Contents
1. Welcome ......................................................................................................................... 2
2. Key contacts .................................................................................................................... 3
3. Glossary of key acronyms and phrases ........................................................................ 4
4. Manchester Metropolitan University Curriculum ....................................................... 5
5. Programme Outcomes .................................................................................................... 9
6. Roles and responsibilities for teaching experience ...................................................... 10
7. Roles ............................................................................................................................... 11
8. MMU University Visiting Tutor (UVT) Purpose and Process Chart ........................... 12
9. Expectations of our student teachers ........................................................................... 13
10. The programme calendar ............................................................................................. 14
11. Professional mentor roles and responsibilities .......................................................... 15
12. Student Teacher Entitlement ....................................................................................... 17
13. Teaching experience and placements .......................................................................... 18
   a. Allocation of placements ............................................................................................ 18
   b. Suitable placements ................................................................................................. 18
14. Data Protection whilst on placement .......................................................................... 20
15. Disclosure and Barring ............................................................................................... 20
16. Timetables .................................................................................................................... 21
17. Equality Statement and Religious Observance ............................................................ 23
18. Key meetings and dates ............................................................................................... 25
19. Induction for placements A and B ............................................................................... 26
   19.1 The induction period in school: Placement A ......................................................... 26
   19.2 The induction period in school – Placement B ....................................................... 27
   19.3 The Enrichment Phase .......................................................................................... 28
20. What if things don’t go to plan during placement? ...................................................... 30
    Failure of a placement .................................................................................................. 30
21. The role of the professional mentor in delivering professional practice/issues programme in school .................................................................................................................. 33
22. Writing the PM reference ............................................................................................. 34
23. Response to Covid-19 .................................................................................................. 35
    Covid Guidelines for student teachers ........................................................................... 35

The PGCE Secondary Education programme has been designed carefully to guide students towards meeting the Teachers’ Standards at the end of the programme.
1. Welcome
This handbook has been compiled by the Partnership team to assist students, professional mentors, subject mentors and University Visiting Tutors in their support and assessment of students on placement. We are committed to preparing students to become highly skilled and reflective practitioners through inspiring professional development in creative school partnerships, focusing on understanding and promoting effective learning and pupil progress and developing professional expertise.

This guidance provides a summary of key processes and activities that take place during Teaching Experience. For guidance on paired placements and details about requirements for each individual placement, please refer to the Secondary Partnership website: https://www.mmu.ac.uk/stepd/partnerships/

The National Standards for School-based Initial Teacher Training Mentors (July 2016), while not currently statutory, play an important role in our work together. The standards aim to strengthen the quality of support that students receive while on placements and to create consistency within partnerships and across Initial Teacher education in England. The standards can be found here: https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/536891/Mentor_standards_report_Final.pdf

All our systems and processes are regularly reviewed in a constant drive for improvement. If you have any suggestions to improve the quality of students’ Teaching Experience, please contact the partnership coordinator who has responsibility for the placement. You can also make suggestions and share ideas and feedback at the Partnership Strategic Development Group.

The focus of this handbook is on the role of the professional mentor, the tasks to be carried out each week and the way in which you, work with mentors in your school and engage in personal and professional development.

It is important that, as a Professional Mentor (PM), you are well trained and familiar with the role and all its key elements. To help you with this the PM Handbook has been separated into specific sections on each aspect of the role as well as providing you with a sense of the course and key points in the student’s year.

Professional Mentor training
We ask that as Professional Mentor, you attend at least one of the PM training events. For this academic year, the training will be held virtually. These are held prior to the start of each placement and towards the end of the summer term.

The purpose of the training is to provide you with confidence in carrying out the professional mentor role effectively by ensuring familiarity with the requirements of the role and an understanding of the student teacher entitlement.

We also use these sessions to ensure that we share good practice, address questions and concerns and look at ways of developing within the role during the year. As always, if you require support during placement, please contact the Placement lead and we will be happy to help.
2. **Key contacts**

<table>
<thead>
<tr>
<th>Name</th>
<th>Role</th>
<th>Email address</th>
<th>Telephone number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Secondary Placements Office</td>
<td>Partnership administration</td>
<td><a href="mailto:Secondary.placements@mmu.ac.uk">Secondary.placements@mmu.ac.uk</a></td>
<td>0161 247 6422</td>
</tr>
<tr>
<td>School Direct Administration</td>
<td>School Direct administration</td>
<td><a href="mailto:schooldirect@mmu.ac.uk">schooldirect@mmu.ac.uk</a></td>
<td>0161 247 2383</td>
</tr>
<tr>
<td>Karen Fuller</td>
<td>Head of ITE Partnership Lead</td>
<td><a href="mailto:karen.fuller@mmu.ac.uk">karen.fuller@mmu.ac.uk</a></td>
<td>0161 247 1642</td>
</tr>
<tr>
<td>Jo Baynham</td>
<td>Partnership Coordinator for PGCE Block A placement</td>
<td><a href="mailto:PGATE@mmu.ac.uk">PGATE@mmu.ac.uk</a></td>
<td>0161 247 5125</td>
</tr>
<tr>
<td>Majella Dalton-Bartley</td>
<td>Partnership Coordinator for PGCE Block B placement</td>
<td><a href="mailto:PGBTE@mmu.ac.uk">PGBTE@mmu.ac.uk</a></td>
<td>0161 247 2354</td>
</tr>
<tr>
<td>Zoe Crompton</td>
<td>School Direct Programme Leader</td>
<td><a href="mailto:z.crompton@mmu.ac.uk">z.crompton@mmu.ac.uk</a></td>
<td>0161 247 2308</td>
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<tr>
<td>Pete Bayliss</td>
<td>Partnership Tutor</td>
<td><a href="mailto:p.bayliss@mmu.ac.uk">p.bayliss@mmu.ac.uk</a></td>
<td>N/A</td>
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<tr>
<td>Gill Burgess</td>
<td>Partnership Tutor</td>
<td><a href="mailto:g.burgess@mmu.ac.uk">g.burgess@mmu.ac.uk</a></td>
<td>N/A</td>
</tr>
<tr>
<td>Aileen Thom</td>
<td>Partnership Tutor</td>
<td><a href="mailto:a.thom@mmu.ac.uk">a.thom@mmu.ac.uk</a></td>
<td>N/A</td>
</tr>
<tr>
<td>Cheryl Wilberforce</td>
<td>Partnership Tutor</td>
<td><a href="mailto:c.wilberforce@mmu.ac.uk">c.wilberforce@mmu.ac.uk</a></td>
<td>N/A</td>
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3. **Glossary of key acronyms and phrases**

<table>
<thead>
<tr>
<th>Acronym</th>
<th>Definition</th>
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</thead>
<tbody>
<tr>
<td>CPD</td>
<td>Continuing Professional Development</td>
</tr>
<tr>
<td>ITT / ITE</td>
<td>Initial Teacher Training / Initial Teacher Education</td>
</tr>
<tr>
<td>PMCPD</td>
<td>Professional Mentor Continuing Professional Development</td>
</tr>
<tr>
<td>Partnership Coordinator</td>
<td>A member of university staff with partnership responsibilities, including as a Placement Unit Leader.</td>
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<tr>
<td>Partnership Tutor</td>
<td>Support partnership development in a cluster schools and deliver mentor training.</td>
</tr>
<tr>
<td>PGCE</td>
<td>Post Graduate Certificate in Education</td>
</tr>
<tr>
<td>PGS</td>
<td>Progress Board of Examiners</td>
</tr>
<tr>
<td>Placement A</td>
<td>First teaching experience</td>
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<tr>
<td>Placement B</td>
<td>Second teaching experience</td>
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<tr>
<td>PMT</td>
<td>Professional Mentor Training</td>
</tr>
<tr>
<td>Professional Mentor</td>
<td>The person in school who has responsibility for all student teachers on placement and supporting subject mentors.</td>
</tr>
<tr>
<td>PT</td>
<td>Personal Tutor</td>
</tr>
<tr>
<td>PTM</td>
<td>Partnership Tutor Meeting (MMU Staff)</td>
</tr>
<tr>
<td>SEC</td>
<td>Student Evaluation Committee</td>
</tr>
<tr>
<td>Senior Moderator</td>
<td>University staff who quality assure placements (see further guidance)</td>
</tr>
<tr>
<td>SMT</td>
<td>Subject Mentor Training</td>
</tr>
<tr>
<td>SPSG</td>
<td>Secondary Partnership Steering Group</td>
</tr>
<tr>
<td>ST</td>
<td>Student Teacher</td>
</tr>
<tr>
<td>Subject Mentor</td>
<td>Person responsible for supporting student teachers on a day to day basis</td>
</tr>
<tr>
<td>TE</td>
<td>Teaching Experience (guidance)</td>
</tr>
<tr>
<td>UPT</td>
<td>University Personal Tutor</td>
</tr>
<tr>
<td>UVT</td>
<td>University visiting tutor who visits the students during their placement</td>
</tr>
</tbody>
</table>
4. Manchester Metropolitan University Curriculum

The PGCE Secondary Education programme has been designed carefully to guide students towards meeting the Teachers’ Standards at the end of the programme.

