copies must be kept by the school and the trainee.**

Please note that timescales may be significantly shorter depending on the circumstances and context.

A Cause for Concern report may be raised at any time in a placement **up to three weeks before the end of a placement** in order that is enough time in the process for the trainee to benefit from support mechanisms and address the concerns. In the interests of enabling trainees the following clear deadlines are established.

**The final date for a Cause for Concern to be raised is Friday 12th May 2017.**

Trainees about whom tutors express concerns, or who require additional support, often turn out to have other difficulties as well (e.g. personal problems). Trainees are **strongly urged**, therefore, to keep their tutors advised of any such circumstances, and consult a student support adviser, so that these can be taken into account where appropriate.

4.13 School Based Assessment
Requirements regarding the mode of assessment, learning objectives and outcomes and general guidance for school experience assessment are provided below.

4.13.1 School Based Assessment Details: Professional Practice 1
**Assessment Mode:** Professional Practice Profile
**Credit Weighting:** 15 Level 6 Credits (Pass/Fail)
**Assessed by:** School Based Tutors (moderated by University Tutors)
**Submission Deadline:** 17.00 Friday 16th December 2016

In this module, trainees will be given the opportunity to develop and apply their knowledge and understanding in a phase/subject specialism in a school and classroom context. During their Professional Practice trainees are provided with opportunities to develop their practice in accordance with the Teachers’ Standards (DfE, 2012).

The course will include the following:
- an induction week programme, providing an introduction to school policies and procedures;
- opportunities to observe experienced practitioners in the trainee’s specialist subject/phase;
- one hour’s dedicated mentor time per week, focusing on subject knowledge and pedagogy;
- regular professional development seminars and opportunities organised by the professional tutor;
- a phased introduction to teaching, including a negotiated timetable of classes across KS2, 3, 4 and Post 16 (as, or where appropriate), amounting to a total of 13 hours (8 hours
classroom teaching and 5 hours other professional duties) though this may be significantly more for trainees employed on a School Direct salaried route;

- one formal observation (assessing the quality of teaching and pupil progress using the evaluation schedule) once a week by the mentor or designated other subject/class teacher, with written and oral feedback;
- where required, one observation by the school professional tutor, with written and oral feedback;
- one or two observations by the university curriculum tutor, with written and oral feedback;
- access to school resources, including ICT facilities;
- opportunities to take part in wider school life, e.g. trips, clubs, tutor groups, parents’ evenings;
- time to reflect critically on this experience, plan lessons and prepare resources.

Assessment Process

Just before each half term trainees meet with their mentor to discuss their progress. Trainees will come to the meeting having completed the relevant sections on the Professional Practice Profile (A or B). They will present to their mentor an audit of their evidence against the Teachers’ Standards, a reflective commentary on their progress and on their impact on pupil progress. The evidence may include examples from their teaching file, lesson observations, extra-curricular and work with a tutor group etc.

Having read the trainee’s reflections and examined their evidence mentors (under moderation of the professional tutor) grade the trainees on their progress towards the Teachers’ Standards and the impact they have had on pupil progress. Strengths are identified as are targets for development with recommendations on strategies to achieve these. Form B provides additional guidance for what is expected from the trainees at each given stage (A or B).

The trainee is required to print out the most recent summary report from their ITE Progress Tracker, which should will be used in the above discussion and attached to the PPP prior to submission.

The completed report is then given to the professional tutor for comment before being emailed to ITE@sussex.ac.uk. Copies must be given and kept by the trainee, mentor and professional tutor.

Assessment Outcomes

In order to achieve a PASS trainees’ should, with the help of experienced teachers, make good progress using established grading descriptors (identifying a Distinction, Merit, Pass and Fail), and specifically demonstrate:

Knowledge and understanding of appropriate subject, curriculum and pedagogy as well as teaching and learning methodology appropriate to learners and schools within a specific age phase;

A broad range of practical teaching and learning skills, applicable within the classroom and in schools generally

Apply methods and techniques they have learnt to initiate learning opportunities, assess their impact and evaluate their effectiveness

An ability to manage their own learning and work collaboratively with peers, teachers and other education professionals.

Effective communication skills shared with a range of professional and academic audiences (including tutors, peers, pupils’ parents, school governors and local community representatives) both orally and in writing with clarity, focus and coherence.
4.13.2 School Based Assessment Details: Professional Practice 2

Assessment Mode: Professional Practice Profile
Credit Weighting: 15 Level 7 Credits (Pass/Fail)
Assessed by: School Based Tutors (moderated by University Tutors)
Submission Deadline: 17.00 Friday 26\(^{th}\) May 2017

In this module, students will be given the opportunity to develop, apply and strengthen their knowledge and understanding in a phase/subject specialism in a school and classroom context. There is an expectation that in this Level 7 module trainees operate with more autonomy and demonstrate higher levels of professional knowledge. During their Professional Practice trainees are provided with opportunities to develop their practice in accordance with the Teachers’ Standards (DfE, 2012).

The course will include the following:
- an induction week programme when starting the second school, providing an introduction to school policies and procedures;
- opportunities to observe experienced practitioners in the student’s specialist subject;
- one hour’s dedicated mentor time per week, focusing on subject knowledge and pedagogy;
- regular professional studies seminars organised by the school professional tutor;
- a negotiated timetable of classes across KS3, 4 and Post 16 (where appropriate), amounting to a total of 16 hours (12 hours classroom teaching and 4 hours other professional duties) though this may be significantly more for trainees employed on a School Direct salaried route;
- one formal observation (assessing the quality of teaching and pupil progress using the evaluation schedule) once a week by the mentor or designated other teacher in the department, or for primary, the school, with written and oral feedback;
- one observation by the school professional tutor, with written and oral feedback;
- one or two observations by the university curriculum tutor, with written and oral feedback;
- access to school resources, including ICT;
- opportunities to take part in wider school life, e.g. trips, clubs, tutor groups, parents’ evenings;
- time to reflect critically on this experience, plan lessons and prepare resources.

Assessment Process

Just before each half term trainees meet with their mentor to discuss their progress. Trainees will come to the meeting having completed the relevant sections on the Professional Practice Profile (C, D or E). They will present to their mentor an audit of their evidence against the Teachers' Standards, a reflective commentary on their progress and on their impact on pupil progress. The evidence may include examples from their teaching file, lesson observations, extra-curricular and work with a tutor group etc.

Having read the trainee's reflections and examined their evidence mentors (under moderation of the professional tutor) grade the trainees on their progress towards the Teachers' Standards and the impact they have had on pupil progress. Strengths are identified as are targets for development with recommendations on strategies to achieve these. Form B provides additional guidance for what is expected from the trainees at each given stage (C,D or E).

The trainee is required to print out the most recent summary report from their ITE Progress Tracker, which should will be used in the above discussion and attached to the PPP prior to submission.

The completed report is then given to the professional tutor for comment before being emailed to ITE@sussex.ac.uk. Copies must be given and kept by the trainee, mentor and professional tutor.
Assessment Outcomes
In order to achieve a PASS trainees' should, with the help of experienced teachers, make good progress using established grading descriptors (identifying a Distinction, Merit, Pass and Fail), and specifically demonstrate:

- An advanced knowledge and understanding of appropriate subject, curriculum and pedagogy as well as teaching and learning methodology appropriate to learners and schools within a specific age phase.
- A capacity to analyse and deal with complex teaching and learning situations selecting and applying appropriate teaching and learning strategies and skills.
- An ability to exercise self-direction and initiative in personal and professional responsibility.
- An awareness of own continuing professional development needs within teaching, and the independent learning ability to identify ways of fulfilling those needs.
- An ability to work collaboratively with peers, teachers and other education professionals managing the work of others where appropriate.
- Effective communication skills shared with a range of professional and academic audiences (including tutors, peers, pupils' parents, school governors and local community representatives) both orally and in writing with clarity, focus and coherence.

4.14 Initial Teacher Education Progress and Assessment Board
The Initial Teacher Education Examination Progress and Assessment Board (PAB) makes the final decisions about candidates' marks and the nature of award, following recommendations by internal markers and External Examiners.

4.15 Criteria for the Award of the PGCE
A Postgraduate Certificate in Education is awarded to (2016 entry) candidates of the University who successfully complete both modules of Professional Practice and achieve passes in Reflecting on Professional Knowledge. Note that Reflecting on Professional Knowledge is explicitly linked to the Teachers' Standards and therefore failure in this module would raise concerns about preparation for QTS. It is also important that you are able to demonstrate in your scheme of work that you can plan a scheme of work effectively, that it takes in to account the assessment of children's needs and demonstrates good subject knowledge.

Progression to Sussex's MA in Education with advanced standing would be determined as follows:
Those candidates achieving passes of both Professional Practice 1 and 2 and Applying Professional Knowledge and Reflecting on Professional Knowledge would achieve the PGCE award and be able to progress to the MA in Education with 60 Level 7 credits.

Those candidates achieving passes of both Professional Practice 1 and 2 and both Applying Professional Knowledge and Reflecting on Professional Knowledge and who opt for and pass Exploring Professional Knowledge would achieve the PGCE award and be able to progress to the MA in Education with 90 Level 7 credits.

In exceptional circumstances the partnership may recommend candidates for QTS only (i.e. no award) if both periods of professional practice have been passed successfully and there is sufficient evidence of meeting all the Teachers' Standards across all modules.

The criteria for the award of a Merit or Distinction are revised annually and candidates are advised to consult the Examination and Assessment Regulations Handbook: http://www.sussex.ac.uk/adqe/standards/examsandassessment

4.16 MA in Education
The MA in Education (MAE) is a distinctive professionally orientated taught Masters course which offers a specific progression route from initial teacher education through to early professional development. Its central aim is to foster and support the continued acquisition and developmental mastery of professional knowledge through practice, application and research with a specific focus on specialisation in subject and phase pedagogy. For most NQTs the course is structured over a three year period. The MAE is structured so that the PGCE counts as the first year, contributing up to half the required 180 Level 7 credits. Subsequent courses are run alongside existing MA courses, sharing teaching inputs and assessments. They can be taken in one year or more likely
completed over two years. Each taught module contributes to the progressive development of professional knowledge, reflecting phase and subject specialisation. As such, students are expected to engage in observation of pedagogy application, reflection, initial research and the generation of original knowledge through a dissertation.

4.17 Progression from PGCE to MAE.
After the completion of the Initial Teacher Education PAB in June, trainees who have successfully passed all PGCE courses will be invited to progress with advanced standing on to the MAE. Trainees will be admitted with advanced standing up to a maximum of 90 (level 7) credits, normally acquired as part of a qualifying Postgraduate Certificate in Education (PGCE) course. Students entering with prior credit will be given advanced standing of up to 90 credits of Year 1 of the course.

The currency of the PGCE will be five years, which will allow potential candidates to complete their demanding NQT year first if they wish, before re-engaging with academic study. Alternatively given the professional focus of the course and the support it offers the MAE provides a focused method of NQT support. After a five year period students will not be able to transfer on to the MAE with advanced standing.
5. SUPPORT, QUALITY ASSURANCE AND EXPECTATIONS

Our ITE partnership is committed to ensuring that all trainee teachers receive quality teacher education whilst at the University and during professional practice. A range of quality assurance strategies are used to monitor the effectiveness of our provision and enshrine the support we offer our trainees and school partners. This section outlines the range of support opportunities for trainees, representation and feedback mechanisms, the professional expectations we all share across the partnership and other quality assurance processes.

5.1 Trainee Support

Our aim is to enable trainees to participate fully in the life of the partnership and to enjoy the experience as well as to achieve good results. Trainees will be supported in various ways as outlined below.

The Curriculum Tutor

Each student has a curriculum tutor who operates as a personal tutor and has responsibility for providing academic guidance and advice and is an individual point of contact for the discussion of any issues of participation and progress on the course. The curriculum tutor will additionally provide the link between the University-based, taught course elements of the course and the school experience placements, particularly in communicating with school based mentors.

Beyond feedback after lesson observations each student is entitled to a total of up to five hours of academic and professional support. This support can take the form of tutorials, feedback on assignment drafts as well as email communications and telephone consultations. Some of this support is integrated into the course structure through formal progress review sessions whilst further support may be available on request.

Please note that tutorials are an opportunity for trainees to seek advice and guidance in order to help them meet the requirements of the course. Tutorials will usually focus upon drafts of assignments and the progress being made towards QTS. In the interests of equity trainees should not seek to exceed their entitlement, however further guidance may be sought from other tutors who support the course. Please note that it is the responsibility of the trainee as an adult learner to arrange tutorial times and ensure they receive the tutorial time allocated to them. In our experience tutorials are crucial; where trainees fail to make progress it is usually because not enough help has been sought. Some tutorials need not be academic in focus and of course tutors will make themselves available to see trainees who are facing problems at home or at work which threaten their progress on the course.

Course Leaders

Each route or phase has a dedicated course leader who manages provision and oversees a team of tutors. In the large majority of cases, issues to do with individual participation and progress will be managed within the curriculum tutor relationship. Trainees should, nonetheless, feel able to consult the Course Leader as necessary. This should initially be done by e-mail.

Student Support

The Student Life Centre is located on the ground floor of Bramber House. It is the central point on the campus for information and advice for Sussex Students. Opening times are Monday - Friday from 9am - 5pm.

The Student Life Team are available for student issues such as:

Personal Concerns
Student Funding:
- Access to Learning Fund
- All Scholarships, Bursaries and Vice Chancellor's loans.

Students needing information about temporary withdrawal or considering withdrawing but this should normally be discussed with your Curriculum Tutor and/or Course Leader first.

Student Complaints
Student Discipline
Submission of Mitigating Evidence
Help with understanding University procedures

*The Students’ Union Advice service can also assist with these matters including representing students at hearings where this requested by students. Please contact Students’ Union Advice service so that appropriate support and advice can be arranged through USSU if this would be helpful:

University of Sussex Students’ Union
Room 137, Falmer House. Tel +44 (0)1273 877388
Website www.ussu.info/advice

For further details see: www.sussex.ac.uk/studentlifecentre

Contact details:
Tel: 01273 87 6767
Fax: 01273 87 3344
Text 'slcentre' to 88020
Email: studentlifecentre@sussex.ac.uk

More information about student support in the School of Education and Social Work will be made available during induction. For full details on all aspects of support and services provided at the University. Please see the Main Student Handbook at:
www.sussex.ac.uk/students/essentials/studenthandbook/

5.2 Support during Professional Practice
During professional practice placements, there are additional University based tutors and school based professionals with whom trainees will have access to and who will help manage this important element of study and training.

The Schools Partnership Leader
The Schools Partnership Leader is responsible for overseeing partnership between the University and partner schools. As such the Schools Partnership Leader and their team makes regular visits to schools and consults with all stakeholders regarding the quality of school based training, seeking to identify if further support is required by either the student or members of the partnership.

Black and Minority Ethnic (BME) Support
Over the last two years, we, together with a number of universities in the South East joined together to fund a project across the region to specifically look at ways to recruit and support BME trainees into ITE. We are aware that the demography of the Sussex area does not reflect the broad range of ethnic diversity that is found in many other areas of the England. Consequently, trainees from black or minority ethnic backgrounds may feel isolated, or in need of some additional support and so are urged to contact their Course Leader if they have concerns so that the partnership can offer specialist support.

Support Tutors
Occasionally tutors identify that some trainees require additional support. This may reflect limited progress towards Teachers’ Standards, indicate an additional need such as voice and self-presentation or respond to individual needs such as those for whom English is an Additional Language. Support tutors try to make immediate responses to any concerns and will visit schools on request to negotiate an action plan to resolve concerns.

Within schools trainees will benefit from the support offered by two different tutors who are crucial elements in securing student success.

Professional Tutor
Professional Tutors are often senior teachers with a great deal of experience in teacher training and education. Their role is to co-ordinate and assure the quality of the training for all ITE trainees and to provide a course of school based professional studies. Concerns or comments about the school experience should usually be raised in the first instance with the professional tutor who is often in a position of authority to take issues forward.
Subject Mentor
All trainees will be assigned to a dedicated mentor whilst completing their school experience placements. This is often a skilled classroom practitioner who will offer advice and support throughout the placement. Each mentor will provide a dedicated one to one tutorial once a week to focus on individual training needs and review progress towards QTS.

The roles and responsibilities of all parties, including trainees will be clarified and made explicit according to each particular situation at the start of placement and are confirmed in writing within the Partnership Agreement. A more detailed description of roles and responsibilities can be found in Appendix III.

5.3 Temporary and Permanent Withdrawal
Our ITE provision is very intensive and it is quite normal for trainees to question their progress at some point. Usually issues are resolved through conversations with tutors or peers. However if trainees continue to feel uncertain they may seek to withdraw from the course – either permanently or temporarily. Such decisions require very careful consideration and either option is a negotiated process. If you are considering withdrawing from your course, you are strongly advised, as a fellow professional, to arrange a meeting with your Curriculum Tutor and, where appropriate, discuss your thoughts with your mentor and or professional tutors before making a final decision. You will also need to complete a ‘Request to Intermit or Withdraw’ pro forma – available from: www.sussex.ac.uk/education/iteforms

At the meeting with your Curriculum Tutor (or sometimes the Course Leader), you will be able to consider all the possible options with guidance and support from qualified personnel.

The following options would be discussed:
Withdrawal
Negotiated intermission (Temporary Withdrawal)
Continuing with the Course (with the possibility of more support)
An agreed short break from the Course to be made up at the end in top-up days
Setting up confidential counselling support

A pro-forma record of all decisions would be completed at this meeting. If the decision is withdrawal or intermission, the relevant forms for these procedures would also be completed.

5.3.1 Temporary Withdrawal (Intermission)
Trainees should refer to the appropriate section in the University Examination and Assessment Regulations regarding arrangements for intermission and return: http://www.sussex.ac.uk/adqe/standards/examsandassessment

Within the context of these regulations, on a professional course this is a negotiated option which recognises that the trainee is currently experiencing extenuating circumstances which are undermining their potential to complete the course. Normally temporary withdrawal means that the trainee ends the course at a certain point and returns a year later. However because the course requires continuity in developing professional practice returning to the course may require the trainee to restart a period of professional practice (either early October or late February) - this may have financial implications in terms of paying additional fees. Temporary withdrawal is not an automatic option on a professional course and requires considerable negotiation between the trainee, University and school partner – temporary withdrawal will not be granted until all stakeholders are consulted and is not agreed to automatically. Where possible trainees should continue to honour professional responsibilities during any period of negotiation. Conditions are often set which require resolution before returning to the course.

Any trainee seeking temporary withdrawal must accept that a return to the course rests upon the availability of professional practice on their return. Any salary or bursary payments are suspended until the trainee returns and the remainder of the bursary is spread across the period of return to study.
5.3.2 Permanent Withdrawal
As with temporary withdrawal - permanent withdrawal requires negotiation. It is a professional expectation that even if a final decision has been made by the trainee, due notice should be given to partnership colleagues (usually five days) and that an exit interview with the Curriculum Tutor and Course Leader follows. Fees are not repayable and bursary payments cease immediately on withdrawal. Please note that trainees cannot be recorded as withdrawing if they seek to withdraw during a period of formal assessment (during an assignment deadline or cause for concern process) – in such circumstances the Progression and Assessment Board (PAB) is likely to note that the trainee failed the course.
Trainees are strongly advised to refer to the University regulations on permanent withdrawal - see: http://www.sussex.ac.uk/adqe/standards/examsandassessment

5.3.3 Procedures for Returning from Intermission
It is usual at a Pre-Withdrawal Meeting, for conditions for a return to be discussed but trainees should note that it usual that the Progression and Assessment Board (PAB) that will discuss and approve the return arrangements. Returning trainees should note that where placements are limited and difficult to obtain, priority will be given to those trainees who are not returners.

5.4 Trainee Feedback

The partnership is committed to reviewing and improving its practice. The main ways we seek feedback are through evaluation surveys and our trainee voice committee. We also use focus groups, project working parties and other kinds of feedback activities.

There are a number of ways in which trainees can make representations and advise on the course.

5.4.1 Sussex Consortium for Teacher Education and Research Steering Committee
Our ITE provision is overseen by a stakeholder committee chaired by a local headteacher and attended by representatives drawn from university tutors, professional tutors, mentors, NQTs and trainees. The Steering Committee has responsibility for ensuring all courses are properly run in accordance with its aims and objectives, external regulatory requirements and University regulations. Each cohort should elect or appoint four representatives (drawn from different phases and routes: Secondary, Primary, School Direct etc) to sit on the Committee. The Committee meets once a term.

