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, Primary and Early Years) courses and associated School Direct routes for 2018-19. 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 12th JULY 2019 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:
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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 primary 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, Kent, Surrey, 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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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.

Greg Harris - Senior 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

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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>
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<tr>
<th>Deadline</th>
<th>Assignment</th>
<th>Notes</th>
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<tbody>
<tr>
<td><strong>Thursday 28th February 2019</strong></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 Canvas.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Printed copies of the appendices only must be submitted to Essex House reception by Friday 1st March at the latest</td>
</tr>
<tr>
<td><strong>Monday 13th May 2019</strong></td>
<td>Reflecting on Professional Knowledge (RPK)</td>
<td>We expect Electronic Portfolio of Reflections to be uploaded by 9.00 on Canvas.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Portfolio must be submitted to a panel of Curriculum/School Based Tutors by 17.00</td>
</tr>
<tr>
<td><strong>By Friday 24th May 2019</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Friday 28th June 2019</strong></td>
<td>Exploring Professional Knowledge (EPK)</td>
<td>Presentation of School-Based Research presented to assessment panel by 17.00.</td>
</tr>
<tr>
<td><strong>(Candidates may opt to take</strong></td>
<td><strong>(Candidates may opt to take</strong></td>
<td>Electronic copies of Presentation Slides and Annotated Bibliography are required to be uploaded by 9.00 on Canvas.</td>
</tr>
<tr>
<td>this module which is a stand-alone module, additional to the PGCE course) **</td>
<td>this module which is a stand-alone module, additional to the PGCE course) **</td>
<td></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><strong>By Friday 19th October 2018</strong></td>
<td>Return of Professional Practice Profile A (Phase A: Finding out)</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 Wednesday 19th December 2018</strong></td>
<td>Return of Professional Practice Profile B (Phase B: Trying out)</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 15th February 2019</strong></td>
<td>Return of Professional Practice Profile C (Phase C: Bringing it together)</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 5th April 2019</strong></td>
<td>Return of Professional Practice Profile D (Phase D: Meeting the standards)</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 24th May 2019</strong></td>
<td>Return of Professional Practice Profile E (Phase E: Exceeding expectations)</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>23rd November 2018</strong></td>
<td>Deadlines for schools to complete Support Plan Report</td>
<td>3 weeks before a half term enables trainees time to be set and meet targets. However earlier notification gives more time for the Support Plan process to be completed and can be instigated any time prior to these dates.</td>
</tr>
<tr>
<td><strong>18th January 2019</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Secondary)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>8th March 2019</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Primary)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>3rd May 2019</strong></td>
<td></td>
<td></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>Thursday 20th September 2018 9.00 - 12.30</td>
<td>New Secondary Mentor Training</td>
<td>All New Secondary Mentors</td>
</tr>
<tr>
<td>Thursday 20th September 14.15 -16.45</td>
<td>New Professional Tutor Training</td>
<td>All New Secondary Professional Tutors</td>
</tr>
<tr>
<td>Thursday 20th September 2018 13.30 - 18.30</td>
<td>Secondary ITE Launch</td>
<td>All Secondary Professional Tutors &amp; Mentors</td>
</tr>
<tr>
<td>Wednesday 19th September 2018 12.30-17.00</td>
<td>Primary ITE Launch</td>
<td>All Primary Mentors and trainees</td>
</tr>
<tr>
<td>Wednesday 17th October 2018 9.00-16.00</td>
<td>NQT Conference Day</td>
<td>NQT’s</td>
</tr>
<tr>
<td>Wednesday 7th November 2018 16.15 – 18.15</td>
<td>Professional Tutor Meeting</td>
<td>Professional Tutors and nominated Mentor representatives</td>
</tr>
<tr>
<td>Wednesday 21st November 2018 14.00 – 16.00</td>
<td>Sussex Consortium Steering Committee</td>
<td>Nominated Headteachers, Professional Tutors, Mentors, NQTs, RQTs and trainees from Partnership Schools</td>
</tr>
<tr>
<td>Friday 23rd November 2018 9:00-16:00</td>
<td>Mentor and trainee joint CPD event (Primary and Early Years)</td>
<td>Primary Tutors, Trainees and Mentors</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Date &amp; Time</th>
<th>Spring Events</th>
<th>Attendees</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wednesday 30th January 2019 13:30-18:30</td>
<td>New Secondary Mentor Training</td>
<td>New Mentors for second professional practice (secondary)</td>
</tr>
<tr>
<td>Wed 30th January 2019 16.00 – 18.00</td>
<td>Second Professional Practice ITE Launch</td>
<td>All Mentors for second professional practice (secondary)</td>
</tr>
<tr>
<td>Wednesday 6th March 2019 16.15 – 18.15</td>
<td>Professional Tutor Meeting</td>
<td>Professional Tutors and nominated Mentor representatives</td>
</tr>
<tr>
<td>Wednesday 13th March 2019 14:00– 16:00</td>
<td>Sussex Consortium Steering Committee</td>
<td>Nominated Headteachers, Professional Tutors, Mentors, NQTs, RQTs and trainees from Partnership Schools</td>
</tr>
<tr>
<td>Date &amp; Time</td>
<td>Summer Events</td>
<td>Attendees</td>
</tr>
<tr>
<td>---------------------</td>
<td>---------------------</td>
<td>----------------------------------</td>
</tr>
<tr>
<td>Wednesday 27th March 2019 13.30-16.00</td>
<td><strong>Primary</strong> Mentor Training for Enhancing Professional Practice Mentors and CPD Session</td>
<td>All Mentors and trainees</td>
</tr>
<tr>
<td>Friday 28th June 2019</td>
<td>Annual ITE Conference</td>
<td>Open to the ITE Partnership</td>
</tr>
</tbody>
</table>
Schedule of Meetings, Training, Monitoring, Assessment and Reporting Sussex ITE Partnership 2018-19
(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 2018**

<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>Tuesday</td>
<td>4 Sept</td>
<td>ITE Team Meeting</td>
<td>Tutors</td>
<td>University</td>
<td>10:00-12:00; 11:30-13:00</td>
</tr>
<tr>
<td>Wednesday</td>
<td>5 Sept</td>
<td>ITE Courses Registration &amp; Whole Cohort Induction Day</td>
<td>PGCE &amp; SD Leaders, Director of ITE, Admin Support &amp; Trainees</td>
<td>University</td>
<td>13:00-16:00</td>
</tr>
<tr>
<td>Wednesday</td>
<td>19 Sept</td>
<td>Primary ITE Launch</td>
<td>Tutors, Professional Tutors, Mentors &amp; Trainees</td>
<td>University</td>
<td>12:30-17:00</td>
</tr>
<tr>
<td>Thursday</td>
<td>20 Sept</td>
<td>New Secondary Mentor Training and Professional Tutor Training</td>
<td>New Mentors/Professional Tutors</td>
<td>University</td>
<td>13:30-15:15; 14:15-16:45</td>
</tr>
<tr>
<td>Thursday</td>
<td>20 Sept</td>
<td>Secondary 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>24 Sept</td>
<td>Professional Practice 1 begins</td>
<td>Professional Tutors, Mentors &amp; Trainees</td>
<td>School</td>
<td>Check with School</td>
</tr>
<tr>
<td>Friday</td>
<td>5 Oct</td>
<td>Trainee Voice Reps Meeting with Director 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>19 Oct</td>
<td>Completion and Return of Professional Practice Profile A</td>
<td>Trainees, Mentors and Professional Tutors</td>
<td>School</td>
<td>By 17.00</td>
</tr>
<tr>
<td>Wednesday</td>
<td>7 Nov</td>
<td>Professional Tutor Meeting</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>Wednesday</td>
<td>14 Nov</td>
<td>Secondary Phase Meeting</td>
<td></td>
<td></td>
<td>10:00-12:00</td>
</tr>
<tr>
<td>Wednesday</td>
<td>21 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>7 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>14 Dec</td>
<td>Mid placement review</td>
<td>All trainees</td>
<td>On-line RPK VLE</td>
<td>By 17:00</td>
</tr>
<tr>
<td>Wednesday</td>
<td>19 Dec</td>
<td>Completion and Return of Professional Practice Profile B</td>
<td>Trainees, Mentors and Professional Tutors</td>
<td>School</td>
<td>By 17:00</td>
</tr>
</tbody>
</table>
# Spring Term 2019

<table>
<thead>
<tr>
<th>Day</th>
<th>Date</th>
<th>Event</th>
<th>Location</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Friday</td>
<td>11 Jan</td>
<td>ITE meeting</td>
<td>University</td>
<td>9:30-11:30</td>
</tr>
<tr>
<td>Wednesday</td>
<td>16 Jan</td>
<td>Secondary Phase Meeting</td>
<td></td>
<td>10:00–12:00</td>
</tr>
<tr>
<td>Friday</td>
<td>15 Feb</td>
<td>Completion and Return of Professional Practice Profile C</td>
<td>School</td>
<td>By 17.00</td>
</tr>
<tr>
<td>Friday</td>
<td>15 Feb</td>
<td>Evaluations of placements</td>
<td>University</td>
<td>By 17.00</td>
</tr>
<tr>
<td>Friday</td>
<td>22 Feb</td>
<td>Trainee Voice Reps Meeting with Director of ITE and Secondary Leader</td>
<td>University</td>
<td>16.00 – 17.30</td>
</tr>
<tr>
<td>Wednesday</td>
<td>27 Feb</td>
<td>Secondary Phase Meeting</td>
<td></td>
<td>10:00–12:00</td>
</tr>
<tr>
<td>Thursday</td>
<td>28 Feb</td>
<td>Electronic Submission of APK</td>
<td>VLE</td>
<td>By 17.00</td>
</tr>
<tr>
<td>Friday</td>
<td>1 March</td>
<td>Paper Submission of APK Appendices</td>
<td>University</td>
<td>By 17.00</td>
</tr>
<tr>
<td>Wednesday</td>
<td>6 March</td>
<td>Professional Tutor meeting</td>
<td>University</td>
<td>16.15 – 18.15</td>
</tr>
<tr>
<td>Wednesday</td>
<td>13 March</td>
<td>Sussex Consortium for Teacher Education and Research Steering Committee</td>
<td>University</td>
<td>14.00 – 16.00</td>
</tr>
<tr>
<td>Wednesday</td>
<td>13 March</td>
<td>Primary phase meeting</td>
<td>Primary Tutors</td>
<td>University</td>
</tr>
<tr>
<td>Monday-Friday</td>
<td>11-15 Mar</td>
<td>APK Marks released</td>
<td>Tutors</td>
<td>University</td>
</tr>
<tr>
<td>Wednesday</td>
<td>20 Jan</td>
<td>Secondary Phase Meeting</td>
<td></td>
<td>10:00–12:00</td>
</tr>
<tr>
<td>Wednesday</td>
<td>27 March</td>
<td>Primary Mentor training for Enhancing Professional Practice Mentors and CPD session</td>
<td>University</td>
<td>14:00-16:00</td>
</tr>
<tr>
<td>Friday</td>
<td>5 April</td>
<td>Completion and Return of Professional Practice Profile D</td>
<td>School</td>
<td>By 17.00</td>
</tr>
</tbody>
</table>
# Summer Term 2019

<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>26 April</td>
<td>ITE Team Meeting</td>
<td>Tutors</td>
<td>University</td>
<td>13.00–16.00</td>
</tr>
<tr>
<td>Monday</td>
<td>13 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>13 May - 24 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>24 May</td>
<td>Completion and Return of Professional Practice Profile E</td>
<td>Trainees, Mentors and Professional Tutors</td>
<td>School</td>
<td>By 17.00</td>
</tr>
<tr>
<td>Monday - Friday</td>
<td>3 June - 7 June</td>
<td>Enrichment Week</td>
<td>Trainees</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Friday</td>
<td>7 June</td>
<td>Trainee Voice Reps Meeting with ITE Director Leader</td>
<td>Director of ITE &amp; Trainee Representatives</td>
<td>University</td>
<td>8.30–10.00</td>
</tr>
<tr>
<td>Friday</td>
<td>7 June</td>
<td>Final day of the course: some candidate will be required to attend the meetings with exam board 13 June so please be aware of this when making any plans. Evaluation of ITE by trainees. Farewell Address and Publication of Recommendations for QTS</td>
<td>Trainees</td>
<td>University</td>
<td>9:00-17:00</td>
</tr>
<tr>
<td>Wednesday</td>
<td>12 Jan</td>
<td>Secondary Phase Meeting</td>
<td></td>
<td></td>
<td>10:00–12:00</td>
</tr>
<tr>
<td>Wednesday</td>
<td>12 and 13 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>9.00–17.00</td>
</tr>
<tr>
<td>Thursday</td>
<td>13 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>28 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>5 July</td>
<td>ITE Planning Away Day</td>
<td>Tutors</td>
<td>NA</td>
<td>9.00–16.00</td>
</tr>
<tr>
<td>Friday</td>
<td>12 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>22 - 26 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>
Schedule of Dates for School Report Forms for the Part Time route (Professional Tutors & Mentors)

Please note that Cause for Concern Deadlines (CFC) are always three weeks before the end of a profession to be set and meet targets.

