

Programme Handbook

PGCE Primary

University Centred

Full and Part-time

2022-23

22/23

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# Welcome

Welcome to the Post Graduate Certificate in Education (PGCE) Primary University Centred programme. Your programme will offer a stimulating range of environments in which you will complete your teacher education programme and study a range of modules. This is Part 1 of your two-part introduction to a career as a primary teacher Part 2 is your Early Career Teacher (ECT) Induction where you will further develop and consolidate your skills and competencies in your first two years as a class teacher.

## Aims of the Programme

The key aim of the PGCE programme is to enable you to demonstrate the competencies for gaining Qualified Teacher Status (QTS) according to Teachers’ Standards. You will meet these standards by attending all teaching sessions, as well as through meeting the outcomes of modules through a range of assessments and your school placements. You will meet the Teachers’ Standards on many occasions because you need to demonstrate sustained and full competence against these, even though this is only the start of your career. Once you have passed all your assessments and school placements, YSJU will recommend you for QTS by informing the NCTL that you have evidenced competence against all the standards.

We believe you can do this by experiencing a range of learning and teaching styles and strategies. You will learn a lot from working alongside and observing experienced teachers and tutors on the programme. Underpinning these experiences will be a range of learning opportunities including lectures, seminars, workshops, and tutorials. These will be led and managed by tutors from YSJU and visiting speakers. You will prefer some learning strategies over others but as you continue to engage in your programme, you will develop a critique and philosophy for what is important to you as a learner and a teacher. This philosophy will be shaped by your own values and prior experiences, both within and outside the field of education. We would hope that you would always have an open-minded approach to learning, continually reflecting and evaluating to become the most effective primary teacher you can be.

## Professionalism

As you are now part of the teaching profession simply by enrolling on the PGCE, it is expected that you will maintain and uphold regard for the teaching profession through your behaviour and communication with all whom you will work alongside in university and school settings. Key expectations once you have enrolled on the programme are:

* to treat everyone, adults, and children in all settings, in a respectful way
* to always use your YSJU email address when contacting all staff
* to ensure full attendance at all teaching sessions
* to clearly communicate with staff as soon as possible if you encounter difficulties
* to disclose any disability that might affect your progress
* to be willing to engage throughout with a positive and open mind
* to take care of your own mental health.

## Communication

You are likely to be inundated with a range of information and advice in the first few weeks of your programme. This handbook presents you with an opportunity to absorb basic information in a form that is clear and straightforward. It supplements the more detailed information that is available on Moodle, the Virtual Learning Environment (VLE). Moodle is the main format of communication at YSJU.

If you ever have any anxieties about your time on the programme, then please contact your academic tutor in the first instance, and/or the central Student Services team for advice. They will always be willing to help.

The PGCE team look forward to working alongside you this year and seeing you achieve your goals.

## Level 6 and master’s Level

You will enrol on the PGCE from the start of the programme. You will study modules at master’s Level. Sometimes students find it difficult to meet master’s Level. You can still gain QTS and an award comprising of Level 6 credits only: this is the professional Graduate Certificate in Education (ProfGCE). It will not affect your career as a primary teacher, and it will not disadvantage you as you apply for jobs.

# PGCE/ ProfGCE Rationale and Aims

PGCE: Postgraduate Certificate in Education

ProfGCE: Professional Graduate Certificate in Education

## Rationale

The programme has been written to reflect the attributes, skills and knowledge needed to be an effective teacher in today’s schools and learning environments. All PGCE programmes take into account current national priorities (including behaviour management, promoting pupil progress, meeting diverse needs, inclusion, curriculum review and phonics and early reading) and the changing nature of ITE and routes to Qualified Teacher Status (QTS).

The programme is sufficiently flexible in terms of structure and organisation so that demands by the government can be addressed to ensure compliance whilst still maintaining enhancement and enrichment experiences to enable student teachers to develop into transformative professionals.

All students will be registered for the PGCE, with the expectation that they will achieve that award. The Professional Graduate Certificate in Education will recognise the achievements of students who have been unable to demonstrate the Level M learning outcomes but have met those specified for Level 6 and achieved the Teachers’ Standards for QTS. Both programmes will lead to the award of QTS once all modules are completed successfully.

## Programme Aims

The key aim of the PGCE primary programme is to deliver a high quality current and relevant programme of training that equips you with the professional knowledge, understanding, skills and attributes that you need to become outstanding teachers and leaders in our local and national primary schools.

Working in partnership with schools, the programme aims to:

* Develop high academic and professional standards for new teachers entering the profession underpinned by the development of ‘principle-based’ values
* Provide a high-quality experience of Initial Teacher Education within the partnership that fosters retention and a commitment to on-going professional development
* Integrate theory and practice throughout the programme to support professional learning, subject knowledge, and pedagogy
* Promote the intellectual and professional development of student teachers through engagement with current research and policy in teaching and wider education
* Develop student teachers as independent researchers who are able to critically engage and influence their professional community
* Enable student teachers to become skilled, creative, reflective, and transformative professionals equipped to take responsibility for the progress of all children and young people
* Provide an enriched curriculum that enables students to meet the statutory requirements of the Teachers’ Standards whilst providing opportunities to set these within a wider educational context

## Programme Learning Outcomes

The Postgraduate Certificate in Education (PGCE) programme is a master’s level programme, made up of two Level 7 modules and three school experience modules. If you fail to meet the learning outcomes for Level 7 you are able to be reassessed at Level 6 to achieve a Professional Graduate Certificate in Education (ProfGCE).

The learning opportunities provided during the programme will enable students to achieve the following learning outcomes:

At Level M:

* Investigate and demonstrate critical awareness of their own values and educational philosophy and identify influences which may impact on effective learning and teaching
* Reflect on the synthesis of theory and practice to create learning opportunities which enhance children and young people’s learning
* Evaluate and select appropriate research processes and methodologies of educational enquiry to investigate an issue drawn from professional practice
* Design a piece of independent research that explores an educational issue, generating and critically analysing data to create new understanding that informs professional learning and future practice
* Interpret, compare and apply knowledge and understanding of pedagogy to plan, assess and critically evaluate learning and teaching in order to meet the needs of children/young people

At Level 6:

* Demonstrate critical awareness of their own values and educational philosophy and identify influences which may impact on effective learning and teaching
* Analyse theory and practice in relation to children’s and young people’s development and learning
* Select with justification appropriate research processes and methodologies of educational enquiry to investigate an issue drawn from professional practice
* Design a piece of independent research that informs professional learning and future practice
* Compare and apply knowledge and understanding of pedagogy to plan, assess and evaluate learning and teaching in order to meet the needs of children/young people
* Demonstrate the standards and competencies required for QTS consistently over a sustained period, showing evidence of having responded effectively to support provided by partnership settings and the university including fulfilling documentation requirements

## Programme Curriculum

### Curriculum Design

All ITE programmes at YSJU have been designed to encompass the statutory requirements of the Core Content Framework (DfE, 2020) that all ITE programmes in England must adhere to. The Core Content Framework (CCF) comprises five areas (see diagram below). Each area consists of statements detailing what a student teacher should learn (‘Learn that…’ statements) and a how to put this into practice (‘Learn how to….’).

The requirements of the CCF sit within the broader YSJU ITE Curriculum. The YSJU ITE Curriculum goes beyond the requirements of the CCF and supports our student teachers in:

* Personal teaching philosophy
* Being a professional
* Creative and critical thinking and reflection
* Relationships and partnership
* Research engagement

****

The structure of the YSJU ITE Curriculum supports our student teachers’ learning and development throughout the programme and in their transition to their first years as an employed teacher and the Early Career Framework (ECF) which underpins new teachers' induction period.

The programme is jointly designed by the partnership and is reviewed and developed each year in response to feedback from a variety of groups. This includes student feedback and is in many forms: within sessions, informal and formal surveys, and student representative meetings. Annually, external examiners critically engage with all aspects of the programme and suggest areas for improvement. As a partnership team we analyse outcomes and consider areas for developing linked to national priorities.

### The School Experience Formative Assessment Continuum

The School Experience Formative Assessment Continuum details the staged expectations that all student teachers should be meeting by the final review points at the end of each longer school placement. It is based on your learning from university-based teaching and how you develop this in your school practice. The Continuum can be found in the Assessment Handbook.

