University of Sussex
Professional Tutor’s Handbook
2017/18
The aim of this handbook is to familiarise Professional Tutors involved in Initial Teacher Education (ITE) with details of the PGCE (Secondary) course and associated School Direct routes for 2017-18.

For Professional Tutors, forms and additional information can be downloaded from the Partnership Schools webpages:

www.sussex.ac.uk/education/partners

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### QUICK REFERENCE

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

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<thead>
<tr>
<th>Deadline</th>
<th>Report Form</th>
<th>Notes</th>
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<tr>
<td><strong>By Friday 20th October 2017</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>
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<td><strong>By Friday 15th December 2017</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>
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<td><strong>By Friday 9th February 2018</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>
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<tr>
<td><strong>By Thursday 29th March 2018</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>
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<tr>
<td><strong>By Friday 11th May 2018</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>
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<td><strong>24th November 2017</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>
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### Schedule of Partnership Events for PGCE and SD Professional Tutors and Mentors

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<tr>
<th>Date &amp; Time</th>
<th>Autumn Events</th>
<th>Attendees</th>
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<td>Date &amp; Time</td>
<td>Spring Events</td>
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<tr>
<td><strong>Wednesday 31st January 2018</strong> 13:30-15:30</td>
<td>New <strong>Secondary</strong> Mentor Training</td>
<td>New Mentors for second professional practice (secondary)</td>
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<td><strong>Wed 31st January 2018</strong> 16.00 – 18.00</td>
<td>Second Professional Practice ITE Launch</td>
<td>All Mentors for second professional practice (secondary)</td>
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# Course Structure

## Secondary PGCE Course Schedule 2017-18

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## KEY

- **Ind**: Induction week
- **Main placement**: Main placement
- **B&H**: Brighton and Hove schools start date for SD
- **Reg**: Registration
- **PS**: Professional Knowledge
- **CS**: Curriculum Studies
- **CS/DST**: CS/DST that will vary according to different subjects
- **RPK**: Reflecting on Knowledge for Schools Interviews
- **Eva**: Course Evaluation
- **REV**: Review
- **Leave time**: Leave time
- **Directed Study Time for all**: Directed Study Time for all
- **DST for Brighton and Hove schools**: DST for Brighton and Hove schools
- **Holiday for all**: Holiday for all
- **AC**: Annual conference
- **Assignment Deadline**: Assignment Deadline
- **Dissertation study**: Dissertation study
- **Support Plan deadline**: Support Plan deadline
- **Additional SB days where required**: Additional SB days where required
- **Exam board**: Exam board
- **Eva**: Evaluation and last day of course
## Autumn Term

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<td>T8</td>
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<tr>
<td>Mon</td>
<td>b/h</td>
<td>RPK</td>
<td>RPK</td>
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<td>REV</td>
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<td>Tues</td>
<td>REG</td>
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<tr>
<td>Thurs</td>
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<td>DST</td>
<td>REV</td>
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<td>PS/CS</td>
<td>PS/CS</td>
<td>PS/CS</td>
<td>PS/CS</td>
<td>DST</td>
<td>PS/CS</td>
<td>PS/CS</td>
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## Summer Term

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<tr>
<td>ITE Week</td>
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<td>35</td>
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<td>Uni Week</td>
<td>T9</td>
<td>T10</td>
<td>T11</td>
<td>T12</td>
<td>A</td>
<td>A</td>
<td>A</td>
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<td>NA</td>
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<td>Mon</td>
<td>b/h</td>
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<td>RPK</td>
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<tr>
<td>Tues</td>
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<td>RPK</td>
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<tr>
<td>Wed</td>
<td>RPK</td>
<td>RPK</td>
<td>RPK</td>
<td>DST</td>
<td>EB</td>
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<tr>
<td>Thurs</td>
<td>RPK</td>
<td>RPK</td>
<td>RPK</td>
<td>DST</td>
<td>EB</td>
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<tr>
<td>Fri</td>
<td>RPK</td>
<td>RPK</td>
<td>RPK</td>
<td>DST</td>
<td>Eve</td>
<td>AC</td>
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</tbody>
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### KEY