<table>
<thead>
<tr>
<th>Deadline</th>
<th>Report Form</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>December 2018</td>
<td>Return of Professional Practice Profile A</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></td>
<td>(Approaching)</td>
<td></td>
</tr>
<tr>
<td>March 2019</td>
<td>Return of Professional Practice Profile B</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></td>
<td>(Beginning)</td>
<td></td>
</tr>
<tr>
<td>May 2019</td>
<td>Return of Professional Practice Profile C</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></td>
<td>(Consolidating)</td>
<td></td>
</tr>
<tr>
<td>February 2020</td>
<td>Return of Professional Practice Profile D</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></td>
<td>(Demonstrating)</td>
<td></td>
</tr>
<tr>
<td>April 2020</td>
<td>Deadline for schools to complete Cause for Concern Report for second placement.</td>
<td>After this date a Cause for Concern process cannot be completed. Earlier notification gives more time for support.</td>
</tr>
<tr>
<td>May 2020</td>
<td>Return of Professional Practice Profile E</td>
<td>An electronic copy must be sent to the curriculum tutor and the course co-ordinator: <a href="mailto:ite@sussex.ac.uk">ite@sussex.ac.uk</a></td>
</tr>
<tr>
<td></td>
<td>(Enriching)</td>
<td></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, Jubilee or the Fulton Buildings and for some subjects – Science, Drama and Music, in specialist teaching facilities. The nearest car parks to Essex House and Fulton are No. 7 behind the Silverstone Building.

A map of the campus can be downloaded from:
https://www.sussex.ac.uk/about/documents/uos-campus-map.pdf

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. We try to keep to a voluntary code of practice of no emails before 8:00 am and after 18:00 pm.

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:

<table>
<thead>
<tr>
<th>Arts Piazza, Arts A</th>
<th>Bridge Café, Pevensey II</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chichester Café</td>
<td>Dhaba Café, Arts C</td>
</tr>
<tr>
<td>Doctors’ Orders, BSMS</td>
<td>Jubilee Building Café</td>
</tr>
<tr>
<td>Library Café</td>
<td>Silverstone Café</td>
</tr>
<tr>
<td>Falmer Sports Café &amp; Bar</td>
<td></td>
</tr>
</tbody>
</table>

For opening times and other information see: http://www.sussex.ac.uk/catering/
Virtual Learning Environment and ITE Website
Most trainees will be able to access two courses on the CANVAS – 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. These are accessed via the Sussex Direct portal which is found at: www.sussex.ac.uk/students or direct to the VLE (Canvas) at: https://canvas.sussex.ac.uk Important notices, news items, teaching materials and support forums etc. will all be accessed from CANVAS and so regular checking is required.

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

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 in one place, including meeting times and venues, as well as the most common FAQs:
http://www.sussex.ac.uk/education/ite/partners/people

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 http://www.sussex.ac.uk/education/ite/forms . 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 Teacher Regulation Agency (TRA), 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 Professional Tutor Meeting 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. Our 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.

Pushing the Boundaries

Our Mission

We are committed to high quality, evidenced based, 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 and challenge the status quo. We aim to strive for innovative practice and push the boundaries.

Our Trainees and our partners

We value, encourage and seek to empower our trainees and teachers to be: imaginative and creative, reflexive and curious, open and responsive, enthusiastic and passionate, independent and collaborative, determined, resilient, analytical, 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. As a partnership we all consider ourselves learners.

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 innovative, challenging and creative 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 aim to ensure the well being of our children, teachers, trainees and staff is valued. We want teacher education and all those involved to enrich the
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. They also develop trainees’ knowledge about not only what pupils learn and how they learn, but 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.
# Secondary PGCE Course Structure 2018-2019

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## Notes

- **ITE Week**: Ind, CS, Ind/Ps
- **Uni Week**: NA, Fresh, T1, T2, T3, T4, T5, T6, T7, T8, T9, T10, T11, T12
- **Main placement**: DST for Brighton and Hove schools
- **Reg**: DST for Brighton and Hove schools
- **PS**: Professional Studies
- **CS**: Curriculum Studies
- **RPK**: Reflecting on Knowledge for Schools Interviews
- **Eva**: Evaluation and last day of course
# Secondary School Direct (Tuition and Salaried) Course Structure 2018-2019

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## Summer Term

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</table>

**KEY**

- **Ind**: Induction
- **Rev**: Review
- **DST**: Directed Study Time for all
- **Brighton and Hove schools October half term**: DST for Brighton and Hove schools
- **Reg**: Registration
- **Hampshire schools**
- **PS**: Professional Studies
- **AC**: Annual conference
- **CS**: Curriculum Studies
- ***: Assignment Deadline
- **DST**: Directed Study Time
- **^**: Support Plan deadline
- **RPK**: Reflecting on Knowledge for Schools Interviews
- **ENR**: Enrichment or additional SB days where required
- **Eva**: Evaluation and last day of course
- **EB**: Exam board
- **Hampshire schools**: Dissertation Study
## Primary PGCE Course Structure 2018-2019

### W/C 27-Aug-18 to 24-Dec-18

<table>
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<th>ITE Week</th>
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</table>

| Mon | CS | CS | DST | CS |
| Tues | CS | CS | DST | CS |
| Wed | Reg/PS/CS | CS PRIMARY SPACE DAY | NQT | DST |
| Thurs | PS/CS | PS/CS | DST | PS/CS |
| Fri | PS/CS | PS/CS | PST/CS | PS/CS |

### W/C 31-Dec-18 to 29-Jul-19

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| Mon | b/h | DST | DST | DST | DST | DST | DST |
| Tues | DST | DST | DST | DST | DST | DST | DST |
| Wed | DST | DST | DST | DST | DST | DST | DST |
| Thurs | DST | PST/CS | PS/CS | PST/CS | PS/CS |
| Fri | PST/CS | PST/CS | PST/CS | PST/CS | PST/CS |

### W/C 08-Apr-19 to 29-Jul-19

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</table>

| Mon | B/H | B/H | * | RPK | B/H | ENR |
| Tues | B/H | RPK | DST | DST | ENR |
| Wed | RPK | RPK | DST | RPK | DST | ENR | EB |
| Thurs | RPK | RPK | DST | RPK | RPK | DST | Eva | AC |
| Fri | B/H | CS/PS | CS/PS | CS/PS | CS/PS | RPK | DST | Eva | AC |

### KEY
- **Ind**: Induction
- **Main placement**: Brighton and Hove schools October half term
- **DST**: Directed Study Time for all Brighton and Hove schools
- **Brighton and Hove schools**: Holiday for all
- **Reg**: Registration
- **PS**: Professional Studies
- **CS**: Curriculum Studies
- **DST**: Directed Study Time
- **RPK**: Reflecting on Knowledge for Schools Interviews
- **ENR**: Enrichment or additional SB days where required
- **AC**: Annual conference
- **TEN**: Assignment Deadline
- **EvA**: Evaluation and last day of course
- **EB**: Exam board
- **Second Placement**: School Direct schools can request trainees to attend school
**KS2/3 PGCE Course Structure 2018-2019**

### Autumn Term

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**Mon**
- PS/CS
- PS/CS
- Fresh
- DST

**Tues**
- PS/CS
- Fresh
- DST

**Wed**
- Reg/PS
- Fresh
- DST

**Thurs**
- PS/CS
- Fresh
- DST

**Fri**
- CS
- PS/CS
- Fresh
- DST

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- b/h

**Tues**
- DST

**Wed**
- DST

**Thurs**
- CS
- CS
- CS
- Fresh
- DST

**Fri**
- PS/CS
- Fresh
- DST

### Summer Term

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**Mon**
- B/H

**Tues**
- ENR

**Wed**
- ENR

**Thurs**
- ENR

**Fri**
- B/H

### KEY

- **Ind**: Induction
- **Induction**: Review
- **Secondary School Placement**: DST
- **Directed Study Time for all**
- **Primary School Placement**: Holiday for all
- **Brighton and Hove schools October half term**: DST for Brighton and Hove schools
- **Reg**: Registration
- **Schools Interviews**: ENR
- **Registration**: Annual conference
- **Primary School Placement**: Assignment Deadline
- **Support Plan deadline**: Support Plan deadline
- **RPK**: Reflecting on Knowledge for Schools Interviews
- **Evaluation and last day of course**: AC
- **Director of Studies**: Directed Study Time
- **Eva**: Exam board
Weeks 19 - 24: Curriculum Studies and Professional Studies (Friday)
Week 25: Directed Study Time (Monday – Friday)
Week 27: Curriculum Studies and Professional Studies (Friday)
Week 31: Curriculum Studies and Professional Studies (Friday)

**Summer term**
Week 35: Curriculum Studies and Professional Studies (Friday)
Week 39: Curriculum Studies and Professional Studies (Friday)

b) School Programme

**Autumn term**
Weeks 5: Placement School 1 Induction (2 days minimum attendance - to be negotiated with Professional Tutor.)*
Weeks 6 - 16: 2 days per week in Placement School 1. Trainees remain in Placement School 1 throughout Year 1.
Week 9: Directed Study Time

**Spring term**
Weeks 19 - 31: 2 days per week in Placement School 1.
Week 25: Directed Study Time

**Summer term**
Weeks 34 - 39: 2 days per week in Placement School 1.
Week 40: Directed Study Time

Trainees will need to ensure that they cover the range of Professional Studies topics over their 1st and 2nd Placements through attendance at school Professional Studies sessions.

*Trainees should make every effort to attend the school Professional Studies sessions in Year 1. However, if required, part of the Professional Studies programme may be left until the Year 2 following consultation and agreement with the Curriculum Tutor and school.

**Year 2**

a) University Programme

**Autumn term**
Weeks 1 - 4: Induction (1 day to be agreed with Curriculum Tutor)

**Spring term**
As agreed: 1 day of Curriculum Studies and Professional Studies according to need. Week 25: Directed Study Time

**Summer term**
As agreed: 1 day of Curriculum Studies and Professional Studies according to need. Week 38 or 39: RPK Assignment (1/2 day to be agreed with Curriculum Tutor).
Week 39: Curriculum Studies and Professional Studies - Evaluation Day (Friday)

b) School Programme

**Autumn term**
Weeks 5: Placement School 2 Induction (2 days minimum attendance - to be negotiated with Professional Tutor.)*
Weeks 6 - 16: 2 days per week in Placement School 2. Trainees remain in Placement School 2 throughout Year 2.
Week 9: Directed Study Time

**Spring term**
Weeks 19 - 31: 2 days per week in Placement School 2.
Week 25: Directed Study Time
Summer term
Weeks 34 - 38  5 days per week in Placement School 2.**

**In Year 2 a five week full-time block practice is to be completed towards the end of the year. It MAY be possible to arrange this in the Spring term rather than the Summer if all parties agree.

Trainees need to attend the School Professional Studies programme in their second placement school. Where trainees have already attended a Professional Studies programme in their first placement school on a particular topic, they may not need to do so in the second placement school. However, it is important that they should discuss this with their Curriculum Tutor, Professional Tutor and Mentor to ensure that the required school-based programme is covered over the two years.

1.2 Course Structure
All trainee teachers, regardless of their phase, subject specialism or training route (PGCE, PGCE (PP) part time 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>
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</thead>
<tbody>
<tr>
<td>Thursday 28th February 2019</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 Canvas.</td>
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<td>Printed copies of the appendices only must be submitted to Essex House reception by Fri 1st March at the latest</td>
</tr>
<tr>
<td>Monday 13th May 2019</td>
<td>Reflecting on Professional Knowledge (RPK)</td>
<td>We expect Electronic Portfolio of Reflections to be uploaded by 9.00 on Canvas.</td>
</tr>
<tr>
<td>By Friday 24th May 2019</td>
<td></td>
<td>Portfolio must be submitted to a panel of Curriculum/School Based Tutors by 17.00</td>
</tr>
<tr>
<td>Friday 28th June 2019</td>
<td>Exploring Professional Knowledge (EPK)</td>
<td>Presentation of School-Based Research presented to assessment panel by 17.00.</td>
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<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 Canvas.</td>
</tr>
</tbody>
</table>

The assessment deadlines for the part-time route are as follows :
### Deadline | Assignment | Notes
--- | --- | ---
**Thursday 13th June 2019** | Applying Professional Knowledge (APK) | Electronic submission of your assignment to must be by 17.00 to the appropriate eSubmission area of Canvas. Printed copies of the appendices only must be submitted to Essex House reception by 12.00 on Friday 14th June 2019 |
**May 2020** | Reflecting on Professional Knowledge (RPK) | Electronic documentation to be uploaded by 9.00 on Canvas. |
**May 2020** | Portfolio must be submitted to a panel of Curriculum/School Based Tutors by 17.00 |
**June 2020** | Exploring Professional Knowledge (EPK) (Candidates may opt to take this module which is a stand alone module, additional to the PGCE course) | 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 Canvas. |

### 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](http://www.sussex.ac.uk/academicoffice/documentsandpolicies/examinationandassessmenthandbooks)

Students are required to engage with and take 90 credits. The 30 credits for X1027 Professional Practice 1 and X1030 Professional Practice 2 are assessed as pass/fail so the mean for the award is calculated across the other modules with a Distinction or Merit awarded where the criteria are met. X1027 Professional Practice 1 and X1030 Professional Practice 2 must be passed as a prerequisite for passing, and normally before sitting 804X1 Reflecting on Professional Knowledge. In the event of a candidate failing 801X1 Applying Professional Knowledge an in-year resit will be offered while a resit for 804X1 Reflecting on Professional Knowledge will be offered during the A3 summer assessment period. Marks awarded for resits are capped at the pass mark. 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.

For further detail, students should refer to the full University Examination and Assessment Regulations Handbook. See: [www.sussex.ac.uk/academicoffice/documentsandpolicies/examinationandassessmenthandbooks](http://www.sussex.ac.uk/academicoffice/documentsandpolicies/examinationandassessmenthandbooks)
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: http://www.sussex.ac.uk/equalities/

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

For the equality and diversity policy and other equalities information go to: www.sussex.ac.uk/equalities

For any concern regarding LGBT please look here http://www.sussex.ac.uk/wellbeing/studentlife/sexuality for initial support.

1.5 Safeguarding Policy

Department of Education

This policy outlines the Department procedure with regard to Sussex ITE and EYTS students (referred to as trainees below) and DBS.