5.4.2 Trainee Voice Committee
Approximately twice a term, and usually ahead of the Steering Committee meetings, a Trainee Voice Committee meeting is convened by Course Leaders. This allows student representatives from each curriculum area, phase specialists and training routes to discuss the trainee experience across the courses and to consider, where relevant, ways of improving or enhancing it. Each curriculum group is asked to elect a representative during induction.

5.4.3 Trainee Evaluations
In addition to the trainee representation and consultation arrangements outlined above, the course and its courses and professional practice placements are formally evaluated. Individual trainees evaluate the university course and the subject specific aspects at various points during the course and again at the end of the year. Each professional practice is also evaluated in the same way.
Feedback on the experience and impact of the course as a whole is gathered at an evaluation meeting at the end of each year.

5.4.4 Course Monitoring and Feedback
Trainees can also provide feedback on their course through the following means:
- seminars with university Curriculum Tutors;
- annual group discussions with External Examiners, which a sample of trainees from each curriculum group are required to attend.
Oral feedback is reported via Curriculum tutors, ITE Teams and External Examiners to Course Leaders. Written feedback is analysed by the Course Leader, and incorporated, with the oral feedback, into an Self Evaluation Document presented to the Consortium Steering Committee. It is also used to inform the partnership’s planning for the following year’s course. For full details, see the Quality Assurance Policy and Procedures on line: www.sussex.ac.uk/education/ite/partners/pages/reference

5.5 Conduct and Expectations
There are formal procedures for dealing with complaints by trainees and for terminating practice placements/training where trainee conduct is damaging, dangerous or seriously unprofessional.

5.5.1 Attendance
Trainees must adhere to the Course attendance requirements as set out in Appendix VI Attendance and Procedures for Absence. Trainees are reminded that full attendance is required and respected in each aspect of the course and that in line with the Attendance Policy; persistent lateness may be deemed to constitute absence by the Course Leader and recorded as such. Progress and Assessment Boards will take account of inadequate attendance when considering progression both in terms of the award of PGCE and recommendations for QTS. In addition persistent and/or unexplained absence or poor punctuality can be recorded in professional references.

5.5.2 Complaints
The University Complaints Procedures apply to ITE courses. If there is cause for complaint about any aspect of the course or life at the University this should first be taken up with the person responsible. This includes issues of sexual and/or racial harassment. If there is any uncertainty about who is responsible for the matter to which the complaint relates advice should be sought from a Student Advisor, a Curriculum Tutor or a Course Leader. This can be done via a Trainee representative or the Student Union if this is preferred. The details of how complaints are dealt with thereafter are set out in the Complaints Procedures section in the University’s General Handbook 2016/17.

5.5.3 Whistle blowing
The University has a set of Whistle Blowing Procedures for handling allegations relating to the running of the University or to the work-related activities of members of staff. These apply in situations of illegal, criminal, dangerous, unjust or improper behaviour and of malpractice in relation to administrative, professional or academic matters.

Further details on complaints/whistle blowing please see: http://www.sussex.ac.uk/ogs/policies/goodconduct/raisingconcerns

5.5.4 Termination of Placements and Suitability for Professional Practice Procedures
Occasionally it becomes necessary to terminate professional practice. This can be in response to a trainee’s concerns or as a sanction used to address unprofessional behaviour on the part of the trainee. Both situations are complex and require careful consideration. It is crucial for the satisfactory resolution of problems regarding professional practice that action by either the trainee or the school is not taken unilaterally, the consequences of which can undermine both progression and partnership. In some extreme cases it may be necessary to invoke Suitability for Professional Practice Procedures. At all stages Course Leaders should be informed and consulted and agreed procedures set out in Termination of Placements (Appendix VIII) and Suitability for Professional Practice Procedures (Appendix VII) should be strictly observed by all.

5.5.5 Misconduct, Collusion and Plagiarism
It is an offence for any student to be guilty of or party to, attempting to commit or committing collusion, plagiarism, or any other misconduct in an examination or in the preparation of work that is submitted for assessment. Misconduct in assessment exercises, examinations or in the presentation of marks achieved elsewhere is conduct likely to be prejudicial to the integrity and fairness of the examination process. The submission of an essay or any other assessment will be considered by the examiners to be a declaration that it is the candidate’s own work.
(i) **Collusion.** Collusion is the preparation of production of work for assessment jointly with another person or persons unless explicitly permitted by the examiners. An act of collusion is understood to encompass those who actively assist others as well as those who derive benefit from others’ work. Where joint preparation is permitted by the examiners but joint production is not, the submitted work must be produced solely by the candidate making the submission. Where joint production or joint presentation and production of work for assessment is specifically permitted, this will be stated explicitly in the relevant course documentation.

(ii) **Plagiarism.** Plagiarism is the use, without acknowledgement, of the intellectual work of other people, and the act of representing the ideas or discoveries of another as one’s own in written work submitted for assessment. To copy sentences, phrases or even striking expressions without acknowledgement of the source (either by inadequate citation or failure to indicate verbatim quotations), is plagiarism; to paraphrase without acknowledgement is likewise plagiarism. Where such copying or paraphrase has occurred the mere mention of the source in the bibliography shall not be deemed sufficient acknowledgement; each such instance must be referred specifically to its source. Verbatim quotations must be either in inverted commas, or indented, and directly acknowledged.

In the event of plagiarism being suspected, the assignment will be referred to an Investigating Officer and may result in a Misconduct Panel hearing. If the charge of plagiarism is upheld, a penalty – the most severe of which is disqualification - will be imposed.

Full details of can be found in the Examination and Assessment Handbook for Postgraduate Students 2016/17 – [http://www.sussex.ac.uk/adqe/standards/examsandassessment](http://www.sussex.ac.uk/adqe/standards/examsandassessment)

5.6 Other Quality Assurance Processes
Beyond seeking feedback from trainees via evaluations and committees, the partnership draws upon a number of other specialists to help monitor our provision and strengthen our training.

**The Role of External Examiners**
The work of external examiners forms part of the Quality Assurance procedures within the University and across our partnership. The role of the External Examiners is to ensure that the examination of trainee teachers for the award of PGCE and recommendations for QTS are fair and consistent across coursework assessment and professional practice. Three External Examiners make visits to a sample of trainee teachers during the end of professional practice in the summer term and conduct individual and group interviews with a sample of trainees during an examination event in June. Over the year they sample a range of assessments from across subjects, phases and training routes. External Examiners make oral reports to the Progress and Assessment Board on all aspects of examination procedures, the partnership’s provision and courses in general. They also provide written reports which are presented to the Consortium Steering Committee, ESW Teaching and Learning Committee and the Vice Chancellor of the University. Current External Examiners are:

*Professor Terry Haydn, University of East Anglia*
*Professor Deborah Myhill, Exeter University*

It is not appropriate for individual trainees to contact External Examiners, but the trainee voice representatives do have a meeting with them at the end of the course to raise issues.

**The Role of Internal Assessors**
In addition to External Examiners, a number of our senior partnership colleagues from schools are nominated by the Steering Committee to act as Internal Assessors. The role of Internal Assessor is to undertake a moderation role. As with External Examiners, Internal Assessors will observe and discuss the teaching of a sample of trainee teachers. If a student is in the final stages of a cause for concern process an Internal Assessor is appointed to assess progress in professional practice.

**The Role of Partnership Support Tutors**
A team of Link Tutors visit Partnership Schools under the leadership of the Schools’ Partnership Leader during each academic year to meet with Professional Tutors and explore QA issues about the course, monitoring school provision and providing a channel of communication to the university. They collate issues which are fed back to the Consortium Steering Committee.

The Role of ITE Course Team Meetings
University Tutors meet regularly in a number of Team Meetings. All tutors contribute to the agenda of meetings. These meetings regularly consider matters relating to on-going course evaluation and development.

The Role of the Partnership Forum
Each year a programme of meetings is provided for Professional Tutors, Subject Mentors and new Mentors. These meetings cover a wide agenda and provide good opportunities for evaluative feedback and on-going discussion of course developments.

The Role of the Annual Consortium Conference
Every year in June the partnership meets to review the quality of teacher education across all its provision. Each partner sends a representative who evaluates the performance of their trainees, the university and their own contribution. A feedback form is completed by all partners and used to inform planning and course enhancement. Key findings are presented to the partnership the following September.

OfSTED
From time to time OfSTED is required to inspect Initial Teacher Education provision. The framework for these Inspections can be found at www.ofsted.gov.uk. OfSTED most recently inspected our PGCE programme in March 2015 and the following link will take you to the report http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/70071
APPENDICES

Appendix I: ITE Partnership Governance Structures

The Initial Teacher Education partnership at the University of Sussex is run in the interests and under the authority of the Sussex Consortium for Teacher Education and Research. The consortium consists of all partnership schools with the University of Sussex operating as the managing agent. Membership of the consortium is reviewed annually and seeks to be fully inclusive drawing upon the expertise of large Teaching School Alliances as well as individual schools or academies operating in the primary, secondary, tertiary, special educational needs and independent sectors. Membership of the partnership is secured through the renewal of an annual partnership agreement.

The following framework of meetings provides all partners an opportunity to remain informed about policy initiatives and developments as well as inform the direction of initial teacher education across the partnership.

Sussex Consortium for Teacher Education and Research Steering Committee

The role of the steering committee is to oversee the strategic direction of the consortium, reviewing and approving recommendations and monitoring the quality of ITE provision.

Consortium Steering Committee Membership and Terms of Reference
To plan strategically, manage and oversee the development of the Consortium, including resource allocation, and to advise its members accordingly.
To receive, scrutinise and transmit to the School’s Taught Programmes Committee, all Initial Teacher Education curriculum and assessment proposals.
To oversee monitoring, evaluation and quality assurance procedures.
To co-ordinate on behalf of members developments pertinent to and relationships with the DfE and NCTL while recognising that the University, as managing agent, retains responsibility for formal contracts with that Agency.
To encourage the development of good practice and research in the fields of Initial Teacher Education and the Continuing Professional Development of Teachers.
To offer advice and guidance in these and other relevant areas to its members and other appropriate bodies.

Composition
Headteachers and Setting Managers representing the geographical area covered by the Consortium (Brighton & Hove, East Sussex and West Sussex), at least one of whom should be a Primary Headteacher.

Head of Education
Head of ITE
School Direct Leader
Partnership Leader
Primary Leader
Secondary Leader
EYTS Leader
1 trainee representative
1 professional tutor representative
1 mentor representative
1 NQT representative (Sussex Alumni)
1 RQT representative (Sussex Alumni)
1 University Officer (co-opted as non-voting member) whose advice might be appropriate

The Steering Committee to be serviced by a University officer. The Chair of the Steering Committee to be nominated from the Headteacher representatives.

**Partnership Forum**

The Partnership Forum is open to representatives from across the Consortium including school, university and trainee representatives. Its purpose is to discuss and advise upon current issues in ITE, make recommendations to the Head of ITE to implement necessary changes and improvements, and help to plan these changes where appropriate. The Partnership Forum termly to the Consortium Steering Committee. The Partnership Forum replaces the role of current management groups. The Partnership Forum will meet once per term. The Summer Term meeting is nested within the ITE conference and includes a full review of the year’s programme, the Professional Tutor's role within it, and planning for the following year. Recommendations arising out of this meeting are passed on to the ITE Team for consideration and implementation, if agreed, the following year.
Appendix II – Model Partnership Agreement

This partnership is the standard model used with most schools working in partnership on the mainstream PGCE. School Direct models are subject to negotiated variation.

SUSSEX CONSORTIUM FOR TEACHER EDUCATION AND RESEARCH PARTNERSHIP AGREEMENT

This agreement serves the purpose of establishing the partner relationship in the training and development of teachers.

Aims of the Consortium: Through a partnership between schools, colleges and the University: To ensure and facilitate the provision of high quality initial teacher education so that all newly qualified teachers entering maintained schools should have achieved the current Standards for Qualified Teacher Status. To promote equality of access across all elements of any ITE or CPD programme. To undertake research and development in teacher education. To provide and facilitate the provision of high quality professional development opportunities and progression routes for all prospective and established teachers. To further the improvement plans of partner schools through teacher education and research.

The Partnership agrees to provide pupils in schools with:

P1 Access to high quality teachers.
P2 Supported intervention programmes which enable children to make progress.
P3 Opportunities to develop their pupil voice, participating in feed-back about their teaching and learning.
P4 The aspiration to succeed and encouragement to participate in further and higher education.

The Partnership agrees to provide trainees with:

T1 An equitable and robust selection process in line with current national requirements and internally negotiated criteria.
T2 A learning programme which recognises the value of prior experience and the importance of individual needs.
T3 Tuition from appropriately qualified persons, exposure to and immersion in suitable and varied learning environments to ensure the development of Teachers’ Standards.
T4 Opportunities for reflection on practice, and personal and professional development.
T5 An assessment process which offers supportive developmental feedback, regular reports on progress; a moderated system for making final judgements, and a reporting system feeding into profiles which can be linked to expectations of newly qualified teachers and subsequent professional development.
T6 Access to appropriate resources, guidance and support in order to meet the above provision.

Schools wishing to provide leadership in additional areas agree to offer some of the following:

L1 Provision of multiple training placements per practice.
L2 Participation in the interviewing and selection of candidates.
L3 Involvement of staff and pupils in the planning and provision of training programmes.
L4 To endeavour to provide venues for course activities including selection days, initial and continuing teacher education sessions and partnership meetings.
L5 To play a central role in the selection of trainees, design of courses and delivery of training.
L6 To continue this service agreement for three years from the signed date.

All schools agree to provide each trainee with:

S1 A suitable programme of rich and varied professional teacher education and learning opportunities for personal and professional development, including an induction programme, class contact time, time for reflection and school based opportunities for further professional development.
S2 An appropriately qualified and experienced Mentor *, supported in coaching, mentoring and assessing trainee teachers, and opportunities for Mentors and Professional Tutors** to undertake appropriate continuing professional development.
S3 An appropriately experienced Professional Tutor who will co-ordinate the work of trainees and Mentors within the school, and help moderate assessments against the Teachers’ Standards.
S4 A dedicated mentoring tutorial entitlement (equivalent to one hour per week) enabling individual personal support.
S5 Suitable access to the full amenities that the school provides for all its colleagues, including I.C.T. facilities.
S6 Opportunity to teach across two consecutive age ranges, and for 11-18 schools provision of post-16 experience.
S7 Make reasonable adjustments to accommodate students with disabilities.

All schools agree to provide each Mentor with:
M1 Appropriate recognition of and support for fulfilling the role and responsibilities involved.
M2 An hourly mentor session to be provided by one of the following: Inclusion as part of the mentor’s agreed timetable, after school with protection of PPA time, or other (including direct additional payment).
M3 Access to training in mentoring and coaching.
M4 Access to Continuing Professional Development opportunities including subject knowledge enhancement courses.
M5 Opportunities to participate in trainee selection, course development, teaching and assessment.

The University agrees to:
U1 Ensure a coherent and relevant teacher education programme which promotes excellence in the development of necessary professional attributes, knowledge and skills, with opportunities for personal and professional development.
U2 Appoint, on behalf of the consortium, suitably qualified and experienced University tutors for each curriculum area and a Partnership Leader to work with all schools.
U3 Provide appropriate thinking time and resources, including access to library and ICT facilities.
U4 Oversee a rigorous internal and external moderation process to assure reliability, accuracy and consistency of assessments
U5 Provide leadership, guidance and administration in selecting trainees, arranging school experience and supporting trainee progression and assessment.
U6 Provide professional development programmes for Mentors and Professional Tutors including M level accredited programmes.
U7 Provide a continuing research base, which feeds into and enhances Initial and Continuing Teacher development and contributes to school improvement.
U8 Maintain open and effective communication pathways between all ITE partners.
U9 Ensure all entrants have been subject to appropriate safeguarding procedures before beginning school experiences
U10 Monitor and evaluate all aspects of ITE and seek to secure regular improvements in quality
U11 Provide guidance and support in preparing trainees for induction as newly qualified teachers and experienced teachers for the next progression in their career .
U12 Notify the school as soon as possible of any student disabilities and provide advice on reasonable adjustments.
U13 Resource professional practice placements and other course-related activities with financial reimbursement or through fee waivers for M level courses, where the University is the financial managing agent.
U14 Ensure that partner schools fulfil the specified criteria for participation in the partnership.

Termination of the agreement and de-selection
Either party can immediately terminate the agreement if it can be shown that the other party has not fulfilled its obligations as outlined in this agreement. For any other reasons, either partner can terminate the agreement by giving 6 months’ notice. In all cases we will seek to negotiate a resolution to avoid this. The agreement to enter into partnership will continue on an annual basis unless amended or ended by either partner.
*Mentor = a classroom teacher who takes responsibility for the trainee through daily classroom supervision.
**Professional Tutor = a senior teacher who takes overall responsibility for the training and mentoring of trainees within the school.
Appendix III - Roles and Responsibilities

Roles and Responsibilities of Tutors

Professional Tutor
The Professional Tutor is a senior member of staff appointed by the Headteacher to undertake that role.

The Professional Tutor will:

1. provide an induction programme for each group of trainees undertaking training at their school, including an introduction to the organisation of the school and opportunities to observe teachers in different classes;

2. be responsible for delivering an agreed Professional Studies course of regular seminars and professional development opportunities to meet the trainee teacher's need to understand the organisation and functions of the school and the wider context within which it works. This may include broader professional development opportunities (e.g. a distinct Post 16 day placement) in lieu of dedicated seminars. Ensure that the University has a copy of this programme;

3. co-ordinate the work of all the trainee teachers in the school, and arrange the delivery of the school-based training, in both subject specific and pastoral contexts, ensuring that trainee teachers have opportunities for working with pupils of all appropriate ages (including post-16 pupils for Secondary trainees), levels and abilities;

4. liaise with the Mentors to ensure consistency and balance in the experiences and tutorial support offered to the trainee teachers, within an agreed framework;

5. ensure that all trainees are provided with sufficient access to ICT resources and experience in order to enable them to attain the Teachers' Standards and QTS for the use of ICT in their subject teaching;

6. normally observe each trainee teacher at least once and if possible undertake a paired observation with any new Mentors, using the agreed observation schedule, in order to ensure and moderate consistency of assessment;

7. contribute to as well as monitor the formative and summative assessment of the trainee teachers' progress towards QTS according to the agreed framework;

8. write an overview of their trainees' progress and contribution over the Placement in the PPP report;

9. liaise with university tutors during their visits, (in particular the Schools Partnership Leader and appropriate Curriculum Tutor), and have overall responsibility within the school for liaising with the university on all matters pertaining to ITE courses;

10. attend termly Partnership Forum Meetings, including the annual planning meeting, to report back on trainees’ progress, review school provision and courses and to discuss trainees' transition between placements. In the case of school representatives on ITE committees, attend SCTER Steering Committees and the School Experience Pre Examination Board.

Professional Tutors may also:

11. take an active part in the selection of trainee teachers, including interviewing with university tutors using agreed criteria;

12. act as internal assessors or panel members during reviews or assessment periods.
(13) work together with a university tutor to host selection events in their school, including opportunities for applicants to teach children and be observed, group tasks and individual interviews;

(14) be invited to assess trainees’ assignments with university tutors using agreed criteria;

(15) work towards, and assist mentors in achieving university ITE awards.

**Mentor**

The Mentor is a suitably qualified and experienced teacher with whom the trainee teacher is placed. Mentors are appointed by the Professional Tutor, and undertake initial and in-service training.