Student teachers should take a holistic approach to all opportunities for learning and development. University-based teaching and school experiences complement each other, and it is important to take time to reflect how what you learn informs how you teach.

# Roles and Responsibilities

There will be staff with various roles to help you during your programme. Please direct any queries to the main person who can help you, rather than sending an email to several people in the hope that you will get a quicker reply.

|  |  |  |  |
| --- | --- | --- | --- |
| **Person** | **Contact** | **Role** | **Responsible for:** |
| Jen Huntsley | j.huntsley@yorksj.ac.uk  | PGCE Primary Programme Lead | Leadership of the curriculum and academic tutors, organises timetable and delivery of sessions, quality assurance of the programme in line with university and NCTL regulations. |
| Keither Parker | K.Parker@yorksj.ac.uk  | Associate Head: Education | Strategic leadership of all PGCE primary and secondary programmes. |
| Liz NewsonAmanda Cartridge | admin.teachereducation@yorksj.ac.uk  | Programme Administrators | General information and advice, logs module results, amends teaching registers, arranges for resit information to be sent to students, and arranges hand-in and hand-back of assessed work. |
| Linda MasonJenny CarpenterKaty BloomJen Huntsley | L.Mason@yorksj.ac.ukj.carpenter@yorksj.ac.ukk.bloom@yorksj.ac.ukj.huntsley@yorksj.ac.uk | Academic tutor | Support and advice on pastoral issues as well as academic work, will meet with you regularly to review your progress and help you set targets, writes your academic reference. |
| Clare McCluskey-Dean | c.mccluskey-dean@yorksj.ac.uk  | Academic Librarian for Education | Advice on using references, library, databases, and key educational resources. |
| Various |  | Research supervisor | Advice, support, and discussion of suitable topics for research project. |

Each module and school experience has a module director. These are the people you should contact if you have any questions specific to the module assignment or school experience expectations.

|  |  |  |  |
| --- | --- | --- | --- |
| **Module Code** | **Module Title** | **Module Director** | **Contact** |
| PGC7001M | Learning and Teaching the Primary Curriculum | Ann Jones | a.jones@yorksj.ac.uk |
| PGC7002M | The Developing Professional | Jenny Carpenter | j.carpenter@yorksj.ac.uk |
| PGC6009P | School Experience 1 |
| PGC6010P | School Experience 2 |
| PGC6011P | School Experience 3 | Jen Huntsley | j.huntsley@yorksj.ac.uk |

# Programme Dates

The tables below outline the dates for your programme. There are three assessed placements where you will be formally observed by mentors, and you will gather evidence towards meeting the Teachers’ Standards. You also have a range of experiential placements in various settings. At all other times, you will be expected to be in university attending sessions, meeting with tutors, and carrying out independent study. On days where there are no sessions on your timetable, you may decide to carry out independent study at home. A second table giving more detail of which module sessions will be on which days and assessment information will be available on Moodle. See the published timetable for exact times and rooms.

|  |  |
| --- | --- |
| White boxes | Days in university |
| Coloured boxes | Days in school |
| Grey boxes | Holidays  |
| Dark Grey | Non-course days for part-time students only |

## PGCE Primary University Centred Programme Full-time route 2022-23 Course Calendar

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Date (wb) |  | Mon | Tues | Wed | Thurs | Fri |
| 05 September 2022 | 1 |  |  |  |  |  |
| 12 September 2022 | 2 |  |  |  | Experiential | placements |
| 19 September 2022 | 3 | Experiential | placements |  |  |  |
| 26 September 2022 | 4 |  |  |  |  |  |
| 03 October 2022 | 5 | Nursery | placement |  |  | SEND |
| 10 October 2022 | 6 |  |  |  |  | placement |
| 17 October 2022 | 7 | SE1 |  |  |  |  |
| 24 October 2022 | 8 HT |  |  |  |  |  |
| 31 October 2022 | 9 |  |  |  |  |  |
| 07 November 2022 | 10 |  |  |  |  |  |
| 14 November 2022 | 11 |  |  |  |  | Interim report |
| 21 November 2022 | 12 |  |  |  |  |  |
| 28 November 2022 | 13 |  |  |  |  | Final report |
| 05 December 2022 | 14 |  |  |  |  |  |
| 12 December 2022 | 15 |  |  |  |  |  |
| 19 December 2022 |  |  |  |  | UH | UH |
| 26 December 2022 |  | PH | PH | UH | UH | UH |
| 02 January 2023 | 16 | PH | SE2 |  |  |  |
| 09 January 2023 | 17 | PGC7001 Assignment Submission |  |  |  |  |
| 16 January 2023 | 18 |  |  |  |  | Interim report |
| 23 January 2023 | 19 |  |  |  |  |  |
| 30 January 2023 | 20 |  |  |  |  |  |
| 06 February 2023 | 21 |  |  |  |  | Final report |
| 13 February 2023 | 22HT |  |  |  |  |  |
| 20 February 2023 | 23  |  |  |  |  |  |
| 27 February 2023 | 24 | PGC7002 Part 1 Assignment Submission |  |  |  |  |
| 06 March 2023 | 25 | Curriculum Enhancement |  |  |  |  |
| 13 March 2023 | 26 |  |  |  |  |  |
| 20 March 2023 | 27 | SE3 |  |  |  |  |
| 27 March 2023 | 28 |  |  | Research Conference | Research Conference | Research Conference |
| 03 April 2023 |  |  |  |  |  | PH |
| 10 April 2023 |  | PH | These weeks are subject to change depending on the holiday dates of your SE3 placement school. |
| 17 April 2023 | 29 |  |  |  |  |  |
| 24 April 2023 | 30 |  |  |  |  |  |
| 01 May 2023 | 31 | PH |  |  |  |  |
| 08 May 2023 | 32 |  |  |  |  | Interim report |
| 15 May 2023 | 33 |  |  |  |  |  |
| 22 May 2023 | 34 |  |  |  |  |  |
| 29 May 2023 | 35 HT | PH |  |  |  |  |
| 05 June 2023 | 36 |  |  |  |  |  |
| 12 June 2023 | 37 |  |  |  |  |  |
| 19 June 2023 | 38 |  |  |  | Final report |  |

## PGCE Primary University Centred Part-time Programme 2022-23 Course Calendar

#### Year One

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Date (wb) |  | Mon | Tues | Wed | Thurs | Fri |
| 05 September 2022 | 1 |  |  |  |  |  |
| 12 September 2022 | 2 |  |  |  |  |  |
| 19 September 2022 | 3 | Initial | placements |  |  |  |
| 26 September 2022 | 4 |  |  |  |  |  |
| 03 October 2022 | 5 | Nursery | placement |  |  |  |
| 10 October 2022 | 6 |  |  |  |  |  |
| 17 October 2022 | 7 | SE1 |  |  |  |  |
| 24 October 2022 | 8 HT |  |  |  |  |  |
| 31 October 2022 | 9 |  |  |  |  |  |
| 07 November 2022 | 10 |  |  |  |  |  |
| 14 November 2022 | 11 |  |  |  |  |  |
| 21 November 2022 | 12 |  |  |  |  |  |
| 28 November 2022 | 13 |  |  | Interim Report |  |  |
| 05 December 2022 | 14 |  |  |  |  |  |
| 12 December 2022 | 15 |  |  |  |  |  |
| 19 December 2022 |  |  |  |  | UH | UH |
| 26 December 2022 |  | PH | PH | UH | UH | UH |
| 02 January 2023 | 16 | PH |  |  |  |  |
| 09 January 2023 | 17 |  |  |  |  |  |
| 16 January 2023 | 18 |  |  |  |  |  |
| 23 January 2023 | 19 |  |  |  |  |  |
| 30 January 2023 | 20 |  |  | Final report |  |  |
| 06 February 2023 | 21 |  |  |  |  |  |
| 13 February 2023 | 22HT |  |  |  |  |  |
| 20 February 2023 | 23  |  |  |  |  |  |
| 27 February 2023 | 24 | PGC7001Assignment Submission for PT course  |  |  |  |  |
| 06 March 2023 | 25 | Curriculum Enrichment  |  |  |  |  |
| 13 March 2023 | 26 |  |  |  |  |  |
| 20 March 2023 | 27 | SE2 |  |  |  |  |
| 27 March 2023 | 28 |  |  | Research Conference Participation |  |  |
| 03 April 2023 |  |  |  |  |  | PH |
| 10 April 2023 |  | PH |  |  |  |  |
| 17 April 2023 | 29 |  |  |  |  |  |
| 24 April 2023 | 30 |  |  |  |  | Interim report |
| 01 May 2023 | 31 | PH |  |  |  |  |
| 08 May 2023 | 32 |  |  |  |  |  |
| 15 May 2023 | 33 |  |  |  |  | Final report |
| 22 May 2023 | 34 | End of year sessions |  |  |  |  |

