ITE Partnership
Secondary Mentor Handbook
2016/17
The aim of this handbook is to familiarise mentors with details of the PGCE Secondary courses and associated School Direct routes for 2016-17.

This handbook is taken from the main handbook which, along with further information can be downloaded from: [www.sussex.ac.uk/education/partners](http://www.sussex.ac.uk/education/partners)

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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.

**The Education School Office is located in Essex House 04**

**Usual office hours are: 9am to 1pm and 2pm to 5pm Monday to Friday**
# Secondary PGCE

## Spring Term

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## Summer Term

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## Key

- **Professional Practice**
- **Complementary Professional Practice**
- **Curriculum Studies optional sessions (tutors should choose 1 and they must be off-site)**
- **CSP (OS)**
- **West Sussex Schools DST week**
- **East Sussex Schools and Brighton and How, KMS, Croydon, Surrey and Hampshire**
- **Holiday for all**
- **Exams**
- **Exam Review Conference**
- **AC**
- **Annual conference**
- **Exercise**
- **Course Evaluation**
- **Exam Review Meetings**
- **Prep**
- **Progress and Assessment Board**
- **DST**
- **Directed Study Time for all**
- **GOOO**
- **Week of Graduation**
- **X**
- **Continuation of Professional Practice for Salterton Trainees (STP)**
- **Assignment Deadline**
### ITE Structure SD (Tuition Fee) 2016-2017

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**KEY**
- Professional Practice
- Complementary Professional Practice
- PST/CS: Curriculum studies optional sessions (tutors should choose 1 and they must be off site)
- Reg: Registration
- CS: Curriculum Studies time
- DST: West Sussex Schools DST week
- PS: Professional Studies
- DST: East Sussex and Brighton
- Rev: Reviews arranged by particular subjects
- Hove, Kent, Croydon, Surrey and Hampshire
- PKS: Reflecting on Knowledge for Schools interviews
- East Sussex Holiday
- Res: Trainee Research Conference
- Ev: Course Evaluation
- Exa: Examiner Meetings
- PAB: Progress and Assessment Board
- DST: Directed Study Time (during induction can be in school)
- GRAD: Week of Graduation
- # : Opportunity to start early as an NOT if your employing school wishes
- * : Assignment Deadline
- **: PP Report Deadlines
## ITE Structure Secondary SD (Salaried)

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### KEY
- **B/H**: Break/Handover
- **Rk**: Rest
- **Y/H**: Year/Handover
- **GRAD**: Graduation
- **CS (OS)**: Curriculum Studies optional sessions
- **DST**: West Sussex/DST week
- **Reg**: Registration
- **PS**: Professional Studies
- **Rev**: Reflected on Knowledge
- **Res**: Research Conference
- **Eva**: Course Evaluation
- **Exam**: Examiners Meetings
- **PAB**: Progress and Assessment Board
- **NST**: Directed Study Time
- **Grad**: Week of Graduation
- **E**: Continuation of Professional Practice for Salaried Trainees (STC)
- **PP**: PP Report Deadlines
### Schedule of Dates for School Report Forms (Professional Tutors & Mentors)