**Intent**

For our student teachers, joining our PGCE Secondary Education programme is the first step in a journey to becoming a teacher professional. They will engage with the Manchester Met. Secondary Education curriculum throughout the programme, which incorporates all elements of the Core Content Framework (CCF) [https://www.gov.uk/government/publications/initial-teacher-training-itt-core-content-framework](https://www.gov.uk/government/publications/initial-teacher-training-itt-core-content-framework), the minimum entitlement for all Initial Teacher Education programmes.

We understand that becoming a secondary teacher is a complex process and our curriculum responds to the ongoing development of the professional teacher identity through supporting students to become responsible, independent learners who can explore their individual interests and needs through a personalised academic programme involving increasing stages of independence, research and choice of study.

Our curriculum will support students in key aspects, such as:

- learning to teach (generic pedagogy, including adaptive teaching and classroom management)
- learning to teach a subject (subject knowledge and pedagogy, curriculum design, planning and assessment)
- learning to be a teacher (teacher identity, professional behaviours, developing reflective and reflexive practice, educational ideologies and values)
- learning to be a teacher-researcher (critical thinking, exploring research, evaluating the impact and effectiveness of research on teaching and learning)

Our curriculum takes varied, but equally valuable, forms across multiple sites and is planned holistically and in responsive ways. It is co-designed and co-taught across our partnership, sharing a pedagogical approach with an agreed division of labour and expert knowledge between our schools and university tutors.

**Implementation**

The Manchester Met. curriculum offers students to engage through dialogic means, becoming responsible for co-creating their degree programme with support and guidance from personal tutors and provides the opportunity to take increasing responsibility for their own professional development through building a culture of research, reflection and enquiry. Student choice and a personalised programme with well-considered sequencing of the knowledge and skills to be learned across the theoretical and practical dimensions.

Delivery of the curriculum takes place in a ‘blended’ format, co-produced and delivered by university tutors and school mentors. This means there is a mixture of on-campus, in-school and online learning. This includes seminars, webinars and workshops, Massive Open Online Courses (MOOCs), pre-recorded content and tutorial sessions. Students collaborate and contribute to work in groups of various sizes as well as independently.

**Impact**

The Manchester Met. curriculum is exciting, challenging and rewarding, creating excellent teachers for the future. It is designed to enable students to make successful progress and provide opportunities
for them to gather the required evidence to demonstrate that the Teacher Standards have been met. It is underpinned by a desire on the part of the schools involved and all at Manchester Met, for students to develop as outstanding professional, beginning teachers, well able to critically reflect on practice and aiming to achieve the best for themselves and the children and young people that they teach.

The carefully planned sequencing of knowledge, skills and understanding supports the development of practical application with pupils and learners and provides the necessary tools to prepare students to be confident, innovative, inspirational practitioners, capable of teaching in a variety of settings, in an increasingly diverse and ever-changing society.

The ITT Core Content Framework (CCF)
From September 2020 all ITE providers are working with a new ITT Core Content Framework which builds on and replaces the Framework of Core Content for Initial Teacher Training (2016).

What is it?
It is designed to emphasise the importance of high-quality teaching. Similar to the Early Career Framework, for each Teachers’ Standard, there are ‘Learn that…’ and ‘Learn how to’ statements.

The ITT Core Content Framework does not set out the full ITT curriculum for student teachers. The complexity of the process for becoming a teacher cannot be overestimated and it remains for individual providers to design curricula appropriate for the subject, phase and age range that the student teachers will be teaching.

While the ITT Core Content Framework is presented around the Teachers’ Standards for clarity, the ITT Core Content Framework is not, and should not be used, as an assessment framework. Student teachers will not be expected to collect evidence against the ITT Core Content Framework. Student teachers will be assessed against the Teachers’ Standards at the end of their Initial Teacher Training where QTS will be awarded.

The ITT Core Content Framework has been designed to support student teacher development in five core areas – behaviour management, pedagogy, curriculum, assessment and professional behaviours.

To ensure congruence with the eight Teachers’ Standards, the ITT Core Content Framework is presented in eight sections. In developing the framework, behaviour management is addressed in High Expectations and Managing Behaviour (S1 and S7); pedagogy is addressed in How Pupils Learn, Classroom Practice and Adaptive Teaching (S2, S4, S5); and curriculum, assessment and professional behaviours are addressed in S3, S6 and S8 respectively.

Part 2 of the Teachers’ Standards
Part Two of the Teachers’ Standards defines the behaviour and attitudes which set the required standard for conduct throughout a teacher’s career. These standards must always be met and stand alongside the ITT Core Content Framework, so are not referenced in detail. However, all student teachers should have a clear understanding of the expectations regarding personal and professional conduct of a teacher and the ethics of the teaching profession. This includes how Fundamental British Values can be upheld in schools and the importance of showing tolerance and respect for the rights of others.
Why do we need it?


In response to the ITT Core Content Framework, we have developed a Progression and Achievement Document (PAD), which monitors and reviews the progress of student teachers throughout their teacher training year.

Assessment of Progress: PGCE

The PGCE programme is divided into four phases.

1. **Induction Phase** incorporates University teaching and early stages of placement A.
2. **Development Phase** incorporates later stage placement A
3. **Progression Phase** incorporates University teaching and early stages of Placement B.
4. **Achievement Phase** incorporates later stages of Placement B / PGF and Enrichment Activity

At the end of each phase, all student teachers undergo an assessment of their progress against the MMU Curriculum. This is carried out by subject mentors and subsequently, University Tutors. Tutors and mentors should identify for each category whether a student teacher is making sufficient progress against the MMU curriculum or not.

Guidance on completing the PAD

- The Progression and Achievement Document is an ongoing “working document” which demonstrates the progress the student teacher is making throughout the academic year.
- The student teacher is ultimately responsible for this document, which is in their Teaching Experience File (online using the OneDrive)
- The student teacher must ensure all relevant sections are completed by the appropriate dates as identified in the academic calendar and teaching experience handbook.
- The evidence to support the PAD will be in the Student Teachers TEF.
- There are four reports: Interim and final report for placement A and Interim and final report for placement B.
- The professional mentor must send the completed reports to the placements team.

The Teachers’ Standards

The Teachers’ Standards are end-point statements which must be met to achieve Qualified Teacher Status. It is important you familiarise yourself with these prior to beginning the course. For more information about the Teachers’ Standards: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/665520/Teachers__Standards.pdf

Themes and dimensions for teaching and learning

These elements are those addressed across the course, both in schools and University; they incorporate the aspects of education that extol the core values essential to all learning communities and that promote community cohesion and help teachers prepare children for life in a diverse, just, safe and equitable society.