#### Year 2

\* First day for the new cohort, returning students are very welcome to attend but this is not compulsory.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Date (wb) |  | Mon | Tues | Wed | Thurs | Fri |
| 05 September 2022 | 1 | \* |  |  |  |  |
| 12 September 2022 | 2 |  |  |  |  |  |
| 19 September 2022 | 3 |  |  |  | Initial | placements |
| 26 September 2022 | 4 |  |  |  |  |  |
| 03 October 2022 | 5 |  |  |  |  |  |
| 10 October 2022 | 6 |  |  |  |  |  |
| 17 October 2022 | 7 |  |  |  |  |  |
| 24 October 2022 | 8 HT |  |  |  |  |  |
| 31 October 2022 | 9 | SE3 |  |  |  |  |
| 07 November 2022 | 10 |  |  |  |  |  |
| 14 November 2022 | 11 |  |  |  |  |  |
| 21 November 2022 | 12 |  |  |  |  |  |
| 28 November 2022 | 13 |  |  |  |  | Interim report |
| 05 December 2022 | 14 |  |  |  |  |  |
| 12 December 2022 | 15 |  |  |  |  |  |
| 19 December 2022 |  |  |  |  | UH | UH |
| 26 December 2022 |  | PH | PH | UH | UH | UH |
| 02 January 2023 | 16 | PH |  |  |  |  |
| 09 January 2023 | 17 |  |  |  |  |  |
| 16 January 2023 | 18 |  |  |  |  |  |
| 23 January 2023 | 19 |  |  |  |  |  |
| 30 January 2023 | 20 |  |  |  |  |  |
| 06 February 2023 | 21 |  |  |  |  | Final report |
| 13 February 2023 | 22HT |  |  |  |  |  |
| 20 February 2023 | 23  |  |  |  |
| 27 February 2023 | 24 | PGC7002M Part 1 Submission Date |  |  |  |  |
| 06 March 2023 | 25 |  |  |  | Curriculum Enrichment | Curriculum Enrichment |
| 13 March 2023 | 26 |  |  |  |  |  |
| 20 March 2023 | 27 |  |  |  |  |  |
| 27 March 2023 | 28 |  |  | PGC7002M Part 2 Submission Date | Research ConferencePGC7002M Part 2 Presentation | Final sessions |
| 03 April 2023  |   |   |   |   |   | PH  |
| 10 April 2023  |   | PH  |   |   |   |   |

# Module Information

The PGCE programme consists of two academic modules and three school experience modules.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Module Title** | **Module Code** | **Credits** | **Assessment** | **Part-time route** |
| Learning and Teaching in the Primary Curriculum | PGC7001M | 30 | Written assignment | Year 1 and 2 (taught part time) |
| The Developing Professional | PGC7002M | 30 | Written assignment and individual presentation | Year 1 and 2 (taught part time) |
| School Experience 1 | PGC6009P | 0 | Meeting the relevant expectations of the SE based on the Continuum | Year 1 (part time placement) |
| School Experience 2 | PGC6010P | 0 | Year 1 (full time placement) |
| School Experience 3 | PGC6011P | 0 | Year 2 (full time placement) |

Further details about each assessment can be found in the Assessment Handbook.

## Learning and Teaching in the Primary Curriculum

Module Director: Ann Jones

The module aims to provide opportunities for student teachers to:

* explore and critically appraise literature relating to pedagogical theories, learning and teaching approaches
* apply theories, methods and strategies to their own practice during school experience and demonstrate the ability to critically evaluate outcomes
* develop knowledge and skills in learning, teaching and assessment within the Early Years Foundation Stage and the primary curriculum
* apply subject specific pedagogies within school-based training
* audit, reflect upon and develop secure subject knowledge
* make appropriate links between subjects and themes
* broaden experience through enrichment placements, for example in those schools with a high proportion of pupils with diverse needs

### Part-time route

Year 1 – sessions on mathematics, English, geography, art, RE and computing

Year 2 – sessions on science, PE, history, DT, primary languages, PSHE, drama and music

The assessment for this module (5000-word essay) will be completed in Year 1.

## The Developing Professional

Module Director: Jenny Carpenter

The module aims to provide opportunities for student teachers to:

* explore and critically appraise literature relating to key learning theories, child development, learning and teaching approaches
* build upon existing pedagogical skills, knowledge and understanding to provide consistent and effective learning and teaching opportunities within primary settings
* reflect on and critically evaluate their learning, in the context of their developing professional practice
* work with increasing professional autonomy during school experience
* develop a critical understanding of schools as organisations within the context of local and national policy
* explore, implement, and evaluate different approaches to, and a range of methods for, gathering data and information as part of the research process
* develop their professional ability to reflect on a specific research issue related to an educational setting

### Part-time route

Year 1 – sessions related to safeguarding, learning, teaching and assessment

Year 2 – sessions related to research and careers

The assessment for this module (3000-word essay and a presentation) will be completed in Year 2.

## School Experience Modules

The three school experience modules provide progressive opportunities to meet the following aims:

* meet the current standards for teachers
* consolidate and refine their professional skills/ attributes and fulfil wider professional responsibilities
* engage critically with their own continuing professional development as teachers and learners
* apply theories, methods, and strategies to their own practice during school experience and demonstrate the ability to critically evaluate outcomes
* consolidate knowledge and skills in learning, teaching and assessment within appropriate curriculum
* work with professional autonomy
* further apply subject specific pedagogies to practice

## General progress on the programme

Should there be cause for concern about your progress, this will be discussed with you. Ongoing concerns will result in mentors or tutors consulting with your academic tutor. A Case Consultation meeting may be convened if there is sufficient evidence that you are not meeting the expectations of the programme or not demonstrating professional conduct. In most instances, the outcome of the meeting will be to establish the most appropriate support needed for you to be able to succeed on the programme.

In a minor number of instances, the outcome of the Case Consultation is a formal warning. If this warning remains unheeded, a Standards Review meeting will be called at YSJU which may result in termination of your programme. A member of Registry is present at a Standards Review meeting to ensure all procedures and options are outlined in accordance with university policy. Students have the right of appeal in the case of programme termination.

Please see the student website for details of all procedures.

## Timescale for completing the programme

This programme may be termed as a ‘fast-track’ programme to gain QTS. There is so much to learn in a short space of time and there is limited opportunity to ‘catch up’ on any missed days in school or academic work. Some students may need to extend their programme due to mitigating circumstances or failed placements. The Placement Team will arrange resit placements in negotiation with YSJU. If you are unable to complete the programme within the expected year, you will have up to 24 months from the expected completion date of your programme to pass all placements and academic work.

# School Placements

You will undertake longer and shorter placements during the programme. The shorter placements are considered ‘experiential’ in that the experiences you gain from them will inform your understanding of teaching and learning throughout the programme, particularly the university-taught modules. The longer placements form your School Experience (SE) modules.

The Placements Team organises and manages your longer placements and some of your shorter placements. You will need to organise some of your shorter placements. Simon Ganderton is the Placements Team Manager and the team can be contacted at placements@yorksj.ac.uk

The shorter experiential placements are not graded but they are essential for your learning and development and student teachers are expected to adhere to professional standards at all times. The School Experience modules (the longer placements) are graded pass or fail.

At the beginning of the programme, you will receive documentation which sets out key requirements related to roles and responsibilities, planning, teaching, assessment, evaluation, reporting and accountability and other important issues, for all placements.