- **Ind**: Induction week
- **Main placement**: Placement week
- **B&H**: Brighton and Hove schools start date for SD
- **Reg**: Registration
- **PS**: Professional Knowledge
- **CS**: Curriculum Studies
- **CS/SB**: CS/SB that will vary according to different subjects
- **RPK**: Reflecting on Knowledge for Schools Interviews
- **Eva**: Course Evaluation
- **REV**: Review
- **SB/DST**: School Based day unless schools request DST

- **First line**: Leave time
- **Second line**: DST: Directed Study Time for all
- **Third line**: DST: DST for Brighton and Hove schools
- **Fourth line**: Holiday for all
- **Fifth line**: Annual conference
- **Sixth line**: Assignment Deadline
- **Seventh line**: Dissertation study
- **Eighth line**: Support Plan deadline
- **Ninth line**: Additional 58 days where required
- **Tenth line**: Exam board
- **Eleventh line**: Evaluations and last day of the course
PROFESSIONAL PRACTICE

All routes and phases will complete two professional practices. During the first professional practice, four out of five days are spent in school and Fridays are dedicated to university led curriculum and professional studies. The second professional practice is essentially a block with a very small number of Friday review and teaching days held at university at strategic points in the placement. For each ITE Route every trainee is required to teach in two contrasting school settings.

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

Secondary School Direct (Training and Salaried*)
Professional Practice 1: Main School Placement from September to February half term
Professional Practice 2: Second School Placement 4-6 weeks in a contrasting school after February half term and return to main school placement from Easter to May half term.

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

*Swapping trainees between schools for a block placement will be strongly encouraged however individual adjustments can be discussed where schools would experience significant issues with releasing a salaried trainee for a block placement.

After May Half term, Salaried School Direct trainees continue teaching at their employing school until the end of the summer term.

Teaching Load and Learning Timetables

*additional guidelines for timetabling Salaried School Direct 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.

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 as they are able. 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, 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.

Mentors should draft a timetable as soon as possible, sharing this with the trainee **who should submit it to their curriculum tutor for approval before beginning teaching.**

Depending on the confidence, experience and progress of the trainee, an example plan is as follows:

- w/b 25th Sept – whole school induction
- w/b 2nd Oct – observation, possibly teach a starter.
- w/b 9th Oct and 16th Oct – teaching starters and team teaching. Continue to observe/act as TA with all timetabled classes. Teach one whole lesson before half term
- w/b 30th Oct and 6th Nov – teach 2 – 3 KS3 lessons
- w/b 13th and 20th Nov – teach 4 – 6 KS3 lessons
- w/b 27th Nov or 4th Dec – teach 5 - 6 KS3 lessons and 1 – 2 KS4
- w/b 11th Dec – teach 8 lessons

**Example Timetables**

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

25th September 2017 – 8th February 2018: building to 8 hrs by Christmas

<table>
<thead>
<tr>
<th>Period 1</th>
<th>MONDAY</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
<th>THURSDAY</th>
<th>FRIDAY</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Tutor Group</td>
<td>Tutor Group</td>
<td>Tutor Group</td>
<td>Tutor Group</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Key Stage 3</td>
<td>PPA</td>
<td>Key Stage 4</td>
<td>Key Stage 4</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Period 2</th>
<th>Period 3</th>
<th>Period 4</th>
<th>Period 5</th>
<th>After School</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>PPA</td>
<td>TA/SEND</td>
<td>Key Stage 3</td>
<td>Key Stage 3</td>
</tr>
<tr>
<td></td>
<td>Key Stage 4</td>
<td>Key Stage 3</td>
<td>Directed Tasks</td>
<td>PPA</td>
</tr>
<tr>
<td>University Based Study</td>
<td>Research/work on assignment</td>
<td>PPA</td>
<td>Key Stage 3</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>MONDAY</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
<th>THURSDAY</th>
<th>FRIDAY</th>
</tr>
</thead>
<tbody>
<tr>
<td></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 and School Direct)