**SMSC: Social Moral Spiritual and Cultural and PREVENT**

SMSC is a statutory, inspected, and value-laden aspect of being a teacher.
**British Values**
Within SMSC development, a duty is placed upon students to protect children from extremism and to encourage them to uphold fundamental British values, mutual respect and tolerance for different faiths and beliefs. Please read the Department for Education (DfE) advice on this at: [https://www.gov.uk/government/publications/promoting-fundamental-british-values-through-smsc](https://www.gov.uk/government/publications/promoting-fundamental-british-values-through-smsc)

**Safeguarding**
Prior to placement, students are provided with a safeguarding briefing which builds on what had been covered in the previous year. This is also undertaken in schools during the induction period. These sessions are broadly equivalent to most ‘Level 1 Safeguarding training’. The government requires that all teachers should read at least part 1 of the statutory guidance ‘Keeping Children Safe in Education’ (2016). Read it at: [https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/550511/Keeping_children_safe_in_education.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/550511/Keeping_children_safe_in_education.pdf)

**Prevent**
5. Programme Outcomes

The award of PGCE signifies that student teachers have met, and demonstrated evidence of meeting, all of the Programme Outcomes that include the Standards for the Awards of Qualified Teacher Status (i.e. the characteristics which must be demonstrated by all beginning teachers).

The Secondary Programmes also prescribe other outcomes that refine the characteristics of the beginning teacher to make the programmes’ outcomes compatible with the aims of academic study at degree and master’s levels.

**Academic Learning Outcomes of the Manchester Met. PGCE Programme**

Evidence of the ability to:

1. deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data, and communicate their conclusions clearly to specialist and non-specialist audiences;
2. demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at professionally;
3. continue to advance their knowledge and understanding, and to develop new skills to a high level;
4. formulate appropriate enquiries into classroom practice and carry them out, either individually and/or by contributing to an enquiry carried out by a group of practitioners (including peers, mentors and tutors) and evidence of:
5. the qualities and transferable skills necessary for employment requiring:
    i. the exercise of initiative and personal responsibility;
    ii. decision-making in complex and unpredictable situations; and
    iii. the independent learning ability required for continuing professional development.

This will be demonstrated by the student teachers’ professional engagement with the programme at University, on placements and through:

1. Participation in practitioner enquiry (including collaborative enquiry with other student teachers, tutors and mentors)
2. Critical discourse on matters of education principle and policy (including professional discourse in the report process)
3. Formulation of thoughtful and critical written and spoken discourse to justify their own work as a practitioner
4. Production of written accounts based on enquiries which meet the needs and professional register of e.g. a partner school’s commissioned curriculum enquiry and/or the requirements and register of scholarly activity
6 Roles and responsibilities for teaching experience

The partnership should:

- acknowledge that the well-being and education of pupils in schools/settings takes priority over all other considerations;
- exercise a duty of care for all of the student teachers, their personalised professional development needs and their well-being;
- support student teachers with respect, being mindful of the stage of their training and how this is impacting on the challenges they might be facing;
- ensure that student teachers are equipped to enjoy the rewards and challenges of the teaching profession and recognising the need to nurture the next generation of committed, resilient, high-quality teachers;
- support student teachers progress against the MMU curriculum.

Student teachers should:

- understand and take responsibility for the impact of their teaching on pupil progress and learning over time;
- utilise all aspects of their learning, in school, in University and in independent study, to support their progress as reflective practitioners, alongside their professional development, towards achieving the professional standards for Qualified Teacher Status.

School-based staff should:

- provide effective teaching experiences;
- support student teachers so that they have a positive impact on pupil progress and learning from the outset;
- identify and address student teachers’ needs to support them in readiness for becoming NQTs;
- support student teachers progress against the MMU curriculum.

University staff should:

- work with all members of the partnership to ensure that all student teachers make progress against the MMU curriculum;
- utilise partnership data to inform mentor training that impacts positively on student teacher outcomes and the progress of the pupils they teach.
7 Roles
There are several different people involved in teaching experience and supporting student teachers in school.

<table>
<thead>
<tr>
<th>Roles</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Subject Mentor</strong></td>
<td>The subject mentor provides day-to-day support, training and feedback for the student teacher. They are responsible for creating an appropriate timetable and offering expert guidance to the student teacher and ensuring they sufficient progress against the MMU curriculum and the teachers' standards.</td>
</tr>
<tr>
<td><strong>Professional Mentor</strong></td>
<td>The professional mentor is the person within the school/setting with overall designated responsibility for student teachers. The professional mentor may be working with several student teachers at the same time, in a co-ordinating / overseeing capacity. They monitor the training process in different subjects within the school and moderate the assessment outcomes for all student teachers and quality assure the mentor support and training programme provided. The professional mentor is responsible for attending training in advance of undertaking their role, and ensuring subject mentors are appropriately trained. The PM will provide effective teaching experiences for the student teacher, support them so that they have a positive impact on pupil progress and learning from the outset. The PM will also identify and address student teachers’ needs to support them in readiness for becoming NQTs and support student teachers progress against the MMU curriculum.</td>
</tr>
<tr>
<td><strong>University Visiting Tutor (UVT)</strong></td>
<td>The university visiting tutor quality assures the teaching experience and mentoring process and supports the school/setting and the student teacher throughout the placement. They visit the student teacher once per each teaching experience. Please note this visit is likely take place virtually in the academic year 2020-2021 due to the ongoing pandemic.</td>
</tr>
<tr>
<td><strong>Personal Tutor</strong></td>
<td>The university-based personal tutor will support student teachers before, during and after the placement. They are the point of contact should any problem arise. They are the next point of contact regarding queries after the student teacher has contacted school-based colleagues and/or if the issue is of a personal nature. The personal tutor will liaise with the teaching experience unit leader if and where necessary.</td>
</tr>
<tr>
<td><strong>Teaching Experience Unit Leader</strong></td>
<td>This is the partnership coordinator responsible for a placement. Issues or concerns are referred to the partnership coordinators by university visiting tutors, personal tutors or partnership tutors.</td>
</tr>
</tbody>
</table>
8 MMU University Visiting Tutor (UVT) Purpose and Process Chart

**Purpose of UVT visit:**
- To quality assure the teaching experience
- To quality assure the mentoring process
- To identify any areas for further development
- To provide evidence for the QD process

**Primary Process Chart:**

- **UVT is allocated visits in their workload**
- **UVT pre plans visits in their diaries**
- **UVT contacts school and student to arrange visit.**
- **Visit confirmed**
  - Prior to visit: UVT sends Quality Assurance form to school
  - Student Teacher shares TEF with UVT
- **Visit takes place**
- **Quality Assurance form is completed with inputs from both student and mentor**

**Sub-processes:**

- **Step 1:** Quality Assurance form sent to student, SM and PM and saved centrally in share point within 5 days of visit in relevant year file e.g. 2020
- **Step 2:** Student concerns
  - UVT immediately reports any concerns about the student to the personal tutor
- **Step 3:** Mentor concerns
  - UVT reports any areas for development to Partnership Coordinator responsible for the placement

*Any concerns raised from the class/subject or professional mentor will instigate an early visit*
9  **Expectations of our student teachers**

Student teachers are expected to:

- Abide by the MMU code of conduct
- Abide by the Covid secure measures implemented by your placement school
- Professional conduct at all times
- Be committed.
- Sound planning and preparation
- Dress code – smart, formal dress code should be worn on the first day of placement and subsequently you should adopt the dress code of your placement school.
- Keep university informed – this not only applies to attendance, they should follow the procedures laid down by MMU and their placement school, but if there is anything we need to know or are able to help with or support please contact students personal tutor
- All student teachers must follow the correct procedures for absence
- Involvement in the life of the school.
- Attend placement – to attend all days of placement (unless illness, medical appointments, religious observance), arriving in school at least 30mins before the start of the school day and staying at least 30mins after the end of the day.
- Always sign in and out every day and wear an ID tag – please make sure you know the signing in procedures for your placement school
- Engage in wider professional responsibilities – fulfil duties of a teacher such as break duty, meeting parents, attending staff meetings etc
- Complete all necessary planning, differentiation and preparation of resources in good time for teaching – usually emailing subject mentor with planning on an agreed date e.g. 2 days before teaching
- Reflect on progress, respond to feedback and advice from subject mentor and other ‘expert colleagues’, and address weekly targets to improve practice
- Complete all necessary assessments, marking, setting HW, in accordance with school systems and policies
- Adhere to school’s safeguarding, behaviour, remote learning, health and safety, and data protection policies

**Personal and Professional standards**

All student teachers are expected to maintain very high standards of behaviour by acting in an appropriate way as identified in the teachers’ standards.