The Safeguarding officers for ITE are Jo Tregenza (Director of ITE) and Greg Harris (Senior ITE administrator)

The Safeguarding officers:

- Takes day to day responsibility for safeguarding issues and have a leading role in establishing and reviewing the safeguarding policies.
- Ensure that all staff are aware of the procedures that need to be followed in the event of a safeguarding incident taking place.
- Provides training and advice for staff.
- Receive reports of safeguarding incidents, where applicable, and create a log of incidents to inform future safeguarding procedure.
- Ensure that safeguarding training is provided to trainees by the University of Sussex.
The University will:

1. Ensure that all entrants to the PGCE, School Direct, BA QTS, Early Years Teacher Status (Graduate route) Courses have been subject to a DBS enhanced disclosure;
2. Ensure that all entrants (and existing trainees who entered the Course prior to September 2015) undergo a prohibition order check to ensure that they are not prohibited from undertaking teaching activities in schools;
3. Secure certificates of good conduct and other references in respect of time trainees have spent 6 months or longer outside of the UK;
4. Normally obtain an enhanced DBS disclosure for every trainee prior to the commencement of any placements in a school or setting; for Early Years Teacher Status (Graduate route) this will be completed prior to commencement on Courses;
5. In the event of a delay in receiving disclosures make checks against the DBS Children’s Barred List and inform head teachers in writing prior to the start of a placement, of the names of those trainees for whom an enhanced disclosure has yet to be received. For Early Years Teacher Status (Graduate route) placements will not commence until disclosure information has been received;
6. Keep head teachers and early years setting managers fully informed, of the progress of applications for disclosures, informing them as soon as the disclosure is received;
7. Make decisions on suitability based on the disclosure that has been sent by the DBS. Convene a standing Safeguarding Panel to consider specific anonymised cases where a conviction, caution or reprimand or any other pertinent information has been disclosed in order to determine suitability. The Safeguarding Panel will be convened by the Director of ITE, chaired by the Head of Education and shall include in its membership: the DTL; Director of Initial Teacher Training (ITE), 2 Partnership Headteachers or designated Senior leaders, and 1 Course Leader. An individual meeting will be arranged with the Director of ITE and the trainees concerned to discuss the issues contained in the DBS.
8. Not admit candidates to ITE or Early Years Teacher Status who are unsuited to work with children.
9. Keep records showing that a disclosure has been obtained for every relevant trainee;
10. Confirm to schools/settings that a non-salaried trainee’s criminal record check, including a check of the children’s barred list, has been completed and that the individual has been judged by the provider to be suitable to work with children.
11. Confirm to schools/settings that declarations relating to the disqualification requirements have been obtained for entrants to the Primary ITE and Early Years Teacher Status Courses.
12. Ensure that no reproductions of disclosures or their content are made, including photocopies or scanned images, except for the purpose of making decisions on suitability and in accordance with the Data Protection Act.
13. Ensure that trainees are aware of the need to treat sensitive data and information with due confidentiality and are careful about who has access to it.
14. Be vigilant and alert throughout trainees’ Courses to the possibility of potential safeguarding issues taking measures as appropriate;
15. Inform trainees of their on-going obligation to declare anything that might deem them unsuitable to work with children, including any conviction. Where a trainee withholds such information take appropriate action, which may include recommending the termination of their training;
16. Where a trainee is arrested, under investigation, charged with an offence or who receives a conviction, during the course of their Course they will be referred to the Safeguarding Committee and, as appropriate, to the University Fitness to Practise committee who will review their case determining whether to allow the trainee to continue the Course, to recommend suspension or termination of their training. Wherever possible, and with the permission of the trainee, ensure that the head teacher of the trainee’s placement schools/setting is informed;
17. Inform trainees that they will need to be rechecked by the DBS before returning from any suspension of studies of 3 months or longer. Trainees are responsible for the cost of the recheck.

School /settings will:

1. Provide confirmation that any School Direct salaried or Early Years Teacher Status employment based trainees have completed a satisfactory criminal records check and a
satisfactory prohibition order check;
2. Provide confirmation that any:
a) School Direct salaried primary trainees who are covered by this legislation or
b) Early Years Teacher Status Employment Based trainees or
c) trainees holding any form of direct managerial responsibility in a childcare or early years
settings have been subject to appropriate checks with regard to the childcare disqualification
requirements;

3. Be advised to record in their central record that declarations relating to the disqualification
requirements have been obtained for Early Years Teacher Status Graduate Entry Courses as
confirmed by the University.
4. Recognise that satisfactory DBS checking of non-salaried trainees is the responsibility of the
University, not the school or setting or local authority;
5. Accept trainees for placement in the school or setting for whom a DBS enhanced disclosure
has been received and who have been deemed suitable to work with children;
6. Exercise the discretion provided to them by the Department for Education (DfE) guidance to
allow trainees for whom an enhanced DBS disclosure has yet to be received to start working in a
school/setting, maintaining closer supervision and restricting access to information including
sensitive pupil data where appropriate;
7. Treat information declared on salaried trainee’s DBS declaration with due confidentiality
exercising due care about who has access to it;
8. Not expect to have access to completed DBS returns;
9. Not attempt to obtain copies of disclosures directly from trainees.

The trainees will:

- Ensure they have an up to date awareness of safeguarding matters and of the
  safeguarding policy and practices in their placement school(s).
- Ensure they have an up to date awareness of the statutory safeguarding guidance from
  the DfE:
  - Working together to safeguard children 2018
  - Keeping Children Safe in Education 2018
  - PREVENT Duty - Counter-Terrorism and Security Act (HMG, 2015)
- These are all available on the VLE (https://www.sjbfrog.co.uk/index.phtml?d=426439).
- Understand that it is everyone’s responsibility to safeguard and promote the welfare of
  children and that they have a role to play in identifying concerns, sharing information and
  taking prompt action.
- Ensure they report any safeguarding concerns to the relevant person in their school and
  the University of Sussex Safeguarding Officer.
- Consider at all times, what is in the best interests of the students they teach.
- Know how to respond to a student who discloses abuse through delivery of ‘Working
- Must be aware that they cannot promise a child to keep anything confidential which
  might compromise the child’s safety or wellbeing.
2. UNIVERSITY BASED TEACHING AND LEARNING

Our Initial Teacher Education courses are intensive and extend over one academic year, from September 2018 to June 2019. 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 our mainstream Secondary Courses we offer a range of specialisms including: Drama, Geography, English, History, Mathematics, Modern Foreign Languages, Music, Design Technology, Media, Psychology, Classics and Science (with specialisation in Biology, Chemistry or Physics) as well as bespoke training routes in Art, Computer Science, R.E. and Physical Education. 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. For 2018 we shall also be offering KS2/3 courses on English and MFL. New to this year will also be the option to do the PGCE as a part time 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, Rowlie Derby, Liz Cousins, Julia Sutherland, Andrew Chandler-Grevatt and Simon Thompson. Duncan Mackrill and Simon Thompson have also been recognised with the award of a National Teaching Fellowship by the Higher Education Academy. In 2018, the entire ITE team were delighted to receive the University Award for Outstanding Teaching. Jo Tregenza has been elected as a Founding Fellow of the Chartered Teaching College.

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 modules have separate aims and are clearly defined by assessment expectations and learning outcomes, they are rarely taught in isolation and learning opportunities in one module 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 are also included. 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.

Most university-based study days are normally organised as follows:
09:00 – 10:30 Professional Studies Lecture
11:00 – 13.00 Curriculum Session – involving discussion of Professional Studies issues, catch up discussions on Professional Practice
13.00 – 14.00 Break
14.00 – 16.00 Curriculum Session

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 - Primary
Teachers' Standard 3 states that the trainees must demonstrate good subject and curriculum knowledge. The trainee's knowledge will develop through planning and teaching with their mentor in both placements, and from reflecting upon the curriculum sessions at the university. However, the trainees are encouraged to identify areas which they need to focus upon and to be proactive in developing these areas through the observations and tasks set in their Professional Development Tool and through their own independent study. The trainees will record their reflections and developing subject and curriculum knowledge in their Reflective Sketchbook, keeping a record of their reading at the back of the book. This Reflective Sketchbook will form part of their evidence for Teachers' Standard 3 in their RPK interview.

Subject Knowledge Development – Secondary
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 module 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 module 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 Induction is to be found below but the up to date, full Professional Studies programme, for the year including dates, venues, times, sign-up sheets, lecture capture and other support materials is to be found on the ITE RPK CANVAS site.

The programme is updated regularly and trainees MUST check for any changes in venue, time or subject as notified on the ITE RPK CANVAS site.
2.4 Professional Studies Programme – Induction – Indicative Topics

Please refer to the separate printed copy of the Induction programme for details

Welcome to Sussex ITE

How the course is assessed

Professional Knowing – What is an effective teacher? And how do I become one?
What makes a 'good' teacher?: Virtues, values and ethics in teaching
How can technology make a difference in the classroom?
How can we make a difference to pupils with SEND?
How can we protect children and keep them safe?
What is Child Psychology and why is it important for teachers?
What is assessment and how can we use it to improve pupil learning?
What are my rights and responsibilities as a teacher?
How to be on your best behaviour: Professionalism in schools
What are British Values?

Health and Well Being

What is good behaviour and where can a beginning teacher find some?

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.

2.5 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, the wishes of a speaker or the unavailability of recording equipment, not all lectures may be recorded or PowerPoints will 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 Recommended Texts:

Primary Core Texts:

For Masters level work, the following books will be useful:
General 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 https://www.gov.uk/government/organisations/department-for-education
Times Educational Supplement: https://www.tes.com/
BBC Education: http://www.bbc.co.uk/news/education
National Foundation for Education Research: https://www.nfer.ac.uk/
National Education Union https://neu.org.uk/;
Chartered College https://chartered.college/ 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): https://eppi.ioe.ac.uk/cms/

3. PROFESSIONAL PRACTICE

3.1 SCHOOL BASED LEARNING

As pioneers of school-based teacher training over 50 years ago, learning through practical teaching continues to underpin our courses and trainees' preparation for meeting the Teachers' Standards (DfE, 2012). All trainees spend at least 120 days in schools and develop their practice in at least two distinct school settings. At Sussex, the time in schools is referred to as Professional Practice.

During Professional Practice, trainees learn the principles of practical teaching in the context of the National Curriculum and are supported by a school-based Mentor, a Professional Tutor and a University Tutor. The guidance, advice, time and support of school-based staff is highly valued by trainees and the University. A variety of professional development opportunities, partnership meetings and training sessions are offered throughout the year to our school based partners. Partnership schools should recognise the workload, status and whole school responsibility of the Professional Tutor and Mentors.
NEW to our provision this year at Sussex is the offer of a part time route. We have developed this as a response to the need of our trainees. As such this will be quite a flexible route which will need to be tailored to individuals. We believe this route will enable more people, particularly parents and carers, to achieve QTS. The basic outline has been outlined in the course structure. Some trainees have signed up for the part time route, others may opt to switch to it in October/November. The details of the course will then be discussed with the course leader, mentor, professional tutor and trainee.

3.2 MENTORS AND PROFESSIONAL TUTORS

Full details of the roles and responsibilities are contained in Appendix III

3.2.1 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 University and Partnership 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

3.2.2 Mentors

The Mentor is a class/subject based teacher who supports the trainee throughout their placement at the school. They provide guidance, feedback and support through both informal observations and the weekly formal lesson observation. In addition to meeting with the trainee once a week to discuss their strengths, targets and progress towards the Teachers’ Standards, they also provide guidance and support in lesson and unit planning.

Mentoring of part-time trainees

Mentors of part-time trainees will arrange regular and undisturbed discussion and feedback sessions for a minimum of one hour per fortnight, increasing to one hour per week for the full block placement.

Mentors of part-time trainees will carry out all the duties of full-time mentors but a longer period of time. They should be aware that though trainees may not need to attend every School Professional Studies session (perhaps because they attended regularly in their first placement school and a number of sessions are likely to be on the same topics - particularly in the first term of Year 2) it is important to allow for attendance following discussion with the trainee and the Professional Tutor.

Curriculum Tutor visits

Part-time trainees will receive at least one visit per placement.

Curriculum tasks

These are to be completed by same dates as the full-time course during the Autumn term of Year 1 unless specifically agreed by the Curriculum Tutor.

Satisfactory progress must be achieved in Year 1 for entry into Year 2. This is reviewed by the Examination Board in June at the end of Year 1. The usual procedures for Retrieval will apply.

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

3.2.3 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 a trainee teacher 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 Psychology, Social Science, Business Studies, Media Studies and Computing where schools may not have had any opportunity to host trainees previously.

3.2.4 Mentor Training
Training for Mentors takes place formally twice (primary) three times (secondary) a year. Please see the front of this handbook for training dates for this academic year. All Mentors are expected to attend training meetings which consist of a generic whole programme training input followed by specific subject training meetings. Training meetings are also an important means of cross-school Mentor moderation.

Full details of the roles and responsibilities are contained in Appendix III.

3.2.5 Professional Tutors
The school Professional Tutor co-ordinates Mentors and trainees in the school, and offers in-school Professional Studies sessions. These school based tutors are pivotal leaders in professional learning and the University of Sussex highly values their contributions.

Selection criteria for school Professional Tutors are:
• Usually 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.

3.2.6 Professional Tutor Training
Training meetings for school Professional Tutors takes place at least three times a year. Professional Tutors are expected to attend training meetings. Separate meetings for primary and secondary are usually led by the Schools Partnership Leaders 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

The work of these meetings is overseen by the Primary and secondary Partnership Leaders, who act as a link between schools and the University. They provide an important point of contact for both trainees and school based tutors (particularly Professional Tutors) and convenes termly partnership meetings 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.

Full details of the roles and responsibilities are contained in Appendix III.
3.3 PROFESSIONAL PRACTICE

All routes and phases will complete two professional practices – this is a requirement for the award of QTS. Trainee teachers need a variety of experience in schools to enable them to meet all the Teachers’ Standards. They need to teach children and young people in their specified age range, from different backgrounds, as well as gaining experience of different approaches to teaching and to school organisation and management.