The Mentor will:

(1) induct the trainee teacher into the phase or subject area(s), department or faculty and give full information on classroom organisation, planning, assessment and curriculum delivery used in the department or classroom. Arrange for the trainee to have access to all necessary resources for her/his teaching, in particular ensuring that ICT facilities are available to the trainee;

(2) provide a suitable timetable in order to facilitate a phased induction for the trainee into building up her/his teaching of appropriate classes as far as possible across the relevant age and ability range. Ensure that s/he is introduced to and made aware of the schemes of work, examination specifications (where appropriate) and other courses in use within the department or school;

(3) oversee the monitoring and teaching of the trainee on a regular basis, ensuring that trainees are observed a minimum of once a week over the placement and provided with verbal and written feedback in private on lessons observed, using the standardised observation schedule provided by the university based on Teachers’ Standards. Ensure that similar regular observations are also carried out by teachers of other classes taught by the trainee, and co-ordinate feedback from these observations. In the case of new Mentors, undertake one paired observation of the trainee per placement with the Professional Tutor, if possible;

(4) arrange regular and undisturbed discussion and feedback sessions (approximately one hour weekly) on issues related to the pedagogy and effective teaching of the subject or phase. Monitor and discuss current progress with the trainee and set targets for further development, monitor her/his files and approve her/his planning, preparation and evaluation of lessons. These discussion and feedback sessions to complement and co-ordinate with the university Curriculum and Professional Studies courses where possible. Trainees to keep records of Mentor sessions on the appropriate pro forma, including target setting;

(5) assess and review the trainee teacher’s progress towards the Teachers’ Standards according to the agreed framework and report and set targets for further progress;

(6) support trainees in preparing university assignments, in conjunction with curriculum tutors;

(7) monitor trainees’ subject knowledge development audit at key points in the placement;

(8) facilitate the carrying out of the trainee teacher’s school-based tasks and assignments within the school, liaising with other tutors if appropriate;

(9) carry out joint observations with the curriculum tutor and liaise with the university Curriculum Tutor, for up to three school visits and at all other times as necessary;

(10) attend in-service scheduled Mentor meetings to review trainees’ progress and to plan, review, monitor and evaluate the University and school components of the Curriculum course;

(11) new mentors undertake to arrange one half day visit to another school to observe mentoring for Mentor training and moderation purposes. Experienced mentors are encouraged to do the same. (Supply cover is paid for).
Some PGCE Mentors may:

(12) take an active part in the selection of trainee teachers including interviewing with university tutors using agreed criteria;

(13) be invited to assess trainees' PGCE assignments with university tutors using agreed criteria;

(14) be invited to lead a curriculum session;

(15) work towards the university ITE Awards.

**Curriculum Tutor**

The Curriculum Tutor is a suitably qualified and experienced subject specialist nominated by the Head of Initial Teacher Education, in conjunction with Course Leaders, and appointed by the University as a senior lecturer, lecturer, teaching fellow or associate tutor. Large curriculum groups may have more than one Curriculum Tutor.

The Curriculum Tutor(s) will:

1. Plan, provide and ensure the teaching of a suitable course of study in the subject, combining school-based and university based elements appropriately in consultation with school and university based colleagues according to agreed criteria.

   In particular this means:
   - Undertaking an initial needs assessment during selection and induction that benchmarks trainees' skills and informs course planning;
   - Teaching an appropriate course of University study, including lectures, seminars and workshops in the relevant curriculum subject;
   - Co-ordinating the work of mentors across the partnership by: arranging and facilitating mentor training meetings over the year; co-ordinating mentor training and moderation in schools through exchange visits, and conducting joint observations of trainees with mentors, normally once per placement;
   - Attending termly course team planning and strategic meetings at the University, assignment moderation meetings and annual planning days (and in-service days and Professional Tutor planning days where possible); report back as required to other team meetings, and in the case of chosen representatives, attend the PAB for PGCE and QTS where required;
   - Communicating the curriculum course to trainees, partner schools and other interested bodies e.g. OFSTED through a course Handbook produced according to university guidelines and timescales.

2. For PGCE, administer and manage the selection of trainee teachers by arranging school-based selection, using agreed protocols involving school-based tutors and using agreed criteria.

3. Contribute to the annual cycle of monitoring and review of the subject provision, including responding to OFSTED and devising suitable action plans.

4. Match trainees with schools for placements (PGCE).

5. Ensure complete and thorough assessment of trainees' coursework including:
   - visiting trainees in school in accordance with the policy of the course (School visits will have an agenda agreed in advance with the schools);
   - providing termly individual tutorials for each trainee, and reporting three times per year on each trainee teacher's progress and progress towards Teachers' Standards...
according to the agreed framework, by observation, written feedback and report, including completion of the development and career entry profile; marking curriculum assignments and attending moderation meetings; monitoring subject knowledge audits and reflective journal entries over the year; co-ordinating moderation by mentors across schools.

6. Make a collegial contribution to the work of the ITE course team through, for example, contributing to working groups on new developments.

Support Tutors
When school-based tutors feel that a trainee requires more support in their preparation for and work in the classroom than they can offer, and that normal Curriculum Tutor visits can offer, they can ask for the University to provide a visiting Support Tutor for the student.

The Support Tutor spends between half a day and two days with a trainee, observing their lessons, discussing them, and helping to set targets for improvement. The Support Tutor has no formal assessment role. In other words, the work of the Support Tutor is entirely trainee-focused. Trainees may also request a visit from a Support Tutor, if they have good reason. Trainees should approach their Curriculum Tutor with requests for Support Tutor visits.

Course Leaders
The Course Leaders reports to the Head of ITE. The Course Leader will, in conjunction with partnership schools, carry out all relevant matters concerning the day to day running of the course, including the following:

1. Overall responsibility for the course, including planning, selection and progression of trainees; content, delivery, assessment and evaluation;
2. Managing the day to day running of the course (see below);
3. Coordinating the work of faculty members and part time tutors;
4. Budget management in respect of logistics and specific funds;
5. Managing and developing partnership arrangements with schools including liaising and working with Professional Tutors and Mentors;
6. Making the arrangements for OFSTED inspections, and preparing documentation, as guided by the Head of ITE;
7. Working with the Head of ITE on quality assurance (including internal University procedures);
8. Collaborate with academic colleagues on course and module development and curriculum changes, including academic content, delivery and assessment;
9. Liaising as appropriate with the NCTL and OFSTED;
10. Promoting the course in various ways, including attending internal and external committees.

Management of the Course
Responsibility for timetabling, documentation, handbooks; mailings, meetings, and liaising with administrative and other University staff over these;
Organising and running team meetings, Professional Tutor meetings (in collaboration with the Schools Partnership Leader); and other working groups
Responsibility for the provision of professional studies and mentor training;
Student recruitment, placements, admissions, and monitoring of trainee progress, including pastoral care of trainees (arrangements for trainees at risk or requesting temporary/permanent withdrawal);
Participation in quality assurance procedures (e.g. moderation meetings and coordination of external examiner visits);
Production of Annual Monitoring reports as required for the University;
Attendance at examination boards and other meetings relating to student performance.

Head of Initial Teacher Education
The Head of Initial Teacher Education is a University appointment made in consultation with the Consortium Steering Committee. The Head of ITE reports to the School of Education and Social
Work SLT Meeting and to the Consortium Steering Committee. The Head of ITE is line managed by the Head of the School of Education and Social Work (ESW).

Responsibilities of the office include:

1. Oversee delivery and co-ordination of initial teacher education courses, liaising with PGCE and SD leaders and the Head of ESW as appropriate;
2. Monitor new developments and initiatives in ITE and assess their strategic value for the ESW, discussing possible involvement with appropriate members.
3. Oversee the quality assurance aspects of the ITE work of PGCE and SD Leaders in collaboration with the Head of SESW, including overall compliance with Teachers’ Standards; internal monitoring and evaluation including annual monitoring; external monitoring and evaluation; reporting to the University, Sussex Consortium, NCTL and Ofsted as appropriate;
4. Oversee inspections, including internal Periodic Reviews and external Ofsted inspections;
5. Oversee returns and responses to the NCTL, including bids for trainee places;
6. Oversee the ITE budget, liaising with PGCE and SD Leaders and the Head of SESW as necessary;
7. External liaison: with the Sussex Consortium, TA, DfE and OFSTED;
8. Nominate External Examiners, in conjunction with PGCE and SD Leaders, and oversee visits of Primary and Secondary Standards Examiners.

Curriculum Tutor School Visits

The following are guidelines for Curriculum Tutor visits to schools and school liaison.

1. Curriculum Tutors will normally visit all members of their curriculum subject group individually in school, usually twice a year, with one visit to the trainee teacher in each of their placement schools. A record of these visits to be submitted to the School of Education Office by the end of each PP.
2. The visits will be arranged in advance, to suit tutors, the school and the trainee concerned. The Professional Tutor as well as the Mentor should be informed of forthcoming visits, with sufficient notice given. For Secondary, where the Mentor is not Head of the Subject Department or Faculty, it is an obvious courtesy that the HoD or HoF, or for Primary, the Headteacher, should be informed of the visit in advance, as well as other teachers and support staff who may be affected by it.
3. Each visit should last one half day including travelling time.
4. Curriculum Tutors should register with the school office or reception, immediately on arrival in the school.
5. Each visit by the Curriculum Tutor should include the following activities, not necessarily in the order shown, according to the convenience of all involved:
   (a) discussion with each trainee teacher’s Mentor about the trainee’s progress, reviewing targets and progress towards attainment of QTS and the Teachers’ Standards, and any other relevant issues;
   (b) where appropriate, observation of the trainee teacher jointly with the mentor in the classroom (normally of one timetabled lesson or equivalent) using the standardised observation schedule, the specific focus of the observation having been agreed in advance by the Curriculum Tutor, the trainee and the Mentor;
   (c) a focus for the observation and role of the Curriculum Tutor in the lesson to be discussed beforehand, and the trainee to provide a copy of the lesson plan including a clear statement of aims and objectives for the lesson, as well as content;
   (d) oral and written feedback on this observation using the standard observation schedule to be given to the trainee teacher as soon as possible after the lesson; the trainee and the Mentor to receive a copy of the written feedback, and a copy to be lodged in the trainee’s assessment file;
   (e) further discussion with the trainee, review of RPK Portfolio (if not carried out at University) and teaching experience file(s), assessment /record keeping, subject knowledge development etc;
   (f) discussion with the Professional Tutor about the overall progress of the trainee, if required.
6. If there are particular problems emerging, the following courses of action are available: 

(a) further discussion between the Curriculum Tutor, the trainee teacher, Mentor and possibly the Professional Tutor together to agree additional targets; 

(b) additional visits by the designated extra Support Tutor to observe the trainee and draw up a jointly negotiated action plan with the school tutors and trainee teacher.

Schools Partnership Leader School Visits
The following are guidelines for Schools Partnership Leader visits to schools and school liaison. 

1. The Schools Partnership Leader (or their representative) will visit all schools at least once a year but preferably once per placement (approximately one hour each visit, plus travelling time). Additional visits may be delegated to Partnership Support Tutors. 

2. The visits will be arranged in advance, at a time to suit both the Schools Partnership Leader and Professional Tutor. 

3. They should meet with the Professional Tutor to review the overall progress of trainees, the school provision of training and support, and the content and delivery of Professional Studies course. 

4. They should discuss with the Professional Tutor: 
   - co-ordination, support and facilitation of the delivery of Professional Studies in schools and/or clusters of schools as appropriate; 
   - trainees’ access to ICT in all subject areas/as part of whole school provision; and other issues such as: 
   - dissemination of information across the school cluster; 
   - development of possible research opportunities. 

5. The Schools Partnership Leader will produce a written record of each school visit to be kept in a school cluster file, with copies to be made available to the school and all tutors concerned, and report back to relevant meetings as necessary. 

6. The Schools Partnership Leader should meet briefly with the trainees to review their school experience and their progress in preparing teaching files and RPK portfolio. 

7. The Schools Partnership Leader will (in collaboration with the PGCE Course Leader) lead the cluster group meetings in the Autumn and Spring Terms (see meetings schedule). 

Guidelines for Schools Facilitating Schools Partnership Leader or University Tutor Visits

1. School tutors should keep pre-arranged appointments and inform the University if the Mentor or Professional Tutor is absent so that the visit can be re-arranged. 

2. School tutors should negotiate and set aside time and an appropriate space for the Curriculum Tutor to give detailed feedback to the trainee. Ideally this should be also available for discussion with the Mentor. 

3. School tutors are asked to please inform other relevant teachers in the department, or for Primary, the school, of Curriculum Tutor visits, should they need to discuss the trainee’s progress.
Appendix IV - Equal Opportunities Policy Statement

Introduction
The School of Education and Social Work’s (SESW) subscribes wholly to the Equality of Opportunities and the Race Equality policies of the University of Sussex (see www.sussex.ac.uk/ogs/governance/equalityduty/ for full details). However, the particular circumstances of delivery of a professional course of training for QTS with partner schools necessitates an additional focus in the ESW policies. We also require a commitment from partnership schools to incorporate university policies on equal opportunities into their own school policies and their assistance in the delivery of a course whose features include:

1. Recruitment
Support should be available to individual applicants during selection procedures such as:
   - Targeted advertising to minority ethnic and other disadvantaged groups
   - Additional time for tasks and other reasonable adjustments for disabilities
   - Equivalency tests to enable trainees to meet university and NCTL entry requirements

2. In course support and guidance
In course support and guidance is to be available in the following ways:
   - Early analysis of needs during induction period
   - Reasonable adjustments for students with disabilities and additional learning needs (see appendix V)
   - Sessions available on the English education system, voice and self-presentation, study and language skills
   - On-going support and guidance in these areas throughout the course
   - Access to ICT as a communication tool
   - Courses for all trainees in raising racial awareness, equal opportunities, disabilities should be included in the course
   - Training to meet the standards relating to inclusion and support for EAL trainee.

3. School placements
Placements should take into account the specific individual needs of trainees so that schools provide the support necessary to enable trainees to reach the professional standard of which they are capable e.g.
   - By supporting physical access
   - By raising racial and cultural awareness among mentors
   - By supporting trainees with language and accent development

School placements should be provided in diverse schools e.g. single sex, ethnically diverse, faith schools.

4. Partner school support
Training should be available for mentors and professional tutors from our partner schools. This needs to focus on:
   - Equal opportunities for all trainees
   - Support for minority ethnic trainees in those areas which may prove difficult e.g. discipline in school, pronunciation, equal opportunities.

5. Celebration of Diversity
University and partner schools should make and take opportunities to celebrate diversity both within the training population and the school intake.

6. Tutorial appointment
An Associate tutor specifically supports BME trainees in university and where possible on school placements to monitor the implementation of the above principles. BME trainees are urged to contact Keith if they have any concerns. In addition, over the last year, we, together with a number of universities in the South East have joined together to fund a post across the region to specifically look at ways to recruit and support BME trainees into ITE.

7. Complaints and reporting incidents
In the case of complaints related to equal opportunities issues, see University Student Complaints Procedures on the main University website.

If an incident arising directly or indirectly from an equal opportunities issue (gender, race, sexuality, disability or religion) takes place in school, please report it at once to one of the following: mentor, professional tutor, curriculum tutor, copied to the Course Leader, and follow university procedures if you wish to lodge a complaint. This may also lead into Termination of Placements and Suitability for Professional Practice Procedures.

8. Equal Opportunities Monitoring
Beyond the University’s Equal Opportunities monitoring procedures – the SCTER Steering Committee reviews Equal Opportunities issues as a standing item. Once a year the ITE Director reviews the Equal Opportunities policy and reports to the Sussex Consortium Steering Committee.

9. Further references
For information and guidance about recent legislation on discrimination on the grounds of age, sexuality or religion, see:

Sexual orientation in the workplace, EEL02 (ACAS 2009)
Religion or belief and the workplace, EEL01 (ACAS 2009)
Age and the workplace, EEL03 (ACAS 2011)

http://acas.ecgroup.net/Publications/Employmentequalitylegislation.aspx

ACAS helpline on managing equality in the workplace: 08456 00 34 44

National Union of Teachers (NUT):
http://www.teachers.org.uk/index.php

National Association of Schoolmasters and Union of Women Teachers (NASUWT):
http://www.nasuwt.org.uk/index.htm
Appendix V – Trainees with Disabilities and Additional Learning Needs: Reasonable Adjustments

From September 2002, universities and colleges have been required to make reasonable adjustment to any arrangement, which places a disabled student at a substantial disadvantage. Whilst “reasonableness” will in some cases be open to interpretation, there are a number of adjustments, which are required under the law. Some of these relate to the study aids and support arrangements in respect of teaching and learning which are already routinely recommended when assessing the needs of students with disabilities in higher education. Most aids and services will be provided by the students themselves, often following receipt of DSA, whilst certain adjustments, such as providing outline lecture notes and making materials available electronically, will fall upon the academic unit. From 2002, a disabled student for whom this type of support is particularly useful has the right to require that it be put in place. This requirement is reinforced by more recent Equalities legislation.

Whilst the needs of individual students will vary, there are a number of support arrangements, from the use of tape-recorders in lectures and seminars to extra time in examinations, which are generally acknowledged to be standard provision. This document does not seek to provide a summary of the legal requirements, nor to provide an exhaustive list of adjustments, but highlights some of those most commonly identified. These are as follows:

**Digital Recorder**
A digital recorder may be recommended for students who are unable to write by hand, or continue to write over a prolonged period. Examples include
- A blind/partially sighted student who is unable to use a Braille note taker or laptop
- A student who is hard of hearing or a lip reader
- A dyslexic student who has difficulties taking notes whilst listening
- A student with RSI, back injury, arthritis, or other physical disability
- A student whose concentration may lapse due to discomfort, tiredness or medication
- A student, for reasons relating to physical disability or mental health difficulty cannot attend lectures or classes at certain times or who requires breaks during a class

**Copies of PowerPoints/lecture notes**
There are some situations in which it is recommended that a student is given copies of any overheads because he/she will not be able to take notes from overheads at the same speed as other students. Examples include
- Students who are partially sighted and cannot see the detail in the overhead
- Students with dyslexia who may need longer to process written information
- Students with physical disabilities that affect the speed of writing
- Hearing-impaired students who need to lip read.

On this course, all lecture outline notes should be uploaded onto the VLE in advance of the taught session. All students are able, therefore, to download and store or print these outline notes irrespective of disability and can adapt the formatting to suit any particular needs. Where helpful, copies of outline notes can also be provided to note-takers and BSL interpreters to enhance the service that they are able to provide to the student.

**Alternative formats - large print lecture outlines, course materials.**
Many disabled students have access to specialist software, which enables them to produce and process information. Therefore, material, which is made available electronically, can be adapted to suit almost any student at no additional cost to the School. Arial at size 14 is recognised nationally as the most suitable for many students with visual impairment, although all individuals have their preferred format. Clarity, colour and contrast are important – for example some students prefer coloured paper to avoid the glare of black text on white paper. Materials in alternative formats are usually requested for:
- Students with visual impairments
- Students with dyslexia, dyspraxia.

**Note-taker**
Students may use a note-taker if they are unable to write their own notes. Note-takers are recruited and trained by the Student Support Unit and funded by the student, usually from the Disabled Student’s Allowance. Note-takers may be employed to assist:

- Students with hearing impairment who need to lip read
- Students who are visually impaired and unable to see sufficiently well to write
- Students with a physical disability who are unable to write or use a laptop.

**Amanuensis**

Amanuenses may read aloud or record on audiotape recommended texts, may proof read assignment and produce written work for students who may have difficulties with writing or typing. They can be used in examinations to produce a dictated answer.

Examples include

- Students with visual impairment
- Students unable to write or type because of physical disability

**Funding**

For the majority of UK students, the cost of equipment – such as tape recorders, specialist PCs, and the cost of human support such as note-takers, is covered by the Disabled Student’s Allowance and is paid for by the student. Other expenses, including the cost of additional photocopying is also covered by the DSA and UK students can also apply to the Hardship Fund for assistance towards the cost of additional photocopying and, in some cases, for help in purchasing equipment. There is an as yet unresolved issue about the financing of specialist equipment or human support for overseas students who are unable to fund themselves, although it is likely that this will be the University’s responsibility.

**Additional notes:**

In addition to the above recognised reasonable adjustments, the course team have undertaken to embed all the most commonly recommended reasonable adjustments for students with SLDs into all of our teaching practice so that additional adjustments should not be required unless there are additional disability issues. This recognises the improvements that this makes to the learning experiences of all students.
Appendix VI - Attendance and Procedures for Absence

Professional standards of attendance and punctuality are expected from all students and it is a requirement that students attend fully all university-based and practice-based learning on the course. Absence from the course will only be accepted where there is a good and valid reason and/or the student provides a medical certificate or other appropriate evidence. If for any reason a student cannot attend fully, then s/he must follow the procedure identified below.

**Attendance Expectations**

Students **MUST** attend a minimum of 80% of University based sessions and/or will not be absent on two or more consecutive occasions without acceptable explanation. Students **MUST** attend the full number of days in Professional Practice (if trainees are absent from placement they may be required to make up days lost).