## Professional expectations for all school placements

You are expected to be good role model for children. You should conform to the dress and appearance codes for staff in operation in your placement schools. You will be warmly welcomed into schools and treated as a valued colleague by staff. You should have the courtesy to clarify arrangements for refreshments. You are expected to use the school's resources with care and following negotiation with relevant staff. You will be expected to use Standard English in your oral and written communications with children, parents, and all staff on your programme. Regional accents are perfectly acceptable (provided they can be understood by the listener!) but non-standard English will be unacceptable.

Should there be any concerns about your ability to demonstrate a high and consistent level of meeting the Teachers’ Standards, a Case Consultation may be called. Becoming a teacher is a highly regarded profession and you will be expected to demonstrate professional behaviours accordingly. This includes use of email and professional language, attendance to all aspects of the programme, punctuality, and appropriate dress. Professional colleagues often share concerns and information about students: make sure you provide a good impression from the start!

Whilst in schools, you must conform to the policies in place in those schools. If in any doubt about these issues, you should seek advice from the headteacher or mentor.

## Shorter Placements - student organised

### Experiential Placements: pre and post phase placements – 4 days across two settings

Aims: To gain an understanding of progression within a child’s school career you need to observe the phases before and after the ones you are specialising in.

Lower route – time in 0-3 years setting and time in Key Stage 2

Upper route – time in Key Stage 1 and Reception and time in Key Stage 3

These experiences will take place in September. You should organise these yourself and full details can be found in the Experiential Placements handbook, available on the induction blog.

### Curriculum Enrichment Placement – 5 days

Aims: A placement where you tailor make experiences that will enrich your understanding of the school curriculum in different contexts. There are several options that you could choose:

* visit a school in a different locality to what you have experienced so far, e.g., a small village school or large inner-city school
* (re-)visit a school where you have the opportunity to observe/teach a subject that you have not yet taught, such as languages, music, PE or RE
* visit a school with pupils with English as an Additional Language, if you have not gained this experience in SE1/2
* visit a specialist school, e.g., a SEND school or a Pupil Referral Unit

This experience takes place in March. You should organise this yourself and full details will be shared with you early in the programme.

## Shorter Placements – university organised

### Nursery placement – 2 days

Aims: To allow you to develop your skills in an early learner’s setting and to develop your observation, communication, assessment, reflection, and analytical skills

This experience takes place in October and is organised for students by the Placements Team. Further details will be shared at the beginning of the programme.

### SEND placement – 1 day

Aims: To develop understanding of inclusion and meeting the needs of children with special educational needs and disabilities (SEND).

This experience takes place in October and is organised for students by the PGCE tutor team.

## Longer Placements – School Experience Modules (SE1, SE2 & SE3)

### SE1 Placement (SE1) – 6 weeks

This is your first opportunity to start teaching and experience the feeling of being a teacher in a class. You will be expected to plan and teach or manage a whole group or class lessons and activities, under the supervision of the class teacher. You will start planning by using the teacher’s plans but add in your own ideas. You will be involved in teaching across the whole curriculum. You will practise planning and teaching lessons, giving instructions and explanations, developing a positive and professional manner within school, and using your voice and body language effectively. You will contribute to the wider life of the school by attending staff meetings, helping with extra-curricular clubs after school and school visits. You will be appraised in lessons. You will receive feedback from experienced mentors and agree targets to take into your next placement. Your teaching responsibility will be between 30-40% of whole class management throughout this placement. For students on the part time route, this placement will take place on a part time basis.

### SE2 Placement (SE2) – 6 weeks

This placement will (in most cases) be in the same setting as SE1. You will have preparation time during the first week but will quickly move to teaching for 60% of the time. You will be expected to work alongside the class teacher and on your own throughout the whole of the block. There will be formal appraisals which will record your strengths and areas for development. For students on the part time route, this placement will take place on a full-time basis.

### SE3 Placement (SE3) – 10 weeks

You will prepare by collecting information about the school and your class, working alongside the teacher and being part of the wider school community. This will be a different school to your previous placement. This placement will involve you planning and teaching for up to 80% of the time with the whole class and prepare you for taking on full responsibility in school in your Early Career Teacher (ECT) period. You will be expected to be working independently from week four and further develop a full range of teaching skills. There will be six formal appraisals as well as informal observations from colleagues in school. For students on the part time route, this placement will take place on a full-time basis.

## School Placement Files & Documentation

For SE1, SE2 and SE3, you will be expected to set up and maintain two files and an electronic portfolio to support your development during your assessed placements.

* Teaching File
* Planning and Archive File
* Pebble Pad Portfolio

## Logging of Numbers of Placement Days

Qualified Teacher Status cannot be recommended for any student who has not completed the required number of days of assessed school placements. If you have a sustained period of absence or have several short absences, you may be required to compensate for this by undertaking placements which may go beyond the expected completion date of the programme. Any absence should be logged on PebblePad. You should follow the guidance in this handbook regarding absence reporting procedures. Please note that, in any request for references by schools when you are applying for their first teaching posts, comments about your health and attendance will be required. It is vitally important that you demonstrate you are in good health and that you have a very good record of attendance.

## Progress during Placements

The School Experience modules (the longer placements) are graded pass or fail. You must pass each School Experience module before you can progress to the next. In order to pass each placement, you must meet the expectations of the School Experience Formative Assessment Continuum.

During SE1, SE2 and SE3, you will reflect on and discuss your progress in weekly meetings with your mentor. Learning to be a teacher is not linear and there will be times when you may seem to be going backwards. This is where additional support will be put in place in the form of an action plan. Your mentor will use the appraisals and weekly meetings with you to identify when you may need this additional support. A pro forma will be completed with a set date by which you should be able to demonstrate that you have made sufficient progress to be on track to successfully complete and pass your placement. Further details are found in the Additional Support Procedures handbook.

## Resit or Deferred SE Placements

A deferred placement is when there is an unexpected halt to your placement, but you were making the expected progress. This may be because:

* you have become ill and are unable to meet the demands of the school experience for the rest of the block
* there has been a change in your personal circumstances which means you are unable to focus on your placement at the present time

The list of actions below will explain what you can expect to happen following a deferred placement.

 A Case Consultation meeting will be arranged with any of the following people: you, academic tutor, link tutor, SE Director, Programme Lead, minute-taker. This is to determine the nature of the unexpected delay or end of your placement and to discuss the evidence. Evidence will be drawn from the school placement report, the link tutor report and further relevant information from your academic tutor. It is helpful for you to provide your own action plan to present at this meeting. A usual outcome of the Case Consultation meeting is an agreed plan of support and actions so you can continue with your programme.

It may be possible that you can return to your current school at a later date in order to compete the rest of your placement. This will be negotiated with you, the link tutor or SE Director and the school. If this is not practical, a different placement will need to be organised.

If a new placement is required, you will negotiate with the Placements Team Manager or nominee to decide which schools to approach and who is best placed to do this. It may be that you have contact with some schools that would be prepared to offer you a place. The manager has to ensure that your placement meets the training criteria and, in some instances, will take responsibility for contacting schools.

The Placements Team cannot be expected to contact a limitless number of schools. If they are unable to find a placement, they will negotiate with you any restrictions that are in place, such as your home location or the way in which you can travel to a placement, so that further schools can be identified.

If all options have been exhausted, you will be expected to arrange your own placement and inform the Placements Team when this has been agreed. There will be a meeting with you, the manager, and the SE Director to discuss this situation before agreement is made about how you should contact a school.

If a placement cannot be found within two years of the expected completion of your programme, it is likely that the programme will be terminated.

## Failed Placements

Reasons for a failed placement could be:

* an inability to meet the Teachers' Standards
* an inability to reflect upon your practice, listen to and act upon advice provided from experienced professionals
* you have withdrawn from your placement without any consultation with university staff
* a serious professional issue of misconduct, such as the health and safety of children has been compromised
* the placement setting or school has withdrawn the placement.

A resit placement is sometimes granted after a failed school experience. All resit placements will incur a fee. Further information can be found on the university website.

In the event of a failed placement, a Standards Review meeting will be held. This is because of the serious nature of the issue and attendance will include all the people identified in a Case Consultation and also a member of staff from Registry and from the Placement Team. Registry ensures that all policies and procedures are adhered to regarding the progression of your programme. There are two outcomes of a Standards Review meeting: you may be granted an opportunity to continue the programme providing certain conditions are met; the programme will be terminated. If a programme is terminated, you have the right of appeal. Please see the guidance on the Student Services area of the website.