Professional Practice 1 is the period of time from the end of September to Christmas
During Professional Practice 1, Trainees spend Monday to Thursday in school and Friday at University.

Professional Practice 2 is the period of time from January until May half term which includes the second school placement
During Professional Practice 2, Trainees attend University on a fewer number of Fridays held at strategic points in the placement.

Depending on the route and phase you are following, the dates and structures of the school placements varies. This is summarised below but please also see the relevant Course Structure calendar in Section 1 of this handbook.

### Table: Professional Practice Timetable

<table>
<thead>
<tr>
<th>Route</th>
<th>Autumn First Half Term</th>
<th>Autumn Second Half Term</th>
<th>Spring First Half Term</th>
<th>Spring Second Half Term</th>
<th>Summer First Half Term</th>
<th>Summer Second Half Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary PGCE; Schools Direct Training &amp; Schools Direct Salaried*</td>
<td>Placement 1</td>
<td>Placement 1</td>
<td>Placement 1</td>
<td>Placement 1</td>
<td>Placement 2</td>
<td>*</td>
</tr>
<tr>
<td>Key Stage 2/3 PGCE</td>
<td>Placement 1 (Secondary school)</td>
<td>Placement 1</td>
<td>Placement 1</td>
<td>Placement 2</td>
<td>*</td>
<td></td>
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<tr>
<td>Secondary PGCE</td>
<td>Main Placement</td>
<td>Main Placement</td>
<td>Second School Placement</td>
<td>Main Placement</td>
<td>*</td>
<td></td>
</tr>
<tr>
<td>Secondary Schools Direct Training &amp; Salaried*</td>
<td>Main Placement</td>
<td>Main Placement</td>
<td>Main Placement</td>
<td>Main Placement</td>
<td>*</td>
<td></td>
</tr>
</tbody>
</table>

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

3.4 ORGANISING PROFESSIONAL PRACTICE PLACEMENTS

3.4.1 PGCE Placements (Secondary, Primary and KS2/3)

Both the Professional Practice placements are organised by University Curriculum Tutors, following consultation with the Schools Partnership Team 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
- Knowledge of our school partnerships

While we make every effort to place trainees in schools within reasonable commutes of their home address, this is not always possible. Trainees must expect to travel for up to 1.5 hours to a placement school. 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.
3.4.2 School Direct Placements
School Direct Trainees are usually recruited by a School Direct Partnership and will have already been assigned their main school placement. The University Partnership Team will liaise with the School Direct Partnership to confirm placements along with any PGCE placements.

School Direct Partnerships are responsible for selecting and organising a suitable Second 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.

3.4.3 Setting up the School Direct Second School Placement
It is usually the role of Professional Tutor/Mentor in the main placement school to organise the Second School 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 placements may be arranged by the Lead School. Where possible trainees are 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 them as it is the responsibility of the school. However, where there is a problem, we are always happy to help and you can contact the University Curriculum tutor for the subject or School Direct Lead Sally Dudley s.e.dudley@sussex.ac.uk if you require further advice or support. Please do not ask trainees to broker their own placement in any circumstances.

The intention is that the Second School experience 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.

Professional Tutors should carefully consider the most appropriate school for each trainee. Location and journey time are important however what the trainee can gain from a placement to improve their practice is paramount and the experience should be 'progress led' rather than 'convenience led'. As such it may be necessary for partnerships to go outside their immediate school partners for a placement and it may not always be appropriate to exchange trainees within individual School Direct partnerships if the second placement will not provide enough of a contrast to the main placement.

School Direct second placements 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 an individual trainee and agreed with the university Curriculum Tutor or SD Lead.

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.

3.4.4 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
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 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.

3.4.5 Secondary trainees preparation for the Second School Placement
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. Towards the end of the first all trainees should make a one day visit to their second school. During that day, they will meet with their new Mentor to discuss their achievements so far as set out on their PPPC form and tracker 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. Preliminary visits 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 Second 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 (see front of this handbook for date).** 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.

3.4.6 Settling into Main and Second Placement Schools
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.
- Ensure trainees have been given information about the school, the department, year groups/classes in which they will be working including data needed to teach effectively.
- Ensure trainees have access to medium term plans and schemes of work in order to give them an overview of what they are expected to teach.
- Ensure trainees have access to buildings, rooms, computers and the internet as appropriate.
- Give trainees details of the policy on homework setting and on marking policy, and supply a mark book for the classes to be taught.
- Provide the Trainee with a generic timetable of the school day including activities such as assemblies, meetings etc.
- 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 – e.g. helping with sports coaching or with preparing for an end of term concert or play. Trainees should never assume responsibility alone.

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, in addition to 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. They should: focus on a small group of pupils and note differences in behaviour in different settings and 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.

Much information may be obtained from discussion with the Professional Tutor, other senior members of staff and the Headteacher, and 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 they 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.

3.5 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
• Complete the university lesson plan pro forma for every lesson they are due to teach, and submit these to the Mentor or relevant class teacher, 24 – 48 hrs in advance of the lesson (as directed by the school). Lessons should be evaluated as directed by the Mentor
• 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-based Mentors, Professional Tutors and/or University Tutors to any problems and concerns
• Share the Professional Practice Tracker with the Mentor on a weekly basis.
• Complete the online version of the Professional Practice Tracker each week
• Keep a record of their attendance, completing a ‘Reason for Absence’ pro forma for any days/sessions missed.
• Read and take note of 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.

3.5.1 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.

3.6 TRAINEE AND MENTOR WEEKLY MEETINGS
Trainees greatly benefit 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 much as possible. The main focus of the 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 timetabled time, which should be kept free of interruptions, for a training meeting in private to discuss trainees’ progress and plan opportunities for further development. These meetings should be prepared and planned for carefully by the Trainee, using the Mentor Meeting Programme which will be found in each subject handbook to provide a suggested focus for discussion each week. Trainees should have relevant file, materials and resources (such as the Professional Practice Tracker) with them for every Mentor Meeting.

Trainee-Mentor meetings should provide an opportunity for:
1. Review progress towards teaching standards by focusing on the Professional Practice Tracker, trainee reflections and observations of practice – not solely for lesson planning purposes.
2. Discussing pedagogical strands and strategies as suggested by University Tutors / handbooks; preparing for forthcoming teaching and strategies for meeting targets identified.

3.6.1 Mentor Training Meetings using the Professional Practice Tracker
Trainees should reflect on and note (in draft form) their progress against the Teachers’ Standards since the last Mentor meeting using the Professional Practice Tracker. They must be ready to discuss and share with their Mentor where the evidence can be found to support their reflections on their progress and record this on the tracker. The evidence may include examples from their teaching file, lesson observations, extra-curricular and work with a tutor group/class etc. They will also identify a focus for the week that may arise from these reflections, and/or be based on their subject-specific Mentor Meeting Programme. This will result in an agenda that should be agreed with their Mentor prior to the meeting.

During the meeting some time must be dedicated to discussing the Secondary Professional Practice Tracker or Primary Professional Development tool. This discussion should be focused on the trainees self-evaluation of their progress against the standards, combined with the evidence provided so that together
the Mentor and the trainee agree on what progress has been made, and the outcome recorded on the tracker.

The trainee will keep a record of discussions and resulting targets in the ‘weekly mentor meetings information and logs’ section of the Professional Practice Tracker. 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 used to help plan the agenda for the following Mentor meeting. The Professional Practice Tracker/Professional Development Tool, including the notes made during the meeting should be shared with their Mentor at each mentor meeting and be made available to their Professional Tutor if requested.

Secondary trainees must have access to the Professional Practice Tracker at all times. Primary trainees will have a paper copy of the Professional Development Tool that they are expected to work with. Secondary trainees will be advised by University Tutors as to how to work with the document. An electronic version of the Professional Practice Tracker (both Primary and Secondary versions) are available to all trainees. Trainees must ensure that it is updated at regular intervals e.g. weekly. This record, which will of course be seen by Mentors, Professional Tutors and University 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 Professional Practice Tracker and online version are used to help populate all of the Professional Practice Profiles.

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.

3.6.2 Assessing the Professional Practice
The Professional Practice Profiles (PPPA-E) are the Trainee’s half termly assessment reports. They are initially completed by the Trainee using information from their Professional Practice Tracker and reflections on their progress towards meeting the Teachers’ Standards. The PPP(A-E) form is then shared, discussed and agreed with the Mentor. The Mentor completes the mentor feedback and passes it to the Professional Tutor who in turn completes the Professional Tutor feedback. Once the PPP(A-E) form is complete, it should be sent to ite@sussex.ac.uk with the Trainee, Mentor and Professional Tutor all copied in.

3.7 SCHOOL-BASED PROFESSIONAL STUDIES
The school-based Professional Studies course are arranged by the Professional Tutor, although may be lead by other members of the school staff. The 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. Many of the topics appear in both placements (see below). School based Professional Studies explores topics and issues from their own perspective and context and this is likely to change from one school to another. Therefore, it is not unusual for a topic to be introduced at university and be covered in both the placement schools, where there may be different contexts.

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. 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 working on a tasks set by a tutor at University. 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 the trainees contributions to any school-based 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: http://www.sussex.ac.uk/education/ite/partners

3.7.1 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 and training in venues other than 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;

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

3.7.2 School Professional Studies School Topics: Secondary
The guide below 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.

<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>1. Induction</td>
<td>achievement issues relating to gender, ethnicity &amp; social class</td>
<td>classroom management including discipline and behaviour management</td>
</tr>
<tr>
<td>school organisation and staffing</td>
<td>school procedures and policies</td>
<td>handling challenging behaviour</td>
</tr>
<tr>
<td>curriculum, school ethos and culture</td>
<td>awareness of diverse interests and experiences of children e.g. boys, girls, cultural heritage</td>
<td>Rewards and sanctions</td>
</tr>
<tr>
<td>organisation: setting, streaming</td>
<td>aware of Equal Opportunity Issues e.g. racism, disability, sexism, homophobia, stereotyping, bullying</td>
<td></td>
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<tr>
<td>policies and procedures incl. diversity</td>
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</tr>
<tr>
<td>Use of ICT: SIMS, school portal/vle/email; IWB training, eSafety</td>
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<tr>
<td>Pastoral tutor group system</td>
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<tr>
<td>School safeguarding and child protection procedures; ‘At risk’ pupils; The Prevent Strategy and radicalisation</td>
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<td></td>
</tr>
<tr>
<td>4. Special Educational Needs and Disability (SEND) and ‘Personalised Learning’</td>
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<td></td>
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<tr>
<td>Personalised Learning: learning for all</td>
<td></td>
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<tr>
<td>5. Assessment</td>
<td></td>
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</tr>
<tr>
<td>assessment policy</td>
<td></td>
<td>role of support staff and planning to use TA</td>
</tr>
<tr>
<td>Assessment for Learning</td>
<td></td>
<td>deploying other adults in the c/room</td>
</tr>
<tr>
<td>using data to track pupil progress</td>
<td></td>
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</tbody>
</table>

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<table>
<thead>
<tr>
<th>School of Education and Social Work</th>
<th>University of Sussex ITE Partnership 2018-19</th>
</tr>
</thead>
</table>
| • using data to assist in identifying needs  
  • learning support systems & strategies  
  • differentiation | • giving feedback to pupils i.e. formative comment  
  • learning outcomes and success criteria  
  • 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  
  • Exploring British Values  
  • 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 1  
  SWOT (Strengths, weaknesses, targets, threats)  
  • Training Focus requested by trainees  
  Input from trainees e.g. feedback from visit to cross phase visit (primary/ secondary school) | 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 |  
| Professional Practice 2 |  
| 1. Induction  
  • school organisation and staffing  
  • curriculum, school ethos and culture  
  • organisation: setting, streaming policies and procedures incl. diversity  
  • Use of ICT: SIMS, school portal/vle/email; IWB training, eSafety  
  • Pastoral tutor group system  
  • Safeguarding and School child protection procedures; ‘At risk’ pupils; The Prevent Strategy and radicalisation | 2. Behaviour Management and Effective relationships with children and young people  
  • Revisiting class and behaviour management  
  • Creative teaching; engaging all learners in lessons  
  • Pace and time management in lessons  
  • Handling conflict | 3. Assessment  
  • 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’  
  • 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 | 8. Focus area to be identified by trainees  
  Session left free to accommodate areas trainees wish to have more | 9. Reflection and Review 3  
  • What to expect in your NQT year |
- Reviewing your progress towards the teaching standards
- Input from previous trainees now NQTs
- Input in (e.g. job hunting for those who still don’t have one) or to allow time for a particular school focus
- A toolkit for a successful Induction year
- Support systems and assessment
- Contribution from recent NQTs

### 3.7.3 School Professional Studies School Topics: Primary

Each session can be arranged for a date that suits the school and staff - except for the Professional Practice Tracker (PPT) and PPPA-E sessions which must be completed in the last week of each half term.