**Punctuality**

Punctuality is also a requirement of the course. Students are held personally responsible for lateness and required to provide an explanation to the appropriate tutor (curriculum tutor, mentor) on the day. Consistent lateness may be deemed to constitute absence by the Course Leader.

**Procedures**

Students who have good and valid reason to be absent must inform *either* their Curriculum Tutor or the Course Coordinator of their absence by e-mail (or telephone if they do not have access to email) on the first day of absence: If students are absent from placement they should inform their Mentor and Curriculum Tutor. For prolonged absences the following expectations apply:

Absence of up to five working days must be self-certified after the second day of absence, by completing a ‘Reason for Absence’ pro forma and sending this to the Course Coordinator and Curriculum Tutor, giving valid reason(s) for absence.

Absence longer than five working days because of ill-health must be accompanied by medical evidence and completing a ‘Reason for Absence’ pro forma; OR Absence longer than five days for other than medical reasons must be agreed with the Course Leader and based on appropriate evidence.

The medical certificates/ mitigating circumstances presented as evidence by students to cover absences from the course will be held on file by the ESW.

**Planned absence**

Where a student believes they have a good reason to request being absent from either university or school, they should seek permission in advance, from the tutor(s) concerned, completing the ‘Request for Absence’ pro forma (to be found on the ITE website).

**Unexplained absence**

Any absence of two or more consecutive days from either professional practice or University based learning without explanation should be reported to the Curriculum Tutor and Course Leader, who will then request a meeting to identify and inquire into the reasons for absence. Minutes of this meeting will be noted and the Course Leader’s response placed on the student’s file.

**Register of Attendance**

Attendance at each teaching session is recorded. Mentors will keep a record of students’ attendance in placement which is reported on the Professional Practice Profile.

**Sanctions**

We will ensure that all poor attendance, absenteeism and lateness is treated fairly to ensure just and equitable treatment for trainees. In the event of inadequate attendance, the Course Leader is empowered to: inform funding bodies, include information on attendance and lateness in references to employers, potential failure of Reflecting on Professional Knowledge, in serious breaches of attendance policy, and institute termination procedures under unprofessional behaviour.
Appendix VII – Suitability for Professional Practice Policy and Procedure

Introduction
All approved initial teacher education courses are required by the Department for Education to have in place procedures for assessing the suitability of their trainees for professional practice prior to admission to the course and throughout their studies. In addition, Universities are required to ensure that only those suitable for professional practice successfully complete their studies. All courses are, therefore, required to operate procedures that serve to review the suitability of individual students at any point during their training and to ensure that such procedures allow for the removal of students who are deemed unsuitable to continue with their professional training.

Students are required to maintain their suitability for professional practice and remain responsible for informing the relevant person (usually the Course Leader) in a timely manner of any changes to their circumstances that may have any impact upon their ongoing suitability (this may include, but is not limited to, the acquisition of new cautions, reprimands or convictions, involvement in disciplinary proceedings or more personal issues).

Where a student is deemed unsuitable to practice as a teacher, the University may require the student to leave the University and terminate his or her course of study. The University’s Ordinances and, Regulations (including Student Discipline Ordinance) and Examination Rules (as published via relevant handbooks) apply to all students.

Behaviour that leads to the Suitability for Professional Practice Procedure being invoked may arise at any time during any aspect of the trainee’s course of study, regardless of the source or location of the matter in question and may relate to recent or historical issues and may arise from academic, practice or personal arenas of a trainee’s life.

Note: Although this document refers to DBS, the procedure will also apply to any authorities that replace these.

Pre-course assessment of suitability
2.1 All applicants invited to attend for interview are required to complete a pre-course ‘suitability declaration’. If candidates have concerns about what should be disclosed and how, they are invited to contact the Admissions Tutor directly.
2.2 All offers are made conditional upon receipt of satisfactory DBS (or later successor) and satisfactory health checks. Where information comes to light following these checks that was not included on self-declaration forms, the offer of a place will be withdrawn, regardless or not of whether the course has begun (students will have provisional registration only until all checks are returned and deemed satisfactory).
2.3 Health checks for this course are currently required and are carried out initially via self-declaration forms. These are sent from the education office to all applicants holding offers but are assessed independently by the university’s Occupational Health service who will decide whether further information or an in-person assessment is required.
2.4 Certificates confirming health clearance or advising of concerns are sent to the admissions tutor and referrals to appropriate specialist services may be agreed in consultation with the student, particularly in relation to disabilities so that appropriate adjustments can be identified and supports established.
2.5 Trainees may be re-referred to Occupational Health at any point during their studies. This may be due, for example, to a period of extended sick leave, the development of a new health condition or to re-assess health needs prior to the beginning of placements. In addition, all students who are diagnosed with a disability (except SLDs) or a long term illness during their course will be re-referred for a new assessment in order to obtain up to date information and so that the impact and recommended adjustments for practice learning as well as academic work can be considered.
2.6 It is important to note that individually, as well as collectively, staff in the education department are committed to enabling diversity and fair access to the profession. The processes and procedures outlined here are intended to safeguard vulnerable members of society and ensure our compliance with all statutory duties in relation to student selection and progression, but in doing so we remain mindful of our obligations under equalities legislation.
2.7 Suitability declarations will be completed each year upon enrolment and re-enrolment and students are responsible for informing the Course Director of any changes that may affect their suitability in a timely manner rather than waiting until the next annual declaration takes place.

3. Referral to the Suitability for Professional Practice Procedure
This Procedure is to be used where it appears that a trainee is failing to maintain suitability for professional practice. Such circumstances may include, but should not be seen as being limited to: behaviour which is damaging or dangerous to pupils, other trainees or partnership members; behaviour which creates an unacceptable risk to others or to the trainee him or herself; breaches of the Teachers’ Standards – Section 2; the emergence of information about previous relevant matters not declared by the trainee.

4. Professional Assistance
Where it becomes clear that a trainee may be experiencing problems which give rise to concern about their suitability as a trainee teacher, and where the trainee wishes to address such problems with assistance, the trainee’s tutor will normally advise the trainee to seek advice from the appropriate University provision (such as general pastoral support, careers advice, disability support, counselling, study skills) or external services. The trainee may be advised to temporarily withdraw from studies pending attempts to resolve the issues giving cause for concern.

5. Referral to the Suitability for Professional Practice Procedure
Any person who has concerns about the trainee’s suitability may refer the matter to the Course Leader for consideration.

6. Stage One of the Suitability for Professional Practice Procedure
6.1 When the Course Leader is notified of concerns he or she will evaluate the information and take such further advice as is necessary. In the case of a trainee on placement, the Course Leader may, having consulted with the school, suspend the trainee from placement pending investigation. The Course Leader may also refer the concerns to the Head of School, who may decide that the student should be suspended from studies pending investigation in accordance with the Regulations of the University.
6.2 Where the Course Leader believes the concerns may have substance, he or she will arrange to meet with the trainee to raise the concerns and ascertain their view/explanation.
6.3 The trainee’s tutor or other member of course team (e.g. school partners) will normally be invited by the Course Leader to attend the meeting, and in any event will offer advice to assist the student in understanding the procedure and accessing appropriate support. Administrative support will be provided to produce a note of the key issues discussed and outcomes of the meeting.
Where the Course Leader is also the tutor for the trainee concerned, temporary tutorial support will be provided by a different member of the course team until a conclusion is reached.
6.4 In planning for the meeting, the Course Leader will be mindful of any needs that may arise from any disabilities the trainee has disclosed to the university and will consider, in consultation with the trainee, how the process described here may reasonably be adjusted to reduce the impact of such disabilities upon their participation in this process. The University, as represented by the Course Leader, will be proactive in considering adjustments that may be required and will also determine the reasonableness of any additional adjustments requested by the trainee.
6.5 The trainee will have the right to be accompanied by an advisor or representative, and to make a written submission prior to the meeting should they wish to do so. The trainee will, in advance of the meeting taking place, provide in writing to the Course Leader the following: confirmation as to whether or not she or he will be accompanied, and by whom; any supporting written documentation the trainee wishes to provide; whether or not any additional adjustments for reason of disability are requested.
6.6 Following the meeting, the Course Leader may institute any further investigation deemed necessary, including meeting with the person who raised the concerns, to review the evidence and ascertain whether concerns remain or have been allayed. If concerns remain, the Course Leader will determine whether the concerns can be resolved at this stage without reference to a Suitability Panel hearing.
6.7 If the Course Leader, having consulted with the Head of School or other appropriate person, considers the concerns are justified but could be resolved without progressing to a Panel investigation and hearing, he or she will set the trainee targets for change, together with specific criteria for their achievement within an appropriately short time scale (usually weeks). The Course
Leader will normally review the situation at the end of the time period and if he or she considers that the targets have been met the student will be permitted to remain registered on the course. If necessary, the Course Leader may set a continued programme of targets, which will be similarly closely monitored by the Course Leader, in consultation with the trainee’s tutor, either until no further cause for concern exists or there is reason to move to Stage Two. Where the Course Leader considers that targets have not been met, Stage Two will be invoked.

6.8. If the Course Leader, having consulted with the Head of School or other appropriate person, considers the concerns remain and, in their professional judgment, are such that the concerns cannot be resolved at Stage One of this process, Stage Two will be invoked and the Chair of the Suitability Panel will be notified.

6.9 The Course Leader will keep a record of all matters resolved within Stage One. The notes of the Stage One meeting and relevant correspondence will be stored on the trainee’s file until the end of their studies.

7. Stage Two

7.1 When concerns have not been allayed or resolved during Stage One of this procedure, the Course Leader will notify the student in writing that the case is to be referred to the Suitability Panel.

7.2 The role of the Suitability Panel is to operate Stage Two of the Suitability for Professional Practice Procedure. It shall normally comprise the following members: Chair - Head of the School of Education and Social Work, University of Sussex (or their nominee); The Head of Department of Education, University of Sussex (or their nominee); a representative from a partnership school – Headteacher or professional tutor, who shall have had no previous involvement with the case being considered. The Panel may be observed and advised by any person with specialist expertise requested to attend by the Chair. The Chair will arrange administrative support for the Panel.

7.3 Arrangements for the Panel hearing (including incorporation of adjustments to the process where this is appropriate due to needs arising from a student’s disability) will be initiated and coordinated by the Chair, or nominee. The trainee will be given at least 5 working days’ notice of a Panel hearing and the details of Panel membership. At the same time, the trainee and the Panel members will be provided with information about the Suitability for Professional Practice Procedure and details of the grounds for concern (the latter will be prepared by the Course Leader). The trainee will normally be provided with copies of any written reports and other relevant documentary evidence in the case at this stage. The Course Leader and the trainee may, at the discretion of the Chair, and through the Chair's prior agreement, ask certain witnesses to attend the hearing in person. The trainee should, by at least 5 working days in advance of the hearing, provide the Chair with the following clarifications and documentation:

- Whether or not he or she intends to contest the case presented;
- Whether, in what way and by whom he or she intends to be represented;
- Any written response to the case presented, including any supporting evidence or witness statements and the details of any witnesses they wish to be called.

The Chair (or nominee) will circulate these clarifications and materials to members of the Panel and to the Course Leader in advance of the hearing.

7.4 In any case where the trainee informs the Chair that he or she intends to be accompanied or represented by a legal advisor, or by a representative who is legally qualified, the University (as represented by the Course Leader) shall reserve the right to be accompanied or represented by a legal advisor. The University will not normally agree to defray costs incurred by the trainee in seeking specialist or legal advice, by their representative or by witnesses called by the student. Where no legal advisor accompanies the Course Leader, he or she may be accompanied by a colleague with appropriate experience for support and/or guidance during the hearing.

7.5 The Chair shall have discretion to arrange for the Panel itself to have access to legal advice.

7.6 The Panel, to be quorate, must have at least two-thirds of its members present. If the trainee does not appear at the hearing, the Panel may either proceed to deal with the case in the trainee’s absence or, in the light of any mitigating circumstances communicated, agree to reschedule.

7.7 The hearing will observe the following procedure. Those participating may not change, extend or distort the procedure or roles set out below, except by prior agreement with the Chair of the Panel who may agree such variation where doing so may assist the process of assessing suitability for professional practice in the specific case being considered. In such cases, the trainee will be informed of this change and the reasons for this. The Chair will summarise the nature of the case presented. The trainee will indicate whether s/he or the representative will speak on her/his behalf.
The Course Leader will present the case to the Panel, and will then answer questions from the Panel and from the trainee. The Course Leader may call witnesses. Witnesses called by the Course Leader may also be questioned by the trainee (or his/her representative) and by members of the Panel. The trainee (or his/her representative) will make a statement of his/her case and then respond to questions from the Panel and the Course Director. The trainee may call witnesses who may be questioned on their evidence by the trainee (or his/her representative), by the Course Leader (or his/her legal representative) and by members of the Panel. If required, either the trainee or the Course Leader may request a break to consult with their advisor. At the conclusion of questioning, the trainee (or his/her representative) and the Course Leader (or his/her representative) will be invited in turn to present a short summary of their respective cases.

7.8 The Panel may accept a witness’s written statement in evidence where it is impracticable for the witness to attend, or where in the opinion of the Panel it is reasonable to do so in order to allow an assessment of the trainee’s suitability for professional practice to take place.

7.9 The Panel will reserve the right to request medical evidence, in which case the trainee will be asked to agree to medical reports or records being obtained. If the trainee refuses agreement, the Panel may draw an adverse inference. The Panel may also accept as evidence the outcomes of previous investigative procedures, e.g. the investigation of a complaint or misconduct that has clear relevance to the case before it.

7.10 The Panel may adjourn if, in their professional opinion, this is necessary. When an adjournment is required, the reasons for this and anticipated timescales will be explained to all parties.

7.11 At the end of a hearing, the parties will be asked to retire while the Panel makes its decision in accordance with the options available to it. The Panel's decision will normally be notified to the trainee and Course Leader in writing. This notification will outline key decisions and the basis for such decisions. Where it is feasible to do so, the Panel may offer an indicative, oral outcome at the end of the deliberation process. In such cases, the Panel will re-call the trainee (and representative) and the Course Leader (and his/her representative) to hear either: (a) its decision and summary rationale for that decision, or (b) that the Panel feels the need to consider its decision at further length.

7.12 The Panel will consider its decision in private. The options available to the Panel include, but are not limited to, the following:
   a) Decide that there are insufficient grounds for concern and dismiss the matter;
   b) Decide that there are grounds for concern but not sufficiently serious to result in termination of the course of study. In appropriate circumstances the Panel may decide upon an outcome or course of action that recognises the existence of concerns and this may include placing a formal warning on the trainee’s record.
   c) Decide that there are serious grounds for concern which may be remediable, and offer a course of remedial action with clear objectives and outcomes with a defined period for review. The Course Leader, assisted by the student’s tutor, will monitor the student’s attainment on targets for change. At the end of the review period the Panel will reconvene and decide whether the matter has been concluded satisfactorily or whether further steps should be taken, which may include termination of the trainee’s course of study;
   d) Decide that there are sufficient grounds to conclude that the trainee is unsuitable for teaching and that the trainee’s course of study should be terminated.

The above list of outcomes is not exhaustive and the Panel may agree other outcomes as appropriate to the individual case under consideration. The Panel may decide to combine options under (b) and (c). The Panel will reach its decision by simple majority vote, with the Chair having a second and casting vote if necessary.

7.13 The Panel will report its decisions to the relevant Progress and Assessment Board and to the central Student & Academic Services.

7.14 The Course Leader will keep a record of all matters resolved within Stage Two and will regularly provide the SCTER Steering Committee with a factual report on such matters.

7.15 Where the decision is to terminate the trainee’s course of study, the trainee will be advised by the Director of Student Support where to seek counselling and/or careers advice, including advice on the possibility of arrangements for transfer to other courses of study.

7.16 Where a trainee withdraws from a course pending a suitability hearing or prior to a Stage One meeting, in the absence of other legitimate grounds for withdrawing, the withdrawal will be noted as being suitability-related.

8. **Right of Appeal**
8.1 The student has a right to appeal under the University Ordinance and Regulations for the Award of Degrees, which states:

A student shall have the right to appeal against a decision, made by a Suitability Panel in accordance with the Suitability for Professional Practice Procedure that the student is required to withdraw from the University on one or more of the following grounds:

(a) That there is new evidence material to the decision that was not considered by the Suitability for Professional Practice Panel;

(b) that there was a procedural irregularity in the Suitability for Professional Practice process of such a nature as to cause doubt as to whether the result might have been different had there not been such an irregularity;

(c) That the Suitability for Professional Practice Panel failed to comply with the guidance of the relevant professional body

(d) That the panel reached a decision not consistent with a reasonable evaluation of the evidence placed before it.

8.2 Where an appeal is found to be admissible under Regulation 100 of the Regulations for the Award of First Degrees, the University Appeals Board shall convene an Appeals Panel for the purpose of examining an appeal made under Regulation 94. The Panel shall be composed of three members of the Appeals Board, namely a Chair, one academic faculty member with significant recent experience of a discipline requiring the determination of professional competence requirements (but who should not be from the appellant’s Department), and one student member, with the addition of one senior professional co-opted to the Panel from the profession relevant to the appellant. The role of Chair and student member shall be restricted to members of the Appeals Board designated as candidates for these roles in the Organisation of the University document. The absence of any Panel member shall render the Panel inquorate.

8.3 Decisions of the Appeals Panel shall be reached by a simple majority vote of those members present and voting, with the Chair having a second and casting vote if necessary.

8.4 A nominee of the Registrar & Secretary shall act as Secretary of the Appeal Board and the Appeals Panel and shall attend their meetings.

8.5 Before lodging an appeal, the trainee must first discuss the matter with the relevant Head of School or Head of School’s nominee.

8.6 To lodge an appeal, a written submission to the Registrar & Secretary must be received in the Registrar & Secretary’s office within twenty-one days of the publication of the decision against which the appeal is made, and stating the grounds of the appeal. Subsequent to lodging an appeal, the appellant may be required to complete a standard pro-forma, in a format prescribed by the Appeals Board.

8.7 The Appeals Board shall define a mechanism to determine whether appeals are admissible, in terms of being:

(a) Received in time (or, if received out of time, whether mitigating circumstances exist which justify waiving the normal time-limit); and

(b) That the grounds of the appeal are admissible.

8.8 Where an appeal is determined to be admissible it shall be considered by an Appeals Panel, in one of these ways:

(a) Where the appeal appears to be readily decidable in favour of the appellant on the basis of the evidence available, an Appeals Panel may reach a decision without the need for a hearing;

(b) Otherwise, the appeal will be examined at a hearing, at which the appellant shall have the right (though not the obligation) to attend, and the Appeals Panel shall be entitled to ask (but not require) the appellant to attend, to provide further information.

8.9 An appellant who attends an Appeals Panel hearing shall be entitled to be accompanied by a person of his or her choice, who may represent him or her. If the appellant wishes to be so accompanied or represented, he or she shall inform the Registrar & Secretary accordingly at least five working days in advance of the time of the hearing and shall at that time also supply the name of that person.

8.10 The appellant should provide any written documentation relating to the grounds of their appeal at least five working days in advance of the hearing.

8.11 The Appeals Panel may secure further information relevant to those grounds for appeal through consultation with the Chair of the original Suitability Panel.

8.12 After the Appeals Panel hearing has been presented with the evidence in the case, the appellant (and the person accompanying him or her) shall withdraw while the Panel considers its decision in private. The Appeals Panel will normally invite the appellant (and the person accompanying him or her) to return to hear its decision. However, Appeals Panels reserve the right...
to defer immediate decision and instead to provide a later written decision. In such cases, the normal time-limit (for reaching a decision, formulating it in writing and dispatching it to the appellant) shall be seven working days unless otherwise specified by the Appeals Panel at the time of the hearing, in which case a specific reason for needing the additional time will be given to the appellant.

8.13 The Appeals Panel, whose decision shall be final, shall in the case of an appeal under regulation 95, either:
(a) Arrange for the appellant and the relevant Suitability for Professional Practice Panel to be informed that the appeal is not upheld and that the decision of the Suitability for Professional Practice Panel should not be altered; or
(b) Uphold the appeal and determine a remedy appropriate in the circumstances, and inform the appellant and the Suitability for Professional Practice Panel accordingly.