19th February 2018 – 25th May 2018: building to 12 hours by Easter

<table>
<thead>
<tr>
<th></th>
<th>MONDAY</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
<th>THURSDAY</th>
<th>FRIDAY**</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tutor Group</td>
<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>
<td>Research</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>
<td>Key Stage 3</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>
<td>TA/SEND</td>
</tr>
<tr>
<td>Period 4</td>
<td>Key Stage 3</td>
<td>PPA</td>
<td>Directed Tasks</td>
<td>PPA</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>
<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>
<td></td>
</tr>
</tbody>
</table>

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

**Please note that 4 Fridays will be university-based.

Key

<table>
<thead>
<tr>
<th>Observation/Micro /Team/Full Class Teaching</th>
<th>Professional Practice 1</th>
<th>Professional Practice 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Curriculum teaching</strong></td>
<td>8 hours</td>
<td>12 hours</td>
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<tr>
<td>Mentor Meeting</td>
<td>1 hour</td>
<td>1 hour</td>
</tr>
<tr>
<td>Professional Studies</td>
<td>1 hour</td>
<td>1 hour</td>
</tr>
<tr>
<td>Directed Tasks</td>
<td>1 hour</td>
<td>1 hour</td>
</tr>
<tr>
<td>M level research</td>
<td>1 hour</td>
<td>1 - 2 hours</td>
</tr>
<tr>
<td><strong>Total School Based Teacher Education</strong></td>
<td>4 hours</td>
<td>4 - 5 hours</td>
</tr>
<tr>
<td>Tutor Group</td>
<td>1 - 2 hrs</td>
<td>1 - 2 hrs</td>
</tr>
<tr>
<td>Supportive Education – SEN/EAL/TA</td>
<td>2 hours</td>
<td>1 hour</td>
</tr>
<tr>
<td>Dept/School Meetings</td>
<td>2 hours</td>
<td>2 hours</td>
</tr>
<tr>
<td>Extra- curricular</td>
<td>1 hour</td>
<td>1 hour</td>
</tr>
<tr>
<td><strong>Total Further Professional Duties</strong></td>
<td>6 - 7 hours</td>
<td>5 – 6 hours</td>
</tr>
<tr>
<td>Planning, Preparation &amp; Assessment</td>
<td>7 hours</td>
<td>6 - 8 hours</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>25- 26 hours</td>
<td>27 - 31 hours</td>
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</table>
Teaching Load and Trainee Individual Needs
The indicative timetables above 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.

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.

Timetabling for Secondary School Direct Salaried and Self-Funded Trainees
The Sussex Partnership has developed guidelines for the Secondary School Direct Salaried programme aiming to safeguard a comparable quality training and support experience for trainees as for those on the core PGCE and School Direct (Tuition Fee) 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 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. Excessive timetabling 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. Therefore giving each trainee access to the best training possible will be key in securing high outcomes and safeguarding pupil achievement.

Maximum timetabling expectations are set out below. Any exceptions where schools wish to exceed this regarding particular candidates must be explicitly pre-negotiated between school and university with a signed agreement in place between School, Trainee and University.
All salaried trainees should be given substantive opportunities for team teaching/shared planning with qualified teachers in the early stages and opportunities to observe colleagues teach.
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>Maximum hours of teaching time (less is better)</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>First half term</td>
<td>8</td>
<td>2</td>
<td>2</td>
<td>4</td>
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<tr>
<td>Second half term</td>
<td>12</td>
<td>2</td>
<td>1</td>
<td>9</td>
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<tr>
<td>Third half term</td>
<td>14</td>
<td>1</td>
<td>1</td>
<td>12</td>
</tr>
<tr>
<td>Fourth half term (includes second school placement)</td>
<td>16</td>
<td>1</td>
<td>1</td>
<td>14</td>
</tr>
<tr>
<td>Fifth half term</td>
<td>16</td>
<td>1</td>
<td>0</td>
<td>15</td>
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<tr>
<td>Sixth half term</td>
<td>Teach as directed by headteacher</td>
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In all observations, formal and informal, the University Lesson Record proforma should be used by the observer.