<table>
<thead>
<tr>
<th>Welcome to our school</th>
<th>Rewards and Sanctions</th>
<th>Professional Development Tool and PPP Forms</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Introduce to members of staff</td>
<td>• Discuss and explain the school behaviour policy. Describing the rewards and sanctions approach.</td>
<td>• Look at the Professional Development Tool and evidence bundles. What areas need to be targeted and what support can the school offer?</td>
</tr>
<tr>
<td>• Arrange a tour of the school with pupils</td>
<td>• Discuss extrinsic and intrinsic motivation.</td>
<td>• Trainee to share partially completed PPPA form for Professional Tutor to complete.</td>
</tr>
<tr>
<td>• Assign internet (wifi), photocopier and computer access, arrange relevant training with the IT equipment</td>
<td>• From trainees’ observations, discuss strategies used by experienced teachers related to behaviour management.</td>
<td>• Ensure PPPA form is sent and trainee’s University Tutor by 19th October 2018</td>
</tr>
<tr>
<td>• Arrange how to access the school building – arrival times, door codes</td>
<td>• What causes challenging behaviour? What can we do to support those children? E.g. nurture groups, play therapy, mental health support.</td>
<td></td>
</tr>
<tr>
<td>• Provide identity pass and explain dress code</td>
<td>• Safeguarding</td>
<td></td>
</tr>
<tr>
<td>• Provide policies: Behaviour; Safeguarding; Teaching and learning; Marking and feedback</td>
<td>• Discuss the safeguarding policy – trainees to create a sketchbook page to articulate the schools’ systems</td>
<td></td>
</tr>
<tr>
<td>• Provide schools Ofsted report</td>
<td>• Discuss the schools approach to bullying</td>
<td></td>
</tr>
<tr>
<td>• Arrange meetings with the relevant coordinators/suitable staff members</td>
<td>• How does the school deal with these issues?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• What procedures are followed?</td>
<td>• What</td>
</tr>
<tr>
<td></td>
<td>• Why might some children exhibit this sort of behaviour?</td>
<td>procedures</td>
</tr>
</tbody>
</table>

### The teaching of phonics

- Discuss the teaching of phonics and spelling across the school – how is it organised? How do you ensure progression? Is there a scheme?
- How is phonics interlinked with reading and writing outside of the taught phonics sessions?
- Explicit training in how to teach and assess using the school’s phonics programme
- Ensure trainee is paired with a teacher and class in KS1 (not their current year group) for all phonics sessions during their time in school between 05.11.18 and 23.11.18 in preparation for their Evidence Bundle B1 Phonics.

**Week beginning 05.11.18** Observe and participate in the phonics sessions
**Week beginning 12.11.18** Team prepare, plan and teach the phonics sessions
**Week beginning 19.11.18** Plan and prepare and teach the phonics sessions (with support as needed)

### The teaching of reading and writing

- Discuss the teaching of reading and writing 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 is writing assessed?
- How are reading environments developed and used around the school?
- How is reading at home encouraged?
- What role do parents/carers play in the teaching of reading and in developing a love of reading?
- Identify where to observe strong practice in the teaching of reading and writing

**In this Phase the trainee should observe English lessons in three other year groups.**

### Professional Development Tool and PPP Forms

- Look at the trainee’s Professional Development Tool and evidence bundles. What areas need to be targeted and what support can the school offer?
- Trainee to share partially completed PPPB form for Professional Tutor to complete.
- Ensure PPPB form is sent and trainee’s University Tutor by 14th December 2018.
<table>
<thead>
<tr>
<th>INCLUSION</th>
<th>Scientific discoveries</th>
<th>Assessment for Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identifying and supporting SEND and EAL</td>
<td>Discuss how science is planned, taught and assessed throughout the school.</td>
<td>Discuss how AIL is used throughout the school and how the needs of individuals are met through differentiation, intervention, adult support etc.</td>
</tr>
<tr>
<td>• What are the SEND categories?</td>
<td>• What are the different areas of the science curriculum?</td>
<td>• How are children made aware of the progress they have made and their emerging needs?</td>
</tr>
<tr>
<td>• Discuss the schools policy for identifying an SEND and the process from identification to support put in place.</td>
<td>• Where are the science resources?</td>
<td>• How does the marking and feedback support the children to make progress?</td>
</tr>
<tr>
<td>• Share diagnostic testing materials that the school uses to support identification.</td>
<td>• How do children work scientifically?</td>
<td>• How do the children respond to this feedback?</td>
</tr>
<tr>
<td>• What interventions are run throughout the school? When do they happen?</td>
<td>• How is science made practical and hands on?</td>
<td></td>
</tr>
<tr>
<td>• Discuss Educational Health Care Plans, Individual Development Plans and Individual Learning/Education Plans. How are they written and by whom?</td>
<td>• Identify where to observe some excellent practice in the teaching of science.</td>
<td></td>
</tr>
<tr>
<td>• Discuss the monitoring of SEND, Pupil Premium and minority groups</td>
<td></td>
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</tr>
<tr>
<td>• What is the effect of the interventions on the children’s academic and emotional well-being?</td>
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</tr>
<tr>
<td>• Arrange to meet with someone who supports individual needs – e.g. behaviour /pastoral support, learning mentor, SEN TA. What can learn from their expertise?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Discuss approaches and strategies to support EAL children.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Educating Global Citizens</th>
<th>Professional Practice Tracker and PPPB</th>
<th>Learning English</th>
</tr>
</thead>
<tbody>
<tr>
<td>• How is the British Values agenda covered?</td>
<td>Look at the Professional Practice Tracker. What evidence has been collated? Are there any gaps that need to be targeted?</td>
<td>A focus on EAL provision in school</td>
</tr>
<tr>
<td>• How do staff foster positive relationship?</td>
<td>Discuss and complete PPPB. Ensure PPPB is sent to <a href="mailto:ite@sussex.ac.uk">ite@sussex.ac.uk</a> and trainee’s University Tutor</td>
<td>What range languages do the children in the school speak?</td>
</tr>
<tr>
<td>• How and when is PSHCE taught?</td>
<td></td>
<td>How are they supported in lessons and around the school?</td>
</tr>
<tr>
<td>• How are the children taught about world religions?</td>
<td></td>
<td>What effect does EAL have on children’s progress, learning and behaviour?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Reading the data</th>
<th>Identifying and supporting SEND</th>
<th>Professional Development Tool and PPP Forms</th>
</tr>
</thead>
<tbody>
<tr>
<td>• What can we learn from the wealth of pupil data?</td>
<td>Discuss, how the children are identified for the interventions/additional support.</td>
<td>Look at the Professional Development Tool and evidence bundles. What areas need to be targeted and what support can the school offer?</td>
</tr>
<tr>
<td>• How is data used in the school? What information does SIMS provide?</td>
<td>• What are the SEND categories?</td>
<td>Trainee to share partially completed PPP form for Professional Tutor to complete.</td>
</tr>
<tr>
<td>• What assessment tracker is the school using? Explicit training on school’s adopted assessment tracker e.g. Target Tracker/Classroom Monitor</td>
<td>• What is the effect of the interventions on the children’s academic and emotional well-being?</td>
<td>Ensure PPCP form is sent to <a href="mailto:ite@sussex.ac.uk">ite@sussex.ac.uk</a> and trainee’s University Tutor by 15th February 2019</td>
</tr>
<tr>
<td>• How is it used? How is it updated?</td>
<td>• Discuss the schools policy for identifying an SEND and the process from identification to support put in place.</td>
<td></td>
</tr>
<tr>
<td>• What sort of progress should the children make and what does this progress look like?</td>
<td>• Discuss the monitoring of SEND, Pupil Premium and minority groups</td>
<td></td>
</tr>
<tr>
<td>• How is this measured?</td>
<td>• Discuss Educational Health Care Plans, Individual Development Plans and Individual Learning/Education Plans. How are they written and by whom?</td>
<td></td>
</tr>
<tr>
<td>• How is this information reported to parents and how is this linked with performance management?</td>
<td>• Discuss the monitoring of SEND, Pupil Premium and minority groups</td>
<td></td>
</tr>
<tr>
<td>• Look at a copy of the Assessment and Reporting Arrangements for the appropriate key stage.</td>
<td>• Arrange to meet with someone who supports individual needs – e.g. behaviour /pastoral support, learning mentor, SEN TA. What can learn from their expertise?</td>
<td></td>
</tr>
</tbody>
</table>

| School of Education and Social Work | University of Sussex ITE Partnership 2018-19 |
### Reading the data
- What can we learn from the wealth of pupil data?
- How is data used in the school?
- What assessment tracker is the school using? Explicit training on school’s adopted assessment tracker e.g. Target Tracker/Classroom Monitor
- What 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 2018 for the appropriate key stage.

### Educating Global Citizens
- 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?

**Part 2 Focus**
- How are the following planned for, modelled and promoted*
  - Democracy
  - The rule of law
  - Individual liberty and mutual respect
  - Tolerance of those with different faiths and beliefs
- How does it vary according to age of children?

### Professional Development Tool and PPP Forms
- Look at the Professional Development Tool and evidence bundles. What areas need to be targeted and what support can the school offer?
- Trainee to share partially completed PPP form for Professional Tutor to complete.
- Ensure PPPD form is sent to ite@sussex.ac.uk and trainee’s University Tutor by 5th April 2019

### Transitions
- Share how transitions are planned for from nursery/pre-school into the school and into secondary schools
- Arrange for the trainee to visit and observe in one of these settings.

### Applying for jobs
- Discussing and role-playing the application and interview process

### Continuing Professional Development
- Update on trainees progress towards targets
- Identify further development opportunities
- Share ideas for NQT targets for September

The role of a coordinator
- Thinking about the future, trainees should meet with a subject coordinator/leader of an area of interest.
- What is the role of a coordinator?

### Open meeting
- This session is open to enable a suitable response to the needs of the trainee. This may be discussing the Professional Practice Tracker or a particular Teaching Standard in more detail, or may be a discussion/training on a whole school initiative

### Professional Development Tool and PPP Forms
- Look at the Professional Development Tool and evidence bundles. What areas need to be targeted and what support can the school offer?
- Trainee to share partially completed PPP form for Professional Tutor to complete.
- Ensure PPPE form is sent to ite@sussex.ac.uk and trainee’s University Tutor by 24th May 2019

### 3.8 ORGANISATION OF TEACHING FILES

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.

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 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
- School Title page: 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/subject 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/resources
- lesson evaluations for each lesson taught
- some examples of marked pupil work (photocopies or scanned)
- assessment records from teaching
- observations of teaching and learning

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

3.9 TEACHING LOAD AND LEARNING TIMETABLES

The construction of suitable teaching and learning timetables is crucial to ensuring solid professional development. In any professional practice placement, trainees should 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.

Lesson planning would initially be under very close supervision and guidance with the Mentor or class teacher to begin with, the trainee gradually taking more responsibility. By the end of the term, the trainee should be planning their own lessons independently in consultation with the Mentor/class teacher. It is beneficial for trainees to have a range of pupils to teach but please do not allocate unduly challenging 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, observations of teaching and learning, further professional duties and planning, preparation and evaluation time.
Whilst working with other teachers is desirable in designing timetables, in the Secondary phase 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.

Please note, that while we specify ‘hours’ of teaching, it generally takes a trainee just as long to plan a 45 minute lesson as an hour one, so if your school has 45 minute lessons, we would suggest 8 lessons by Christmas, not 8 hrs.

The indicative timetables which follow, 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. Trainees should undertake a programme of some whole class teaching combined with focused observation, team-teaching and teaching of small groups.

Trainees should not be used as cover for classes and if they are to be left alone with a class, it is essential that there is a designated qualified teacher nearby.