<table>
<thead>
<tr>
<th>Deadline</th>
<th>Report Form</th>
<th>Notes</th>
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<tbody>
<tr>
<td>By Friday 21&lt;sup&gt;st&lt;/sup&gt; October 2016</td>
<td>Return of Professional Practice 1A Report</td>
<td>Trainees should upload a copy to the VLE and send an electronic copy to their curriculum tutor and course co-ordinator. A signed printed copy should be sent to the University, given to trainee and retained by the school. A separate Cause for Concern Report might be required.</td>
</tr>
<tr>
<td>By Monday 14&lt;sup&gt;th&lt;/sup&gt; November 2016</td>
<td>Deadline for schools to complete Cause for Concern Report for Professional Practice 1</td>
<td>After this date a cause for concern process cannot be completed. Earlier notification gives more time for support.</td>
</tr>
<tr>
<td>By Friday 16&lt;sup&gt;th&lt;/sup&gt; December 2016</td>
<td>Return of Professional Practice 1B Report</td>
<td>Trainees should upload a copy to the VLE and send an electronic copy to their curriculum tutor and course co-ordinator. A signed printed copy should be sent to the University, given to trainee and retained by the school.</td>
</tr>
<tr>
<td>By Friday 10&lt;sup&gt;th&lt;/sup&gt; February 2017</td>
<td>Return of Professional Practice 2C Report</td>
<td>Trainees should upload a copy to the VLE and send an electronic copy to their curriculum tutor and course co-ordinator. A signed printed copy should be sent to the University, given to trainee and retained by the school. A separate Cause for Concern Report might be required.</td>
</tr>
<tr>
<td>By Monday 27&lt;sup&gt;th&lt;/sup&gt; February 2017</td>
<td>Deadline for schools to complete Cause for Concern Report for Professional Practice 2</td>
<td>After this date a cause for concern process cannot be completed. Earlier notification gives more time for support.</td>
</tr>
<tr>
<td>By Friday 31&lt;sup&gt;st&lt;/sup&gt; March 2017</td>
<td>Return of Professional Practice 2D Report</td>
<td>Trainees should upload a copy to the VLE and send an electronic copy to their curriculum tutor and course co-ordinator. A signed printed copy should be sent to the University, given to trainee and retained by the school.</td>
</tr>
<tr>
<td>By Monday 8&lt;sup&gt;th&lt;/sup&gt; May 2017</td>
<td>Deadline for schools to complete Cause for Concern Report for Enhancing Professional Practice</td>
<td>After this date a cause for concern process cannot be completed. Earlier notification gives more time for support.</td>
</tr>
<tr>
<td>By Friday 26&lt;sup&gt;th&lt;/sup&gt; May 2017</td>
<td>Return of Professional Practice 2E Report</td>
<td>Trainees should upload a copy to the VLE and send an electronic copy to their curriculum tutor and course co-ordinator. A signed printed copy should be sent to the University, given to trainee and retained by the school.</td>
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</table>
3.5 Teaching Load and Learning Timetables for Core PGCE and School Direct*

*additional information for salaried trainees given below

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

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

The difference between the two periods of Professional Practice is that, in the first placement, the build-up of teaching activities is likely to be slower and more restricted, whereas, in the second placement, the trainee will assume greater responsibility for a larger number of classes or lessons more quickly.

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

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

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

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

#### Professional Practice 1 (Secondary PGCE and School Direct Trainees)
26<sup>th</sup> September, 2016 – 9<sup>th</sup> / 16<sup>th</sup> February, 2017 (West Sussex week earlier) - building to 8 hrs

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

#### Professional Practice 2 (Secondary PGCE)
20<sup>th</sup> / 27<sup>th</sup> February, 2017 - 25th May, 2017 (West Sussex week earlier) - building to 12 hrs

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<tr>
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<th>MONDAY</th>
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<td><strong>Period 1</strong></td>
<td>PPA</td>
<td>PPA</td>
<td>Key Stage 3</td>
<td>Key Stage 4</td>
<td>Research</td>
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<tr>
<td><strong>Period 2</strong></td>
<td>Key Stage 4</td>
<td>PPA</td>
<td>Key Stage 3</td>
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<tr>
<td><strong>Period 3</strong></td>
<td>PPA</td>
<td>Key Stage 3</td>
<td>PPA</td>
<td>Post 16 where possible (KS3/4 if not)</td>
<td>TA/SEND</td>
</tr>
<tr>
<td><strong>Period 4</strong></td>
<td>Key Stage 3</td>
<td>PPA</td>
<td>Directed Tasks</td>
<td>PPA</td>
<td>PPA</td>
</tr>
<tr>
<td><strong>Period 5</strong></td>
<td>PPA</td>
<td>Post 16 where possible (KS3/4 if not)</td>
<td>Mentor Meeting*</td>
<td>Key Stage 3</td>
<td>Post 16 where possible (KS3/4 if not)</td>
</tr>
<tr>
<td>After School</td>
<td>Staff meeting*</td>
<td>Prof. Studies*</td>
<td>Extra-curricular activity*</td>
<td>Dept Meeting*</td>
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*Some of these activities may be timetabled at other times of the school day e.g. lunchtimes, before school, during a teaching period, etc. but should be included within a trainee’s week.