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).

For KS3/4 candidates at least one KS4 class must be allocated from October half term (this could be one of the shared lessons).

**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 breath across different year groups, abilities and key stages.
- For candidates training in a SEND school, weekly day release to teach their subject in a mainstream setting must be arranged in addition to a block complementary experience.
- For candidates training over KS4/5 but employed by an institution which covers only one of their key stages a longer 6 week complementary school placement block must be undertaken with preceding day visits on Fridays and which will include teaching as set out above.
- If a second secondary related subject is also taught by a trainee with appropriate subject knowledge (e.g. Dance also taught by a Drama trainee) this must be in consultation with the university at the time of appointment/timetabling, with full agreement of the trainee and must be for no more than 30% of trainee teaching time. Trainees should not be asked to teach two unrelated subjects to plug gaps in the timetable.
- For 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 and key stage and frequency across the stages of the year
- Timetabling should allow for trainees to engage weekly with other key training opportunities such as focused observation of experienced colleagues teaching which will help them address their teaching targets and to undertake team teaching. Recommended training activities include trainees observing a lesson and then teaching it themselves to a parallel class with planning support.
- Trainees should be timetabled to attend weekly school Professional Studies sessions if run during the school day.
- Extensive support in planning lessons and understanding specifications and schemes of work etc. 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.

**Professional Practice 2**

Professional Practice 2 is the period of time between February half term and May half term.

Secondary PGCE - 12 weeks in Second Placement school from 19/02/18 to 25/05/18

Secondary School Direct (Tuition fee and Salaried) 4-6 weeks in Second Placement school from 19/02/18

The remit of the experience in a second school is wider than teaching and also includes:

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

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

For PGCE the placement is arranged by University Curriculum Tutors.

For School Direct the placement is arranged by the main or lead school
School Direct Teaching Load in the Second Placement

Tuition Fee

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

Salaried

Main School: Up to 16 hour lessons/week over 4 days in main placement with one weekly Mentor observation between February half term and May half term.

In Complementary Placement School on Fridays between February half term and May half term: After a preliminary visit on Friday 28th September and an induction day, building to 2-3 lessons a day after an induction.

In the main placement 1 lesson per Friday bi weekly will also be observed. In the complementary placement 1 one lesson would also be lesson observed per week. Trainees will be teaching no more than 16 hours on their own in total over 5 days.

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

Preparation for the Second School Experience

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

The Mentor and trainee together identify what areas of the standards should be focused on in the new school so that these are targeted and best use is made of the time spent there. Second/Enhancing school Mentors will receive a summative report, the Professional Practice Profile (PPPC form) before their trainee starts with them. Towards the end of the main Professional Practice all trainees should make a one day visit to their second school, perhaps hosted by Sussex trainees where applicable. During that day, they will meet with their new Mentor to discuss their achievements so far as set out on their PPC form and plan for next steps in progress. They also need to discuss their new timetable, meet relevant staff and observe some lessons. The trainee will make arrangements to visit the school for this day. 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 PPC form so that training can be focused on their needs and so that their new Mentor is aware of their targets.

Personal contact should also be made between the two Mentors ahead of the Complementary Professional Practice as to the trainee's achievements to date, what is hoped for in terms of experiences from the second school and the level of school-based training input required. There will be an opportunity for this to take place at the Spring term Mentor Training Events: Wednesday January 31st 2018 (Secondary) 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 PPC if a separate meeting is not practical.