8.14 Notwithstanding that an appeal has not yet been heard and decided, the University reserves the right to withdraw a student’s registration with immediate effect.
Appendix VIII - Termination of Placements
This appendix should be read in conjunction with Appendix VII – Suitability for Professional Practice Policy and Procedure

1. Termination of Placements
In relation to questions of ‘termination of placements’, the starting point of the course is that this is a complex matter and the issue of termination of placements may arise for a number of reasons.

1.1 Termination of placements because of inadequate educational opportunities
For trainees who have to withdraw from a placement for this reason, every effort will be made to find an alternative placement and to minimise the implications for the trainee. This type of termination does not lead to suitability for professional practice procedures. Trainees remain registered with the University for their Academic Award.

Procedure
All decisions of this kind should normally be taken at a three-way meeting between trainee, curriculum tutor and mentor. If tutors are not available because of sickness or any other reason, the relevant Course Leader will attend the three-way meeting. Trainees must not withdraw themselves from the school before this meeting has been held, or without the permission of the Curriculum Tutor or the Course Leader; if they do so, they may be deemed to have withdrawn themselves from the course.

1.2 Termination of placements because of irreconcilable personal differences
Some provision has to be made for these situations. The concept of ‘irreconcilable personal differences’ applies only to placements and only to the relationship between mentors and trainee teachers.

Procedure
This will normally be identical to that above and every effort will be made to find an alternative placement. Trainees must not withdraw themselves from the school before this meeting has been held, or without the permission of the Curriculum Tutor or the relevant Course Leader; if they do so, they may be deemed to have withdrawn themselves from the course.

1.3 Termination of placements because of inadequate performance likely to create unacceptable risks or seriously unprofessional behaviour
Trainees should be given an opportunity to demonstrate competence against the Teachers’ Standards before a final decision is made. In cases where the standard of competence is too low to allow a trainee to continue working in the school, the placement will normally be terminated so as to protect pupils, partnership colleagues and the trainee him/herself. In addition placements may be terminated if unprofessional behaviour (e.g. persistent lateness or unauthorised absence) is unadjusted and places pupil learning and partnership at risk.

Procedure
The final judgement about risk to pupils must lie with the school concerned, but in order to make these decisions as fairly as possible, in the first instance a three-way meeting should be held if at all possible to consider the issues. In all cases where the grounds for concern about risk are serious enough to justify taking further action, the placement should be suspended. Normally the school Professional Tutor will make this decision to safeguard pupils and to allow time for all those involved to have an opportunity to reflect on whether termination of placement is essential. A final decision to recommend termination of placement should be made wherever possible at a three-way/four-way meeting, which would normally involve the Professional Tutor as well as the mentor, curriculum tutor and trainee.

The Course Leader should be asked to confirm that termination of placements has taken place for reasons of inadequate performance likely to create unacceptable risks. Where there is a disagreement about the termination of the placement between University, curriculum tutor and the placement school, this will be noted but the decision of the school will be final as regards the ending of the placement.
Confirmation of a decision to terminate a placement on the grounds of ‘inadequate performance likely to create unacceptable risks’ raises questions about personal and/or professional readiness.
Once it has been confirmed that a placement has been terminated owing to ‘inadequate performance likely to create unacceptable risks’, the Suitability for Professional Practice Policy and Procedure may be invoked (see Appendix VII).

With the exception of those trainees referred to the Suitability for Professional Practice procedure, all trainees who, for whatever reason, have had their placements terminated must complete a subsequent placement within a period agreed by the Course Leader having regard to all the circumstances pertaining at the time, subject to an alternative school placement being found.
Appendix IX – Teachers’ Standards (DfE 2012)

PREAMBLE
Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

PART ONE: TEACHING
A teacher must:
1 Set high expectations which inspire, motivate and challenge pupils
   • establish a safe and stimulating environment for pupils, rooted in mutual respect
   • set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
   • demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

2 Promote good progress and outcomes by pupils
   • be accountable for pupils’ attainment, progress and outcomes
   • be aware of pupils’ capabilities and their prior knowledge, and plan teaching to build on these
   • guide pupils to reflect on the progress they have made and their emerging needs
   • demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
   • encourage pupils to take a responsible and conscientious attitude to their own work and study.

3 Demonstrate good subject and curriculum knowledge
   • have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils’ interest in the subject, and address misunderstandings
   • demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
   • demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher’s specialist subject
   • If teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
   • If teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

4 Plan and teach well-structured lessons
   • impart knowledge and develop understanding through effective use of lesson time
   • promote a love of learning and children’s intellectual curiosity
   • set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
   • reflect systematically on the effectiveness of lessons and approaches to teaching
   • contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

5 Adapt teaching to respond to the strengths and needs of all pupils
   • know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
   • have a secure understanding of how a range of factors can inhibit pupils’ ability to learn, and how best to overcome these
   • demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils’ education at different stages of development
   • have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

6 Make accurate and productive use of assessment
   • know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
   • make use of formative and summative assessment to secure pupils’ progress
   • use relevant data to monitor progress, set targets, and plan subsequent lessons
• give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

7 Manage behaviour effectively to ensure a good and safe learning environment
• have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school’s behaviour policy
• have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
• manage classes effectively, using approaches which are appropriate to pupils’ needs in order to involve and motivate them
• maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

8 Fulfill wider professional responsibilities
• make a positive contribution to the wider life and ethos of the school
• develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
• deploy support staff effectively
• take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
• communicate effectively with parents with regard to pupils’ achievements and well-being.

PART TWO: PERSONAL AND PROFESSIONAL CONDUCT
A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher’s career.
• Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:

treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher’s professional position
having regard for the need to safeguard pupils’ well-being, in accordance with statutory provisions showing tolerance of and respect for the rights of others not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
Ensuring that personal beliefs are not expressed in ways which exploit pupils’ vulnerability or might lead them to break the law.

• Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.

• Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

Terminology used / Glossary – taken from the Teachers’ Standards (2012) published by the Department for Education

Specific terminology used in the standards should be interpreted as having the following meaning:
• ‘Fundamental British values’ is taken from the definition of extremism as articulated in the new Prevent Strategy, which was launched in June 2011. It includes ‘democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs’.

• ‘Parents’ is intended to include carers, guardians and other adults acting in loco parentis.
• ‘Pupils’ is used throughout the standards, but should be taken to include references to children of all ages who are taught by qualified teachers, including those in the Early Years Foundation Stage, and those in post-16 education.

• ‘School’ means whatever educational setting the standards are applied in. The standards are required to be used by teachers in maintained schools and non-maintained special schools. Use of the standards in Academies and Free Schools will depend on the specific establishment arrangements of those schools. Independent schools are not required to use the standards, but may do so if they wish.

• ‘Special educational needs’, as defined by the Department for Education’s Special Educational Needs Code of Practice (2001), refers to children who have a learning difficulty. This means that they either: have a significantly greater difficulty in learning than the majority of children of the same age; or have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority.

• ‘Statutory frameworks’ includes all legal requirements, including but not limited to the requirement to promote equal opportunities and to provide reasonable adjustments for those with disabilities, as provided for in the Equality Act 2010. The term also covers the professional duties of teachers as set out in the statutory School Teachers’ Pay and Conditions Document.
Appendix X – Guidance Working with the Teachers’ Standards in Initial Teacher Education

1 The purpose of the guidance
1.1 All teachers completing their training on or after 1 September 2012 will be assessed against the Teachers’ Standards formally published in May 2012. The revised standards also apply to newly qualified teachers (NQTs) and they replace the former Core Standards. The introduction of a concise set of standards, applying to teachers at the point of entry to the profession, as well as to experienced practitioners is welcome. An overarching set of standards establishes a platform for the coherent approach to Initial Teacher Education (ITE), induction and continuing professional development (CPD) that the profession aspires to. However, accredited providers of ITE are accountable and responsible for making the professional judgment as to whether each student or trainee has demonstrated the range of skills, knowledge and understanding required to be recommended for QTS at the end of the programme. This guidance has been developed to support a consistent approach to making that judgment.

1.2 The changing context for initial teacher training in England means that schools will assume increased responsibility for all aspects of training and this will change the character of existing ITE partnerships. Therefore the expectations that underlie the judgment for the award of QTS must be articulated clearly to support consistency and confidence in standards of entry to the teaching profession and to ensure equity and entitlement for all trainees, no matter which route they follow to achieve QTS. The ultimate aim is to support the continuing rise in the quality of teaching, which will ultimately enhance the learning outcomes for all pupils.

1.3 The guidance has been produced with these principles in mind through a collaboration between members of UCET (the Universities Council for the Education of Teachers) and NASBTT (the National Association of School Based Teacher Trainers).

2 Using the guidance
2.1 The guidance has been developed as a service to the ITE sector through a collaborative process, involving both HEI-based and school-based providers. It is intended to provide a consistent point of reference for models of formative and summative assessment made at local level and for any additional materials developed to support training for specific age phases, curriculum areas or themes in training including SEN and behaviour.

2.2 The guidance does not detail how specific aspects of achievement may be evidenced but does give prompt questions and potential sources of evidence. In practice this is likely to include classroom observations, lesson plans, teaching files, self-evaluations, profiles, subject knowledge audits, records of feedback, assignments and completed directed tasks.

2.3 The statements in the guidance set out the minimum standard that can reasonably be expected of the trainee teacher at the point of recommendation for the award of QTS. All trainees recommended for the award of QTS must meet all of the standards at least at this level. This is a demanding standard in itself; nevertheless in order to achieve continued improvement in the quality of teaching, the target should be to achieve good or better outcomes. The ITE training programme must be designed to ensure that trainees have the opportunity to demonstrate achievement of all of the standards, in some cases with appropriate support from experienced practitioners. It is expected that beginner teachers will have personal and pedagogical aspirations that will be met in the induction phase and subsequently through continuing professional development.

2.4 The Teachers’ Standards are not graded. However, for the purposes of quality improvement, and in the context of the inspection of ITE, providers are required to grade trainees. The additional statements in relation to Part One of the Teachers’ Standards set out typical characterististics of the practice of trainees deemed to be good, or of those who achieve the standards at a high level. Good and high achievement is a relative judgement and will be based on an assessment of the available evidence to decide which descriptor provides the best fit and will take into account the setting and context of the Enhancing school experiences in which the training has taken place. Part Two of the Teachers’ Standards relates to personal and professional conduct. Trainees embarking on a programme of ITE will have demonstrated that they possess the required attitudes and behaviours as an element of the
selection process. No matter which route to QTS they follow all trainees are expected to demonstrate high professional standards from the outset. For that reason the guidance on the standards in Part Two is not graded but is particularly important particularly in the current climate of radicalisation and safeguarding pupils.

2.5 In using the guidance providers will wish to cross refer to three key documents:

*Teachers’ Standards, DfE, May 2012:* The definitive version of the revised standards to be met by all teachers, which replace the previous QTS, Induction, and Core Standards, and includes an important glossary explaining terminology;

*Initial teacher training (ITT) criteria, The Teaching Agency, March 2012:* This replaces the former ITT Requirements and the ITT Accreditation Criteria from September 2012, and sets out the criteria to which all ITT providers must comply;

*Initial teacher education inspection handbook 2012, Ofsted, June 2012:* This handbook sets out the framework for ITE inspections in England from September 2012. It provides instructions and guidance for inspectors and outlines what ITE partnerships can expect, including guidance for inspectors in making their judgments.

2.6 This guidance document is divided between each of the Teachers’ Standards and for each standard sets out the following:
- Amplification – What kind of behaviours, attributes and skills are associated with each standard? These amplify the standards they are not prescriptive.
- Prompts for discussion – These questions are designed to prompt discussion between mentors and trainees or stimulate self-reflection.
- Possible sources of evidence – Trainees have responsibility and freedom for gathering their own evidence but these might provide some potential examples. Again this is not prescriptive
- Minimum performance criteria expected of all trainees at the end of their teacher education (a PASS)
- Good performance criteria which the vast majority of trainees should demonstrate at the end of their teacher education (a MERIT)
- Higher performance criteria which a good number of trainees are likely demonstrate at the end of their teacher education (a DISTINCTION)
**TEACHERS’ STANDARDS - PART ONE: TEACHING - A teacher must:**

<table>
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<tr>
<th>Amification</th>
<th>Prompts for discussion</th>
<th>Possible sources of evidence</th>
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| establish a safe and stimulating environment for pupils, rooted in mutual respect; set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions; demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils. | - What has the Trainee learned from the school’s health and safety policy? How is this evident in the Trainee’s planning? How does the Trainee ensure pupils are aware?  
- How has the Trainee contributed to ensuring the classroom is a stimulating environment? How could they?  
- How has the Trainee ensured tasks are relevant and engaging?  
- How has the Trainee used their knowledge of the pupils to plan to challenge and support?  
- How does the Trainee seek to be a positive role model in class and in the wider school?  
- How does the Trainee seek to enact the school’s policies on inclusion and behaviour?  
- How does the Trainee ensure pupils feel comfortable in lessons and able to contribute?  
- How does the Trainee foster effective collaboration in their classroom? | Planning documents  
- Where appropriate planning includes risk assessment  
- Resources planned to engage and stimulate  
- Activities are planned and are relevant to the pupils  

Reflective Documents  
- Lesson observations reflecting on learning environment  
- Trainee evaluations of classroom management strategies  
- Evaluations differentiate between pupils  

Observations notes from qualified teachers  
- Health and safety risks communicated to the pupils  
- Pupils aware of purpose of the lesson and are on task  
- Communicate high expectations as appropriate to groups of pupils and individual pupils  
- Punctual, well presented, smart  
- Demonstrate enthusiasm for subject  
- Challenge inappropriate behaviour, sexist, racist, homophobic or inappropriate personal comments  

Pupils’ assessment records  
- Evidence of progress over time for individuals  

Directed training tasks  
- Participate in a visit or visits  
- Evidence of engagement with specialist staff (e.g. SENCO, LSA, EAL teachers)
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<th>Amification</th>
<th>Prompts for discussion</th>
<th>Possible sources of evidence</th>
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<tr>
<td><strong>All trainees to be awarded QTS will have demonstrated as a minimum that:</strong></td>
<td><strong>Trainees achieving the standards at a good level may demonstrate these characteristics:</strong></td>
<td><strong>Trainees achieving the standards at a high level may demonstrate these characteristics:</strong></td>
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<td>They are able to encourage pupils to participate and contribute in an atmosphere conducive to learning. In the course of differing school experiences they have shown that they have set appropriately high expectations, believing that all pupils have the potential to make progress. They are able to develop a rapport with a range of individuals and groups. As a consequence of this most pupils are engaged in their learning. They consistently demonstrate professional behaviour, respect for pupils, colleagues, parents and carers and support the ethos of the school. They demonstrate enthusiasm for working with children and young people and for teaching and learning.</td>
<td>They are reliable in encouraging pupils to participate and contribute in an atmosphere conducive to learning. They consistently set high expectations of pupils in their different training contexts.</td>
<td>They constantly encourage pupils to participate and contribute in an atmosphere highly conducive to learning. They consistently set high expectations of pupils in different training contexts.</td>
</tr>
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<td></td>
<td>They are well respected by learners and effectively promote pupils' resilience, confidence and independence when tackling challenging activities. As a result of this most learners are enthused and motivated to participate.</td>
<td>There are high levels of mutual respect between the trainee and pupils. They are very effective in promoting learners' resilience, confidence and independence when tackling challenging activities. They generate high levels of enthusiasm, participation and commitment to learning.</td>
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2. Promote good progress and outcomes by pupils

**Amplification**

<table>
<thead>
<tr>
<th>Areas for discussion</th>
<th>Evidence for this Standard may be found in:</th>
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<tr>
<td><strong>A Teacher must promote good progress and outcomes by pupils:</strong></td>
<td>Planning documents</td>
</tr>
<tr>
<td>- be accountable for attainment, progress and outcomes of the pupils</td>
<td>- Assessment data is used to inform subsequent planning</td>
</tr>
<tr>
<td>- plan teaching to build on pupils’ capabilities and prior knowledge</td>
<td>- Medium term and lesson planning shows clear introduction and development of ideas</td>
</tr>
<tr>
<td>- guide pupils to reflect on the progress they have made and their emerging needs</td>
<td>- Plan higher order and diagnostic questioning</td>
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<tr>
<td>- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching</td>
<td>- Link learning sequences to scaffold a learning journey within lessons and sequence of lessons</td>
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<tr>
<td>- encourage pupils to take a responsible and conscientious attitude to their own work and study</td>
<td>- Lesson planning takes account of wider objectives, e.g. social and personal skills</td>
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- Is the trainee aware of actual and expected outcomes for the pupils?
- How does the trainee seek to use assessment to move pupils’ learning forward?
- Has the trainee used self and peer assessment? How effective was this?
- How does the trainee use questioning to help them focus their teaching for different pupils? Are questions planned and used appropriately?
- Can the trainee explain what impact they have had on pupil achievement?
- How has the trainee planned for progression within the relevant Programme of study / in the core areas and foundation subjects?
- What strategies has the trainee used to scaffold learning effectively?
- Can the trainee explain why they have identified particular learning objectives for particular lessons / schemes of work? Does this reflect prior attainment, appropriate challenge, awareness of wider factors that may influence learning?
- How has the trainee sought to encourage pupils to take responsibility for their work?

Reflective Documents
- Evaluations build on assessment data
- Awareness of social and emotional factors & cultural and linguistic factors

Observations notes from qualified teachers
- Lesson observations demonstrating clear introduction and development of ideas
- Questioning builds on answers given and pupils are asked to explain their thinking and reflect on their learning
- Effective use of plenary activities to reflect on learning
- Ensure pupils are attentive at the start of episodes and lessons

Pupils’ assessment records
- Assessment is undertaken regularly
- Record-keeping is up to date.
<table>
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<th>All trainees to be awarded QTS will have demonstrated as a minimum that:</th>
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<tr>
<td>They understand how teachers are accountable for the attainment, progress and outcomes of pupils and have taken some responsibility for this with guidance from the usual class teacher or other professional. Their short- and medium-term planning and teaching demonstrate some understanding of, and provision for, pupil progression taking into account prior achievement. They support pupils in reflecting on their learning and identifying their progress and emerging learning needs. When planning lessons they devise suitable opportunities for learners to evaluate and improve their performance. They are able to explain how effective teaching strategies are informed by an understanding of how pupils learn and offer a rationale for choices made in the context of practice. They plan teaching and learning activities that encourage independent and autonomous learning. As a consequence all groups of pupils make at least satisfactory progress.</td>
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<tr>
<th>Trainees achieving the standards at a good level may demonstrate these characteristics:</th>
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<tr>
<td>They assume responsibility for the attainment, progress and outcomes of the pupils they teach. They demonstrate a sound understanding of the need to develop pupil learning over time. Their short- and medium-term planning consistently takes into account the prior learning of the pupils. They regularly provide pupils with the opportunity to reflect on their own learning and use this, along with other forms of assessment, to inform their future planning and teaching. They use their knowledge of effective teaching strategies to encourage independent learning, and they set appropriately challenging tasks that enable the learners to make progress. As a result the majority of pupils make good progress.</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Trainees achieving the standards at a high level may demonstrate these characteristics:</th>
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</thead>
<tbody>
<tr>
<td>They assume a high level of responsibility for the attainment progress and outcomes of the pupils they teach. They demonstrate confident judgement in planning for pupil progression both within individual lessons and over time and are able to articulate a clear and well-justified rationale as to how they are building on prior achievement. They actively promote engaging and effective methods that support pupils in reflecting on their learning. They are able to set appropriately challenging tasks, drawing on a sound knowledge of the pupils' prior attainment, which has been obtained through systematic and accurate assessment. They regularly create opportunities for independent and autonomous learning. As a result the majority of pupils make very good progress.</td>
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</table>
### 3. Demonstrate good subject and curriculum knowledge