### 3.9.1 Primary Timetables – PGCE and Schools Direct:

**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>M</th>
<th>08:45 - 09:00</th>
<th>09:00 – 09:30</th>
<th>09:30 – 10:30</th>
<th>10:30 – 11:00</th>
<th>11:00 – 12:00</th>
<th>12:00 – 13:00</th>
<th>13:00 – 14:00</th>
<th>14:00 – 15:00</th>
<th>After School</th>
</tr>
</thead>
<tbody>
<tr>
<td>M</td>
<td>Non-contact time – Tracked children tasks</td>
<td>Maths</td>
<td>English – Observe nurture group</td>
<td>Non-contact time – preparation for English lesson tomorrow</td>
<td>Professional Tutor meeting</td>
<td>Attend Staff Meeting</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>T</td>
<td>Take register</td>
<td>Observation – Phonics in EYs</td>
<td>Maths</td>
<td>English – Teach whole class Formal Lesson Observation</td>
<td>Non-contact time – Assessment tool updating</td>
<td>Observation – French in year 6</td>
<td>Attend planning meeting</td>
<td></td>
<td></td>
</tr>
<tr>
<td>W</td>
<td>Take register &amp; attend assembly</td>
<td>Individual reading with tracked children</td>
<td>Maths Teach whole class</td>
<td>English – Team Teach</td>
<td>PPA with Mentor</td>
<td>Mentor Meeting</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>T</td>
<td>Take handwriting intervention group</td>
<td>Individual reading with tracked children</td>
<td>Maths</td>
<td>Playtime duty</td>
<td>Observation – English in year 2</td>
<td>Science – Teach whole class</td>
<td>Update Professional Development Tool</td>
<td></td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>University based sessions</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Note:**
- Non-contact time: Tracked children tasks
- English: Observe nurture group
- Non-contact time: preparation for English lesson tomorrow
- Observation: teach whole class, formal lesson, assessment tool updating
- French in year 6
- Non-contact time: preparation for French in year 6
- Mentor Meeting
- Update Professional Development Tool
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>
</tr>
</thead>
<tbody>
<tr>
<td>08:45-09:00</td>
<td>Attend assembly: Intervention group with phonics focus for children</td>
<td>Professional Tutor Meeting – Meeting with SENCO</td>
<td>Take register: Intervention group with phonics focus for children</td>
<td>Observation – Behaviour management in Year 3</td>
<td>University based sessions</td>
</tr>
<tr>
<td>09:00 – 09:30</td>
<td>Maths – Team teach Teach plenary</td>
<td>Maths – Team teach then work individuals/groups Teach plenary</td>
<td>Maths – Teach whole class</td>
<td>English – Teach whole class</td>
<td></td>
</tr>
<tr>
<td>09:30 – 10:30</td>
<td>10:30 – 11:00</td>
<td>11:00 – 12:00</td>
<td>Playtime duty</td>
<td>12:00 – 13:00</td>
<td></td>
</tr>
<tr>
<td>10:30 – 11:00</td>
<td>11:00 – 12:00</td>
<td>12:00 – 13:00</td>
<td>English – Teach whole class</td>
<td>13:00 – 14:00</td>
<td></td>
</tr>
<tr>
<td>11:00 – 12:00</td>
<td>12:00 – 13:00</td>
<td>13:00 – 14:00</td>
<td>Support in dance club</td>
<td>14:00 – 15:00</td>
<td>After School</td>
</tr>
<tr>
<td>12:00 – 13:00</td>
<td>13:00 – 14:00</td>
<td>14:00 – 15:00</td>
<td>PPA with Mentor</td>
<td>15:00 – 16:00</td>
<td></td>
</tr>
<tr>
<td>13:00 – 14:00</td>
<td>14:00 – 15:00</td>
<td>15:00 – 16:00</td>
<td>Mentor Meeting</td>
<td>16:00 – 17:00</td>
<td></td>
</tr>
<tr>
<td>14:00 – 15:00</td>
<td>15:00 – 16:00</td>
<td>16:00 – 17:00</td>
<td>Update Professional Development Tool</td>
<td>17:00 – 18:00</td>
<td></td>
</tr>
</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>
</tr>
</thead>
<tbody>
<tr>
<td>08:45-09:00</td>
<td>Attend assembly: Observe Year 2 phonics</td>
<td>Take register and Attend assembly: Guided reading – Take whole class (organisation of groups)</td>
<td>Non-contact time – Planning and assessment time – Tracked children</td>
<td>Non-contact time - Prep for teaching: Phonics – Take KS1 group for phonics</td>
<td>Non-contact time – Prep for teaching: Phonics – Take KS1 group for phonics</td>
</tr>
<tr>
<td>09:00 – 09:30</td>
<td>Maths – Teach whole class</td>
<td>Maths – Teach whole class</td>
<td>English – Teach whole class</td>
<td>Maths – Team teach</td>
<td>Phonics – Observatin on – Maths in year 6</td>
</tr>
<tr>
<td>09:30 – 10:30</td>
<td>10:30 – 11:00</td>
<td>Playtime duty</td>
<td>Art – Teach whole class</td>
<td>Observation – Maths in year 6</td>
<td>Non-contact time – Teaching Standards</td>
</tr>
<tr>
<td>10:30 – 11:00</td>
<td>11:00 – 12:00</td>
<td>English – Teach whole class</td>
<td>Music – Teach whole class</td>
<td>Computing – Teach whole class</td>
<td>Non-contact time – Moderation of maths judgements of tracked children</td>
</tr>
<tr>
<td>11:00 – 12:00</td>
<td>12:00 – 13:00</td>
<td>Support in dance club</td>
<td>Attend planning meeting</td>
<td>Geography – Teach whole class</td>
<td>Update Professional Development Tool</td>
</tr>
<tr>
<td>12:00 – 13:00</td>
<td>13:00 – 14:00</td>
<td>PPA with Mentor</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13:00 – 14:00</td>
<td>14:00 – 15:00</td>
<td>Mentor Meeting</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14:00 – 15:00</td>
<td>15:00 – 16:00</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15:00 – 16:00</td>
<td>16:00 – 17:00</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
After Easter, your timetable should look something like this – 12 hours depending on circumstances

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>Reading – 1-1 reading</td>
<td>Maths – Team teach then work with group for activities Teach plenary</td>
<td>English – Teach whole class</td>
<td>Observation – Pastoral support intervention group – Autism and behaviour</td>
</tr>
<tr>
<td>09:00 – 09:30</td>
<td>Tutor Group</td>
<td>Maths – Teach whole class</td>
<td>Playtime duty</td>
<td>English – Teach whole class</td>
<td>Teaching</td>
</tr>
<tr>
<td>09:30 – 10:30</td>
<td>PPA</td>
<td>English – Teach whole class</td>
<td>Support in dance club</td>
<td>PPA with Mentor</td>
<td></td>
</tr>
<tr>
<td>10:30 – 11:00</td>
<td>Key Stage 3</td>
<td>Key Stage 4</td>
<td>Research/work on assignment</td>
<td>Mentor Meeting</td>
<td></td>
</tr>
<tr>
<td>11:00 – 12:00</td>
<td>PPA</td>
<td>PPA</td>
<td>Teaching</td>
<td>PPA</td>
<td></td>
</tr>
<tr>
<td>12:00 – 13:00</td>
<td>Key Stage 3</td>
<td>Key Stage 3</td>
<td>Key Stage 3</td>
<td>Key Stage 3</td>
<td></td>
</tr>
<tr>
<td>13:00 – 14:00</td>
<td>Key Stage 3</td>
<td>Directed Tasks</td>
<td>PPA</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14:00 – 15:00</td>
<td>TA/SEND</td>
<td>Key Stage 3</td>
<td>TA/SEND</td>
<td></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>

3.9.2 Secondary PGCE and School Direct Timetables

**Professional Practice 1** - Building to 8 hrs by Christmas
Professional Practice 2 - Building to 12 hours by Easter

<table>
<thead>
<tr>
<th>MONDAY</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
<th>THURSDAY</th>
<th>FRIDAY**</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tutor Group</td>
<td>Tutor Group</td>
<td>Tutor Group</td>
<td>Tutor Group</td>
<td>Tutor Group</td>
</tr>
<tr>
<td>Period 1</td>
<td>PPA</td>
<td>PPA</td>
<td>Key Stage 3</td>
<td>Key Stage 4</td>
</tr>
<tr>
<td>Period 2</td>
<td>Key Stage 4</td>
<td>PPA</td>
<td>Key Stage 3</td>
<td>Key Stage 4</td>
</tr>
<tr>
<td>Period 3</td>
<td>PPA</td>
<td>Key Stage 3</td>
<td>PPA</td>
<td>Post 16 where possible (KS3/4 if not)</td>
</tr>
<tr>
<td>Period 4</td>
<td>Key Stage 3</td>
<td>PPA</td>
<td>Directed Tasks</td>
<td>PPA</td>
</tr>
<tr>
<td>Period 5</td>
<td>PPA</td>
<td>Post 16 where possible (KS3/4 if not)</td>
<td>Mentor Meeting*</td>
<td>Key Stage 3</td>
</tr>
<tr>
<td>After School</td>
<td>Staff meeting*</td>
<td>Prof. Studies*</td>
<td>Extra-curricular activity*</td>
<td>Dept Meeting*</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 some Fridays will be university-based.

3.9.3 Timetabling for Secondary School Direct Salaried and Self-Funded Trainees

The Sussex Partnership has developed guidelines for the Secondary Trainees 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 the 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 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. During the first term it is important that the Trainees have sufficient opportunities to micro/team teach and joint plan with experienced teachers. They will also need opportunities to be observed and to receive informal feedback on their teaching in the early stages in addition to their formal observations. Each School Direct Trainee should be viewed on an individual basis and their teaching load planned according to their previous experience, confidence and competence with care taken not to overload trainees.

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. Therefore giving each trainee access to the best training possible will be key in securing high outcomes and safeguarding pupil achievement.

For School Direct Salaried Trainees, 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.

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).

Before the September University Induction we highly recommend that 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 should include behaviour and class management including relationships and routines, lesson planning, use of basic data, child protection, relevant school policies etc.

<table>
<thead>
<tr>
<th>Term</th>
<th>Hours of teaching time</th>
<th>Minimum number of observations week by Mentor (including 1 formal)</th>
<th>Minimum number of informal observations a week</th>
<th>Maximum hours of teaching time alone (less is better)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Autumn first half term</td>
<td>8</td>
<td>2</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>Autumn second half term</td>
<td>12</td>
<td>2</td>
<td>1</td>
<td>9</td>
</tr>
<tr>
<td>Spring first half term</td>
<td>14</td>
<td>1</td>
<td>1</td>
<td>12</td>
</tr>
<tr>
<td>Spring second half term</td>
<td>16</td>
<td>1</td>
<td>1</td>
<td>14</td>
</tr>
<tr>
<td>Summer first half term</td>
<td>16</td>
<td>1</td>
<td>0</td>
<td>15</td>
</tr>
<tr>
<td>Summer second half term</td>
<td>Teach as directed by headteacher</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

In all observations, formal and informal, the University Lesson Record pro forma should be used by the observer.

3.9.4 Further Timetabling Guidelines for Secondary Salaried and Self-Funded Trainees

- The trainee timetable must be of sufficient breadth over two 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 breadth 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 experience as their second school placement.
- For trainee training over KS4/5 but employed by an institution which covers only one of their key stages a longer 8 week second school placement block must be undertaken in Key Stage 4 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 prioritizing both of 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, 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. should be 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.

3.9.5 The Supervision of Secondary 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.

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) trainees should never, under any circumstances, be left unsupervised for extra-curricular activities.

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.
3.10 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.

3.10.1 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 and completing the Professional Practice Tracker/Professional Development Tool each week. They will also be reflecting on their Professional Practice Profile forms.

Trainee evaluation of individual lessons

It is a requirement for trainees to evaluate all their lessons. Effective 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 and learning
- 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 to support lesson evaluation:

- 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?)

3.11 LESSON OBSERVATIONS

Mentors 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 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: http://www.sussex.ac.uk/education/ite/partners/forms
Whilst observation by other colleagues is encouraged, the partnership expects Mentors to be responsible for lesson observations at least once a fortnight.

Trainees should receive brief informal feedback after every lesson – this can take the form of ‘What Went Well’ and ‘Even Better If’ bullet points, verbally or in writing.

When trainees are up to 8 or 12 hrs teaching, they should not receive detailed feedback after every lesson since this can be overwhelming.

In completing observations, observers are encouraged to ensure that targets and strengths are linked to any annotations on the descriptors and the 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 within 24 hrs 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 pro formas may be used to supplement, or replace page 2 of the official lesson observation pro forma. 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 University 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?
- Do pupils know what they are doing and why they are doing it?
- 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?
- Where appropriate, 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 used suitable, readable and imaginative?
- Was the quality of the board work/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 and pupil progress is monitored and assessed?
- 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?

3.11.1 Effective observation and feedback
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 for 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.

3.11.2 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

1 This guidance is based upon materials available on History in Initial Teacher Training website: www.historyitt.org.uk produced by the Historical Association.
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 trialling particular techniques. At all stages those involved in setting targets are encouraged to ensure that all targets are specific.

Mentors maybe aware of the acronym SMART which is widely used to describe goals and targets, that may support in setting targets. Different people use different terms but the messages are very similar:

<table>
<thead>
<tr>
<th>Specific</th>
<th>Measurable</th>
<th>Achievable</th>
<th>Relevant</th>
<th>Time related</th>
</tr>
</thead>
</table>

**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 Limited**
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 Support Plan. 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.

### 3.12 Cross-Phase Transition Visits; broader Experiences of the Key Stages;

It is a national ITT regulation that all trainee teachers need opportunities to explore learning and teaching in the key stages both below and above the phase they are focusing on, ‘Those awarded Qualified Teacher Status must have the opportunity to ‘develop a comprehensive understanding of progression across, and before and after, the age range they are training to teach’. (DfE, 2018)

Alongside the work trainees develop from university based curriculum and professional studies sessions trainees will need the following experiences;

Primary Trainees will need a minimum of one day in each of Key Stage 3 and Foundation Stage
Key Stage 2/3 trainees will a minimum of one day in each of KS1 and Key Stage 4

Secondary trainees will need a minimum of one day in each of KS2 and Post 16 settings.

Key Stage 4/5 trainees will need to visit Key Stage 3

Organising the visits
Where a trainee cannot get this experience in their first placement school Professional Tutors and/or the school lead for transition are requested to set up these visits through their contacts with cluster schools. Liaison between the two schools ahead of these visits would be most useful to help make the best of the day and structure it appropriately for trainees. The visits should ideally take place within feeders by February 2019 but preferably by December 2018 as teaching load is lightest for trainees in the autumn term. Many of our School Direct partners already routinely organise these visits for trainees within their close partnerships schools.

Pre-visit tasks
For each visit you should undertake some online research; read the school’s teaching and learning policy, the school website and the school’s latest Ofsted report to get a broad overview of the school and build up a sense of the purposes, practices and ethos.

Post Visit Tasks
Your reflections on each visit should be recorded in a written report of 1-2 pages of A4 which will be placed in your RPK portfolio. A writing frame to support your reflections will be provided.

Key Stage 3 Visit for Primary Trainees

The idea behind visiting a secondary school is to ensure that primary trainees develop their understanding of progression across the Key Stages (KS2-3) in various subjects such as Maths, English and Science (but not exclusively) and understand some of the issues around transition (Year 6-7). Whilst you are visiting the secondary school you will need to reflect on how this might impact your understanding of the primary curriculum and teaching practices at primary level.

Whilst you are visiting:
Spend some of the day with a Year 7 or Year 8 class. If possible, you could ask to work shadow a student through a school day to ensure you see a range of subjects and teaching practice. Here are some key issues that could be reflected on in your end of visit report:

You might consider:
- Methods of teaching and learning with secondary pupils (groupings, pair work, questioning, resources, teacher versus student led learning, differentiation, use of digital technology, cross-curricular work, assessment for learning, expectations for homework)
- Expectations of year 6 and 7 pupils
- Teacher-pupil relationships
- Interest and motivation of pupils – rewards used, behaviour management, sanctions
- Organisation of classroom space
- Classroom and school displays
Curriculum – how do teachers build on the skills and knowledge base from Year 5/6? How do teachers use primary school data to plan for progression Year 5 to Year 6? Are there any other baseline assessments conducted in the first term of Year 7 that organise students into particular groupings/sets?

Look through pupils’ books – what are the expectations with regards to presentation, grammar, spelling and marking? How often is feedback given? What types of feedback are given?

Make sure you observe and record your observations of teaching particularly in the core subjects (English/Maths/Science)

Could the two phases learn anything further from each other which would positively impact on transition for their students?