Assessing the School Direct Second School Experience

Mentor observations of trainees teaching during the second placement should take place weekly as in the main placement using the Secondary Lesson Observation form. In addition a formal assessment report will also be completed: The Professional Practice Profile (PPPD form) will be completed by the second school Mentor with some contribution from the main school Mentor during their joint observation visit to the school towards the end of the placement.
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.

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 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.**

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.

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;
- Initially, complete university lesson plan pro formas 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.
- 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;
- Share Professional Practice Tracker with the Mentor on a weekly basis.
• Complete the online version of the Professional Practice Tracker each week (the information to be completed online will depend on the phase you are training in).
• Keep a record of their attendance, completing a ‘Reason for Absence’ pro forma for any days/sessions missed.

Mentor Responsibility

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. Mentors must share medium term plans/ schemes of work with the trainee in order to give them an overview of what they are expected to teach. 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, 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.

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 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.
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.

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;
- Ensure trainees have access to medium term plans and schemes of work
- 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 should never assume responsibility alone.

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.

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 timetabled 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:**
1. Review progress towards teaching standards by focusing on the Professional Practice Tracker and trainee reflections,
2. Discussing pedagogical strands and strategies as suggested by curriculum tutor /handbooks; preparing for forthcoming teaching and strategies for meeting targets identified.

**Preparation for and Recording of the weekly 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 etc. They will also identify a focus for the week that may arise from these reflections, and/or be based on their subject-specific programme of Mentor sessions (if available). 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 Professional Practice Tracker. 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 session 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, 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.**

**Trainees must have access to the Professional Practice Tracker at all times.**
Secondary trainees will be advised by Curriculum Tutors as to how to work with the document. An electronic version of the Professional Practice Tracker are available to all trainees. If trainees are not working directly on the electronic version of the tracker, they must ensure that it is updated at regular intervals e.g. weekly. 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 Professional Practice Tracker should be used to help complete 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.
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.

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 proforma 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/pages/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, 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 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 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, subject specific pedagogy or subject specific 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?
- 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 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?

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.

1 This guidance is based upon materials available on History in Initial Teacher Training website: www.historyitt.org.uk produced by the Historical Association.
Target Setting
The idea of ‘target setting’ is a well-established process in most ITE courses but there are different views about what makes it effective - for example, how many targets should be given to trainees at a particular time - and there is a continuum between ‘hard-edged’ targets and ‘things to think about’ in more general terms.

Most lesson observations and mentor meetings should end with the establishment of clear targets for development. It is important to devise suitable strategies or training activities that will help trainees make progress towards meeting the target(s). Obviously focused practice has a critical role to play, but it is of no help to a trainee whose target is to ‘improve the starts of lessons’ simply to suggest that they do this by ‘improving the start of lessons’! They need to be offered more specific suggestions about how to improve: for example by focused observation or trialing particular techniques. At all stages those involved in setting targets are encouraged to ensure that all targets are specific.

Mentors 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:

Specific          Measurable         Achievable        Relevant        Time related

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

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

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

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

Time 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.
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.

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 each week. They will also be reflecting on their Professional Practice Profiles.

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). 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;
- 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, Art and DT, 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.

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 II. In the case of planned absence, trainees must complete a ‘Request for Absence’ pro forma.

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 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. 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

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

• High quality school based training to enable trainees to meet the Teachers’ Standards
• A common Professional Studies course for trainees from all local Universities and on all routes to QTS placed in the same school;
• Quality assurance within and across schools, and a common entitlement for all trainees.

As well as the application and implementation of general teaching issues and competences in the school context, Professional Studies in schools covers such areas like behaviour management, working with other adults, diversity, equal opportunities and SEND. Topics and issues can be explored from a school’s own perspective and context. Therefore, it is not unusual for a topic to be introduced at university and be covered in both 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. Topics have been grouped as appropriate. Many topics are covered in both placements, usually with different emphasis. Sessions will be led either by Professional Tutors or by invited teaching and non-teaching specialists in the topic.