<table>
<thead>
<tr>
<th>Amplification</th>
<th>Areas for discussion</th>
<th>Evidence for this Standard may be found in:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A teacher must demonstrate good subject and curriculum knowledge:</strong></td>
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<tr>
<td>- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils’ interest in the subject, and address misunderstandings</td>
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<tr>
<td>- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship</td>
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<tr>
<td>- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher’s specialist subject</td>
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<tr>
<td>- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics</td>
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<td>- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.</td>
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<tr>
<td>- Has the trainee completed subject knowledge audits, identified targets and acted on them?</td>
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<tr>
<td>- Does the trainee have secure subject knowledge and how effectively does the trainee use this to provide clear explanations in the classroom?</td>
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<tr>
<td>- Does the trainee plan to tackle misconceptions?</td>
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<tr>
<td>- Is the trainee able to use curriculum specifications and guidance to inform their planning and teaching?</td>
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<tr>
<td>- To what extent does the trainee foster pupils’ appreciation of the subject being taught? Does the trainee encourage pupils to engage critically with the learning and the subject?</td>
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<td>- To what extent is the trainee aware of traditions of pedagogy related to phase and / or subject communities of practice?</td>
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<td>- To what extent does the trainee enable pupils to engage in sustained enquiry over time?</td>
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<td>- Is the trainee aware of the difference between standard English and vernacular forms? Do they know when and how to use this in their teaching?</td>
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<tr>
<td>- How well does the trainee appreciate and respond to the language demands of their teaching?</td>
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<tr>
<td>- How does the trainee plan to develop pupils’ language through teaching reading, writing, speaking and listening? Is this assessed?</td>
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<tr>
<td>- Does the trainee understand how pupils make progress in SSP? Are they able to plan systematically for such progress?</td>
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<tr>
<td>- Is the trainee able to explain the role of phonics in the teaching of reading?</td>
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<td>- Can the trainee use appropriate vocabulary for developing mathematic understanding?</td>
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<tr>
<td>- To what extent does the trainee seek to use stimulating and engaging resources to teach number?</td>
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<tr>
<td>Planning documents</td>
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<tr>
<td>- The trainee demonstrates a sufficiently secure grasp of the concepts, ideas and principles in their subject(s) to be able to teach the relevant school curriculum in the age ranges they are trained to teach.</td>
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<tr>
<td>- Lesson plans, schemes of work and teaching resources may provide examples of a trainee’s ability to design opportunities for learners to develop the key skills of literacy</td>
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<tr>
<td>Reflective Documents</td>
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<tr>
<td>- Actively seeks ways of improving their practice including through wider reading and application.</td>
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<tr>
<td>Observations notes from qualified teachers</td>
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<tr>
<td>- The trainee demonstrates a sufficiently secure grasp of the concepts, ideas and principles in their subject(s) to be able to teach the relevant school curriculum in the age ranges they are trained to teach.</td>
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<tr>
<td>- Use of guided reading, text analysis and learning of key subject specific language</td>
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<tr>
<td>Pupils’ assessment records</td>
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<tr>
<td>- assessment incorporates language &amp; literacy learning</td>
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<td>- marking supports language &amp; literacy development</td>
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<tr>
<td>Directed training tasks</td>
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<tr>
<td>- Assignments and tasks demonstrate critical evaluation of aspects of the curriculum and pupils’ learning as well as deep evaluation of their own work.</td>
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<tr>
<td>- Up to date subject knowledge audits and action.</td>
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</table>
All trainees to be awarded QTS will have demonstrated as a minimum that:

They have sufficiently secure knowledge and understanding of the relevant subject/curriculum areas to teach effectively in the age phase for which they are training to teach. They know how learning progresses within and across the subject/curriculum age phases they are training to teach, in relation to the development of key concepts and of learners’ common misconceptions. They are able to respond appropriately to subject-specific questions learners ask and they use subject-specific language accurately and consistently in order to help learners develop knowledge, understanding and skills in the subject. They recognise the need to extend and update their subject and pedagogical knowledge as a key element of continuing professional development and have shown the ability and readiness to do so. They demonstrate an understanding of the need to promote high standards of communication, reading and writing for all learners and begin to build this into lessons.

**In relation to early reading:** All primary trainees will demonstrate sufficient knowledge and understanding of the principles and practices of teaching and assessing reading and writing, including the use of systematic synthetic phonics, and be able to apply this effectively across the specific age phases they are training to teach.

**In relation to early mathematics:** All primary trainees will know and understand the principles and practices of teaching and assessing early mathematics, and be able to apply this effectively across the specific age phases they are training to teach.

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Trainees achieving the standards at a good level may demonstrate these characteristics:

They have well-developed knowledge and understanding of the relevant subject/curriculum areas they are training to teach and use this effectively to maintain and develop pupils’ interest. They make good use of their secure curriculum and pedagogical subject knowledge to deepen learners’ knowledge and understanding, addressing common errors and misconceptions effectively in their teaching. They are critically aware of the need to extend and update their subject, curriculum and pedagogical knowledge and know how to employ appropriate professional development strategies to further develop these in their early career. They model good standards of written and spoken communication in all professional activities and encourage and support learners to develop these skills in their lessons.

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Trainees achieving the standards at a high level may demonstrate these characteristics:

They draw on their in-depth subject and curriculum knowledge to plan confidently for progression and to stimulate and capture pupils’ interest. They demonstrate very well-developed pedagogical subject knowledge, by anticipating common errors and misconceptions in their planning. They are astutely aware of their own development needs in relation to extending and updating their subject, curriculum and pedagogical knowledge in their early career and have been proactive in developing these effectively during their training. They model very high standards of written and spoken communication in all professional activities. They successfully identify and exploit opportunities to develop learners’ skills, in communication, reading and writing.

**In relation to early reading:** Primary trainees draw on their very strong understanding of synthetic systematic phonics and its role in teaching and assessing reading and writing to teach literacy very effectively across the age phases they are training to teach.

**In relation to early mathematics:** Primary trainees draw on their very strong knowledge and understanding of the principles and practices of teaching early mathematics to select and employ highly effective teaching strategies across the age ranges they are training to teach.
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<tr>
<th>Amplification</th>
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</table>
| **A teacher must plan and teach well-structured lessons:**                   | - Can the trainee ensure pupils make progress in understanding key concepts and skills in the subject area being taught? Do they understand progression? Can they sequence activities to secure progression?  
- Is the trainee able to plan and justify a sequence of lessons / medium term plan?  
- To what extent is the trainee able to ensure pupils are engaged in activities?  
- Is the trainee able to explain key content clearly and accessibly?  
- How does the trainee communicate enthusiasm / passion for what is being learned?  
- Does the trainee use a variety of teaching and learning strategies to stimulate learning?  
- Does the trainee plan homework as an integral part of their medium term planning? Is the homework appropriate to the needs and abilities of the pupils? Does the trainee follow up and use the homework?  
- Has the trainee had opportunities to extend classroom learning with out of school learning? If not, can they suggest ways in which this might happen in relation to their own teaching?  
- Does the trainee routinely evaluate their teaching? What strengths and areas for development has this process identified? How has this informed subsequent planning? | Planning documents  
- Sets challenging objectives based on prior evaluations  
- Lesson plans show increasingly varied approach to assessment, differentiation and group work etc  
- Design lessons that build on pupils’ interests  
- Set homework appropriate to the level of the learners  
- Design homework to take advantage of the School’s extended services  
- Take account of the role of parents and carers in supporting learners when setting homework  
- Medium, term and lesson planning demonstrates secure knowledge and understanding of teaching requirements from curriculum or exam specification  
Reflective Documents  
- Evaluate practice based on guidance from others.  
- Evaluate lessons consistently with colleagues’ judgments  
- Actively seeks ways of improving their practice  
- Demonstrate that evaluation leads to improvements in lesson planning and classroom practice  
Observations notes from qualified teachers  
- Demonstrate enthusiasm for subject / teaching  
Pupils’ assessment records  
- Assess, mark and record the homework in line with policy  
- Give timely feedback to the learners. |
<table>
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<tr>
<td>They employ a range of teaching strategies and resources. They plan individual lessons that are appropriately structured to support pupils in developing their knowledge, skills, understanding, interest and positive attitudes. When teaching they maintain the pace of the learning, are able to respond flexibly to what is happening in the classroom and have the confidence to adapt their teaching in order to respond to the needs of the learners. They can create an environment in which the learners are usually engaged. They understand how homework or other out-of-class work can sustain learners’ progress and consolidate learning, and can design and set appropriate tasks. They review and reflect on their own planning and teaching to prepare future activities and tasks that build on and sustain progression in pupils’ learning. They work collaboratively with more experienced colleagues, where appropriate, to adapt and/or develop the school’s medium-term plans, schemes of work and curriculum frameworks.</td>
<td>They show a willingness to try out a range of approaches to teaching and learning. They plan lessons that take account of the needs of groups of learners and individuals, through the setting of differentiated learning outcomes, carefully matching teaching and learning activities and resources to support learners in achieving these intended learning outcomes. They know how to learn from both successful and less effective lessons through their systematic evaluation of the effectiveness of their practice, including its impact on learners. They make a positive contribution to the development of curriculum and resources in their placement settings.</td>
<td>They plan lessons that often use well-chosen, imaginative and creative strategies, and that match individuals’ needs and interests. They are highly reflective in critically evaluating their practice. They can accurately judge the impact of their practice on individual and groups of learners and can use their evaluation to inform future planning, teaching and learning. They show initiative in contributing to curriculum planning and developing and producing effective learning resources in their placement settings.</td>
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</table>
5. Adapt teaching to respond to the strengths and needs of all pupils

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<tr>
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</table>
| A teacher must adapt teaching to respond to the strengths and needs of all pupils: | - How does the trainee’s planning refer to individuals and groups of pupils’ learning needs? Do they know what their pupils already know and are able to do? Are they aware of IEPs, language assessments etc.?  
- Do learning objectives reflect the needs and abilities of the class? How do pupils know what is expected of them?  
- How does the trainee use children’s prior knowledge in their teaching? Are they able to plan to do so, and to do this effectively?  
- Is the trainee able to explain how particular lessons provide appropriate challenge and support? How do they use a variety of strategies for differentiation? Can they explain why specific strategies are being used?  
- Can the trainee explain relevant factors that might inhibit learning for the pupils being taught? Can they devise strategies to overcome these factors?  
- Do the trainee’s lesson plans / medium term plans incorporate appropriate models of progression?  
- When evaluating lessons is the trainee aware of the levels of engagement and attainment of different groups and individuals?  
- How does the trainee seek to actively engage all pupils in the learning? Is this effective? | Planning documents
- Identify learners’ needs including SEN, G&T, EAL, average and spread of prior attainment – differentiated objectives
- Planning sets challenging objectives based on assessment of learning in previous lessons
- Select, prepare and use differentiated resources
- Select resources, examples, analogies which promote inclusion e.g. cultures/gender
Reflective Documents
- Evaluations of strategies used and targets for progress
Observations notes from qualified teachers
- Engage and retain the active participation of pupils
- Manage pupil groupings to support inclusion
- Support individuals who are struggling and need support
- Extend and challenge high attaining pupils
- Explain clearly the main learning points, processes or concepts, and conduct a plenary that provides accurate feedback, challenges learners, and helps them to achieve
- Balance of contribution sought from all pupils
Pupils’ assessment records
- References to pupils’ individual learning plans, targets and records of progress
- Marking recognises individuals’ achievement and sets appropriate targets
Directed training tasks
- Awareness of specialist staff / provision
- Awareness of learning theories, child development, models of progression.
All trainees to be awarded QTS will have demonstrated as a minimum that:

- They know the pupils well enough to recognise the different needs and strengths of individuals and groups and begin to adapt their teaching to address those needs and strengths so that learners are supported towards achieving their potential. They are aware of a range of factors that are potential barriers to achievement and understand how experienced teachers use a range of strategies to reduce these barriers. They begin to deploy these strategies themselves, working alongside experienced teachers and support staff as appropriate. They show awareness of how children and young people develop and take account of this in their teaching. They have some understanding of the challenges and opportunities of teaching in a diverse society. They have a developing understanding of the needs of all pupils and are able to articulate distinctive teaching approaches and strategies needed to engage and support pupils with particular needs, including EAL and SEND. When the opportunity has arisen they have used these successfully and are able to evaluate the impact of the adaptations employed, on the progress of individual learners.

Trainees achieving the standards at a good level may demonstrate these characteristics:

- They consistently adapt their teaching to meet the needs of individual and groups of learners to support progression in learning. They know how to secure progress for learners and how to identify when groups and individuals have made progress. They have a range of effective strategies that they can apply to reduce barriers and respond to the strengths and needs of their pupils. They clearly recognise how to deal with any potential barriers to learning through their application of well-targeted interventions and the appropriate deployment of available support staff.

Trainees achieving the standards at a high level may demonstrate these characteristics:

- They quickly and accurately discern their learners’ strengths and needs and are proactive in differentiating and employing a range of effective intervention strategies to secure progression for individuals and groups. They have an astute understanding of how effective different teaching approaches are in relation to impact on learning and engagement of learners.
6. Make accurate and productive use of assessment

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<tr>
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| **A teacher must make accurate and productive use of assessment:** | - Does the trainee understand the statutory assessment requirements in their phase / subject / context?  
- How does the trainee use assessment guidance / frameworks / specifications to help them in their planning? How do they incorporate this in their teaching?  
- What has the trainee learned from marking and moderation experience? How does this inform their practice?  
- Does the trainee keep detailed and up to date records of assessment? How does the trainee use this information to inform their planning, teaching and subsequent assessment?  
- Are books regularly marked? Does the marking support progress and do pupils have opportunities to engage with and respond to marking comments?  
- Does the trainee use a variety of formative assessment strategies? Can they justify why specific strategies are being used?  
- How does the trainee use assessment to form a view of pupils' learning? How do they use this information within lessons and to review plans between lessons?  
- Does the trainee build in opportunities for peer and self-assessment? Do they enable pupils to effectively reflect on learning and progress? How do they ensure pupils know what success looks like?  
- Can the trainee make use of appropriate support to set appropriate targets and monitor progress? | Planning documents  
- Assess prior knowledge to inform planning of a new topic  
- Plans for use of summative assessment e.g. written assessment, use of past SAT questions, tests  
- Plans to use appropriate AfL strategies e.g. traffic lights, whiteboards, open and closed questions, peer and self-assessment, concept maps  
Reflective Documents  
- Data is critically evaluated and informs reflections  
- Awareness of how the school uses statistical information and how this relates to the national picture  
Observations notes from qualified teachers  
- Teach skills & terminology required for formal assessment  
- Uses question and answer techniques to gauge learning  
- Pupils asked to explain their thinking behind answers  
- Gives effective feedback to pupils, including formative feedback in both verbal and written form  
- Use observations, marking, testing and plenaries to obtain data on pupils' progress  
- Learners reflect on learning and set / review targets  
- Listen to pupils' answers and responds in a way that is encouraging and presents challenges  
Pupils' assessment records  
- Marking & levelling of written work tasks, moderation  
- Oversee, or share in, practice ISAs/Coursework  
- Use tests and mock exams to provide formative feedback  
- Monitor & assesses over time –recording progress  
- Observes pupils in activity & makes appropriate response e.g. immediate action, recording of observations |
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<tr>
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<th>Trainees achieving the standards at a high level may demonstrate these characteristics:</th>
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<tr>
<td>They have a secure understanding of the statutory assessment requirements for the subject/curriculum in the age phases they are preparing to teach and are able to make broadly accurate assessments against national benchmarks. Their planning is characterised by the use of a range of formative and summative assessment strategies, designed to support pupils in making progress. They deploy these strategies effectively in lessons, both to evaluate the impact of teaching on the progress of learners and as a basis for modifying their teaching and classroom practice when necessary. They understand how school- and pupil-level summative data are used to set targets for groups and individuals, and they use that knowledge to monitor progress in the groups they teach. With guidance from experienced teachers, they monitor pupil progress and maintain accurate records, setting new targets for individuals and groups. They mark pupils’ work constructively and provide appropriate oral feedback to pupils to help them to make progress.</td>
<td>They are able to assess pupils’ attainment accurately against national benchmarks. They employ a range of appropriate formative assessment strategies effectively and can adapt their teaching within lessons in light of pupils’ responses. They maintain accurate records of pupils’ progress and use these to set appropriately challenging targets. They assess learners' progress regularly and accurately and discuss assessments with them so that learners know how well they have done and what they need to do to improve.</td>
<td>They can confidently and accurately assess pupils’ attainment against national benchmarks. They use a range of assessment strategies very effectively in their day-to-day practice to monitor progress and to inform future planning. They systematically and effectively check learners’ understanding throughout lessons, anticipating where intervention may be needed and do so with notable impact on the quality of learning. They assess learners’ progress regularly and work with them to accurately target further improvement and secure rapid progress.</td>
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### 7. Manage behaviour effectively to ensure a good and safe learning environment

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<tr>
<td><strong>A teacher must Manage behaviour effectively to ensure a good and safe learning environment:</strong></td>
<td>- How does the trainee use the school's policy on behaviour? How does the trainee use school systems to follow up behaviour issues e.g. rewards, sanctions, referrals? - Does the trainee use a variety of behaviour management strategies in their teaching? Why do they use some strategies and not others? - What does the trainee perceive as the main behaviour challenges in their teaching? What are they doing to address these? - To what extent has the trainee established consistent and effective systems? In which areas have they made progress? Which areas need to be further developed? - What strategies has the trainee used to establish good relationships with pupils? To what extent have these been successful? - To what extent does the trainee consider classroom management issues when selecting learning activities, organising groups and selecting resources? - What challenging incidents has the trainee been involved in? Are they able to identify learning points from these incidents? - To what extent does the trainee provide clear instructions in class relating to their expectations of pupil behaviour? - Do trainees follow up instructions with positive reinforcement to promote a positive classroom ethos? - How well does the trainee work with other adults to promote good behaviour e.g. staff / parents?</td>
<td>Planning documents - Use seating plans and planned working groups - Plan for use of support staff - Plan systems for monitoring and managing behaviour - Planning shows awareness of behaviour demands of different teaching approaches Reflective Documents - Reflections analyse behaviour problems and evaluate strategies Observations notes from qualified teachers - Use schools' behaviour policies and procedures - Use a range of behaviour management strategies and at a range of levels graded to the problem - Communicate high expectations of behaviour within and out of lessons - Avoid confrontation and being drawn into an argument when disciplining young people - Vary style, tone and language with different audiences - Use non-verbal communication - Transitions between activities are managed effectively - Consult with colleagues e.g. HoD, HoY, SENCO Pupils' assessment records - Keep records of sanctions and rewards - Contact parents / guardians is necessary - Negotiate individual behaviour targets / strategy Directed training tasks - Analysis of critical incidents - Discussion of school behaviour policy</td>
</tr>
<tr>
<td>All trainees to be awarded QTS will have demonstrated as a minimum that:</td>
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<tr>
<td>They work within the school’s framework for behaviour and can apply rules and routines consistently and fairly. They have high expectations and are aware of the range of strategies that experienced teachers use to promote positive behaviour. They are able to apply these appropriately, in the context of the schools policy using sanctions and rewards, including praise, in order to create an environment supportive of learning. They understand when to seek additional support in addressing the needs of pupils where significantly challenging behaviour is demonstrated. They recognise that planning appropriate lessons that challenge learners, teaching using a variety of strategies that address pupils' needs and employing appropriate assessment strategies will all contribute to successful behaviour management. They show understanding of how barriers to learning can impact on pupil behaviour and have begun to apply strategies to address these, working alongside experienced teachers and support staff as appropriate. They understand that behaviour management is context-dependent and are able to articulate which factors may contribute to more challenging behaviour being exhibited within their classes.</td>
<td>They work within the school’s framework for behaviour and apply rules and routines consistently and fairly. They consistently have high expectations and understand a range of strategies that experienced teachers use to promote positive behaviour and apply these effectively, including use of school sanctions and rewards, and use of praise, in order to create an environment supportive of learning. They manage behaviour effectively so that learners demonstrate positive attitudes towards the teacher, their learning and each other allowing lessons to flow smoothly so that disruption is unusual. They actively seek additional support in addressing the needs of pupils where significantly challenging behaviour is demonstrated.</td>
<td>They rapidly adapt to the different circumstances in which they train, working confidently within the frameworks established in different settings and applying rules and routines consistently and fairly. They consistently have high expectations and understand a range of strategies that experienced teachers use to promote positive behaviour and apply these very effectively, including use of school sanctions and rewards, and use of praise, in order to create an environment highly supportive of learning. They manage pupil behaviour with ease so that learners display very high levels of engagement, courtesy, collaboration and co-operation. They actively seek additional support in addressing the needs of pupils where significantly challenging behaviour is demonstrated.</td>
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### 8. Fulfil wider professional responsibilities

**Amplification**

A teacher must fulfil wider professional responsibilities:
- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to pupils’ achievements and well-being.