**Please note that 4 Fridays will be university-based.
Remember these indicative timetables are for trainees to build up to and not many of them will be ready for this amount of whole class teaching in the early stages of each placement.

Mentors should review the timetable at the end of each term with a view to making any desirable adjustments that would further enhance the trainee’s professional development. Indeed, mentors may feel that a trainee is likely to make more progress through a reduced proportion of whole class teaching, especially during the early weeks of the placements.

In these cases, trainees should undertake a programme of some whole class teaching combined with focused observation, team-teaching and teaching of small groups. The proportion of whole class teaching can then be increased at the discretion of the mentor.

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

**Teaching load and trainee individual needs**

| Observation/Micro /Team/Full Class Teaching | 8 hours | 12 hours |
| Mentor Meeting | 1 hour | 1 hour |
| Professional Studies | 1 hour | 1 hour |
| Directed Tasks | 1 hour | 1 hour |
| M level research | 1 hour | 1 - 2 hours |
| **Total School Based Teacher Education** | 4 hours | 4 - 5 hours |
| Tutor Group | 1 - 2 hrs | 1 - 2 hrs |
| Supportive Education – SEN/EAL/TA | 2 hours | 1 hour |
| Dept/School Meetings | 2 hours | 2 hours |
| Extra- curricular | 1 hour | 1 hour |
| **Total Further Professional Duties** | 6 - 7 hours | 5 – 6 hours |
| **Planning, Preparation & Assessment** | 7 hours | 6 - 8 hours |
| **TOTAL** | 25- 26 hours | 27 - 31 hours |

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

Although the partnership recommendation is that all secondary Salaried and Self-Funded trainees are supernumerary as with primary candidates maximum timetabling expectations are set out below. Any exceptions with regard to particular candidates where schools wish to exceed these limits must be explicitly pre-negotiated between school and university with a signed agreement in place between School, Trainee and University.

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

**Before core University Induction week** salaried trainees should not be asked to teach lessons without a qualified teacher present unless agreed individually with the university and with a planned intensive training programme to equip them. If trainees are asked to teach from the beginning of term even with supervision they must have been provided with a package of training by the school prior to the beginning of term. Key areas covered may include behaviour and class management including relationships and routines, lesson planning, use of basic data, child protection, relevant school policies etc.

**From 26th September onwards until October half-term** out of the maximum of up to 8 lessons 4 must be observed by qualified teachers including 2 by the mentor. Trainees will be teaching no more than 4 hours a week on their own.

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

**3rd half-term (Jan to Feb half-term)** up to 14 hours a week over 4 days a week with 2 lessons being observed including 1 by the mentor. Trainees will be teaching no more than 12 hours on their own.

**4th half term (Feb half-term to end of Spring term)** Up to 16 hour lessons/week over 5 days – if on Enhancing Professional Practice this should start after an induction with 2 lessons being observed including 1 by mentor. Trainees will be teaching no more than 14 hours on their own.

**5th half term (Easter to May half-term)** up to 16 lessons over 4 days a week – 1 lesson must be observed by mentor.

**6th half term (May half-term to End of Summer term)** If on Enhancing Professional Practice, teach up to 16 hours a week over 5 days after induction with 1 observation per week. If not on Enhancing Professional Practice, candidates teach as directed by headteacher.

**Specific Further Timetabling Guidance for Secondary Salaried and Self-Funded Trainees**

- The trainee timetable must be of sufficient breadth over 2 consecutive key stages e.g. varying ability/sets and classes should be of customary size for the school. Schools can consider easing planning load for trainees by planning for trainees to teach more than one class in the
same year group where this is possible within the maximum hours and whilst still allowing breath across different year groups, abilities and key stages.