## Transport to Placements

Normally you are responsible for getting yourself to your placement school. In particular circumstances, the University may provide a hire car, but passengers will be responsible for petrol costs. You are also encouraged to share your own cars and petrol costs. If you fail to arrive at the agreed pick-up point for pre-arranged transport at the appropriate time you will be responsible for transporting yourself to and/or from the placement and must meet the costs. Missing your lift will not be deemed a reasonable excuse for missing time in school. Drivers are discouraged from waiting for students who are not at the agreed place on time. If you normally use pre-arranged transport for your placements, you must inform the driver or another student who uses that transport if you do not intend to travel on a particular occasion, even if you are to miss only one of the two daily journeys, for whatever reason. Please see the Transport Policy for more detailed information.

# Feedback about the programme and ECT Survey

Your programme must be evaluated at the end of each year and included in an Annual Monitoring Report written by the Associate Head: Education. This report is reviewed by the School and the university senior leadership team. Strengths and areas for development are identified to provide the best possible experience for students on the programme. You will therefore be required to complete evaluations at the end of the programme. However, there may be occasions where feedback is requested during your programme. This is so that any issues can be dealt with immediately as required.

## Group and Programme Representatives

It is expected that there will be five student representatives (two from each teaching group plus one from the part-time cohort) as part of the Student Union requirements for communicating with all students on YSJU programmes. The student representatives will be responsible for communicating with programme tutors on your behalf. They will work with staff to resolve issues so that you have the best possible experience during your time on the programme. Student representatives will be required to attend meetings at YSJU. Please make sure that your student representatives are aware of your thoughts on the programme prior to these meetings.

## ECT Survey

Every year, the DfE sends an electronic survey to Early Career Teachers (ECTs) in their spring term. The purpose of this survey is to analyse how good initial teacher education training is. The data is used by the DfE to trigger Ofsted inspections for programmes providing initial teacher education. As part of YSJU’s monitoring of programmes, you will be required to complete the same questions as in the ECT survey during your programme. This is so that programme teams can make improvements to your programme whilst you are studying and ensure you are prepared for your ECT period as best as you can be.

You should look at the questions below so that you are familiar with them. You should use this to make comments against each question to help provide feedback to your group representative. This will also enable the programme team to monitor the effectiveness of their modules and workshops.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Very good** | **Good** | **Satisfactory** | **Poor** | **Comments** |
| What is the overall quality of your training? |  |  |  |  |  |
| How good was your training in preparing you to: |
| be aware of pupils' capabilities and prior knowledge? |  |  |  |  |  |
| guide pupils to reflect on the progress they have made and their emerging needs? |  |  |  |  |  |
| integrate the theoretical elements of your programme with your practical experiences? |  |  |  |  |  |
| understand the National Curriculum? |  |  |  |  |  |
| teach in the primary education age range? |  |  |  |  |  |
| use new technology more effectively to support learning? |  |  |  |  |  |
| use data to support learning? |  |  |  |  |  |
| plan your teaching to achieve progression for pupils? |  |  |  |  |  |
| teach across a range of abilities? |  |  |  |  |  |
| use a range of teaching methods that promote pupils' learning? |  |  |  |  |  |
| teach pupils from minority ethnic backgrounds? |  |  |  |  |  |
| establish and maintain a good standard of behaviour in the classroom? |  |  |  |  |  |
| understand how to assess pupils' progress? |  |  |  |  |  |
| understand how to record and report pupils' progress? |  |  |  |  |  |
| teach pupils with special educational needs in your classes, using appropriate support? |  |  |  |  |  |
| teach pupils with English as an additional language? |  |  |  |  |  |
| work with teaching colleagues as part of a team? |  |  |  |  |  |
| work with teaching assistants (including other support staff) to achieve learning objectives? |  |  |  |  |  |
| communicate with parents and carers? |  |  |  |  |  |
| identify and address your own professional development needs on an on-going basis? |  |  |  |  |  |
| with reference to the training you received from YSJU, understand subject knowledge? |  |  |  |  |  |
| with reference to the training you received from YSJU, understand pedagogy? |  |  |  |  |  |
| integrate the theoretical elements of your programme with the practical placements? |  |  |  |  |  |
| teach reading, including phonics and comprehension? |  |  |  |  |  |
| specifically to teach systematic synthetic phonics? |  |  |  |  |  |
| specifically to teach language comprehension? |  |  |  |  |  |
| teach writing? |  |  |  |  |  |
| teach primary mathematics? |  |  |  |  |  |
| access educational research in your teaching practice? |  |  |  |  |  |
| assess the robustness of your educational research? |  |  |  |  |  |
| understand and apply the findings from your educational research? |  |  |  |  |  |
| How good was your training in preparing you for your teachers' responsibility for the safeguarding of pupils? |  |  |  |  |  |

# Programme Support

## Academic Tutor Role

The Programme Lead is responsible for ensuring that there is an effective academic tutor system in operation within your programme. The tutor/student relationship will be based on a partnership characterised by mutual respect, consideration, and honesty. Any difficulties that either the student or the academic tutor encounters in maintaining this relationship should be reported to the Programme Lead immediately.

### The Aims of the Academic Tutoring System

* To provide the student with the opportunity to regularly reflect on their professional aspirations, academic achievements, and development needs within a supportive and sustained relationship
* To enhance the student’s ability to effectively take responsibility for their own learning and development
* To provide a source of academic support and advice, including referral to specialist services within and without the University, for expert guidance on learning, professional and personal issues
* To work with the Head of Programme and Faculty administrative staff to ensure that an accurate record of each student’s progress is maintained
* To produce accurate and relevant references for future professional employment

### Roles and Responsibilities of the Academic Tutor

* Meet their students at the start of the programme to establish an effective working relationship. Where this is not possible, alternative arrangements must be made and communicated to students.
* Ensure their students understand the operation of the Academic Tutor System
* Regularly negotiate, agree, and review with students the degree of confidentiality informing the tutoring relationship. The Academic Tutor must ensure the student is aware that any information disclosed to an academic tutor may need to be shared with the Programme Lead and other university staff
* Monitor student attendance and engagement with the programme
* Provide academic advice and guidance
* Advise on how to access specialist services
* Offer an individual interview or small group tutorials to reflect on the student’s overall achievements and progress, discuss ways of enhancing his/her academic and professional development
* Record all AT meetings on Engage
* Write references of a professional standard for further study, employment, and any other purpose the student may require, within a week of receiving a reference request
* Co-operate with the Programme Lead for the purpose of ensuring the effectiveness and the enhancement of the Academic Tutor System, including notifying him/her of any anticipated absence
* Co-operate with programme administrator in maintaining accurate and comprehensive student records, including records of academic tutor meetings
* Reflect on your effectiveness as an Academic Tutor and identify any development needs you may have in relation to this role

### The Student Responsibilities

* Keep Academic Tutor appointments and inform tutors in good time if you are unable to attend
* To participate
* To be proactive
* To be willing to discuss openly your own development and identify strengths and weaknesses

# General University Support

Information about the support available through the university can be found here: <https://www.yorksj.ac.uk/students/>

Where appropriate academic tutors should refer students to the Programme Lead and/or the following services. Students can also contact these services independently. Many services offer support face-to-face, online, and through self-help resources that you can access immediately.

### [Library, study and digital skills](https://www.yorksj.ac.uk/students/study-skills/)

Here you will find information about:

* Improving your academic writing with the study development team (including maths tutorials)
* Support with referencing with the academic librarians
* Improving your digital skills with the digital training team (this includes **support with PebblePad**)
* Information about assistive technology

The study development team can help you to improve your written and verbal communication skills. If you have any problems tackling text-based assignments and would like some assistance to improve your skills, then you are advised to contact this group for help. This includes support for dyslexic students and students with other needs. The study development team also offer maths tutorials for student teachers.

The Fountains Learning Centre houses the university library; you will be introduced to its services in early in the programme. Your Academic Liaison Librarian can help you with referencing and reference management; finding and evaluating literature and research; accessibility support for the library. Contact academicliasionteam@yorksj.ac.uk.