You might also be able to meet with the Lead for Transition at the secondary school and/or the Head of year 7 to discuss how and when they start planning for transition Year 6-7. It is also important to look at how secondary schools ensure there is a smooth transition for those with a SEND.

After your visit:

If you have the chance to have a follow up day in the same secondary school, take the opportunity of teaching children in Year 7 - possibly in small groups – an aspect of the Year 7 curriculum. This could be one of the core subjects (Maths/English/Science) but might equally be any other subject represented on the Year 7 curriculum.

A short note of thanks to the school following each visit is usually appreciated.

Primary visit for Secondary School Trainees

The purpose of visiting a primary school is to ensure that secondary trainees develop their understanding of progression across the Key Stages (KS2-3) and understand some of the issues around transition (Year 6-7). This understanding should be holistic as well as including a particular focus on your own subject. Whilst you are visiting the primary school you will need to reflect on how what you have observed/learnt might impact your understanding of your own subject’s curriculum and teaching practices at secondary level especially year 7.

Whilst you are visiting:

Spend some of the day with a particular teacher in Upper Key Stage 2 (Year 5 and 6) and if it is possible, observe a lesson in your own curriculum area. Here are some key issues to reflect upon whilst visiting the primary school that could be reflected on in your end of visit report.

You could consider;

- Methods of teaching and learning with younger children (groupings, pair work, questioning, resources, teacher versus student led learning, differentiation, use of ICT, cross-curricular work, assessment for learning, opportunities for home learning and role of parental support)
- How teachers space the learning over the course of the day and integrate with play
- Expectations of year 6 and 7 pupils
- Teacher-pupil relationships and pastoral care systems
- Interest and motivation of pupils – rewards used, behaviour management, sanctions
- Organisation of classroom space
- Classroom and school displays
- Literacy and numeracy – how is this embedded in the lesson and/or across the curriculum?
- Look through pupils’ books – what are the expectations with regards to presentation, grammar, spelling and grammar and marking?
- Curriculum issues in particular subjects
- Could the two phases learn anything further from each other which would positively impact on transition for their students?

After this visit:

If you have the chance to have a follow up day in the same primary school, take the opportunity of teaching children - possibly in small groups - some aspect of your own specialist curriculum area. A short note of thanks to the school following each visit is usually appreciated.

Post 16 experience for Secondary Trainees

You will need to either undertake a visit to a Sixth Form College or observe Key Stage 5 lessons in your main placement school if 11-18. Visits might also be arranged by your university based curriculum tutor as part of the Curriculum Studies programme incorporating inputs on the KS5 curriculum and assessment as well as wider issues regarding transition Key Stage 4-5.

- Methods of teaching and learning with older students (groupings, pair work, questioning, resources, teacher versus student led learning, independent work, differentiation, use of digital technology, cross-curricular work, assessment for learning, homework)
- Expectations of year 11 and 12 pupils
- Teacher-pupil relationships and pastoral care systems
- Interest and motivation of pupils – rewards used, behaviour management, sanctions
- Organisation of classroom space
- Curriculum – how do teachers build on the skills and knowledge base from Year 11? How do teachers use primary school data to plan for progression Year 5 to Year 6?
- Assessment, exams and coursework
- Look through pupils' books – what are the expectations with regards to presentation, grammar, spelling and marking? How often is feedback given? What types of feedback are given?
- Record your observations of teaching in your own subject

3.13 Mentor Paired Observation Visits; peer support and moderation

As part of our role to ensure moderation of standards across the schools partnership and to support and develop both new and existing mentors the university has always actively encouraged mentors from different schools to pair up and jointly observe each others trainees. It is our aim that all mentors new and existing will, at some point in the year, take part in a paired mentor observation through one of the following arrangements. Schools can claim a half day of supply per visit.

Arranging the pairings
- New mentors can be paired together with a more experienced mentor in a different school by the university curriculum tutor, taking into consideration location, the trainee's placements, nursery/sixth form provision (if applicable) and whether schools/departments have been paired up previously.
- School Direct Alliances are asked to organise mentor pairings themselves within their school partnerships. Where the mentor is new they should be paired with a more experienced mentor if available. Where this is not possible the university curriculum tutor may be able to suggest another mentor from their subject cohort.

Setting up the visit
- The new mentor will contact the paired school and arrange for a visit to be made for one morning/afternoon to observe an appropriate class and then the mentor feedback.
- Both mentors will jointly observe a lesson and the visiting mentor will then sit in on the mentor feedback.
The visiting mentor will complete the Cross-School Moderation form (on our partners website page) and ensure that both the mentor visited and the Curriculum Tutor receive copies.

3.14 National Mentor Standards
A set of common standards enabling ITT mentors to understand and develop the competencies needed to do their job effectively was commissioned by the DfE in 2016. The mentor standards set out below will be referred to in mentor training sessions at the university. New and existing mentors will be given a self audit to complete and review over the year to help them improve their own mentoring practice by targeting areas for development. The standards will also be very useful for professional tutors when working with their own mentors in school.
National standards for school-based initial teacher training (ITT) mentors (DfE 2016)

A mentor is a suitably experienced teacher who has formal responsibility to work collaboratively within the ITT partnership to help ensure the trainee receives the highest quality training.

Mentors have a crucial role to play in supporting teacher trainees during their ITT through to successful teacher accreditation and beyond the early stages of their careers. An effective mentor sets high expectations for pupil achievement, models high-quality teaching, and acts as an ambassador for the profession. ITT providers that have invested in effective mentoring will support trainees to become high-quality teachers, and build their resilience so that they are more likely to remain in teaching once their initial training is complete.

Headteachers and providers have a key role to play in the selection, monitoring and ongoing support and training for mentors.

The Standards below set out the minimum expectations for those working as school-based ITT mentor with these three main aims;

1. To foster greater consistency in the practice of mentors by identifying the effective characteristics of mentoring, leading, in turn, to an improved and more coherent experience for trainees, so that they develop into effective teachers.

2. To raise the profile of mentoring and provide a framework for the professional development of current and aspiring mentors. The contribution mentors make to their colleagues’ practice will help raise standards and in turn improve the quality of teaching across the profession, leading to improved outcomes for children. We hope that the standards will support the development of a sense of identity for ITT mentors and support the growth of ITT mentor networks.

3. To contribute towards the building of a culture of coaching and mentoring in schools beyond the training period and into teachers’ early professional development, where high-quality mentoring and coaching are just as valuable.

The Mentor Standards

Standard 1 - Personal qualities
Establish trusting relationships, modelling high standards of practice, and understand how to support a trainee through initial teacher training

The mentor should:
• Be approachable, make time for the trainee, and prioritise meetings and discussions with them;
• use a range of effective interpersonal skills to respond to the needs of the trainee;
• offer support with integrity, honesty and respect;
• use appropriate challenge to encourage the trainee to reflect on their practice; and
• support the improvement of a trainee’s teaching by modelling exemplary practice in planning, teaching and assessment.

Standard 2 – Teaching
Support trainees to develop their teaching practice in order to set high expectations of all pupils and to meet their needs

The mentor should:
• support the trainee in forming good relationships with pupils, and in developing effective behaviour and classroom management strategies;
• support the trainee in developing effective approaches to planning, teaching and assessment;
• support the trainee with marking and assessment of pupil work through moderation or double marking;
• give constructive, clear and timely feedback on lesson observations;
• broker opportunities to observe best practice;
• support the trainee in accessing expert subject and pedagogical knowledge;
• resolve in-school issues on the trainee’s behalf where they lack the confidence or experience to do so themselves;
• enable and encourage the trainee to evaluate and improve their teaching; and
• enable the trainee to access, utilise and interpret robust educational research to inform their teaching.

Standard 3 – Professionalism
Set high expectations and induct the trainee to understand their role and responsibilities as a teacher

The mentor should:
• encourage the trainee to participate in the life of the school and understand its role within the wider community;
• support the trainee in developing the highest standards of professional and personal conduct;
• support the trainee in promoting equality and diversity;
• ensure the trainee understands and complies with relevant legislation, including that related to the safeguarding of children; and
• support the trainee to develop skills to manage time effectively.

Standard 4 – Self-development and working in partnership
Continue to develop their own professional knowledge, skills and understanding and invest time in developing a good working relationship within relevant ITT partnerships.

The mentor should:
• ensure consistency by working with other mentors and partners to moderate judgements; and
• continue to develop their own mentoring practice and subject and pedagogical expertise by accessing appropriate professional development and engaging with robust research.

3.15 Mentor Accreditation: a mentor accreditation option is now available for mentors. The first module enables a mentor to critically evaluate their own practise against the mentoring standards. The first module is free to our current mentors.
4. ASSESSMENT 2018 - 19

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 assignments.

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 2018-19. Candidates are reminded to consult the Examination and Assessment Regulations Handbook which can be found here: http://www.sussex.ac.uk/edge/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>Deadline</th>
<th>Assignment</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thursday 28th February 2019</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 Canvas.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Printed copies of the appendices only must be submitted to Essex House reception by Friday 1st March at the latest</td>
</tr>
<tr>
<td>Monday 13th May 2019</td>
<td>Reflecting on Professional Knowledge (RPK)</td>
<td>We expect Electronic Portfolio of Reflections to be uploaded by 9.00 on Canvas.</td>
</tr>
<tr>
<td>By Friday 24th May 2019</td>
<td></td>
<td>Portfolio must be submitted to a panel of Curriculum/School Based Tutors by 17.00</td>
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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 (EPK)

Candidates may opt to take this module which is a stand alone module, additional to the PGCE course.

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 Canvas.

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 Canvas site by 17.00 on the final submission date (guidance will be provided for this). Trainees MUST ensure they upload to the correct Canvas 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.

PPPA through to E should be submitted by the Mentor to the Education office ite@sussex.ac.uk by the appropriate deadlines. (Tutors will also provide a drop box for trainees to submit copies to them).

Reflecting on Professional Knowledge (RPK) is a viva style assessment and exit interview. Trainees will submit a portfolio of their evidenced critical reflections on specific standards by the deadline (9.00am Monday 13th May 2019), and then attend a timetabled interview with tutors where they will also present their portfolio of evidenced critical reflections.

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 Canvas, 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 Canvas 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, Thursday 28th February 2019 – see your personalised Sussex Direct student page (direct.sussex.ac.uk). Paper copies of appendices to be submitted by 17:00 at the latest on 1st March 2019.

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 and Literature review - 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 grid - an overview grid must be included before the evaluation section briefly outlining each lesson. You should also indicate how the selected literature and/or strategies have influenced the design of your unit. Information and suggestions on how to do this will be given in the lecture in the Autumn term. Detailed lesson plans, teaching and learning resources and assessment activities and criteria are to be included as part of the Appendices. 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 literature review 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. The unit overview grid is 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:

- TS4 Plan and teach well structured lessons;
- TS5 Adapt teaching to respond to the strengths and needs of all pupils;
- TS6 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 7th 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 1st 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 Details: 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 will be presented from Monday 13th May – Friday 24th May 2019. Reflections on Professional Knowledge must be completed and submitted electronically by 9.00am on Monday 13th May 2019. Two hard copies of the complete portfolio must be brought to the presentation. Please note, candidates are not able to be assessed if they are on a Cause for Concern and/or are in danger of failing their Professional Practice PP2 module.

This assessment is conducted through the review of a portfolio which demonstrates your professional knowledge, understanding and criticality developed during the course. The portfolio will be presented through a professional dialogue with two examiners, with at least one being a University tutor, at the end of
the course during an extended exit tutorial. Candidates are informed that professional dialogues are digitally recorded for moderation purposes.

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 it offers you the opportunity to reflect and theorise on your practical achievement of the Teachers’ Standards (DfE, 2012) as demonstrated by success in your Professional Practice reports, two of which (B and D), should be included in the portfolio. Your PPPE report will subsequently be considered and used to triangulate judgements. For convenience, the portfolio should use the order of the Teachers’ Standards (DfE 2012) as a structure.

For each of the Teachers’ Standards 1, 2, 5, 6, 7 and 8* you will need to prepare a structured critical reflection of up to 500 words per Standard. The focus of each critical reflection should draw on Phases D and/or E, the last phases of your training. Looking back at these final phases, you will reflect on how you have come to meet and exceed aspects of each Standard with principle but not exclusive reference to this last phase of your training. You should also reflect on how you have drawn on a range of knowledge sources to inform and develop your professional practice. Knowledge sources should include published professional and research literature, local and national policy. These are likely to include references given during professional and curriculum studies sessions at University and school as well as those resulting from individual reading. Additionally, as a result of these reflections, you will need to identify how you will develop your professional practice in your NQT year.

*Please note that your phase leader or curriculum tutor might assign one optional directed task which substitutes a reflection for one of the Teacher Standards.

While your reflection will focus on your developing expertise in later stages of your practice you may relate this back to challenges and experiences encountered earlier in your training. In your reflections it is also important to consider how your teaching has impacted on pupil progress. Your reflection should explain how you have developed your professional expertise over a period of time and not be restricted to the account of a single lesson. The time frame for this period would normally be a minimum of a week (or at least three lessons with a class). It is recommended that you focus on one of the bulleted statements for each Standard rather than the whole Standard. You may use the reflections, knowledge sources and evidence you have collated in your Tracker over the course of the training year, upon which to write your reflection if you wish. This should be supported by other associated and appended evidence (for example, lesson plans, pupils’ work, resources, bibliographic references to the scholarship cited, notes from curriculum and professional studies sessions at University or school).

For Part 2 of the Teachers’ Standards, you will be asked to complete a Professional Studies task which will also form part of your RPK portfolio.

The Reflecting on Professional Knowledge form also includes a mandatory section where you should identify three career development targets for your NQT year. These should address career aspirations (e.g. gain further EAL training) as opposed to classroom practice targets (e.g. develop collaborative learning strategies).

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 sketchbook/developmental notes as directed by their phase leader/curriculum tutor to show how they have developed their subject knowledge over the course of the training year.