- For candidates training in a SEND school weekly day release to teach their subject in a mainstream setting must be arranged in addition to a block complementary experience.
- For candidates training over KS4/5 but employed by an institution which covers only one of their Key Stages a longer 6 week Enhancing Professional Practice block must be undertaken. If the school opts for the Enhancing Professional Practice block to take place after May half term the trainee will need to attend the placement on preceding Fridays after February half term which will also include some teaching.
- If a second secondary related subject is also taught by a trainee with appropriate subject knowledge (e.g. Dance also taught by a Drama trainee) this must be in consultation with the university at the time of appointment/timetabling, with full agreement of the trainee and must be for no more than 30% of trainee teaching time. Trainees should not be asked to teach two unrelated subjects to plug gaps in the timetable.
- Design Technology Trainees need a timetable across two key stages in both their two specialist strands (e.g. textiles and Food Technology) with teachers qualified and experienced to support training in both of these strands supervising them.
- Trainees must have at least 3 shared lessons in common with their mentor per week (1 of these could be with another experienced teacher)
- The weekly mentor meeting should be planned into the timetable and the mentor should be experienced and not a novice mentor.
- Schools must cover the mentor and other appropriate staff to carry out the number of weekly observations (see above) which will vary in class and key stage and frequency across the stages of the year
- Timetabling should allow for trainees to engage weekly with other key training opportunities such as focused observation of experienced colleagues teaching which will help them address their teaching targets and to undertake team teaching. Training activities recommended include trainees observing a lesson and then teaching it themselves to a parallel class with planning support.
- Trainees should be timetabled to attend weekly school Professional Studies sessions if run during the school day.
- Extensive support in planning lessons and understanding specifications and schemes of work etc. provided by the school very early on. This will be needed by salaried trainees before PGCEs and School Direct (Tuition Fee) trainees are ready for this information.
- Extensive support with assessment marking and the role of pupil data will also be needed earlier on than is relevant for PGCEs and SD (Tuition Fee) trainees
- Salaried trainees should have their lesson planning checked, feedback given and signed off for teaching by their mentor or other subject specialist before teaching. Schools should agree with the trainee their expectations for submitting in planning e.g. 24/48 hours in advance of a lesson.
- Whilst training to teach on the Salaried or Self-funded programme candidates should not be required by their schools to continue in previous roles such as TA, SENCO, Technician, EAL support, Business Manager etc.

3.8 The Supervision of Trainee Teachers and Cover Lessons

PGCE and School Direct (Tuition Fee) Places

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

School Direct (Salaried) Trainees

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

Trainee teachers should not normally take responsibility for teaching any class under the supervision of a cover teacher unless: (1) that class has been observed or team taught by the trainee at work with their regular teacher; (2) the work expected has been previously discussed with the regular teacher.

Under no circumstances can PGCE or School Direct (Tuition Fee) trainees cover for an absent teacher. Whenever trainees are taking a class there must also be a designated Qualified Teacher who has a legal responsibility for that class. As teaching confidence increases, trainees may wish to take one-off opportunities to teach lessons with classes with which they are not in regular contact. It is not advisable to agree to do a last-minute stand-in for a regular or supply cover teacher. PGCE and School Direct (Tuition Fee) Place trainees should never, under any circumstances, be left unsupervised for extra-curricular activities.

3.9 Trainee Responsibilities at School

Throughout school placements, trainees are expected to:

- Accept responsibility for their own learning and professional development under the guidance and support of Mentors and Professional Tutors;
- Undertake and complete all assigned course work, including teaching practice, preparation and marking;
- Work within the agreed channels of communication between school and university tutors;
- Behave in an acceptably professional manner, abiding by the codes of behaviour for each institution;
- Alert school and/or university tutors to any problems and concerns;
- Hand in copies of their completed School Based Training Log (record of mentor meeting) each week to their Professional Tutor and upload to the VLE.
- Complete and upload copies of their ITE progress tracker to the university’s VLE each week. This gives formal weekly lesson observation grades and summarises weekly targets and successes (see Form G in appendix XI).
- Keep a record of their attendance, completing a ‘Reason for Absence’ pro forma for any days/sessions missed.

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

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

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

Trainees also should observe pupils in different contexts: for example, at arrival and departure time - entrance and exit from assembly - during mid-morning and lunch breaks. Focus on a small group of pupils and note differences in behaviour in different settings. Spend at least one whole day with a particular teacher to gain some idea of the variety of their professional activities and the way in which these are paced. Some schools encourage or arrange for a tour around the catchment area.
It is important to try to **begin the activities outlined above** towards the start of the placement; otherwise there may be little time to do so later on. If possible trainees should observe teaching in a different curriculum or year group area from time to time, as a great deal could be learned from seeing as wide a range of teaching approaches as possible.