The digital training team offer support with managing your online placement portfolio, **PebblePad**. If you have any difficulty sharing your PebblePad or uploading information, contact digitaltraining@yorksj.ac.uk. Digital training can also provide information about assistive technology.

### [Careers and Placements](https://www.yorksj.ac.uk/careers-and-placements/)

Here you will find information about how to book a careers appointment and teaching placements. The University Careers Service exists to help students to research the various fields of careers and work and to help students structure, objectively, a plan to make applications to potential employers. The service offers particular support to teacher training students in finding a first teaching post. Contact careers@yorksj.ac.uk or placements@yorksj.ac.uk

### [Funding Advice](https://www.yorksj.ac.uk/students/your-finances/)

Here you will find information about the student support fund, managing money, and accessing support with an adviser.

### [Wellbeing Support](https://www.yorksj.ac.uk/health-and-wellbeing/wellbeing-support/)

Here you will find information about:

* Wellbeing support
* Welfare adviser appointments
* Information if needing immediate support
* Self-help resources

This is a university-wide facility which is well publicised. Trained counsellors can assist you with problems which you may not feel able to cope with alone or with help from friends, tutors, or, indeed, family. This is a confidential service available to you at all times.

### [Disability Advice](https://www.yorksj.ac.uk/health-and-wellbeing/disability-support/meet-with-a-disability-adviser/)

Here you can book an appointment with a disability adviser who can offer support with:

* Disabled Student Allowances
* Exam adjustments
* Study related adjustments
* Signposting to and liaison with specialist support services and academic departments

*Students with any form of disability or learning difficulty are encouraged to work with their disability adviser early on in the course to put their Learning Support Plan in place as soon as possible.*

### [Widening Participation](https://www.yorksj.ac.uk/students/supporting-our-diverse-community/)

Here you can book an appointment with an adviser from the Widening Participation team and find out more about the specialist support available.

### [IT Support](https://servicedesk.yorksj.ac.uk/Sostenuto/web/SContacts/)

IT Support manages the ICT provision at the University, including networks of PC workstations in teaching and open-access rooms. You will register with IT Services when you enrol on-line in August and then can begin to use the facilities, including e-mail and Moodle

### [Student Health Centre](https://www.yorksj.ac.uk/health-and-wellbeing/student-health-centre/)

York St John has a health centre on campus which is part of York Medical Group. Doctors' surgeries are held regularly, and a practice nurse holds a daily clinic on a range of services.
Campus surgery (Quad East, Lord Mayors Walk): 01904 439101
Monkgate surgery: 01904 439100

### [Religion and Spirituality](https://www.yorksj.ac.uk/health-and-wellbeing/religion-and-spirituality/)

Here you can find information about the York St John chaplaincy and our volunteer Faith Advisers. The York St John chaplaincy provides spaces and opportunities for reflection, listening, confidential support, prayer, worship, meditation, socialising and spiritual exploration. You can make arrangements to see the Chaplain or chaplaincy assistants at any time to discuss any issue. Contact chaplaincy@yorksj.ac.uk

[The YSJ Student Union](https://ysjsu.com/support)
The YSJU Student Union represents the student body in all aspects of university life. The YSJSU offers an advice service that can help students better understand the university processes, such as case consultations or standards reviews. Contact su@yorksj.ac.uk

### [Accommodation](https://www.yorksj.ac.uk/students/your-home/)

Here you can find information about university accommodation, council tax exemptions, and applying for a university parking permit.

### [Global Opportunities](https://www.yorksj.ac.uk/careers-and-placements/global-opportunities/)

 Here you can find information about international volunteering opportunities.

# Attendance

As you are undertaking a professional course, you are always required to conduct yourselves in the manner expected of all professional teachers and in line with the Teachers’ Standards Part 2: Personal and Professional Conduct. Students are expected to attend all components of a module: placements, lectures, seminars, tutorials, and other visits.

As part of the university’s policy, attendance will be monitored, and students will be warned in cases where it is poor. Should a student’s attendance come under question, they will be called to a Case Consultation to discuss their suitability for the profession of teaching.

## Procedures for unavoidable absence

We recognise that on rare occasions, a student teacher’s absence will be unavoidable. As this is a professional course, you are expected to follow the procedures detailed below. These closely align with the expectations of employed teachers. If you do need to be absent, for whatever reason, following these procedures is an important aspect of your professional development.

## Unplanned absence

Absence is usually unplanned, i.e., due to illness or urgent compassionate reasons such as bereavement or family illness. In these cases, the procedures below should be followed.

If reporting unplanned absence from university:

Contact relevant tutors to apologise for absence from their session(s) well before the taught session begins.

Copy in your academic tutor and programme lead so they are aware of your absence.

Complete the university absence form, found here: <https://www.yorksj.ac.uk/students/your-student-record/report-an-absence/>

If your absence lasts longer than one day, ensure you follow these procedures each day, unless otherwise agreed in writing (via email) with your academic tutor.

If reporting unplanned absence from school placements:

Contact the school by telephone and speak to the headteacher or available member of staff

Ensure that your absence is reported to the school by 8.15am at the latest.

Forward lesson planning and resources to the school via email by 8am if you are due to teach any lesson(s) that day.

Report your absence to your academic tutor and placement link tutor, copying in your school-based mentor to confirm that you have informed the school.

If your absence looks like it will last longer than one day, phone the school by 2pm each day of absence so that plans can be made accordingly.

You should additionally follow any relevant aspects of the school’s absence reporting policy.

All school absence should be logged on PebblePad

Absence less than seven days (including weekends and public holidays) can be self-certified and does not require evidencing. Absences longer than this will need to be formally evidenced, e.g., a doctor’s note, and sent to the Programme Lead as soon as possible.

Self-certification will not be acceptable in the following instances:

presentations (whether group or individual)

exhibitions of work scheduled for specific dates involving the presence of external examiners

school practice assessments or other examined placements involving external examiners or assessors

## Planned absence

Student teachers should take every action to ensure they **can attend all their university teaching and their placements**. In some rare instances, student teachers may need to plan an absence in advance, e.g., for religious holidays, or a hospital appointment that cannot be rescheduled outside of teaching or placement hours. In these cases, the procedures below should be followed:

If planning absence from university:

Contact the programme lead via email to politely inform them of the planned absence, including relevant evidence (e.g., appointment letter with sensitive information blanked out); copy your academic tutor into the email

Complete the university absence form, found here: <https://www.yorksj.ac.uk/students/your-student-record/report-an-absence/>

Contact relevant tutors to apologise for absence from their session(s) well before the taught session

Put plans in place to catch up with missed work

If planning absence from school placement:

*Request* the planned absence from the headteacher of the school, including any required evidence (this is likely to be in person at first, and then in writing); this should be well in advance of the absence date

Upon planned absence being granted, confirm this with the headteacher in writing via email, copying in your academic tutor, link tutor, mentor and class teacher

Ensure that any lessons you are scheduled to teach are planned and resourced, with clear instructions for the teacher who will be covering them

Put plans in place to catch up on any teaching time missed

All school absence should be logged on PebblePad

In all cases, student teachers should endeavour to **schedule essential appointments outside of university or school hours**, and where this is not possible, in their non-teaching time (e.g., PPA).

Planned absences should not be arranged for weddings or holidays.

All university teaching sessions and school placements contribute towards student teachers satisfying the requirements for recommendation of QTS. Significant absence from either could jeopardise your place on the course.

# Additional Professional Responsibilities

## Code of Conduct

You will be required to read and sign the course’s Code of Conduct and adhere to it for the duration of your course. This can be found at the end of this handbook.

## Use of social media

As you are undertaking a professional course, you must be mindful of your use of social media. You are strongly advised to make sure that any personal profiles you have are set to the strongest privacy settings. You should make no reference to specific pupils, colleagues, or schools on personal accounts (whether this is anonymised or not).

You may choose to set up professional social media profiles (e.g., as part of #edutwitter). If you choose to do this, you must remember that your conduct online will be held to the same standard as your professional conduct in person (i.e., Part 2 of the Teachers’ Standards) and the student Code of Conduct applies.