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

- Treating pupils with dignity, building relationships rooted in mutual respect, and always observing proper boundaries appropriate to a teacher’s professional position.
- Having regards for the need to safeguard pupils’ well-being, in accordance with statutory provisions
- Showing tolerance of and respect for the rights of others
- Not undermining fundamental British values, including democracy, the rule of the law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- Ensuring that personal beliefs are not expressed in ways which exploit pupils’ vulnerability or might lead them to break the law.
## 10 The programme calendar

<table>
<thead>
<tr>
<th>AUTUMN</th>
<th>Date</th>
<th>07 Sep</th>
<th>14 Sep</th>
<th>21 Sep</th>
<th>28 Sep</th>
<th>05 Oct</th>
<th>12 Oct</th>
<th>19 Oct</th>
<th>26 Oct</th>
<th>02 Nov</th>
<th>09 Nov</th>
<th>16 Nov</th>
<th>23 Nov</th>
<th>30 Nov</th>
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<tbody>
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<td>University week</td>
<td>7</td>
<td>8</td>
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<td>Course week</td>
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<tr>
<td>Online/University</td>
<td>Campus based</td>
<td>Subject induction</td>
<td>Online/virtual</td>
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<th>11 Jan</th>
<th>18 Jan</th>
<th>25 Jan</th>
<th>1 Mar</th>
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**Secondary PGCE Programme 2020-2021**  
**Faculty of Education**  
**Manchester Metropolitan University**

- sub ped = Subject pedagogy unit  
- O/1 = other/virtual studies unit  
- PDP = Professional development unit  
- TP = Teaching practical  
- The details are personalized and will vary depending on subject, level and placement. This calendar provides an overview of weekly arrangements and approximate dates. Where no placement is specified, students will follow the term dates for their placement setting.
11 Professional mentor roles and responsibilities

The professional mentor (PM), after preparation and training, will assume responsibility for all ITT matters in the school and for liaison/communication with the Faculty of Education including a substantial responsibility for the quality assurance of the training provided by the school. The PM will also liaise with the partnership team as necessary and appropriate.

In respect of the team of subject mentors (SM), the professional mentor will:
- on an annual basis, identify for the Faculty of Education the subject departments in which Placements will be offered in the next academic year
- Identify and support subject mentors and their training needs, ensuring they are adequately prepared for their role before receiving student teachers
- Monitor the training requirements of individual subject mentors and ensure they continue to meet the training entitlement of all student teachers
- Provide an effective communication link between the Faculty of Education and subject mentors
- Monitor the quality and consistency of training provision for student teachers.
- Monitor adherence to school ITE policy and the consistency of provision for student teachers.

In respect of the student teachers’ entitlement, the professional mentor will:
- Provide a school-based induction programme for all student teachers including safeguarding, school policies, curriculum and introductions to key colleagues
- Provide a school-based training programme of Professional issues including scheduled meetings to review their professional development (this should be shared on request with the Faculty of Education)
- Ensure that policies, data and appropriate information (schemes of work/lesson planning documents) are available for the student teachers to carry out school-based training activities as part of their teaching experience and prepare for assignments as part of the MMU curriculum
- Monitor and comment in the student teachers’ teaching experience files and
- Monitor workload for the student teacher and their well-being, reporting these concerns to the relevant university personal tutor.
- Monitor the progress of individual student teachers against the MMU Curriculum, carry out at least one observation of classroom teaching for each student teachers and provide oral and written feedback of that observation, they should also carry out meetings with individuals to review their professional development, setting targets for future developments
- Review, quality assure and sign off written reports completed by subject mentors;
- Engage with evaluation documents from the Faculty of Education
- Complete and submit the Quality Development Document on behalf of the School.

The subject mentor, after preparation and training, will assume responsibility for ITT matters within the subject department and for liaison/communication with the professional mentor and the University Visiting Tutor.

Professional mentor: to develop quality assurance of SMs
- Ensuring the student teacher entitlement is met by checking that the weekly lesson observations and mentor meetings take place;
- Checking and monitoring the well-being of student teacher and their management of workload.
- Facilitating opportunities for the student teachers to observe excellent practitioners outside their own subject departments;
- Ensuring the accuracy and consistency of assessment within the subject mentor team.
- Re-affirming the need for mentors to have protected time to fulfil their mentoring and tutorial responsibilities
- Emphasising the importance of mentor interaction with the student teacher’s teaching experience file
- Conducting joint observations with tutors/mentors where possible
- Ensuring joint observations for mentors with university tutor
- Monitoring student’s well-being and management of workload.
- Contacting the student teachers’ university personal tutor at the earliest opportunity if you or the SM has any concerns regarding the student.
- Organising collaborative mentor training session within schools
- Ensuring mentors are well trained and attend CPD and training opportunities
- Regular informal support of subject mentors
- Ensuring that mentors are kept up to date with deadlines
- Provide feedback from the strategic group and training sessions the subject mentors, ensuring that subject mentors have up to date subject mentor guides and proformas, ensuring that each student is attached to a form / tutor group.
12 Student Teacher Entitlement

The Student Entitlement
It is vital that as a professional mentor, you familiarise yourself with all elements of the student entitlement. The student entitlement ensures that all students receive the same, high quality, basic entitlement.

All students must receive their entitlement in full during each of the school placement periods.

What is the Entitlement?
1. All student teachers must have a formal observation with written feedback every week by their subject mentor
2. All student teachers must have a mentor meeting every week with their subject mentor during which targets are set to support progress against the MMU curriculum
3. All student teachers are entitled to a formal observation by their professional mentor during each of the Placement placements (one for Placement A and two for Placement B)

Additional required Actions
1. All student teachers are entitled to timetabled professional issues sessions in which they will work on generic themes alongside other student teachers (this will be organised by the professional mentor on behalf of the school). All student teachers must attend these sessions.
2. All student teachers must have a gradualised timetable (see the calendar for guidance on this)
3. The timetable should support subject knowledge development and is personalised to reflect the student teachers’ stage of development. This should be copied and given to the professional mentor who will maintain an overview of all student timetables.
4. All student teachers must have the opportunity to observe examples of good practice in teaching and learning within and beyond their subject area. This will be monitored by SMs in the weekly meetings.
5. All student teachers are entitled to practical, professional support within the subject department e.g. access to schemes of work, policies and practices and access to supporting information such as SEN database.
13 Teaching experience and placements
Student teachers will undertake two placements during the PGCE.

a. Allocation of placements
All student teachers must have received a satisfactory enhanced DBS (Disclosure Barring Service) check and health check prior to starting placement.

When arranging the two school placements, the main aim is to ensure that student teachers have a suitable range of experience. The placement team will make the best possible arrangement based upon available placement schools and the needs of all student teachers in the subject group. They will consider:

- prior teaching experience
- specific individual personal circumstances
- school size and type, provision for Post-16 teaching
- anticipated travel time to placement

b. Suitable placements
A suitable placement school will:

- Ensure an active and meaningful relationship between the student teacher and a subject mentor who is a subject expert, and who holds a teaching qualification, as well as having substantial teaching experience. The subject mentor must be able to support the professional development of the student teacher, especially in relation to subject specific knowledge and pedagogy. This will require regular meetings between the student teacher and the subject mentor, and the subject mentor will be required to complete written reports.
- Provide the student teacher with direct teaching time, additional professional practice, including activities such as team/departmental meetings, interviewing, visits, observation of teaching, discussion with subject mentors and other school activities.
- Ensure lesson observations by the subject mentor include verbal and written feedback
- Provide student teachers with opportunities to make progress against the MMU curriculum and student teachers must have opportunities to engage in the full range of school assessment procedures and processes, and to take part in curriculum planning.
- Provide the student teacher with a suitable physical environment in which to teach, including the provision of appropriate resources, ICT and access to the internet.
- Provide student teacher support in accessing opportunities to extend their breadth of practice in relation to subject specific knowledge and pedagogy beyond the immediate range of curricula taught in the everyday context of the student teacher’s working life.
- Fully induct student teachers into the placement school in the first week of their teaching experience. The student teacher must also be given, or shown where to find, any appropriate policies such as behaviour management, safeguarding children, ICT usage, SEND policies etc.
- Provide quality assurance procedures to ensure high quality training.
- Provide an appropriate safeguarding policy for children, young people, and vulnerable adults.
- Provide safer recruitment procedures and make sure that all appropriate checks are carried out on staff, volunteers, and student teachers who work with children, young people and vulnerable adults;