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

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

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

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

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

### 3.10 Settling into the school

Trainees are likely to spend most of their time working with their Mentor and the Professional Tutor. However, over the course of a professional practice placement, trainees are likely to teach other teacher’s classes and receive guidance from a broad range of colleagues.

To help trainees settle in, Mentors and Professional Tutors should:

- Introduce trainees to other teachers and non-teaching support staff;
- Ensure that trainees are provided with essential information about the systems to deal with problems and emergencies and with procedures for rewards and sanctions in the school;
- Give trainees details of the policy on homework setting and on marking policy, and supply a mark book for the classes to be taught;
- **Ensure that all other subject/year group members who will be working with trainees are aware of the course expectations – particularly regarding lesson observation protocols.**

As professional practice progresses, Mentors will:

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

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

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

Sussex has championed reflective practice for many years and it is something that we are keen that all trainees should adopt and embed in their training year as it has the potential to impact significantly on their practice throughout their entire teaching career. Reflective teaching involves a willingness to engage in constant self-appraisal and development. The purpose of reflective practice is to enable the trainee to make the transition from focusing on their own performance to focusing on the processes of teaching and learning.
Reflection is an active process best undertaken in steps after the lesson. It involves a review and analysis of the teaching and learning process in order to inform future lessons. Out of this process will come short-term objectives and longer term issues for professional development. During school experience there are a number of ways in which trainees can be encouraged to reflect and develop as a teaching professional – all of which involve the guidance and leadership of designated mentors and other colleagues within the school.

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

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

Trainee-mentor meetings should provide an opportunity for:

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

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

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

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

Focus: Trainee’s general induction and individual needs
Trainees should be prepared to discuss their strengths and areas for development. For example, their:

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

Focus: Getting Started – an induction to your department and how the subject is taught in the school

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

Focus: Lesson planning and students’ individual needs

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

Focus: Behaviour management

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

Focus: Assessment and pupil progress

- Review of subject knowledge development
- Introducing department assessment policy
- Identifying assessment opportunities – when might they occur/be planned for (inc. homework)?
- How to see evidence of pupil progress
- DIRT strategies
Focus: Working with data
- Information on pupils’ CATS/SATS scores, SEN info, IEPs etc on classes to be taught;
- How is data used to inform planning, track progress and improve learning?
- What data is used in the school/department?
- How to use this and local/national data;
- Agreeing preparation work for half-term.

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

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

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

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

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

Spring Term

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

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

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

Focus: Working with parents/guardians
- Parents’ evenings or open evenings?
- Arrangements for participation in meeting with parents;
- When and how to phone home – what to say/not to say, school procedures etc.
- Issues around writing reports;
- Managing difficult situations with parents
Focus: Working with Teaching Assistants and other adults
- How Teaching Assistants are used in the department/school;
- Ideas for working more effectively with Teaching Assistants;
- Working and liaising with other professionals; e.g. SENCO, EP, EWO, social workers

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

Focus: Review of RPK folder and standards evidence for School Professional Practice 2 Form (2D)
- Review of subject knowledge development;
- Checking paperwork – forms and logs etc;
- Reviewing evidence for Standards;
- Review of progress, evidence of meeting standards;
- Completion and Return of Professional Practice 2D Report

Focus: Second school
- Discuss identified strengths and targets and agree action plan;
- Discuss timetable and in-school programme + ICT needs and experience;
- Schemes of work, assessment and syllabuses GCSE and A-level;
- Identify subject knowledge strengths and any ‘gaps’;
- Relevant contacts in school SENCO etc.
- Information on pupils’ CATS/SATS scores, SEN info, IEPs etc on classes to be taught;
- What data is used in the Dept?
- Personalised Learning within the subject.

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

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

Summer Term

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

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

Focus: Review of ROE, Completion of PPP
- Review of subject knowledge development;
- Review of progress and Portfolio;
- Completion of RoE / PPP.
- Completion and Return of Professional Practice 2E Report

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

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

* on a rolling programme

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

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

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

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

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

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

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

The partnership expects at least one area of progress or strength be related to subject specific knowledge, pedagogy or planning alongside one subject specific target.