For Teaching Standard 4 – ‘Plan and teach well-structured lessons’ - you will be expected to present and analyse learning and teaching within two linked but contrasting lessons taught. The linkage may relate to the topic taught, class or pedagogic focus with one lesson having been successful and the other less successful. You should demonstrate an ability to draw on scholarship and pedagogic theory to inform your planning, reflection and evaluation. **You may not use lessons from the Unit of Work in your Applying Professional Knowledge assignment.**

Phase leaders/curriculum tutors may request a more specific focus. You should provide written evidence relating to these lessons to support their presentation including lessons plans, resources, evaluations and pupils’ work (if available) as appropriate.
Where directed by your phase leader/curriculum tutor, you may submit a directed task (for example, a pupil tracking assignment) for a specific Standard which will then be discussed in your RPK interview.

The portfolio should be selective and compact and, in summary, contain the following elements:

1. For TS 1,2,5,6,7,8 and Part Two: Reflections on Professional Knowledge form with associated evidence. This will also include targets for NQT/early career profile.
2. For TS3: Subject Knowledge Audit with associated sketchbook/developmental notes. This will be taken from your Professional Practice Tracker.
3. For TS4:
   - Two linked, contrasting lesson materials to support the professional dialogue
   - Copies of your completed Professional Practice Profile B (For Professional Practice 1) and D (For Professional Practice 2).
   - A copy of your Applying Professional Knowledge unit of work overview grid to demonstrate your ability to plan sequences of lessons.
4. Your reflections on your transition (either nursery, primary or secondary depending on phase) school visit. This should be your written report of 1-2 pages of A4.

You may include electronic evidence if you wish to do so but you would need to bring your own device e.g. laptop or tablet, with you and it is your responsibility to ensure that you have access to all the files you wish to use and that these are organized so they can be found easily and quickly.

**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 (803X1)

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 28th June 2019 – 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: **TS8 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 28th June 2019. 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 Canvas 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 26th April 2019. 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 7th June 2019. 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 Master’s level module assignment must achieve its own published learning outcomes to be awarded a pass. Where a mark and grade (as opposed to Pass/Fail) are awarded, the following generic level descriptors should be used to support the judgement. In so doing, the assessor should recognise that not all the criteria listed may be relevant to the assignment and that a ‘best fit’ approach should be taken.

| Masters Level Pass with Distinction (70-100) | • An excellent level of up-to-date knowledge and a deep understanding  
• A sophisticated ability to: apply knowledge across contexts; critically evaluate or reflect on literature/ evidence/ policy/ practice/experience  
• A sophisticated and insightful ability to design, conduct and evaluate an enquiry or problem-solving activity  
• A work of distinctive professional or academic value which makes a significant contribution to advancing learning and/or solving problems  
• An original argument with well substantiated conclusions  
• Very clearly written and easily readable, with consistently correct use of language and academic convention |
| Masters Level Pass with Merit (60-69) | • A good level of relevant, up-to-date knowledge and understanding  
• A good ability to: apply knowledge across contexts; critically evaluate or reflect on literature/ evidence/ policy/ practice/experience  
• A good ability to design, conduct and evaluate an enquiry or problem-solving activity  
• A good argument made with a number of reasoned and substantiated conclusions  
• Consistently well written, good use of language and academic convention |
| Masters Level Pass (50-59) | • An acceptable level of relevant knowledge and understanding  
• An ability to: apply knowledge across contexts; critically evaluate or reflect on literature/ evidence/ policy/ practice/experience  
• An ability to design, conduct and evaluate an enquiry or problem-solving activity  
• An argument made with some reasoned conclusions  
• Generally well written with a small number of errors in spelling punctuation, grammar or academic convention |
| Fail (0-49) | • Little or no knowledge or understanding  
• An inability to: apply knowledge across contexts; critically evaluate or reflect on literature/ evidence/ policy/ practice/experience  
• An inability to design or carry out an enquiry or solve problems  
• An incoherent argument and lack of reasoned conclusions  
• Consistently weak spelling punctuation, grammar and inadequate application of academic convention |
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>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Practice 2 (15 Level 7 Credits)</td>
<td>Reports PPC, PPPD and PPPE</td>
</tr>
</tbody>
</table>

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 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.

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.

These reports are also designed as a prompt to identify any ‘Support Plan’ or ‘Cause for Concern’ 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 are available electronically at: www.sussex.ac.uk/education/iteforms
4.8 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.

4.9 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 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 Support Plan 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.

4.10 Termly Assessment of Trainee Progression
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 completing their Professional Practice Tracker.

The Professional Practice Profile is completed at five points over the year. The first two (PPPA – Phase A: ‘Finding out’, and PPPB – Phase B: ‘Trying out.’) as part of Professional Practice One in the Autumn term, and the last three (PPPC – Phase C: ‘Bringing it together’, PPPD – Phase D: ‘Meeting the standards’ and PPPE – Phase E: “Exceeding the standards”) in the Spring and Summer terms as part of Professional Practice Two. These reports reflect what has been discussed and recorded in the Professional Practice Tracker over the course of the trainee’s Professional Practices and is where the Mentor records their professional opinion on trainee progress, grades the trainee’s performance of the Teachers’ Standards using national grading descriptors and offers guidance for development. (These reports are available online). 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.

4.11 Insufficient Progress - Support Plan 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 initiate a Support Plan and Support Tutor request. If they fail to make progress then the Cause for Concern is instigated.

Stage 1 Support Plan
Part A - This is the point that alerts the University to the need for a Support Plan for a trainee if their progress is perhaps not as strong as we might have hoped. On receipt of this report the University will assign a support tutor, normally to visit or contact and guide the school in establishing a programme of additional support.

Part B - An action plan is drawn up by the University tutor in consultation with the Mentor/Professional Tutor which will identify targets, support mechanisms and deadlines using the Support Plan Part B. Targets will then be reviewed (usually after two weeks).

Part C - Targets will be reviewed and recorded on the Support Plan Part C. If sufficient progress is made then the trainee will no longer be regarded require the Support Plan. It is worth noting that many trainees previously requiring such support go on to successfully complete their course.

Stage 2 - Cause for Concern
If concerns remain and targets are not satisfactorily achieved then the trainee moves to the Cause for Concern Process. An action plan will be prepared by the Curriculum Tutor, targets re-established and an assessor’s visit will be organised. The Support Plan and re-established targets are recorded on the Stage 2 Cause for Concern Review of Progress. 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.

There may be unusual circumstances when a trainee fails the final stage of their Cause for Concern process. At this point they will have three options.
1. Take permanent withdrawal from the course.
2. Go to exam board to see a re-sit for the failed placement.
3. In exceptional circumstances trainees who have failed the Cause for Concern process MAY be moved directly to stage 2 of the Suitability for Professional Practice Procedure. See Appendix VII Paragraph 7

At each stage, the Support Plans and Cause for Concern forms must be completed in full and a copy given to the trainee at each stage. All Support Plans and 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.

**Deadlines for the submission of the Support Plan:**

- **Friday 23rd November 2018**
- **Friday 18th January 2019 (Secondary)**
- **Friday 8th March 2019 (Primary)**
- **Friday 3rd May 2019**

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.

**4.12 School Based Assessment**

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

**4.12.1 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 14th December 2018

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 module 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 Foundation stage, KS1 2, 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 in order to complete the Professional Practice Profile. Trainees will come to the meeting with their up-to-date Professional Practice Tracker which is the record of their progress towards meeting the Teachers’ Standards as discussed in the Mentor meetings over the half term. They will also have completed the relevant sections on the Professional Practice Profile (A or B).

Using the tracker and having read the trainee’s reflections, 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. Consideration must be given as to the stage of training the trainees are working within (phases A or B)

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 Very Good, Good, Pass or 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.
4.12.2 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 24th May 2019

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 module 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 Foundation Stage KS1, 2, 3, 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 in order to complete the Professional Practice Profile. Trainees will come to the meeting with their up-to-date Professional Practice Tracker which is the record of their progress towards meeting the Teachers’ Standards as discussed in the Mentor meetings over the half term. They will also have completed the relevant sections on the Professional Practice Profile (C, D or E).

Using the tracker and having read the trainee’s reflections, 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. Consideration must be given as to the stage of training the trainees are working within (phases C, D or E).

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.

4.13 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.

4.14 Criteria for the Award of the PGCE
Students are required to engage with and take 90 credits. The two 15 credit modules X1027 Professional Practice 1 and X1030 Professional Practice 2 are assessed as pass/fail so the mean for the award is calculated across the other modules, with a Distinction or Merit awarded where the criteria are met. X1027 Professional Practice 1 and X1030 Professional Practice 2 must be passed as a pre-requisite, normally before sitting 804X1 Reflecting on Professional Knowledge.
In the event of a candidate failing 801X1 Applying Professional Knowledge an in year resit will be offered while resits for 804X1 Reflecting on Professional Knowledge will be offered during the A3 summer assessment period. Marks awarded for resits are capped at the pass mark.

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.

For further detail, students should refer to the full University Examination and Assessment Regulations Handbook. See: www.sussex.ac.uk/academicoffice/documentsandpolicies/examinationandassessmenthandbooks

4.15 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.

4.16 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. Some of this support might be in group reflect and review sessions.

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. They are an invaluable support.

The Student Life Team are available for student issues such as:
- Personal Concerns
- Student Funding:
  - Well being
  - Access to Learning Fund
  - All Scholarships, Bursaries and Vice Chancellor’s loans.

Students needing information about temporary withdrawal or considering withdrawing but this should be discussed with your Curriculum Tutor and/or Course Leader first.
- Student Complaints*
- Student Discipline
- Submission of Mitigating Evidence
- Help with understanding University procedures*
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 Leaders
The Schools Partnership Leader is responsible for overseeing partnership between the University and partner schools. As such the Schools Partnership Leaders 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
Sussex, 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 common 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: http://www.sussex.ac.uk/education/ite/partners/forms

At the meeting with your Curriculum Tutor (or sometimes the Phase 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)
- Course variation
- 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 Support Plan 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 once 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 a 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.
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. Where necessary, cases may be brought to the Student Progress Committee.

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.

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 2018/19 – 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.

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 Professional Tutor 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 2014 and the following link will take you to the report http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/70071

5.7 Policy and Guidance for Pregnant Trainees, Maternity and Paternity

Under the Equality Act (2010), the university does not penalise trainees who miss exams or course work deadlines because of pregnancy and maternity (including pregnancy-related illness or appointment). The following applies:

• Maternity is defined as including all stages of pregnancy and up to 26 weeks after the birth of a child;
• Pregnant trainees should talk to their curriculum tutor and headteacher/professional tutor (if on school-based training) as soon as they are able;
• The headteacher/curriculum tutor may inform the respective management teams and other colleagues about the pregnancy;
• Pregnant trainees are allowed to attend antenatal care if recommended by a doctor or a midwife. Absence due to pregnancy, maternity or paternity should not normally exceed six days;
• Regular health and safety reviews may be necessary to take account of changes as the pregnancy develops. By law, the mother must remain absent from work for two weeks immediately after the birth;
• Absence, including paternity leave, would normally be decided following discussions with the headteacher/professional tutor, trainee teacher and partnership coordinator;
• As you are not employees, there is no entitlement to paternity leave but individual circumstances should be discussed with your curriculum tutor.
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.

<table>
<thead>
<tr>
<th>Professional Tutor Forum (termly)</th>
<th>Sussex Consortium for Teacher Education</th>
<th>ITE conference (Annually)</th>
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<tr>
<td>The final term meeting forms part of the annual conference.</td>
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<tr>
<th>ITE Meetings once per term Phase meetings at least twice per term minimum</th>
<th>Trainee Voice group (once per term)</th>
<th>Ad Hoc Working Groups</th>
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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, professional tutors and Setting Managers representing the geographical area covered by the Consortium (Brighton & Hove, East Sussex and West Sussex),
Director of ITE
Deputy Director of ITE
Partnership Leaders
Primary Leader
Secondary Leader
EYTS Leader
BA Leader
Distance learning leader (currently P and P and Hurst College)
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.

Professional Tutor Forum

The Professional Tutor 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 Director of ITE to implement necessary changes and improvements, and help to plan these changes where appropriate. The Professional Tutor Forum meets termly to feed information to the Consortium Steering Committee. The Professional Tutor 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 and the SCTER 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 Professional Tutor Meeting 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. In secondary placements 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 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 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 phase and/or subject specialist nominated by the Director 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 at least 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 development 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 Director 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 Director of ITE;
7. Working with the Director 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.

Director of Initial Teacher Education
The Director of Initial Teacher Education is a University appointment made in consultation with the Consortium Steering Committee. The Director of ITE reports to the School of Education and Social Work SLT Meeting and to the Consortium Steering Committee. The Director 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/phase group individually in school, usually twice a year for secondary and three times a year for primary, 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, reviewing 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. For primary the partnership visit forms part of the first curriculum tutor visit.

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 http://www.sussex.ac.uk/ogs/policies/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 their tutor if they have any concerns.

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):
https://www.teachers.org.uk/

National Association of Schoolmasters and Union of Women Teachers (NASUWT):
https://www.nasuwt.org.uk/
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 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, 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, health 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 areas 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: unprofessional behavior, significant negative impact on pupil progress, 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 meet with the trainees to discuss the issues and outline the procedure. They should 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. This will be informal and will not be minuted and will basically advise the trainees of the process. It will be followed up with an email outlining the suitability for Professional Practice Procedure.

3 The stage 1 formal meeting will then be set and 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 Please note there may be exceptional circumstances where someone who has failed their Cause for Concern Process may move directly to Stage two of the Suitability for professional Practice Procedure. This may be due to serious concerns about impact on pupil progress or professionalism issues for example.

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); The Director of ITE, 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.

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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.
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 2018. 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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