Manchester Metropolitan University will:

- Involve the placement school in all aspects of training.
• Support subject mentors and professional mentors through mentor training, meetings and email communication.
• Facilitate the sharing of good practice across the partnership.
• Provide all documentation through the partnership website https://www.mmu.ac.uk/stepd/partnerships/resources/secondary/
• Monitor and evaluate the quality of training and respond appropriately.
• Provide ongoing support and guidance.
• Provide student teachers with introductory training to safeguarding policy for children, young people, and vulnerable adults;
• Provide safer recruitment procedures and make sure that all appropriate checks are carried out on tutors, volunteers, and student teachers who work with children, young people and vulnerable adults.
14 Data Protection whilst on placement

The university’s data protection policy [https://www.mmu.ac.uk/data-protection/] applies to placement.

During placement, where the school has trained the student and provided the student with a copy of their data protection policy, the school’s data protection policy and guidance will apply but only when handling personal data relating to any pupil or employee or anyone else of the school or college.

We advise our students not to store, or take outside of school, personal data unless instructed to do so by the school. Should students wish to keep records about events or incidents, they must ensure all records are anonymised (i.e. remove all information identifying the individual you are referring to).

If you are in any doubt about which data protection policy applies to which situation, please speak to you’re the Partnership Coordinator at Manchester Met or your subject mentor at school for further guidance.

We have shared the link below to the DfE’s GDPR Toolkit, which schools will be using, and this as background reading, [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/702325/GDPR_Toolkit_for_Schools__1__.pdf]

15 Disclosure and Barring

All student teachers entering onto the Programmes are subject to satisfactory Enhanced Criminal Records with a Barred List check through the Disclosure and Barring Service ("DBS"). A representative of the University’s Faculty of Education Head of School or Associate Head of School will make a judgement of a student teacher’s suitability to begin working with children in Schools, based on a student teacher’s DBS enhanced disclosure certificate, self-declaration, checked against prohibited teachers list using the government’s Teacher Services System and Childcare Disqualification declaration.

Any DBS Enhanced Disclosure certificates, which have a criminal conviction, reprimand or caution, is scrutinised by a senior member of Academic staff from the University’s Faculty of Education, and if deemed appropriate the student teacher will be invited in for an interview to discuss the disclosure. By following the University’s DBS Policy, and in agreement with the Schools, the University will decide if the student teacher is suitable to train as a teacher or, if appropriate, has the authority to suspend or terminate the registration of any student teacher who would be barred from professional practice under DBS and Keeping Children Safe guidelines.

All schools have been notified in writing of the rigorous DBS arrangements which the university has in place. In accordance with Ofsted requirements, Schools should not request access to DBS certificates. However, the Professional Placements Team at the University will ensure all relevant checks and requirements have been met. The Schools will receive, with the student teacher’s permission, the student teacher’s name, level of check, DBS certificate number and issue date.

student teachers have consented to this when enrolling online with the university and completed a Childcare Disqualification form prior to commencing placement. Please refer to the information on the Partnership website: [https://www.mmu.ac.uk/stepd/partnerships/resources/secondary/] or contact the Placements Office for further clarification of the University’s DBS procedures if required.

For further information see: [www.education.gov.uk/ittcriteria]
16 Timetables

Guidelines for student teachers’ timetables: Placement A

In the following, a “timetable” refers to the total number of periods on the school timetable

1. Timetable - Monday to Friday
2. Teaching/Contact time rises to 50% over five days
3. Protected time decreases to minimum 50%

Contact time can include:

- **collaborative / team teaching** with a paired student teacher or class teacher or acting as a teacher’s aide, LSA or in a coaching role
- **individual teaching**, of whole lessons or parts of lessons
- **observing and supporting tutor groups** and PSHE lessons, and a wider range of subject teaching (NB assisting with tutor / form periods and PSHE should be counted as part of the 50% contact timetable)

Student teachers should not take responsibility for Form Groups and PSHE until later in the placement and only when they have developed confidence in classroom practice. Where this is an agreed part of the timetable, it should be included within the 50% teaching load, not an addition.

However, this serves only as a guide to the teaching load by the end of the placement. In some subject’s discretion should be exercised to allow for particular subject demands and restrictions, e.g. extra-curricular demands.

The proportion of observation, team teaching, support and full class teaching will be subject to gradualism, using the calendar to ensure students are teaching the appropriate amount at the given time. You will also consider the individual student based on your (and the SM’s) professional judgment about their progress and stage of development.

It is important that the remaining 50% of a student’s timetable should be protected time to enable them to:

- prepare lessons and resources
- complete Teaching Experience File and relevant school-based training activities
- prepare for tutorials with professional and subject mentors
- observe, reflect on and evaluate their own and others’ teaching
- reflect on their own progress against the MMU curriculum
- read and research for the Inclusive Learning assignment
- have tutorials with professional mentor and subject mentor these should all be timetabled clearly for specific periods during the four days e.g.
- 2 periods are named for PM and SM tutorials
- 2/3 periods are named for work related to school-based training activities
- preparation for tutorials with mentors is planned into the weekly programme
- a balance of collaborative / support teaching and whole class teaching is planned
- regular periods are named for planned observations in their own or another subject (this may include observing their collaborative student colleague).

NB Student teachers should not be asked to cover for absent colleagues. They should have agreed subject teaching timetables and not be asked to take on other lessons due to departmental absence.
**Guidelines for student teachers’ timetables: Placement B**

In the following, a “timetable” refers to the total number of periods on the school timetable for Monday to Friday. **60% of the student teachers’ timetable from Monday to Friday.**

The principle of gradualism continues to apply in Placement B, but it is appropriate to expect from and encourage a greater level of independence from the student and they will begin solo teaching more quickly; the precise nature of the timetable being determined by:

1. The student’s progress in Placement A against the MMU curriculum and comments in their Placement A Final report.
2. The Student’s confidence in moving to the new environment of Placement B and its associated challenges and opportunities.
3. The need to achieve the Standards for the Award of Qualified Teacher Status by the end of the programme.

**Timetable Guidance**

**Timetable Monday to Friday**

**Teaching/contact time rises to 60% over five days**

**Protected time decreases**

During Placement B, 30% of the student teacher’s weekly timetable should be protected time to enable them to:

- prepare lessons and resources
- completes Teacher Experience Files and relevant school-based training activities*
- prepare for tutorials with Professional and subject mentors*
- observe, reflect on and evaluate their own and others’ teaching
- tutorials with professional mentor and subject mentor
- 2 periods are named for PM and SM tutorials
- 2/3 periods are named for work related to school-based training activities
- NB on Placement B students may become more involved in the planning and preparation of PSHE lessons; where they are, it is important to include this within their subject teaching allocation
- preparation for tutorials with mentors is planned into your weekly programme
- regular periods are named for planned observations in their own or another subject (this may include observing another student colleague).

60% of the student teachers’ weekly timetable is therefore available for:

- subject class teaching
- teaching with another student teacher, team teaching with the usual class teacher or acting as a teacher’s aide
- observing and supporting tutor groups and (if appropriate) teaching PSHE lessons

**NB** student teachers should not be asked to cover for absent colleagues. They should have agreed subject teaching timetables and not be asked to take on other lessons due to departmental absence.
17 Equality Statement and Religious Observance

We live in a diverse society. The Brooks building is set in the heart of multi-cultural Manchester, a context that reaffirms MMU’s recognition of the need to prepare students to teach in a diverse society. We have a responsibility as an educational institution to help people to achieve their full potential in life, a responsibility we have to our staff and students alike. We also have a responsibility to create an organisation that recognises and values diversity as a source of strength and enrichment. Equality and diversity statement is an expression of our intention to meet these responsibilities to the full https://www.mmu.ac.uk/about-us/equality-and-diversity/

The Faculty of Education seeks to go beyond the minimum standards imposed by the law and is committed to achieving best practice in the area of equality. All students and staff at the Faculty are entitled to equality of opportunity and treatment regardless of age; colour, race, ethnic origin or nationality; religion or belief; disability; sex or gender; sexual orientation; marital status; caring responsibilities; socio-economic status; employment status; or any other unjustifiable grounds.

