

### YSJ Initial Teacher Education Partnership

### PGCE Secondary Student Teacher and Mentor Handbook 2023/2024

in partnership with:

  



  

**YSJ ITE Partnership: Children and young people at the centre of our learning community since 1841**

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Welcome

Welcome to the PGCE Secondary Programme. We are proud to be working with you on this programme which is underpinned by our partnership mission, vision and values.

Mission Statement:

York St John University’s heritage is anchored in teacher training and education. YSJ established in 1841, developing as a teacher training college and later a university and has a successful history of working in partnership with schools to educate and train outstanding student teachers for the benefit of children and young people in our schools. Hence our mission statement is as follows:

***YSJ ITE Partnership: Children and young people at the centre of our learning community since 1841***

Vision and Values:

Partnership is at the heart of our provision with a strong commitment from the university and schools to work together to educate and train future teachers. The YSJ ITE partnership is driven by a strong belief that teaching is a challenging, complex, intellectual and ethical endeavour. The partnership recognises the civic duty involved in developing teachers to fulfil a fundamental need in society for our children and young people to have access to high quality education. The profession requires teachers who are committed to the education of children and young people to ensure they acquire the knowledge, understanding and skills needed to develop and achieve their ambitions and improve their life chances. We believe that the lives can be transformed through education. Hence, it is crucial that student teachers receive high quality initial teacher education that is underpinned by quality research and evidence. The partnership is committed to developing student teachers who are:

* competent and confident professionals who learn that intellectual endeavour, criticality, and personal reflection are key to developing outstanding teaching practice.
* epistemic agents who act as independent thinkers, searching and critiquing a wide range of theories and research that can underpin, challenge or illuminate their practice.
* able to engage in enquiry-rich practice and are intellectually curious about their work in order to be innovative, creative and receptive to new ideas.
* responsible professionals who embody high standards of professional ethics, acting with integrity and recognising the social responsibilities of education to create a more social just world

Everything students do on the programme should impact on personal and professional development and have a subsequent impact on pupil progress.

PGCE Secondary School Direct Programme Calendar 2023/24

(all subjects/alliances)

\*Please note that individual alliances may have additional sessions – these are detailed on your alliance timetable\*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Key induction and introduction weeks | School experience Introduction phase | School experience Development phase | School experience Consolidation phase | Enrichment |
| Week | Date (wb) | Mon-Fri  | Teaching timetable  |
| 1 | 04 September 2023 | Induction Week (Wed – Alliance/SE1 school) |  |
| 2 | 11 September 2023 | Induction Week (Wed – Alliance/SE1 Fri ITAP begins)  |  |
| 3 | 18 September 2023 | SE1 begins with ITAP – Behaviour Management focus  | **Observations – behaviour focus**  |
| 4 | 25 September 2023 | School Experience (SE1)(nb: Wednesdays are for Alliance and academic sessions) | **Observation with some starters/****Plenaries/group tasks****Begin teaching from 9th October**  |
| 5 | 02 October 2023 |
| 6 | 09 October 2023 |
| 7 | 16 October 2023 |
| 8 | 23 October 2023 |
|  | 30 October 2023 | Half Term |
| 9 | 06 November 2023 | SE1 Continued (nb: Wednesdays are for alliance and academic sessions) | **Gradual build up to 40-45% (approx. 10 lessons per week** |
| 10 | 13 November 2023 |
| 11 | 20 November 2023 |
| 12 | 27 November 2023 |
| 13 | 04 December 2023 |
| 14 | 11 December 2023 |
| 15 | 18 December 2023 |
|  | 25 December 2023 | Christmas holidays |
|  | 01 January 2024 |
| 16 | 08 January 2024 | Diversity conference (university); diversity day (alliance) SE2 begins with ITAP – Inclusion through vocabulary instruction  | **Observations and teaching – inclusion focus**  |
| 17 | 15 January 2024 | School Experience 2 (SE2)(nb: Wednesdays are for alliance and academic sessions) | **Gradual build up to 40-45% (approx. 10 lessons per week) by week 2** |
| 18 | 22 January 2024 |
| 19 | 29 January 2024 |
| 20  | 05 February 2024 |
|  | 12 February  | Half Term/ Independent Study/ SE2 – dependent on area  |  |
| 21 | 19 February 2024 | **Gradual build up to 60% (approx. 13 lessons per week**) **from week 3** |
| 22 | 26 February 2024 | SE2 Continued (nb: Wednesdays are for alliance and academic sessions) |
| 23 | 04 March 2024 | School Experience 3(nb: Wednesdays are for alliance/academic sessions) | **Gradual build up to 60% by Easter break (approx. 13 lessons)** |
| 24 | 11 March 2024 |
| 25 | 18 March 2024 |
|  | 25 March 2024 | Easter Holidays/SE3 – dependent on area  |  |
|  | 01 April 2024 |  |
| 26 | 8 April 2024 | **Gradual build up to 75-80% (approx. 16 lessons)** |
|  | 15 April 2024 | School Experience 3- Consolidation17th April – Research Presentations (nb: Wednesdays are for academic sessions/study) |
|  | 22 April 2024 |
|  | 29 April 2024 |
|  | 06 May 2024 |
|  | 13 May 2024 |
|  | 20 May 2024 |
|  | 27 May 2024 | Half Term |
|  | 03 June 2024 | SE3 Consolidation Continued | **75-80% (approx. 16 lessons)** |
|  | 10 June 2024 |
|  | 17 June 2024 | School based enrichment |
|  | 24 June 2024 | University based enrichment |