**Areas for discussion**

- How has the trainee participated in the wider life of the school, beyond classroom teaching?
- Is the trainee aware of other colleagues in the school who can support them? Do they know when it is appropriate to approach them and what support they can offer?
- Does the trainee understand how the school is supporting individuals with SEN, EAL or other additional needs? Are they aware of pupils who are ‘at-risk’?
- To what extent is the trainee able to establish positive working relationships with support staff, other teachers and senior teachers?
- How successfully has the trainee integrated themselves into staff teams in the school?
- How well does the trainee engage in mentoring and coaching relationships? How do they manage feedback? Can they use such relationships to make progress?
- What action has the trainee taken to improve their teaching e.g. accessing CPD?
- What does the trainee understand about the role of parents in the phase they are teaching? To what extent is working with parents an effective feature of their practice? Are they able to identify challenges and further opportunities to engage positively with parents?
- Has the trainee prepared progress reports for pupils and attended parent evenings? Can they reflect on these experiences to identify suggestions for good practice?

**Evidence for this Standard may be found in:**

- Planning documents
  - Participation in joint planning
  - Develop and share resources
  - Plan collaboratively to work with a teaching assistant
  - Ensure that lesson are planned in detail and shared with colleagues (e.g. LSA, technicians) in good time

- Reflective Documents
  - Make effective use of feedback (from their mentors) to identify personal targets during training and for their Induction year
  - Demonstrate they are open to advice and respond positively to constructive criticism
  - Evaluate and act upon advice and suggestions

- Observation notes from qualified teachers
  - Participate in clubs and extra-curricular activities
  - Take assemblies, form periods, PSHE
  - Consult with pastoral staff and SENCO to gain an insight into the pupils they teach

- Pupils’ assessment records
  - Communicate with parents about pupils’ learning either verbally or through written communication following the school’s policies and procedures.
All trainees to be awarded QTS will have demonstrated as a minimum that:

<table>
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<tr>
<th>They understand and are able to support the ethos of the school and show an inclination to contribute to the wider life of the school in appropriate ways. They can build effective professional relationships with various colleagues and have the skills required to work collaboratively. They communicate with and direct any support staff deployed in their lessons, to assist in supporting the progress and achievement of individuals and of groups of pupils. They understand when to ask for information and advice from specialist staff about individual pupils with specific needs. They seek out and are responsive to advice from more experienced colleagues. In evaluating their own practice they are able to identify subsequent or on-going personal professional development targets and identify opportunities to address and meet these targets. They recognise the importance of communicating with parents and carers in supporting pupils’ achievement and monitoring pupils’ well-being. They communicate effectively at set points in the school year, including at parents’ evenings and through written reports. They understand the need to communicate at other points in response to individual pupils’ emergent needs.</th>
</tr>
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</table>

Trainees achieving the standards at a good level may demonstrate these characteristics:

| They are proactive in seeking out opportunities to contribute to the wider life and ethos of the school. They are effective in building good professional relationships with colleagues and demonstrate that they can work well collaboratively when required to do so. They take responsibility for deploying support staff in their lessons and for seeking advice from relevant professionals in relation to pupils with individual needs. They are proactive in relation to their own professional learning and value the feedback they receive from more experienced colleagues, using it to develop their own teaching further. They communicate effectively, both verbally and in writing, with parents and carers in relation to pupils’ achievements and well-being. They assume some responsibility for doing so in response to individual pupils’ emergent needs. |

Trainees achieving the standards at a high level may demonstrate these characteristics:

| They are proactive in seeking out opportunities to contribute in a significant way to the wider life and ethos of the school. They build strong professional relationships and demonstrate that they are able to work collaboratively with colleagues on a regular basis. They take responsibility for deploying support staff in their lessons and for seeking advice from relevant professionals in relation to pupils with individual needs. They deliberately seek out opportunities to develop their own professional learning and respond positively to all the feedback they receive. They communicate very effectively, both verbally and in writing, with parents and carers in relation to pupils’ achievements and well-being when required to do so formally, but are also proactive in communicating in relation to individual pupils’ emergent needs. |
PART TWO: PERSONAL AND PROFESSIONAL CONDUCT

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher’s career.

Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:

- treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher’s professional position
- having regard for the need to safeguard pupils’ well-being, in accordance with statutory provisions
- showing tolerance of and respect for the rights of others
- not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- ensuring that personal beliefs are not expressed in ways which exploit pupils’ vulnerability or might lead them to break the law.

Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards of attendance and punctuality.

Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

All trainees to be awarded QTS will have demonstrated high standards of professional behaviour and that:

They have a commitment to the teaching profession, and are able to develop appropriate professional relationships with colleagues and pupils. They have regard to the need to safeguard pupils’ well-being, in accordance with statutory provisions. They understand that by law that schools are required to teach a broad and balanced curriculum and they are beginning to develop learners' wider understanding of social and cultural diversity.

They are willing to assume an appropriate degree of responsibility for the implementation of workplace policies in the different settings in which they have trained. They adhere to school policies and practices, including those for attendance and punctuality.

They have a broad understanding of their statutory professional responsibilities, including the requirement to promote equal opportunities and to provide reasonable adjustments for pupils with disabilities, as provided for in current equality legislation. They are aware of the professional duties of teachers as set out in the statutory School Teachers’ Pay and Conditions document.
<table>
<thead>
<tr>
<th>Teachers’ Standard: Part Two descriptor</th>
<th>Scope</th>
<th>Key questions</th>
<th>Consistently high standards</th>
<th>Cause for concern</th>
</tr>
</thead>
</table>
| Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by: | • treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher’s professional position  
• having regard for the need to safeguard pupil’s well-being, in accordance with statutory provisions  
• showing tolerance of and respect for the rights of others  
• not undermining fundamental British values, including: democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs  
• ensuring that personal beliefs are not expressed in ways which exploit pupils’ vulnerability or might lead them to break the law. | • Does the trainee have a commitment to upholding the high standards of the teaching profession, within and outside school?  
• Does the trainee develop appropriate professional relationships with colleagues and pupils?  
• Is the trainee able to safeguard pupils’ well-being, in accordance with statutory provisions?  
• Does the trainee understand that schools are required to develop pupils’ wider understanding of social and cultural diversity, tolerance for others and respect for different faiths and beliefs, in line with the maintenance of fundamental British values?  
• Does the trainee understand the challenges of teaching in modern British schools?  
• Is the trainee aware of the Prevent strategy and its implications?  
• Does the trainee understand the responsibility teachers hold in relation to the expression of personal beliefs and the impact these could have on pupils and their consequent actions?  
• Does the trainee understand and adhere to the school’s and provider’s VLE/Internet safety policy, including the safe and responsible use of social media? | | |
<table>
<thead>
<tr>
<th>Teachers’ Standard: Part Two descriptor</th>
<th>Scope</th>
<th>Key questions</th>
<th>Consistently high standards</th>
<th>Cause for concern</th>
</tr>
</thead>
</table>
| ii                                     | Teachers must have proper and professional regard to the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality. | · The trainee's conduct demonstrates a highly professional approach to teaching, understanding and demonstrating that their own conduct is appropriate at all times.  
· The trainee reads, understands and applies school policies at all times, e.g. health and safety, risk assessments before trips, homework, etc.  
· The trainee is punctual for school, lessons, meetings, etc.  
· The trainee always informs the school/colleagues of reasons for any non-attendance involving his/her teaching obligations or other professional meetings and responsibilities in line with school policy.  
· The trainee's language and dress are highly professional and in line with school policy. | · Does the trainee display high standards of personal and professional behaviour, inside and outside school, including attendance and punctuality at all times?  
· Does the trainee understand and apply the range of policies that support school practice and act on these in their planning, teaching and wider involvement in the life of the school?  
· Does the trainee take appropriate responsibility for their own and pupils' well-being in the classroom and during off-site activities or visits? |
|   | Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities. | · The trainee is able to articulate, and abide by, the roles and responsibilities of the teacher in relation to statutory frameworks.  
· The trainee is aware of his/her responsibilities in relation to, for example, equality legislation, duties and safeguarding.  
· The trainee is able to judge when they may need advice and help in matters of Child Protection or confidentiality. | · Is the trainee aware of and does the trainee act in the context of the professional duties of teachers as set out in the statutory School Teachers’ Pay and Conditions document?  
· Has the trainee received relevant training in Child Protection/safeguarding? Can he/she articulate the school’s policy if reporting a concern? |
Appendix XI - Forms for School Based Tutors

The following forms are for use by mentors and professional tutors and can be copied directly from this handbook. Electronic versions are also available from the School of Education and Social Work Website: www.sussex.ac.uk/education/iteforms or: www.sussex.ac.uk/education/partners.

A. Lesson Observation Report – This lesson observation report should be used during any lesson observation from a school based tutor or other teaching colleague (a minimum of one a week should be completed per placement). It provides the opportunity to identify where progress is being made towards the Teachers’ Standards as well as strengths and targets for development. Observers are free to substitute the third page (timeline) with an alternative record if the Professional Tutor in the placement school agrees. A copy should be retained by the observer and one given to the trainee for their RPK Portfolio. Trainees are asked to upload this to the VLE each week.

B. PPP Stage Descriptors – This document gives guidance as to what is expected of trainees at each of the 5 assessment points of their teaching practice. It should be used as part of the professional discussion during the mentor meeting to help in the process of assessing the progress the trainee has made in meeting the Teachers’ Standards.

C. Professional Practice Profile (PPP) A-E - These reports are used to provide an assessment of the trainee’s achievement and progress over the placement. It is intended that the first placement documents are shared with the second placement. They give clear guidance and modelling on the use of grading and enables mentors to focus comments and targets on areas of the Teachers’ Standards. Each PPP should be completed following a tutorial with the trainee and an examination of their own evidence towards the Teachers’ Standards. The prompts and grading descriptors in Appendix X will help in this process. A signed copy should be retained by the school, another given to the trainee and a third returned promptly to the University. PPPA and PPPB have been provided in this handbook for reference. All five forms (PPPA – PPPE) are available on www.sussex.ac.uk/education/iteforms or: www.sussex.ac.uk/education/partners.

D & E (1 – 3). Cause for Concern Request, and Response and Review Reports - These reports make explicit the nature of any concern a school has with trainee progress and aims to ensure that any request for support is followed immediately with a clear action plan, timetable and targets for improvement. These reports MUST be shared with the trainee.

F. Mentor Meeting Report - This form is completed by the trainee and is used to record the nature of school based training and tracks the progress made on a weekly basis against specific targets set by mentors. Mentors are asked to monitor their completion, review progress against previous targets and negotiate new targets for progression. Curriculum tutors and professional tutors are also expected to check these on a regular basis. Trainees are expected to upload their report to the VLE on request.
Form A: Lesson Observation Report

<table>
<thead>
<tr>
<th>Trainee:</th>
<th>School:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date and time:</td>
<td>Subject/Year/Ability:</td>
</tr>
<tr>
<td>Lesson Topic:</td>
<td>Observer(s):</td>
</tr>
<tr>
<td>Observation Focus:</td>
<td></td>
</tr>
</tbody>
</table>

A copy of the completed report should be given to the trainee within 24 hours of the observation.

At least one strength and one target should focus on subject knowledge, pedagogy or planning.

### PROGRESS / STRENGTHS
Please identify emerging areas of progress observed

<table>
<thead>
<tr>
<th>Teachers’ Standard</th>
</tr>
</thead>
</table>

### PROGRESS / STRENGTHS – Please identify below any emerging areas of progress observed from outside of this observation.

### TARGETS
Please identify areas for development

<table>
<thead>
<tr>
<th>Ways of addressing targets</th>
<th>Teachers’ Standard</th>
</tr>
</thead>
</table>

### TARGETS – Please identify below any emerging targets observed from outside of this observation.

### Evidence of pupil progress with the trainee

<table>
<thead>
<tr>
<th>Pupils made limited progress</th>
<th>Pupils made acceptable progress</th>
<th>Pupils made good or better progress</th>
</tr>
</thead>
</table>

### Trainee Progress – please consider with respect to A, B, C, D & E phase as appropriate.

<table>
<thead>
<tr>
<th>Limited</th>
<th>Appropriate</th>
<th>Good or Better</th>
</tr>
</thead>
</table>

Signed
(University/Mentor/SBT):………………………………………………………………….Date:……………………………………..

Signed
(trainee):………………………………………………………………………..Date:……………………………………..
| AREAS OF PROGRESS/STRENGTH (linked to Standards) | Time | AREAS FOR DEVELOPMENT |
DfE (2012) Teachers’ Standards – Observers are encouraged to link their observation notes to the Teachers’ Standards (below) and identify relevant Standards against the Strengths identified on page 1. It may be helpful to highlight any relevant sections of the table below. Trainees may then use this observation report to track their progress towards QTS.

1. **Set high expectations which inspire, motivate and challenge pupils**
   - establish a safe and stimulating environment for pupils, rooted in mutual respect
   - set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
   - demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

2. **Promote good progress and outcomes by pupils**
   - be accountable for attainment, progress and outcomes of the pupils
   - plan teaching to build on pupils’ capabilities and prior knowledge
   - guide pupils to reflect on the progress they have made and their emerging needs
   - demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
   - encourage pupils to take a responsible and conscientious attitude to their own work and study.

3. **Demonstrate good subject and curriculum knowledge**
   - have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils’ interest in the subject, and address misunderstandings
   - demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
   - demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher’s specialist subject
   - if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
   - if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

4. **Plan and teach well-structured lessons**
   - impart knowledge and develop understanding through effective use of lesson time
   - promote a love of learning and children’s intellectual curiosity
   - set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
   - reflect systematically on the effectiveness of lessons and approaches to teaching
   - contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

5. **Adapt teaching to respond to the strengths and needs of all pupils**
   - know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
   - have a secure understanding of how a range of factors can inhibit pupils’ ability to learn, and how best to overcome these
   - demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils’ education at different stages of development
   - have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them

6. **Make accurate and productive use of assessment**
   - know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
   - make use of formative and summative assessment to secure pupils’ progress
   - use relevant data to monitor progress, set targets, and plan subsequent lessons
   - give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

7. **Manage behaviour effectively to ensure a good and safe learning environment**
   - have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school’s behaviour policy
   - have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
   - manage classes effectively, using approaches which are appropriate to pupils’ needs in order to involve and motivate them
   - maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

8. **Fulfil wider professional responsibilities**
   - make a positive contribution to the wider life and ethos of the school
   - develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
   - deploy support staff effectively
   - take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
   - communicate effectively with parents with regard to pupils’ achievements and well-being
The Professional Practice Profile (PPP) is the central report used to record a trainee’s progress during professional practice at 5 strategic points over the year:

- **APP** - September to October – Approaching Professional Practice – “Finding out”
- **BPP** - November to December – Beginning Professional Practice – “Trying out”
- **CPP** - January to February – Consolidating Professional Practice – “Bringing it together”
- **DPP** - March to April – Demonstrating Professional Practice – “Meeting the standards”
- **EPP** - May – Enriching Professional Practice – “Exceeding expectations”

Instructions: School based tutors are asked to complete Part 1 by providing an indication as to whether the trainee is on target to pass the professional practice, whether additional support would benefit the trainee or if there is a significant concern which may impact upon progress towards completion. To support the trainee’s progression, areas of strength and targets for development should also be identified. Part 2 is to be discussed and completed by the trainee and school based tutor during a mentor meeting. The Teachers’ Standards should be discussed and reflected upon and the relevant level of trainee engagement and awareness of what could be expected for each standard documented by ticking or annotating the appropriate box. To complete the process the PPP should be signed and copies kept by all stakeholders – a copy should be returned to the University by the School and the trainee should upload a copy on their course/phase/subject specific VLE.

### Part 1: Is the Trainee making sufficient progress towards meeting the Teachers’ Standards at this stage in their course?

<table>
<thead>
<tr>
<th>Summary of Progress and Recommendations</th>
</tr>
</thead>
<tbody>
<tr>
<td>The school’s recommendation to the Initial Teacher Education Examination Board is that based on expected performance of a beginning teacher against the Teachers’ Standards (DfE, 2012) at this stage in their training and in this context (DfE, 2012):</td>
</tr>
<tr>
<td>Please tick</td>
</tr>
<tr>
<td>The trainee is making good progress and at this stage is on target to successfully complete the professional practice.</td>
</tr>
</tbody>
</table>

<p>| |</p>
<table>
<thead>
<tr>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>The trainee is making progress but would benefit from specific additional support.</td>
</tr>
<tr>
<td>(If this category please provide brief but specific details below.)</td>
</tr>
</tbody>
</table>

<p>| |</p>
<table>
<thead>
<tr>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>There are significant concerns regarding the trainee’s potential to progress.</td>
</tr>
<tr>
<td>(If this category please complete a Cause for Concern form immediately.)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Trainee:</th>
<th>Subject:</th>
</tr>
</thead>
<tbody>
<tr>
<td>School:</td>
<td>Professional Tutor:</td>
</tr>
</tbody>
</table>

The trainee is making good progress and at this stage is on target to successfully complete the professional practice.
### Part 2: Summary of progress against the Teachers’ Standards

<table>
<thead>
<tr>
<th>Through Professional Studies, mentor meetings and any other school-based activities, have trainees had the opportunity to demonstrate awareness of and engagement with the Teachers’ Standards. Please tick or annotate as appropriate.</th>
<th>Fully aware/engaged</th>
<th>Aware/engaged</th>
<th>Limited awareness/engagement</th>
</tr>
</thead>
</table>

1. **Set high expectations which inspire, motivate and challenge pupils**
   - establish a safe and stimulating environment for pupils, rooted in mutual respect
   - set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
   - demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

2. **Promote good progress and outcomes by pupils**
   - be accountable for attainment, progress and outcomes of the pupils
   - plan teaching to build on pupils’ capabilities and prior knowledge
   - guide pupils to reflect on the progress they have made and their emerging needs
   - demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
   - encourage pupils to take a responsible and conscientious attitude to their own work and study.

3. **Demonstrate good subject and curriculum knowledge**
   - have a secure knowledge of relevant subject(s) and curriculum, foster and maintain pupils’ interest, and address misunderstandings
   - demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
   - demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English
   - if teaching early reading/mathematics, demonstrate a clear understanding of systematic synthetic phonics/appropriate teaching strategies

4. **Plan and teach well-structured lessons**
   - impart knowledge and develop understanding through effective use of lesson time
   - promote a love of learning and children’s intellectual curiosity
   - set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
   - reflect systematically on the effectiveness of lessons and approaches to teaching
   - contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

5. **Adapt teaching to respond to the strengths and needs of all pupils**
   - know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
   - have a secure understanding of how a range of factors can inhibit pupils’ ability to learn, and how best to overcome these
   - demonstrate awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils’ education at different stages of development
   - have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with EAL; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them

6. **Make accurate and productive use of assessment**
   - know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
   - make use of formative and summative assessment to secure pupils’ progress
   - use relevant data to monitor progress, set targets, and plan subsequent lessons
   - give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

7. **Manage behaviour effectively to ensure a good and safe learning environment**
   - have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school’s behaviour policy
   - have high expectations of behaviour, establish a framework for discipline with a range of strategies, using praise, sanctions & rewards consistently & fairly
   - manage classes effectively, using approaches which are appropriate to pupils’ needs in order to involve and motivate them
   - maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

8. **Fulfil wider professional responsibilities**
   - make a positive contribution to the wider life and ethos of the school
   - develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
   - deploy support staff effectively
   - take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
   - communicate effectively with parents with regard to pupils’ achievements and well-being.
Mentor Formative Feedback

Overall Comment (e.g. planning, professionalism, subject knowledge, overall engagement with department):

PROGRESS/STRENGTHS – Please identify up to three strengths or areas of progress (linked to Teachers’ Standards)

AREAS FOR DEVELOPMENT – Please identify three targets with suggestions on ways to address them (i.e. What and How?)

Professional Tutor Formative Feedback

Overall Comment (e.g. professionalism, overall engagement with school):

PART TWO: PERSONAL AND PROFESSIONAL CONDUCT IN THE CONTEXT OF INDUCTION. The trainee is demonstrating consistently high standards of personal and professional conduct. They are proving trustworthy, tolerant and respectful of others. They are consistently demonstrating proper professional regard for the ethos, policies and practices of the school and maintaining high standards in their own attendance and punctuality. They have an understanding of, and always act within, the statutory frameworks which set out their professional duties. - PASS/FAIL (Please circle or delete as appropriate)

Trainee’s signature: ................................................................. Date discussed with Mentor .................................