The Faculty of Education believes that a teacher who fails to provide equality of opportunity for all students is failing in their professional responsibilities. Thus, the Faculty commits itself to the most firm and resolute opposition to all forms of racism, sexism and other discrimination. The Faculty has a commitment to uphold these values in all its work both on and off the site and to provide training and education which enables students to continue such opposition to discrimination in their future careers as teachers and trainers.

In addition, to Manchester Metropolitan University guidelines it should be noted that students work in schools that also operate equal opportunities policies. Students are expected to become familiar with these policies and their operation within the school environment. In their work in schools, they are required to provide and promote equality of opportunity to create an inclusive classroom. They are required to provide a ‘safe and secure’ environment in which all pupils feel valued and able to contribute to the work of the classroom.

Student teachers will learn how to support the different needs of pupils of different abilities, including those with special needs, understanding that all pupils have the right to develop at the rate of which they are capable. Student teachers on all ITE programmes also have to fulfil national standards with regard to equal opportunities. The Standards for QTS require that all students understand and uphold the professional code.

All students on this course are subject to being able to provide a certificate from the ‘Disclosure and Barring Service’ related to any criminal records or convictions. Any change to your status under this disclosure during the course may result in you being required to withdraw from the course.

Any student teacher who believes that they are being subjected to any form of discrimination or harassment from adults or children should immediately discuss their concerns with the subject mentor or professional mentor in their placement school. Should a student teacher not feel able to do this, they should contact their personal tutor. Student teachers should not wait until after the placement has finished before they share any concerns.

Religious Observance

All student teachers can expect schools to be sensitive to religious beliefs in terms of being able to wear religiously and culturally appropriate dress, having a place to pray, and being able to observe religious festivals which require them to be absent from school. It is anticipated that student teachers
will require no more than two days religious observance during any placement. It is a student teacher’s responsibility to inform the school, placements office and personal tutor as far in advance as possible of the need to have time off for religious observance.
# 18 Key meetings and dates

During this academic year there are several mentor training events to support all mentors in our partnership.

All training meetings will begin at 4.00 pm except for Wednesday 30 June and Thursday 7 July 2021 which will start at 3.00 pm.

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<tr>
<th>Event</th>
<th>Who should attend?</th>
<th>Dates</th>
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<td>This is for all new PMs</td>
<td>Monday 5 October</td>
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<tr>
<td>New SM Training</td>
<td>This is for all SMs</td>
<td>Thursday 8 October</td>
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<td>For existing PMs to provide updates on the MMU</td>
<td>Tuesday 13 October or Wednesday 14 October</td>
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<td>Late Placement A</td>
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<td>PM briefing updates</td>
<td>For any students late placed</td>
<td>Tuesday 17 November</td>
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<td>SM briefing updates</td>
<td>For any students late placed</td>
<td>Wednesday 18 November</td>
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<td>New SM training</td>
<td>This is for all new SMs</td>
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<td>PM briefing updates for Placement B</td>
<td>For existing PMs to provide updates on the MMU</td>
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<td>For existing SMs to provide updates on the MMU</td>
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<td>PM briefing updates</td>
<td>For any students late placed</td>
<td>Wednesday 10 March</td>
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<tr>
<td>SM briefing updates</td>
<td>For any students late placed</td>
<td>Thursday 11 March</td>
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<td><strong>New Mentor Training for 2021 – 3.00 pm</strong></td>
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<td>PM training</td>
<td>For any colleagues who are interested on taking on the role of PM for 2021</td>
<td>Wednesday 30 June</td>
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19 Induction for placements A and B

19.1 The induction period in school: Placement A

**Purpose**
The purpose of the induction period is to welcome student teachers into their placement school and help them to settle in at a time that can be both exciting and daunting. A successful induction period will enable student teachers to make a confident, **GRADUAL** start to their teaching after induction.

The induction period should be well structured and student teachers should have a clear idea of what they will be doing on each day and how best to use their time effectively. Student teachers should be provided with a timetable for the induction period to help achieve this.

There are several activities that student teachers are expected to engage with at different stages of the induction period that will help them to settle into their placement school and become familiar with their surroundings, key staff, the school’s expectations and context.

Below is a list of activities that student teachers should engage in, however, due to Covid and schools working in bubbles, flexibility of what we expect student teachers to undertake is necessary this year. There is a list of suggested ‘additional activities’ these may form part of the initial induction phase and beyond where appropriate.

**Day 1**

**Expected activities**
Welcome meeting with professional mentor for an overview of the school. This should include but is not limited to:

- Sharing professional expectations
- Help student teachers to understand the ethos/context of the school
- Introduce student teachers to the policies and practices of the school – where to access these
- Student teacher information pack (map of school, key staff list etc)
- IT access/ID badge/keys etc
- Timetable for induction phase
- Professional Issues Programme overview
- Tour of school – could also set a ‘Treasure Hunt’ activity to help student teachers find their way around.
- Meet SM and members of relevant department

**General activities to be undertaken where possible**:

- Work with subject mentor to identify opportunities to complete university subject specific activities/observations
- Timetable of lessons to facilitate observation of expert colleagues in a wide range of subjects.
- Joint observation of lesson by student teacher and SM/PM/expert teacher – to help students teachers understand what they are observing
- Learning walk with SM/PM/expert teacher
- Pupil track day where student teacher engages in the work/activities that pupils do in lessons
- Subject mentor to facilitate student teacher FULL access to departmental teaching resources

<table>
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<tr>
<th>SM Training</th>
<th>For any colleagues who are interested in becoming a SM for 2021</th>
<th>Wednesday 7 July</th>
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</table>
• Subject mentor to share pupil information for classes on timetable
• Begin meeting and observing classes on timetable
• Planning meeting with SM to identify class and teaching activity for the following week.
• Structured time for engaging with information, researching resources, planning etc.
• SENCO meeting
• Further observation of classes on timetable
• Plan, teach and evaluate one teaching episode
• First formal subject mentor meeting – following mentor meeting schedule including identification of lessons to observe.

Additional activities
• Anything else important to school context
• Further track day – EAL or SEND pupil, TA, pupil of different KS from first track day
• Investigate school extra-curricular offering for potential involvement
• Meet Form group and Form Tutor
• Begin shadowing a member of staff on duty
• Focused observations/Learning walk to look at behaviour management strategies in use in classrooms.

19.2 The induction period in school – Placement B
The purpose of the induction period for Placement B remains the same as Placement A in terms of welcoming students into their placement school and helping them to settle at a time that they can often have a dip in confidence. It should be well structured, and students should have a clear idea of what they will be doing on each day and how best to use their time effectively. Students should be provided with a timetable for the induction period to help achieve this. The induction period is shorter in Placement B, one week compared to two in Placement A but students should still engage in some key activities. These are listed below.