In addition observers may wish to comment on some of the following:

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

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

**CLASS MANAGEMENT:**
- Was there a check on attendance?
- Was there a disciplined and orderly start to the lesson?
- Were the activities varied?
- Is the trainee’s voice clear, firm and the language used appropriate for the age of the pupils?
- Does the questioning technique employed elicit an enthusiastic and meaningful response from all the children in the class and is it used in part for formative assessment?
- Does general discipline ensure that the attention and the motivation of the class are maintained for most of the lesson?
- Does the trainee act safely in the classroom and do the pupils behave in a safe manner?
- Was equipment accessible and was it distributed safely?
- Does the trainee circulate around the class providing prompts and help to pupils as required?
- Does the trainee show awareness of pupil activities adjusting prescribed tasks according to the abilities of the pupils and showing flexibility to adapt to changing needs?
- 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?
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 observation and feedback. Note that an effective feedback session will normally last about as long as the lesson under scrutiny, so make sure you allow sufficient time.
Agree a focus for the observation with the trainee in advance.
Agree your role during observation. Will you be sitting at the back? Interacting with pupils?
Observation should be planned to cover the full range of the classes being taught.
It is not good practice to formally observe every lesson taught by the trainee. Receiving feedback on every lesson taught can overburden the trainee with more advice than can be assimilated easily.

During the lesson

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

During the feedback

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

3.12.4 Target Setting

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

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1 This guidance is based upon materials available on History in Initial Teacher Training website: www.historyitt.org.uk produced by the Historical Association.
Mentors maybe aware of the acronym **SMART** which is widely used to describe goals and targets. Which they might like to use to base their targets on. Different people use different terms but the messages are very similar:

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

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

### 3.12.5 Trainee Reflection – Lesson Evaluations and Subject Knowledge Audits

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

#### Trainee evaluation of individual lessons
It is a requirement for trainees to evaluate all their lessons, although these do not all have to be full evaluations (Curriculum Tutors will advise on this). Good evaluation:

- Occurs within 24 hours after the lesson;
- Refers to what happened in the lesson with reference to: a) what worked well; b) what requires change in the future; and usually, c) how far current targets were met;
Identifies targets for future lessons;
Identifies immediate issues for discussion with the Mentor.
Does not need to be written in lengthy prose – bullet points will often suffice when identifying what when well and areas for improvement.

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

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

**Subject Knowledge Development and Audits**

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

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

### 3.13 Attendance

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

### 3.14 Organisation

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

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

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

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

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

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

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

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

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

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

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

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

Stage 4 - If concerns remain and targets are not satisfactorily achieved an action plan will be
prepared, targets re-established and an assessor’s visit will be organised. The action plan and re-established targets are recorded on the Stage 4 Cause for Concern Review of Progress (Appendix VII). 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 or PGCE Leader to observe the trainee - the examiner may be a curriculum tutor (from outside the curriculum area or phase), an experienced school based tutor from another school or an External Examiner. The assessor will need to observe one or two separate lessons, discuss the trainee’s progress with school based tutors and interview the trainee. Following this process the examiner will make a recommendation on whether the professional practice should be terminated.

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

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

In the interests of enabling trainees to benefit from support mechanisms the following clear deadlines are established.

| For PP1 By Monday 14th November 2016 | Deadline for schools to complete Cause for Concern Report | After this date a cause for concern process cannot be completed. Earlier notification gives more time for support |
| For PP2 By Monday 27th February 2017 | Deadline for schools to complete Cause for Concern Report | After this date a cause for concern process cannot be completed. Earlier notification gives more time for support |
| For Enhancing PP By Monday 8th May 2017 | Deadline for schools to complete Cause for Concern Report | After this date a cause for concern process cannot be completed. Earlier notification gives more time for support |

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.

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.

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.
This handbook is for advice and guidance only and is not a substitute for the formal statements and requirements of the Charter, Statutes, Ordinances, Regulations and procedures of the University. In case of any conflict these formal statements and requirements take precedence over the handbook.

Every effort has been made to ensure the accuracy of the information contained in the handbook, as at 1 Sept 2016. The University can, however, take no responsibility for errors or omissions, or for arrangements made by third parties. It reserves the right to change the information given at any time.

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