Mentor’s signature: ................................................................. Date forwarded to Professional Tutor ......................

Professional Tutor’s signature: .............................................. Date sent to University & copied to trainee & Mentor……

Upon completion the PPP should reach the Course Co-ordinator by Friday 21st October. Our preference is for the completion of electronic copies, emailed from a work email address to ite@sussex.ac.uk. If you are submitting this form electronically please note that in the absence of a signature the emailing of this application constitutes personal validation of details including by all those copied in as co-signatories. Alternatively the form can be sent to the School of Education and Social Work, Essex House, University of Sussex, Falmer, BN1 9QQ. It is the responsibility of the school to return this official assessment form - trainees should upload an electronic copy to the VLE as a back up for their own records.
Form C: Professional Practice Profile (B)  
Beginning Professional Practice – “Trying out”

The Professional Practice Profile (PPP) is the central report used to record a trainee’s progress during professional practice at 5 strategic points over the year:

- **APP** - September to October – Approaching Professional Practice – “Finding out”
- **BPP** - November to December – Beginning Professional Practice – “Trying out”
- **CPP** - January to February – Consolidating Professional Practice – “Bringing it together”
- **DPP** - March to April – Demonstrating Professional Practice – “Meeting the standards”
- **EPP** - May – Enriching Professional Practice – “Exceeding expectations”

Although submitted as a summative report, the profile also serves as a focal point for formative assessment and should be completed after discussion with the trainee, engagement with their reflections and an examination of their supporting evidence. Tutors are asked to assess the trainee’s development against DfE (2012) Teachers’ Standards using the prompt questions/grading descriptors in the main ITE handbook (Appendix X). These describe the minimum standard that can be expected of a trainee teacher (a PASS), as well as descriptions of achievements at a “good” (MERIT) or a “higher” level (DISTINCTION). Identifying inadequate achievement indicates a FAIL in the assessment of professional practice. It is a strict expectation this would be preceded with dialogue with the University, the raising of a cause for concern and the establishment of additional support.

**Instructions:** Trainees are expected to complete Part 1 – auditing their evidence of the Teachers’ Standards, reflecting upon their development, considering the impact their teaching has had on pupil progress and appending a summary of the ITE Progress Tracker to this profile. **School based tutors are asked to complete Part 2** by providing an overall recommendation to the ITE examination board as a “best fit” (below) as well as a grade for each of the Teachers’ Standards. To support the trainee’s progression, areas of strength and targets for development should also be identified. To complete the process the PPP should be signed and copies kept by all stakeholders – a copy should be returned to the University by the School and the trainee should upload a copy on their course/phase/subject specific VLE.

### Summary of Progress and Recommendations

<table>
<thead>
<tr>
<th>The school’s recommendation to the Initial Teacher Education Examination Board is that based on expected performance of a beginning teacher against the Teachers’ Standards (DfE, 2012) this trainee:</th>
<th>Please tick</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Passes this professional practice with DISTINCTION</strong> - This higher level achievement is an overall judgment describing indicative additional features of practice characteristic of a trainee performance at that level within this setting and context.</td>
<td></td>
</tr>
<tr>
<td><strong>Passes this professional practice with MERIT</strong> – This good achievement is an overall judgment describing indicative additional features of practice characteristic of a trainee performance at that level within this setting and context.</td>
<td></td>
</tr>
<tr>
<td><strong>PASSES this professional practice</strong> - They have demonstrated, sometimes with support, achievement of the standards. They have personal and pedagogical aspirations that will be met through ongoing professional development.</td>
<td></td>
</tr>
<tr>
<td><strong>FAILS this professional practice (inadequate grades)</strong> - This indicates that despite opportunities and support, the trainee has made insufficient progress and achievement is inadequate within context. They have therefore not met minimum expectations.</td>
<td></td>
</tr>
</tbody>
</table>
Part 1: To be completed by the trainee prior to discussion with mentor
Audit of evidence (copy and paste previous audits to this section is cumulative over the course)

<table>
<thead>
<tr>
<th>Teachers’ Standard</th>
<th>Nature of evidence – What is it? For each profile try and identify at least one example.</th>
<th>When did it happen?</th>
<th>Where can evidence be found? (which file?)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Set high expectations which inspire, motivate and challenge pupils</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Promote good progress and outcomes by pupils</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Demonstrate good subject and curriculum knowledge</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Plan and teach well-structured lessons</td>
<td></td>
<td></td>
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<tr>
<td>5. Adapt teaching to respond to the strengths and needs of all pupils</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>6. Make accurate and productive use of assessment</td>
<td></td>
<td></td>
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<tr>
<td>7. Manage behaviour effectively to ensure a good and safe learning environment</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>8. Fulfill wider professional responsibilities</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Part B – Personal and professional conduct</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Reflection on progress against the Teachers’ Standards**

This should be written as a reflective narrative making reference (where relevant to evidence listed above). Please write in prose and do not exceed 500 words.

**Reflection on progress made by pupils**

Please reflect upon your role in supporting the learning of your pupils and the progress they have made in response to your teaching and associated interventions. Please write in prose and do not exceed 250 words.

*On completion please append a summary report from your ITE Progress Tracker*
Part 2: To be completed by school based tutors

Summary of progress against the Teachers’ Standards

<table>
<thead>
<tr>
<th>Please grade each standard based upon the trainee’s own evidence base and your ongoing assessment during the professional practice by ticking the appropriate cell. Grading descriptors can be found in Appendix X in the ITE handbook.</th>
<th>Distinction</th>
<th>Merit</th>
<th>Pass</th>
<th>Fail</th>
</tr>
</thead>
</table>

1. Set high expectations which inspire, motivate and challenge pupils
   - establish a safe and stimulating environment for pupils, rooted in mutual respect
   - set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
   - demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

2. Promote good progress and outcomes by pupils
   - be accountable for attainment, progress and outcomes of the pupils
   - plan teaching to build on pupils’ capabilities and prior knowledge
   - guide pupils to reflect on the progress they have made and their emerging needs
   - demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
   - encourage pupils to take a responsible and conscientious attitude to their own work and study.

3. Demonstrate good subject and curriculum knowledge
   - have a secure knowledge of relevant subject(s) and curriculum, foster and maintain pupils’ interest, and address misunderstandings
   - demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
   - demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English
   - if teaching early reading/mathematics, demonstrate a clear understanding of systematic synthetic phonics/appropriate teaching strategies

4. Plan and teach well-structured lessons
   - impart knowledge and develop understanding through effective use of lesson time
   - promote a love of learning and children’s intellectual curiosity
   - set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
   - reflect systematically on the effectiveness of lessons and approaches to teaching
   - contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

5. Adapt teaching to respond to the strengths and needs of all pupils
   - know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
   - have a secure understanding of how a range of factors can inhibit pupils’ ability to learn, and how best to overcome these
   - demonstrate awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils’ education at different stages of development
   - have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with EAL; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them

6. Make accurate and productive use of assessment
   - know when and how to assess the relevant subject and curriculum areas, including statutory assessment requirements
   - make use of formative and summative assessment to secure pupils’ progress
   - use relevant data to monitor progress, set targets, and plan subsequent lessons
   - give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

7. Manage behaviour effectively to ensure a good and safe learning environment
   - have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school’s behaviour policy
   - have high expectations of behaviour, establish a framework for discipline with a range of strategies, using praise, sanctions & rewards consistently & fairly
   - manage classes effectively, using approaches which are appropriate to pupils’ needs in order to involve and motivate them
   - maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

8. Fulfill wider professional responsibilities
   - make a positive contribution to the wider life and ethos of the school
   - develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
   - deploy support staff effectively
   - take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
   - communicate effectively with parents with regard to pupils’ achievements and well-being.
Mentor Formative Feedback

**Overall Comment (e.g. planning, professionalism, subject knowledge, overall contribution to department as well as impact on pupil progress):**

<table>
<thead>
<tr>
<th>PROGRESS/STRENGTHS – Please identify three strengths or areas of progress (linked to Teachers’ Standards)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
</tr>
<tr>
<td>2.</td>
</tr>
<tr>
<td>3.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>AREAS FOR DEVELOPMENT – Please identify three targets with suggestions on ways to address them (i.e. What and How?)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
</tr>
<tr>
<td>2.</td>
</tr>
<tr>
<td>3.</td>
</tr>
</tbody>
</table>
**Professional Tutor’s Formative Feedback**

**Overall Comment (e.g. participation in Professional Studies, contribution to the school, extra-curricular activities, responsiveness to feedback):**

**PART TWO: PERSONAL AND PROFESSIONAL CONDUCT.** The trainee has demonstrated consistently high standards of personal and professional conduct. They have proved trustworthy, tolerant and respectful of others. They have consistently demonstrated proper professional regard for the ethos, policies and practices of the school and maintained high standards in their own attendance and punctuality. They have an understanding of, and always acts within, the statutory frameworks which set out their professional duties. - **PASS/FAIL** *(Please circle or delete as appropriate)*

<table>
<thead>
<tr>
<th>Trainee’s signature:</th>
<th>Date discussed with Mentor</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Mentor’s signature:</th>
<th>Date forwarded to Professional Tutor</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Professional Tutor’s signature:</th>
<th>Date sent to University &amp; copied to trainee &amp; Mentor</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Upon completion the PPP should reach the Course Co-ordinator by **Friday 16th December**. Our preference is for the completion of electronic copies, emailed from a work email address to ite@sussex.ac.uk. If you are submitting this form electronically please note that in the absence of a signature the emailing of this application constitutes personal validation of details including by all those copied in as co-signatories. Alternatively the form can be sent to the School of Education and Social Work, Essex House, University of Sussex, Falmer, BN1 9QQ. It is the responsibility of the school to return this official assessment form - trainees should upload an electronic copy to the VLE as a back up for their own records.
Form D: Stage 1
Cause for Concern Report

<table>
<thead>
<tr>
<th>Trainee:</th>
<th>School:</th>
<th>Subject:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mentor:</td>
<td>Professional Tutor:</td>
<td>Curriculum Tutor:</td>
</tr>
</tbody>
</table>

The use of this form indicates that those responsible for supporting a trainee are concerned about limitations in the trainee’s progress. On receipt of this form the University will guide the school in establishing a programme of support and a timetable for clear targets. If sufficient progress is made after two weeks then the trainee will no longer be regarded as a cause for concern. If concerns remain a further set of targets will be established and an assessor’s visit will be organised.

*It is important that concerns are reported early. For all Primary and Secondary courses no later than 3 weeks before the end of the Professional Practice*

Tutors must complete this form in full – **preferably with ink signatures** - and send a copy directly to the Course Coordinator, School of Education and Social Work, University of Sussex, BN1 9QQ. Alternatively the form may be scanned after signing by all parties and emailed to ite@sussex.ac.uk

**A copy must be retained by the school and another given to the Trainee.**

<table>
<thead>
<tr>
<th>Cause for Concern Initiated by:</th>
<th>Role:</th>
</tr>
</thead>
</table>

**Nature of Concern** (please comment and link to the Teaching Standards where appropriate):

**Initial Targets for Action** (A full action plan will be established with the University support tutor – normally the Curriculum Tutor – in consultation with Mentor and the trainee)

**Unless targets are met trainees are unlikely to be recommended for QTS**

Trainee’s response (optional):

Trainee signature*: ................................................................. Date .........................

Mentor signature*: ................................................................. Date .........................

Professional Tutor signature*: .................................................. Date .........................

If you are submitting this form electronically please note that in the absence of a signature the emailing of this application constitutes personal validation of details including by all those copied in as co-signatories.

**University only:** Copies to Support Tutor, Curriculum Tutor, Course Leader, Partnership Coordinator and File
Form E1: Stage 2
Cause for Concern: Record of Response

<table>
<thead>
<tr>
<th>Trainee:</th>
<th>School:</th>
<th>Subject:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mentor:</td>
<td>Professional Tutor:</td>
<td>Curriculum Tutor:</td>
</tr>
</tbody>
</table>

This form establishes a formal response to any Cause for Concern. The aim is to develop a programme of both training support and targets with clear timings and measurable outcomes. Following support, targets are reviewed and the Stage 3 form is completed. Satisfactory progress against targets ends the Cause for Concern process. If progress is inadequate, targets are re-established and an assessor is called in to assess whether the Professional Practice continues (Stage 4). Tutors are required to complete this form in full – **preferably with ink signatures** - and send it to the Course Co-ordinator, School of Education and Social Work, University of Sussex, BN1 9QQ at each stage. Alternatively it may be scanned after signing by all parties and emailed to ite@sussex.ac.uk **Copies must be kept by the school and the trainee.**

**Summary of Concern** (please refer to initial report):

Comment (as appropriate)

<table>
<thead>
<tr>
<th>Stage 2: Action Plan for Targets &amp; Support</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agreed Targets (Drawn from original request and linked to specific standards if appropriate)</td>
</tr>
<tr>
<td>-------------------------------------------</td>
</tr>
</tbody>
</table>

I agree with this action plan and understand that if I do not make progress against these targets I will be unlikely to pass this Professional Practice.

**Trainee signature**: …………………………………………………………………………………………………………………………….. Date …………………

We agree to offer the necessary support and monitor the progress as outlined in the action plan.

**University Support Tutor signature**: ……………………………………………………………….. Date …………………

*University Support Tutor may sign on receipt of form at University*

**Mentor**: ……………………………………………………………………………………………….. Date …………………

**Professional Tutor signature**: ………………………………………………………………………………………………………….. Date …………………

If you are submitting this form electronically please note that in the absence of a signature the emailing of this application constitutes personal validation of details including by all those copied in as co-signatories.

**University only**: Copies to Support Tutor, Curriculum Tutor, Course Leader, Partnership Coordinator and File
Form E2: Stage 3
Cause For Concern: Review of Targets

<table>
<thead>
<tr>
<th>Trainee:</th>
<th>School:</th>
<th>Subject:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mentor:</td>
<td>Professional Tutor:</td>
<td>Curriculum Tutor:</td>
</tr>
</tbody>
</table>

Please tick one of the following statements, sign and date the response:

Satisfactory progress has been made against agreed targets and the trainee’s professional practice is no longer a cause for concern

Progress against agreed targets has been unsatisfactory. Revised targets are identified below and a request is made for an assessor’s visit to follow as soon as possible

Mentor signature: ……………………………………………………………. Date ………………..

Professional Tutor signature: ……………………………………………….. Date ………………..

University Tutor Signature: ………………………………………………… Date ………………..

I am aware of this outcome and understand its impact upon my progress on the course.

Trainee signature: …………………………………………………………………. Date ………………..

If you are submitting this form electronically please note that in the absence of a signature the emailing of this application constitutes personal validation of details including by all those copied in as co-signatories.

**University only:**
Copies to Support Tutor, Curriculum Tutor, Course Leader, Partnership Coordinator and File
Form E3: Stage 4
Cause For Concern: Review of Progress

<table>
<thead>
<tr>
<th>Trainee:</th>
<th>School:</th>
<th>Subject:</th>
</tr>
</thead>
</table>

| Mentor: | Professional Tutor: | Curriculum Tutor: |

Assessors should use this page to summarise their judgments, discussions with the trainee and School Based Tutors during the visits and to supplement the lesson observation record(s). Copies should be retained by the examiner, school based tutor(s) and trainee. A copy should be sent to the Curriculum Tutor and Course Leader.

Action Plan in preparation for examiner's assessment visit (if necessary) to be completed by University tutor

<table>
<thead>
<tr>
<th>Revised Targets</th>
<th>Further Support Offered</th>
<th>Progress Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Drawn from comments above and linked to specific standards as appropriate)</td>
<td>(what and by whom)</td>
<td>(what will improvement “look” like?)</td>
</tr>
</tbody>
</table>

To be complete by the external assessor:

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Comments:</th>
<th>Evidence Base:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>What progress has been made?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>What areas still require development?</td>
<td></td>
</tr>
</tbody>
</table>
### Inspection of Teaching File(s)

Is there sufficient evidence of: *please tick*
- Lesson Planning / Units of work?
- Evaluations?
- Assessment of pupils’ work?
- Record of Achievement

### Discussion of Support with Trainee *please tick*
- Has the trainee received appropriate support from their University tutor?
- Has the trainee received a regular entitlement to mentor support?
  - Have regular lesson observations been carried out?
  - Evidence of SMART targets being set?

### Additional comments regarding School experience:
- What are the school/mentor’s perspectives?

### Trainee perspective:
Any additional comments from trainee about school experience?

---

### Evidence from visit indicates that *overall* the trainee’s progress towards the Cause for Concern targets has been: *(please circle)*

<table>
<thead>
<tr>
<th>Unsatisfactory</th>
<th>Satisfactory</th>
<th>Good</th>
<th>Very Good</th>
</tr>
</thead>
</table>

Consequently, the recommendation is that the trainee is:

- [ ] Has met the Targets and is no longer on a Cause for Concern.
- [ ] Has not met the targets and has failed this Professional Practice.
- [ ] Any other recommendation(s) *(please specify)*:

**Signed (Examiner):** .......................................................... **Date** ..................................

---

**Mentor signature:** .......................................................... **Date** ..............................

**Professional Tutor signature:** .................................................. **Date** ..............................

**University Tutor Signature:** .................................................. **Date** ..............................

I am aware of this outcome and understand its impact upon my progress on the course.

**Trainee signature:** .......................................................... **Date** ..............................

---

On completion please send a copy of this form - with signatures - directly to the Programme Coordinator, School of Education and Social Work, University of Sussex, BN1 9QQ (Alternatively it may be scanned and emailed to ite@sussex.ac.uk). Copies should be retained by the school and the trainee. If an assessor’s visit is requested the form should be accompanied by a copy of the trainee’s timetable with details of lesson times and class availability. The assessor will need to observe two separate lessons, discuss the trainee’s progress with school based tutors and interview the trainee.

If you are submitting this form electronically please note that in the absence of a signature the emailing of this application constitutes personal validation of details including by all those copied in as co-signatories.

**University only:** Copies to Support Tutor, Curriculum Tutor, Course Leader, Partnership Coordinator and File
# Form F: Mentor Meeting Record

To be completed weekly by trainee and monitored by Mentor. (Copies should be given by trainee to Mentor and Professional Tutor every week. Relevant information e.g. targets should also be shared with additional trainers/classroom teachers)

If requested please upload completed record to the appropriate Study Direct site each week

<table>
<thead>
<tr>
<th>Name:</th>
<th>School:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mentor:</td>
<td>Date:</td>
</tr>
</tbody>
</table>

NB: Preparation of sections 1–3 by the trainee in advance of meeting should take no more than 30 minutes

## 1. Mentor Meeting Agenda:
To be prepared by the trainee in advance, taking note of guidance provided in the ITE handbooks and any adjustments suggested by the mentor.

1. Review of Progress towards targets (with reference to 1 and 2).
2. Focus of the week:
3. 

## 2. Summary of discussions:
To be completed as brief notes during the meeting by trainee.

**Evidence of student learning and progress over time** (at the beginning of the practice this may be based on individual lessons. As the practice progresses, this should be looking at progress over a longer time span). Please tick what evidence has been used and discussed and record conversation below.

<table>
<thead>
<tr>
<th>Discussion with trainee</th>
<th>Discussion with students in the lesson</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student responses/outcomes in lesson</td>
<td>Students’ evaluation of their learning</td>
</tr>
<tr>
<td>Quality &amp; impact of marking &amp; feedback</td>
<td>Trainee’s assessment records</td>
</tr>
</tbody>
</table>

What difference/impact has your teaching made and why?

**General discussions** – Review of evidence towards targets, review of progress made towards meeting the standards, weekly focus

## 3. Follow up actions and targets:
There should be a balance between specific and achievable targets e.g. ‘Time management: allow enough time at the end for a meaningful plenary and preparation for next lesson’ and actions – e.g. ‘Plan year 7 lesson on…’

1. Ensure tracker is uploaded.
This handbook is for advice and guidance only and is not a substitute for the formal statements and requirements of the Charter, Statutes, Ordinances, Regulations and procedures of the University. In case of any conflict these formal statements and requirements take precedence over the handbook.

Every effort has been made to ensure the accuracy of the information contained in the handbook, as at 1 Sept 2016. The University can, however, take no responsibility for errors or omissions, or for arrangements made by third parties. It reserves the right to change the information given at any time.

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