## Criminal convictions and formal cautions

If you are unfortunate enough to receive a formal caution or a criminal conviction whilst studying at York St John University, you must immediately inform the programme lead, the NCTL and the designated officer in the School. This may affect your continuation on the programme and will be subject to investigation under the policy entitled Policy and Procedure for Dealing with Student Health and Conduct in Respect of programmes Leading to Professional Registration and Practice with the Public.

# YSJU Equal Opportunities Policy

York St John University is committed to the principles of equal opportunities in all aspects of university life and activity. The aim of these principles is that no person is to be treated less favourably than another on grounds of social class, sex, race, colour, nationality, ethnic or racial origin, family commitments, sexual orientation, disability, age, religious or political belief or trade union activity, or is to be disadvantaged by conditions or requirements which cannot be shown to be justified.

For its part, the University will keep under review all policies, procedures, and practices to fulfil the principles of equal treatment. In the event of any conflict, the Equal Opportunities and Race Equality Policy will prevail. Please see below guidance in the event of any complaint.

* Student teacher approaches a mentor or tutor. They encourage student teacher to discuss the issue, or
* Student teacher approaches Student Advice Team, or
* Student teacher approaches Student Union

The mentor who is approached should ascertain the seriousness of the complaint. If the complaint is a sensitive issue that the student teacher does not want to be taken any further/disclosed, the issue needs to be raised as a general issue. The mentor will need to alert the cohort lead to the issue so this can be logged. Any issue raised will be logged by the university. This will include race, gender, disability, and sexuality. The incident will be investigated by the Head of School.

All members of the university and its agents, together with all those involved in university activities, whether academic, administrative, or commercial, are required to conduct themselves in accordance with this Equal Opportunities Policy and to have personal responsibility for their own actions.

Please also refer to the University’s Equal Opportunity Policy.

## Discrimination

Discrimination/abuse on the grounds of race, religion, gender, disability, age, or socio/economic status will not be tolerated in relation to you as a student or in relation to the way you behave towards others, especially the children.

Where you are the victim of such discrimination you should, report the incident to your Programme Lead. If you prefer not to involve staff in the first instance you should approach the Student Union. The incident will be investigated, and appropriate action will be taken.

Where you are the perpetrator of such discrimination the incident will be investigated, and appropriate action will be taken. Such action is considered a serious professional breach, especially when it involves the children you teach.

Where you witness discrimination/abuse you should report the incident to your alliance lead mentor, cohort lead or Student Union immediately.

# Health and Safety at YSJU

All students shall:

* make themselves familiar with the University Health and Safety Policy and that of their School and be fully familiar with those areas of the policies which directly affect their particular activities
* at all times, make full and appropriate use of any protective equipment, clothing or devices provided
* report to management or supervisory staff any accidents or incidents, whether an injury has been sustained or not, and any unsafe practices, systems of work or working conditions which they consider put themselves or others at risk
* accept individual responsibility to take all reasonable care for the health and safety of themselves and of any other person who may be affected by their acts or omissions
* co-operate with the University so far as is necessary to enable it to comply with the law
* have any personal items of portable electrical equipment fully tested by a competent person prior to using them onto site
* not intentionally or recklessly interfere with or misuse anything provided by the University in the interests of the health, safety, and welfare
* at all times whilst on University premises or using its facilities or taking part in activities, follow the Health and Safety policy and comply with any specific health and safety instructions given to them by University staff
* not, without the consent of the member of staff in charge of the area or activity, interfere with any equipment, alter any fixed installations, alter, cover, or remove any health and safety notices, signs or equipment or otherwise take any action which may create hazards for other people at the University.

# Teachers’ Standards

This handy reference guide outlines the standards that you will be expected to demonstrate by the end of the programme.

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| **PART ONE: TEACHING** |
| **TS1 A teacher must set high expectations which inspire, motivate and challenge pupils** |
| Establish a safe and stimulating environment for pupils, rooted in mutual respect |
| Set goals that stretch and challenge pupils of all backgrounds, abilities, and dispositions |
| Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils. |
| **TS2 Promote good progress and outcomes by pupils** |
| Be accountable for pupils’ attainment, progress, and outcomes |
| Plan teaching to build on pupils' capabilities and prior knowledge |
| Guide pupils to reflect on the progress they have made and their emerging needs |
| Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching |
| Encourage pupils to take a responsible and conscientious attitude to their own work and study. |
| **TS3 Demonstrate good subject and curriculum knowledge** |
| Have a secure knowledge of the relevant subject(s) and curriculum areas, foster, and maintain pupils’ interest in the subject, and address misunderstandings |
| Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship |
| Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher’s specialist subject |
| If teaching early reading, demonstrate a clear understanding of systematic synthetic phonics |
| If teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies. |
| **TS4 Plan and teach well-structured lessons** |
| Impart knowledge and develop understanding through effective use of lesson time |
| Promote a love of learning and children’s intellectual curiosity |
| Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired |
| Reflect systematically on the effectiveness of lessons and approaches to teaching |
| Contribute to the design and provision of an engaging curriculum within the relevant subject area(s). |
| **TS5 Adapt teaching to respond to the strengths and needs of all pupils** |
| Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively |
| Have a secure understanding of how a range of factors can inhibit pupils’ ability to learn, and how best to overcome these |
| Demonstrate an awareness of the physical, social, and intellectual development of children, and know how to adapt teaching to support pupils’ education at different stages of development |
| Have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them. |
| **TS6 Make accurate and productive use of assessment** |
| Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements |
| Make use of formative and summative assessment to secure pupils’ progress |
| Use relevant data to monitor progress, set targets, and plan subsequent lessons |
| Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback. |
| **TS7 Manage behaviour effectively to ensure a good and safe learning environment** |
| Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school’s behaviour policy |
| Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly |
| Manage classes effectively, using approaches which are appropriate to pupils’ needs in order to involve and motivate them |
| Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary. |
| **TS8 Fulfil wider professional responsibilities** |
| Make a positive contribution to the wider life and ethos of the school |
| Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support |
| Deploy support staff effectively |
| Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues |
| Communicate effectively with parents with regard to pupils’ achievements and well-being. |

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| **PART TWO: PERSONAL AND****PROFESSIONAL CONDUCT** |
| A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher’s career. |
| **Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:** |
| Treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher’s professional position |
| Having regard for the need to safeguard pupils’ well-being, in accordance with statutory provisions |
| Showing tolerance of and respect for the rights of others |
| Not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs |
| Ensuring that personal beliefs are not expressed in ways which exploit pupils’ vulnerability or might lead them to break the law. |
| **Teachers must have proper and professional regard for the ethos, policies, and practices of the school in which they teach and maintain high standards in their own attendance and punctuality.** |
| **Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.** |

# Who should I ask?Frequently Asked Questions

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| --- | --- | --- | --- | --- | --- | --- | --- |
| Topic | Programme Lead | Academic Tutor | Module Tutor | Module Director | Mentor | Admin | Other |
| Notification of unplanned absence from university-based day | ü | ü | ü |  |  |  |  |
| Notification of unplanned absence from placement  |  | ü |  |  | ü |  | Placements teamLink tutor |
| Requests for leave of absence | ü | ü |  |  | ü (if on SE) |  | Headteacher (if on SE) |
| Questions about required or missing course documents | ü |  | ü | ü |  | ü |  |
| Questions about required or missing Moodle modules |  |  | ü | ü |  |  |  |
| Questions about required or missing school placement documents |  |  |  | ü | ü |  |  |
| Submission and return of assignments |  |  | ü | ü |  | ü |  |
| Questions about the requirements of an assignment |  |  | ü | ü |  |  |  |
| Request for mitigating circumstances | ü |  | ü |  |  |  |  |
| Arrangement of school placements | ü |  |  | ü |  |  | Placements team |
| Difficulties or issues with placement | ü |  | ü | ü | ü |  |  |
| Discussion of personal issues or problems;  | ü | ü | ü |  | ü |  | Wellbeing team |
| Requests to take time out | ü | ü |  |  |  |  |  |
| Questions about PebblePad (e.g., giving access to mentors, how to make forms visible to tutors) |  |  |  |  |  |  | Digital Training |
| IT problems (e.g., problem with accessing university email or Moodle) |  |  |  |  |  |  | IT Support |
| Financial issues  |  |  |  |  |  |  | Funding Support |
| Change of name or address | ü |  | ü |  | ü | ü | Registry |
| Disability assistance | ü |  |  |  |  |  | Disability Advice |
| **Education Office** Liz Newson and Amanda CartridgeAdmin.teachereducation@yorksj.ac.uk |  | **Academic Tutors**Jenny Carpenter j.carpenter@yorksj.ac.uk Linda Mason l.mason@yorksj.ac.uk Katy Bloom k.bloom@yorksj.ac.uk Jen Huntsley j.huntsley@yorksj.ac.uk  |
| **Programme Lead**Jennifer Huntsleyj.huntsley@yorksj.ac.uk |  | **Associate Head: Education**Keither Parkerk.parker@yorksj.ac.uk |