Day 1
Expected activities
Welcome meeting with professional mentor for an overview of the school. This should include but is not limited to:
• Sharing professional expectations
• Help student teachers to understand the ethos/context of the school
• Introduce student teachers to the policies and practices of the school – where to access these
• Student teacher information pack (map of school, key staff list etc)
• IT access/ID badge/keys etc
• Timetable for induction phase
• Professional Issues Programme overview
• Tour of school – could also set a ‘Treasure Hunt’ activity to help student teachers find their way around.
• Meet SM and members of relevant department

Day 2-5
Expected activities
• Timetable of lessons to facilitate observation of expert colleagues in a wide range of subjects.
• Learning walk with SM/PM/expert teacher
• Pupil track day where student teacher engages in the work/activities that pupils do in lessons
• Subject mentor to facilitate student FULL access to departmental teaching resources
• Subject mentor to share pupil information for classes on timetable
• Begin meeting and observing classes on timetable
• Planning meeting with SM to discuss timetable (including how targets from Placement A could be addressed) and identify which class(es) teaching will start with.
• Meet form group

19.3 The Enrichment Phase

Purpose
1. The main aim and objective of the enrichment period is for students to reflect upon and consolidate the aims of the programme. Student teachers are expected to undertake a specific project considering three key aspects- intent, implementation and impact. Student teachers are expected, as part of their project, to make innovate and creative resources if appropriate
1. Most student teachers will stay in their Placement B school unless they need further specific/contrasting experience, for example, working with SEN/EAL/HAL learners, or an international placement is achieved.

Routes
There will be two potential routes for student teachers.

Route 1
If at the final assessment of student teachers are making insufficient progress against the MMU curriculum they will be expected to remain in placement to improve their practice to try to make sufficient progress.

There will be a clear end to Placement B and start to enrichment; a distinction between the two phases will be evident. These student teachers will have a reduced timetable (potentially one group or 4/5 lessons depending on what is appropriate).

The remainder of the time each week should be used for an enrichment project. These student teachers will be set clear, SMART targets explicitly linked to the MMU curriculum and personalised to them.

Student teachers will need to complete their enrichment timetable and demonstrate how they intend to use their remaining time in school for an enrichment project. Student teacher progress will be carefully monitored and, at the end of their enrichment phase their progress will be reviewed.

Route 2
If at the final assessment point, student teachers are making sufficient progress’ against the MMU curriculum then they will undertake a specific, targeted, focused enrichment project. A list of possible activities will be provided (not exhaustive nor prescriptive) and students do one/some as appropriate.

Students must evidence an enrichment timetable identifying exactly which activities they are doing and how time will be used effectively. This should be linked to the MMU curriculum

Projects can be carried out either individually or in collaboration with other students in their school. Student teachers must be in a school setting for the duration of the enrichment period with the exception of school trips.
Student teachers are not permitted to spend time visiting their NQT school during this period unless they have been requested to attend an official induction day by their new employer.

**Examples of Enrichment Projects**

1. Enrichment projects are not limited to the activities listed below but all projects must have clear intent. It is possible for student teachers to engage in more than one project to ensure that the enrichment period is used effectively.

2. Whole school project - This might be a cross curricular day or a theme day e.g. a French day, Poetry Day, STEM Day, Well-being Day etc. Student should take a leading role in development of resources/materials etc.

3. An aspect of inclusion – Student teachers could further develop understanding of EAL or aspect(s) of SEND by working with individuals/groups of pupils and TAs in lessons to help understand the barriers pupils may face, across a range of subjects. Student teachers could work with class teachers and TAs, in their own specialism to develop and trial innovative resources.

4. Games and learning through play - design innovative and creative games for use in lessons and work with class teachers to explore the impact in the classroom. Share findings with department.

5. ICT - research subject specific ICT resources and where/how they could be used in particular lessons. Work with class teachers to trial some resources and share findings with departmental colleagues.

6. Marketing your subject at GCSE / A level – Develop innovative and creative materials that could be used at options evenings/open events/displays

7. Assemblies– work with form group to produce an assembly for year group/whole school. This is likely to be a partial enrichment project

8. Charity event - work with form group to support a whole school charity event. This is likely to be a partial enrichment project

9. Residential trip – student teachers can attend day and residential trips. Where possible student teachers should be fully involved in preparations for trips including producing resources etc. Its likely that any trips will be partial enrichment projects

10. Transition Projects – student teachers can design and deliver activities for Yr6 pupils to engage in during transition events at either their placement school or feeder primary schools.

11. Revision activities – student teachers can design creative and innovative revision materials for use in class/revision sessions and explore impact.

12. Children’s hospital school – working with staff in hospital setting to support children’s learning.

13. Planning resources/ revision materials for virtual learning.

14. Overseas / Erasmus Enrichment

15. Small-scale research project – student teachers might want to engage in researching a particular aspect of education that they have become interested in or that the school would like someone to begin researching. Student teachers should present their findings to school colleagues as appropriate.

16. Setting up a school club e.g. Science club, Coding club, Languages club, Gardening club, Environmental club, STEM club etc. This is particularly suitable for students who will be working as an NQT in the school
What if things don’t go to plan during placement?

In the case of student teachers who are experiencing difficulties, it is advisable that observation, feedback and target setting are carried out more frequently to support the student teacher and to provide evidence of a clear audit trail. If a student teacher is making insufficient progress, this will trigger an intervention support plan.

Any student teacher who continues to make insufficient progress suggests there is still a cause for concern. A senior moderator will visit all student teachers who are judged to be a cause for concern at this stage and act as a moderator prior to the progress board.

The ISP and Progress and Achievement Document will provide the required evidence for the progress board to decide whether the student teacher is able to progress onto the next phase.

Requirements for Refer student teachers

If student teachers are unsuccessful on a placement, they need to meet and discuss their options with the teaching experience unit leader, the progression leader, or personal tutor. If they decide to resit the placement, they will be required to carry out voluntary work within a school setting to gain more school experience. This will be organised by the student teacher and take place at any time between the end of placement and the resit. Please note that the resit takes place at the same time of year as the original placement in the following year.

In addition, refer student teachers are required to complete a portfolio of evidence to demonstrate that they are ready to engage successfully in their resit placement. A letter of evidence (on letter-headed paper) of dates and time spent in school must also be included in this portfolio.

Please note that progress towards targets can also include discussions with school staff and a summary of key points of learning. Also, any research/reading undertaken - again with a summary of key elements of knowledge and understanding developed as a result. The portfolio will be reviewed by the teaching experience unit leader at a meeting before the resit placement begins.

Important things for mentors, university visiting tutors and personal tutors to note:

1. If there is any doubt about whether a student teacher’s is making sufficient progress, then share your concerns with the student teacher and write an intervention support plan in order to ensure that they receive the support to which they are entitled. Please contact the personal tutor by telephone or email as soon as you have any concerns.
2. The student teacher must have time to work on the set targets before the end of the placement. Normally late judgements to fail a student teacher without giving them the opportunity to improve on areas that are a concern are not acceptable within the university regulations.
3. To ensure that sufficient time is available for this process to take place, Interim Reports must be sent to the UVT by the date specified in the handbook and calendar.

Failure of a placement

Most student teachers encounter no significant problem with assignments or placements; however, this is not always the case. **All written assignments and placements must be passed if a student teacher is to graduate and be recommended for Qualified Teacher Status (QTS).** If a student teacher fails an academic assignment, they will be asked to re-submit. Assignments may only be re-submitted after the Exam Board meets at the end of June. Student teachers will not receive a mark for their re-submission or be able to graduate until August. This does not usually impinge upon a student teacher’s
ability to commence work in September **BUT will prevent a student teacher from graduating with their peers in July.** Failure of a placement will result in a student teacher having one opportunity to re-sit the placement; this will usually be in the following academic year: See [http://www.mmu.ac.uk/student_teachers/assessments/](http://www.mmu.ac.uk/student_teachers/assessments/) for definitive information on assessment, failure and resubmission.

**Student teachers facing difficulties**
In the case of student teachers who are experiencing difficulties, it is advisable that observation, feedback and target setting are carried out more frequently to support the student teacher and to provide evidence of a clear audit trail. If a student teacher is making insufficient progress this will trigger an intervention support plan.

**Intervention and Support Plan (ISP) Procedure**
If a student teacher is making insufficient progress against any of the indicators they will need to be placed on an intervention support plan.

Any student teacher who continues to make insufficient progress suggests there is still a cause for concern. A senior moderator will visit all student teachers who are judged to be a cause for concern at this stage and act as a moderator prior to the progress board. The ISP and Progression and Achievement Document will provide the required evidence for the progress board to decide whether the student teacher is able to progress onto the next phase.