Trainees will sometimes be asked to prepare work for their Professional Studies sessions, either by prior reading (e.g. school documentation), talking to a relevant teacher (e.g. SENCO) or completing a School Task as listed in your subject handbook. Preparation work means that trainees take an active part in sessions and contribute to discussions in a meaningful and informed way. They may also be asked to prepare a limited number of presentations on a particular topic, for specific Professional Studies sessions.
Professional Tutors are asked to write an overview of their trainees’ progress and contribution over the Placement in the PPP report. This should also include an account of any presentations given in Professional Studies sessions.

**School Professional Studies School Topics: Secondary**

Some secondary professional studies themes coinciding with the PGCE and School Direct 2017-2018 year are listed below as a guide. These should be introduced where possible but most schools create their own programme, drawing on the expertise of staff in the schools, and the school’s priorities.

**Professional Studies Topics – Main Professional Practice (Sept – Feb)**

<table>
<thead>
<tr>
<th>1. Induction</th>
<th>7. Working with parents</th>
</tr>
</thead>
<tbody>
<tr>
<td>• school organization; staffing; curriculum</td>
<td>• Strategies for communicating with parents</td>
</tr>
<tr>
<td>• school ethos and culture; setting etc.</td>
<td>• How to manage successful parents’ evenings</td>
</tr>
<tr>
<td>• policies and procedures incl. diversity</td>
<td>• supporting/shadowing</td>
</tr>
<tr>
<td>• Use of ICT: SIMS, school portal/vle/email;</td>
<td>• Writing reports</td>
</tr>
<tr>
<td>interactive whiteboard training, eSafety</td>
<td></td>
</tr>
<tr>
<td>• Pastoral tutor group system</td>
<td></td>
</tr>
<tr>
<td>• School safeguarding and child protection</td>
<td></td>
</tr>
<tr>
<td>procedures; ‘At risk’ pupils; The Prevent</td>
<td></td>
</tr>
<tr>
<td>Strategy and radicalization</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. Diversity and Equal Opportunities</th>
<th>8. Beyond the curriculum dimension</th>
</tr>
</thead>
<tbody>
<tr>
<td>• achievement issues relating to gender,</td>
<td>• personal, social and health education</td>
</tr>
<tr>
<td>ethnicity &amp; social class</td>
<td>developing the student ‘contribution’:</td>
</tr>
<tr>
<td>• school procedures and policies</td>
<td>citizenship, Student Voice; learning out of the classroom incl.</td>
</tr>
<tr>
<td>• awareness of diverse interests, experiences of</td>
<td>homework and extra-curricular interests</td>
</tr>
<tr>
<td>children e.g. boys, girls, cultural heritage</td>
<td>• staying safe; dealing with bullying</td>
</tr>
<tr>
<td>• Aware of Equal Opportunity Issues e.g.</td>
<td></td>
</tr>
<tr>
<td>racism, disability, sexism, homophobia, stereotyping, bullying</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• classroom management including discipline and behaviour management</td>
<td>• Information and Communications Technology</td>
</tr>
<tr>
<td>• handling challenging behavior; rewards and sanctions</td>
<td>• literacy &amp; numeracy across the curriculum</td>
</tr>
<tr>
<td></td>
<td>• creativity and thinking skills</td>
</tr>
<tr>
<td></td>
<td>• opportunities for cross-curricular work</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4. Special Educational Needs and Disability (SEND) and ‘Personalised Learning’ 1</th>
<th>10. Reflection and Review</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Personalised Learning: differentiation</td>
<td>SWOT (Strengths, weaknesses, targets, threats)</td>
</tr>
<tr>
<td>• using data to assist in identifying needs</td>
<td>• Training Focus requested by trainees</td>
</tr>
<tr>
<td>• learning support systems &amp; strategies</td>
<td>• Input from trainees e.g. feedback from visit to</td>
</tr>
<tr>
<td></td>
<td>cross phase visit (primary/ secondary school)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>5. Assessment</th>
<th>11. Applying for jobs and interviews:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• assessment policy; assessment for Learning</td>
<td>• Applications including personal statements</td>
</tr>
<tr>
<td>• using data to track pupil progress</td>
<td>• Successful Interviews perhaps including a</td>
</tr>
<tr>
<td>• giving feedback to pupils i.e. formative comments</td>
<td>mock interview</td>
</tr>
<tr>
<td>• learning outcomes and success criteria</td>
<td>• Planning an interview lesson</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>6. Communicating and working with others</th>
<th>12. Transition and Options</th>
</tr>
</thead>
<tbody>
<tr>
<td>• role of support staff and planning to use TA</td>
<td>• Transition arrangements</td>
</tr>
<tr>
<td>• deploying other adults in the c/room</td>
<td>• Working with data to support transition</td>
</tr>
<tr>
<td>• working with other professionals e.g. EWO, EP</td>
<td>• KS2-3 continuity; KS5 continuity</td>
</tr>
<tr>
<td></td>
<td>• Pathways for progress in 14-19/options</td>
</tr>
<tr>
<td></td>
<td>• vocational courses</td>
</tr>
</tbody>
</table>