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| **Module Code** | **Module Title** | **Module Director** | **Contact** |
| PGC7001M | Learning and Teaching the Primary Curriculum | Ann Jones | a.jones@yorksj.ac.uk |
| PGC7002M | The Developing Professional | Jenny Carpenter | j.carpenter@yorksj.ac.uk |
| PGC6009P | School Experience 1 |
| PGC6010P | School Experience 2 |
| PGC6011P | School Experience 3 | Jen Huntsley | j.huntsley@yorksj.ac.uk |

# York St John University Initial Teacher Education (ITE) Partnership Student Teacher Professional Code of Conduct

**Introduction**

1. All Initial Teacher Training (ITE) programmes leading to a recommendation for the award of Qualified Teacher Status (QTS), are programmes of professional training and education. As a student teacher studying on an ITE programme you are expected to conduct yourself at all times in an appropriate professional manner.
2. You are entitled to expect that your professional practice settings mirror the professional experience of a teacher, and settings are entitled to expect that you will present and conduct yourself in a way that is consistent with the professional expectations of a teacher.
3. The Professional Code of Conduct is additional and complementary to the York St John University Student Regulations. Each student teacher on a York St John University ITE programme is a student of York St John University and you are therefore both bound by, and protected by, the entitlements included in the Academic Student Regulations in force at the time of enrolment and study.
4. The code takes into account the relevant and current policy and legislative frameworks including the Teachers’ Standards in England, 2012, the current Initial Teacher Training Criteria, the Disclosure and Barring Services legislation and Safeguarding legislation.
5. This code sets out the university’s expectations of you as you engage with a professional programme. You are signing the document in order to evidence and agree to abide by the behaviour, attitudes, responsibilities, and agreements outlined to you both as a student teacher and as a representative of the university, from the point of enrolment onwards.

**Behaviour and attitude:**

As a student teacher following an ITE programme at York St John University you are expected to demonstrate consistently high standards of personal and professional conduct. You will maintain and model the highest standards of ethics and behaviour.

For all aspects of the programme you are following, you will:

1. Demonstrate high standards of honesty and integrity.
2. Treat pupils/learners in all settings, and others, including fellow student teachers and all staff in the York St John University Partnership, with humility and dignity
3. Show respect for the rights of others including individual liberty and mutual respect and tolerance of those with different faiths and beliefs.
4. Show due regard for the ethos and values of the university and any other setting. You will follow the policies, procedures and codes of practice and conduct, including safeguarding pupils’ well-being, in accordance with statutory provision.
5. Demonstrate professional use of technology, including the use of mobile devices, in all settings.
6. Demonstrate professional behaviour and relationships towards all staff, pupils/learners and student teachers in both formal and informal contexts, including both written and oral communication and via social media. You will observe boundaries in line with a teacher’s professional position and responsibilities.
7. Take responsibility for your own learning and development, ensuring a professional and accountable approach to all aspects of the programme, including the reading of all programme documentation.
8. Take responsibility for managing the demands of the profession by looking after your personal well-being and actively developing strategies to support self-efficacy.
9. Show an active willingness to engage with, listen to and act on feedback and advice from trainers across the York St John University Partnership.
10. Actively reflect on your learning and teaching experiences in order to target set, action plan, improve, achieve, and attain highly.
11. Participate and actively engage in all learning and teaching experiences, and activities; and engage with the full range of feedback mechanisms, such as student teacher surveys, student teacher consultation and focus groups.

**Attendance**

Please be aware that **100% attendance is the expectation** and must be sustained throughout your programme to support your recommendation for QTS.

1. Demonstrate high levels of attendance at all times and commit to attend all training sessions.
2. You will reflect an exemplary attendance record that can be reported within your completed reference from the York St John University Partnership. You will follow the procedures for notifying absence which are clearly set out in the programme documentation and can be found [here](https://www.yorksj.ac.uk/students/your-student-record/report-an-absence/).
3. Fully engage with the programme that you have enrolled upon, as required by the teaching and learning strategy for your programme; including attendance at all Academic Tutor meetings.
4. Be punctual at all times and avoid last minute cancellations of meetings wherever possible. Any changes to agreed arrangements will be communicated professionally and in good time.
5. Be aware that attendance is monitored and that low attendance will trigger a case consultation or standards review procedures.

**Professional responsibilities:**

In addition, this will mean that you are required to:

1. Complete, adhere to and retain all compliance-related documentation in an appropriate manner. This will include DBS Enhanced Disclosure, good health and a Disqualification Declaration.
2. Take responsibility to access, read, fully understand and engage with the policies, procedures and practices across your training programme; and ensure all safeguarding procedures are fully adhered to.
3. Maintain a professional approach to all communications, including e-communications and social networking, ensuring that comments made do not bring yourself, your family, your colleagues, the communities of partnership schools or the York St John University Partnership into disrepute.
4. Use the York St John University email system to communicate professionally with staff, to maintain an appropriate approach to e-safety and to comply with the university’s and setting’s policy1.
5. Use the relevant support networks to raise any issues/concerns you may have with your training.
6. Maintain an appropriate standard of professional dress and appearance, particularly whilst on professional practice and in relation to special activities.
7. Ensure that all assessed work relevant to your training programme is available if requested.
8. Take full advantage of the range of professional development opportunities, including the ECT programme, in order to support your ongoing training and development.

**Breaches of the Professional Code of Conduct**

When at York St John University:

1. Code of Discipline for Students and Disciplinary Procedures

The York St John University Code of Discipline for Students and Disciplinary Procedures sets out the code of acceptable behaviour and disciplinary procedures to deal with misconduct.

You must comply with all rules and regulations of the university. The current versions of all university policies are housed on the York St John University website, and it is your responsibility to make yourself aware of these. Some rules and regulations may be supported by sanctions, including fines, or exclusion from facilities and services.

2. Academic and Professional Requirements

The academic and professional requirements of each ITE programme are specified in our documentation which have been made available for you to read.

The Student/Programme Handbook sets out what is expected and required of you in relation to academic performance and professionalism.

3. Case Consultation and Standards Review

These represent the formal stages in the event of unsatisfactory progress or breaches of this code.

More serious breaches may be dealt with immediately under the university Code of Discipline for Students and Disciplinary Procedures, without going through any faculty procedures.

Whilst on professional practice:

Minor breaches of the Code of Conduct will be dealt with initially by discussion with the York St John University Partnership Trainer and members of the programme team. An informal warning, and/or improvement targets may be set through the normal training process. Provided that you act on such warnings and/or targets, and comply with the Code of Conduct, there will be no further consequences. Failure to act on such warnings and/or targets is likely to constitute a serious breach of the Code of Conduct and the procedure outlined below will apply.

If you commit a serious breach of the Code of Conduct and your behaviour gives rise to concern about professional standards, the head, manager or principal of the setting will follow normal procedures in relation to staff discipline as appropriate. Relevant York St John University tutors and partnership staff will also be notified, and appropriate action will be taken. This may include the triggering of a case Consultation or Standards Review.

Behaviour that is regarded as a grave breach of the Code of Conduct will normally result in your **immediate removal from the school/setting/college and serious disciplinary consequences**.

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| **York St John University Initial Teacher Education (ITE) Partnership Student Teacher Professional Code of Conduct**I confirm that I have read and understand the York St John University Partnership Initial Teacher Training (ITE) Professional Code of Conduct and agree to abide by its terms**Print name (student teacher):****Signed:****Date:** **Print name (Programme Lead):**  Jennifer Huntsley**Signed:Text  Description automatically generated****ITE programme:** PGCE Primary University Centred |