**Requirements for Refer Student Teachers**
If student teachers are unsuccessful on a placement, they need to meet and discuss their options with the teaching experience unit leader, the progression leader, or personal tutor. If they decide to resit the placement, they will be required to carry out voluntary work within a school setting to gain more school experience. This will be organised by the student teacher and take place at any time between the end of placement and the resit. Please note that the resit takes place at the same time of year as the original placement in the following year.

In addition, refer student teachers are required to complete a portfolio of evidence to demonstrate that they are ready to engage successfully in their resit placement. A letter of evidence (on letter-headed paper) of dates and time spent in school must also be included in this portfolio.

Please note that progress towards targets can also include discussions with school staff and a summary of key points of learning. Also, any research/reading undertaken - again with a summary of key elements of knowledge and understanding developed as a result. The portfolio will be reviewed by the Teaching Experience Unit Leader at a meeting before their resit placement begins.

They will be required to pay a resit fee, which is approximately £660. They only have one opportunity to resit a placement.

**Important things for mentors, university visiting tutors and personal tutors to note:**
1. If there is any doubt about whether a student teacher’s is making sufficient progress, then share your concerns with the student teacher and write an intervention support plan in order to ensure that they receive the support to which they are entitled. Please contact the personal tutor by telephone or email as soon as you have any concerns.
2. The student teacher must have time to work on the set targets before the end of the placement. Normally late judgements to fail a student teacher without giving them the opportunity to improve on areas that are a concern are not acceptable within the university regulations.

3. In order to ensure that sufficient time is available for this process to take place, Interim Reports must be sent to the UVT by the date specified in the handbook and calendar.
21 The role of the professional mentor in delivering professional practice/issues programme in school

As a professional mentor, you will be responsible for arranging a professional practice/issues programme for students. This does not necessarily mean you will be delivering the sessions, but will organise and invite expert school colleagues to present regarding the issue being explored. The expectation is one session per week. There are suggestions below to help you when considering the issues, you will explore with the student teachers.

<table>
<thead>
<tr>
<th>Placement A</th>
<th>Placement B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Professionalism</td>
<td>1. Child Protection / safeguarding</td>
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<tr>
<td>2. Child Protection / safeguarding</td>
<td>2. Behaviour Management, including low level disruption</td>
</tr>
<tr>
<td>3. Health and safety in school context</td>
<td>3. Assessment AFL (life after levels, progress and attainment 8)</td>
</tr>
<tr>
<td>4. Mental Health and well-being</td>
<td>4. Mental Health and well-being</td>
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<tr>
<td>5. Managing workload</td>
<td>5. Managing workload</td>
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<tr>
<td>6. Behaviour Management</td>
<td>6. SEN including Gifted and talented</td>
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<tr>
<td>7. Developing classroom presence</td>
<td>7. Pastoral Issues</td>
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<tr>
<td>8. Diversity /SEN /inclusion</td>
<td>8. 14 – 19 issues</td>
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<tr>
<td>9. Issues Specific to School, e.g. faith</td>
<td>9. Citizenship /SMSC/SRE</td>
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<tr>
<td>10. Working with Parents and Carers (including parents evening)</td>
<td>10. Applying for jobs/ Interview preparation</td>
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<td>11. Work scrutiny/closing feedback loop, marking policies</td>
<td>11. NQT Year/ career progression</td>
</tr>
<tr>
<td>13. Pastoral Issues/role of form tutor</td>
<td>13. CDA</td>
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<tr>
<td>14. The Inclusive Learning Assignment</td>
<td>14. EAL</td>
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<tr>
<td>15. EAL</td>
<td>15. Prevent agenda</td>
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<tr>
<td>16. Numeracy and Literacy</td>
<td>16. Using data i.e. ALPS, CAT</td>
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<tr>
<td>17. Questioning techniques and AFL</td>
<td>17. Out of school visits</td>
</tr>
<tr>
<td>18. Blended learning?</td>
<td>18. Issues Specific to School, e.g. faith</td>
</tr>
<tr>
<td></td>
<td>19. Blended learning?</td>
</tr>
</tbody>
</table>
22 Writing the PM reference

This will contain detailed information on student teacher's progress in Placement A or B, in relation to their main subject specialism (if appropriate additional subjects/ languages). It is intended that only one professional mentor reference is written for each student, but it will be necessary to update it as the student teacher progresses against the MMU curriculum. We recommend that the reference is signed by the PM and the relevant subject HOD. Below are some guidelines for writing the reference, which should:

- Be linked to the performance of the student against the MMU curriculum
- Reflect the students’ teachers progress in their subject in the areas of planning, class management, teaching and learning, subject knowledge and assessment
- Comment on relationships between student, pupils and student and staff.
- Comment on the students’ attitude, professionalism and commitment.
- Refer to pastoral and extra-curricular involvement.
- Offer a recommendation.
- Be clear and fair to the student teacher, the school and the profession.

We strongly recommend that you share the reference with the student teacher; obviously, references should be honest and professional and therefore all statements should reflect the nature and content of discussions and documentation about student teachers strengths, areas for development, progress and particular experiences they have gained whilst on placement at your school. In other words, references should not include issues which have not already been discussed with the student teacher in the normal course of their placement; if there are issues or difficulties that the student teacher has experienced, they should already be aware of these and your views on them.

Because of the way in which requests for references occur and of the speed of response often (increasingly so) required, the applicant must name two referees, one from school and one from University. Therefore, we recommend to student teachers that they use the name of their PM and the PGCE Programme Leader as their referees. In Placement B, student teachers will decide which PM they prefer to use as a referee.
23 Response to Covid-19
The academic year 2020-2021 is going to bring with it additional challenges in light of the global pandemic due to Covid-19. The DfE will continue to update schools and the university with regards to the challenges of training to teach at this time. More information can be found here and we will keep you informed as more information is released. Any issues will be dealt with on a case by case basis as is deemed necessary.
The website below will give you the current information we have.
- University Covid response [https://www.mmu.ac.uk/coronavirus/](https://www.mmu.ac.uk/coronavirus/)
- Department for Education Covid response [https://www.gov.uk/coronavirus?gclid=CjwKCAjw1K75BRAEEiwAd41h1CsqbX9xvJQy4Yj5qcynwVoYE_0WrkC5RJcaJWx5e6gkhAVEz-1QshoCZDMQAvD_BwE](https://www.gov.uk/coronavirus?gclid=CjwKCAjw1K75BRAEEiwAd41h1CsqbX9xvJQy4Yj5qcynwVoYE_0WrkC5RJcaJWx5e6gkhAVEz-1QshoCZDMQAvD_BwE)

Covid Guidelines for student teachers

On Campus
All student teachers must follow the guidelines given by MMU when on campus.

General
All student teachers must take steps to ensure they are compliant with any requirement from Government or Public Health England to keep themselves and other safe.
All student teachers should ensure they:
- wash hands regularly with soap and water for a minimum of 20 seconds or use hand sanitizer if soap and water is not immediate available.
- Catch coughs and sneezes with a tissue and dispose of immediately (into your elbow if no tissue) followed by the washing of hands.
- maintain social distancing when greeting others, this includes avoiding shaking hands.
- Wear masks when stipulated.

Prior to Placement
We have adapted our programmes to ensure students are taught in ‘bubbles’ and there is a two-week buffer, where all learning moves online, before starting each placement.

On placement
All student teachers must follow the school’s policy and procedures in relation to Covid-19 whilst on their placement. They must follow government guidelines in terms of appropriate social distancing and regular handwashing.

What should a student do if they start to display Covid-19 symptoms?
All student teachers must inform their:
- placement school: subject/class mentor and professional mentor
- MMU tutor.

They must then follow the government guidelines.
MMU will complete a track and trace.
The student teacher would remain attached to the placement school whilst isolating at their term time address and return after the regulated period of isolation.

What if a school closes or partially closes due to Covid-19?
All student teachers will remain attached to their placement school and be treated like a member of staff. They will continue to engage in online teaching or in school teaching of key worker children, until the school reopens. They should remain in regular contact with their subject/class mentor. Student teachers have a responsibility to inform their personal tutor as soon as their placement school or class bubble moves to a Covid-19 related closure.