| 13. Reflection and Review 2                                                 |  |
Secondary Professional Practice 2 Professional Studies Topics (end Feb – May)

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

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

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

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

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

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

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

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

9. Reflection and Review 3
   - What to expect in your NQT year
   - A toolkit for a successful Induction year
   - Support systems and assessment
   - Contribution from recent NQTs

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 an 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.

At each stage, the Support Plans and Cause for Concern forms (all available at http://www.sussex.ac.uk/education/ite/partners/pages/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 24th November 2017
- Friday 19th January 2018 (Secondary)
- Friday 4th May 2018

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.
APPENDICES

Appendix I - Roles and Responsibilities

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

The Mentor will:

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

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

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

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

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

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

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

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

(9) carry out joint observations with the curriculum tutor and liaise with the university Curriculum Tutor, for up to three school visits and at all other times as necessary;
(10) attend in-service scheduled Mentor meetings to review trainees’ progress and to plan, review, monitor and evaluate the University and school components of the Curriculum course;

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

Some PGCE Mentors may:

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

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

(14) be invited to lead a curriculum session;

(15) work towards the university ITE Certificates. (Appendix III)

Further guidance can be found in the National Standards for School-based initial teacher training mentors: www.sussex.ac.uk/education/ite/partners/pages/partnership

Further References: Those interested in seeking academic accreditation by researching their work as mentors/PTs are encouraged to visit the Sussex website and seek further details on the Education MA: www.sussex.ac.uk/education/mae

Appendix II - Attendance and Procedures for Absence

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

Attendance Expectations
Students MUST attend the full number of days in Professional Practice (if trainees are absent from placement they may be required to make up days lost).

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

Procedures
If students are absent from placement they should inform their Mentor and Curriculum Tutor. For prolonged absences, the following expectations apply:

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

Absence longer than five working days because of ill-health must be accompanied by medical evidence and completing a ‘Reason for Absence’ pro forma; OR Absence longer than five days for other than medical reasons must be agreed with the Course Leader and based on appropriate evidence.
The medical certificates/ mitigating circumstances presented as evidence by students to cover absences from the course will be held on file by the ESW.

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

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

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

**Sanctions**
We will ensure that all poor attendance, absenteeism and lateness is treated fairly to ensure just and equitable treatment for trainees. In the event of inadequate attendance, the Course Leader is empowered to: inform funding bodies, include information on attendance and lateness in references to employers, potential failure of Reflecting on Professional Knowledge, in serious breaches of attendance policy, and institute termination procedures under unprofessional behaviour.
Appendix III - Sussex ITE Mentoring Certificate Criteria and Audit

In order to be recognized, the Sussex Consortium for Teacher Education and Research expects mentors to demonstrate the following:

<table>
<thead>
<tr>
<th>Expectations of Sussex Mentors</th>
<th>Recommended Evidence Base</th>
<th>Evidence Submitted</th>
<th>Audited by (sign &amp; date)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Secure Professional Knowledge</td>
<td>Brief CV detailing nature of subject expertise. i.e. degree and number of years teaching subjects</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Meeting of mentor standards 1-3</td>
<td>Feedback from trainees or PT for mentors; from mentors or SLT for PTs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Continuing Professional Development in Mentoring or managing mentors (PTs)</td>
<td>Records of attendance at any mentor training meetings (resources, agendas, minutes) or mentor/Professional Tutor meetings.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Organisation of regular mentoring programme (mentors); induction and Professional Studies programme (PTs)</td>
<td>Notes from mentor sessions, minutes, trainee timetable (mentors); induction and Professional Studies programme (PTs)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Effective communication with ITE partners</td>
<td>PPPs, support plans, Cause for Concerns, Email trails, etc.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Formative support in teacher training</td>
<td>Lesson observation records, support plans, tracker, PPPs.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accurately assess trainee progress and offer long term developmental targets</td>
<td>Completion of Professional Practice Profile or other end of placement report.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Mentors/ professional tutors are asked to write in the nature of evidence provided and attach a selection of associated documents securely.

**Mentor’s/ professional tutor’s declaration (please complete fully):**

I (full name:………………………………………) am a mentor/PT for the following ITE course (subject/age range etc): …………………………………………. and have supported the following trainee(s) through their school experience at: (name school)……………………………………. Signed: …………………………………………………………. Date: ………………………………………

**Curriculum Tutor’s Recommendation:**

As Curriculum Tutor for the following Initial Teacher Education course:………………………………………. I recommend the mentor/PT named above to receive a Sussex ITE Award for their contribution to Initial Teacher Education.

Signed………………………………………………………………………………….. Date: ………………………………………
Sussex Advanced ITE Mentoring Certificate Criteria and Audit

In order to be recognised, the Sussex Consortium for Teacher Education and Research expects mentors/professional tutors to demonstrate the following (in addition to Sussex ITE Certificate criteria):

<table>
<thead>
<tr>
<th>Expectations of Sussex Advanced Mentors</th>
<th>Recommended Evidence Base</th>
<th>Evidence Submitted</th>
<th>Audited by (sign &amp; date)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engagement with Peer Coaching ESSENTIAL</td>
<td>Cross moderation exchange visit – you will co-observe a trainee teach in another school and observe the mentor feedback or you will sit in on a mentor meeting.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Development of mentoring and/or subject and pedagogical expertise</td>
<td>accessing appropriate professional development and engaging with robust research.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Support in academic assessment</td>
<td>M level moderation of RPK interviews (can be from previous years)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Selection of trainees</td>
<td>Interviewing potential candidates either in school or university for SD or PGCE.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Contributing to University based training</td>
<td>Contributions to curriculum or professional studies sessions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Promoting effective partnership</td>
<td>Attendance at University Committee meetings or Professional Tutor Meetings/ Annual Conference</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Mentors/PTs are asked to write in the nature of evidence provided and attach a selection of associated documents securely.

Mentor’s/PT’s declaration (please complete fully):

I (full name:…………………………………………..) am a mentor/PT for the following ITE course (subject/age range etc) : …………………………………………………… and have supported the following trainee(s) through their school experience at: (name school)………………………………………

Signed: …………………………………………………………….Date: …………………………………

Curriculum Tutor’s Recommendation:

As Curriculum Tutor for the following Initial Teacher Education course:

………………………………………………… I recommend the mentor/PT named above to receive a Sussex ITE Award for their contribution to Initial Teacher Education.

Signed…………………………………………………………………..Date: ………………………………

ALL mentors who gain either certificate can use them as evidence to gain their first 15 credits towards the Education MA, which reduces the overall cost of the course. For information about the Education MA, visit: www.sussex.ac.uk/education/mae
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.

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