Staged expectations for teaching – further detail

The PGCE programme is structured in phases (Introductory, Developmental, Consolidation) and within each phase, student teachers are expected to reflect upon their learning and make effective links with curriculum and pedagogy through relating theory to practice. There is also an enrichment/transition phase to further support development and transition to your first teaching post.

|  |  |  |
| --- | --- | --- |
| Term 1 of PGCE | PGCE Introduction and Development PhaseSE1 | **A steady increase in timetable to 40%\* by the end of Term 1**Refer to SE1 section on the School Experience Formative Assessment Continuum for the staged expectations for this period of the training |
| Term 2 of PGCE | Development PhaseSE2 | **A steady increase in timetable depending on student teacher progression.**Refer to SE2 section on the School Experience Formative Assessment Continuum for the staged expectations for this period of the training  |
| By the end of Term 3 of PGCE | Development and Consolidation PhaseSE3 | **A steady increase in timetable to reach 75-80% by the consolidation phase following the Easter break.**In the final few weeks of term three, student teachers will have consolidated their knowledge, understanding and skills and will move towards the transition phase. The central criterion for success at the end of term three will be that of competence at which point the student teacher will have acquired essential classroom skills, be able to cope with the normal pupil responses and have a conscious awareness of how specific units of learning contribute to the curriculum experience of pupils both at Key Stages 3 and 4 and for young people continuing their full-time education beyond the age of sixteenRefer to SE3/Beyond SE3 section on the School Experience Formative Assessment Continuum for the staged expectations for this period of the training |
| ECT (Early Career Teacher)Years 1 to 3 or 4 | Transition to full time teaching | **Early Career Framework**Continuing support and professional development for two years following qualification. |

\*40% of a full-time teacher’s timetable.

During the autumn and spring term student teachers will take on increasing responsibility for whole class teaching and by the consolidation phase of their training should be consistently teaching approx. 75-80% timetable.

The programme is designed to enable student teachers to progress from the structured observation stage into teaching relatively quickly. Opportunities for sustained work with individual pupils and small groups of pupils will be particularly valuable in increasing your awareness and understanding of how children learn. Teaching in such situations will also provide you with opportunities to practice questioning, diagnosis and explanation. These activities provide a good introduction to organising, motivating and managing pupils in anticipation for the subsequent stages of team teaching and eventual progression to taking on responsibility for teaching a whole class.

Course Calendar and Key Dates 2023/24

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Date (wb)** | **Mon** | **Tues** | **Wed** | **Thurs** | **Fri** |  |
| 04 September 2023  | UC  | UC  | Alliance  | UC  | UC  | SE1 mentor training 7/9/23 |
| 11 September 2023  | UC  | UC  | SE1  | UC  | UC - ITTP  |  |
| 18 September 202  | SE1 – ITTP   | SE1 - ITTP  | UC - ITTP  | SE1 - ITTP  | SE1 - ITTP  | SBT - behaviour |
| 25 September 2023  | SE1  | SE1  | Alliance/UC  | SE1  | SE1  | SE1 link tutor check in |
| 02 October 2023  | SE1  | SE1  | UC – subject day  | SE1  | SE1  |  |
| 09 October 2023  | SE1  | SE1  | Alliance/UC  | SE1  | SE1  | SBT - Pedagogy |
| 16 October 2023  | SE1  | SE1  | Alliance/UC  | SE1  | SE1  |  |
| 23 October 2023  | SE1  | SE1  | Alliance/UC  | SE1  | SE1  |  |
| 30 October 2023  | IS  | IS  | IS  | IS  | IS  |  |
| 06 November 2023  | SE1  | SE1  | Alliance/UC  | SE1   | SE1   | SBT – Curriculum |
| 13 November 2023  | SE1   | SE1   | UC – subject day  | SE1  | SE1  | SE1 Link tutor appraisal QA |
| 20 November 2023  | SE1  | SE1  | Alliance/UC  | SE1  | SE1  | SBT- professional behaviours |
| 27 November 2023  | SE1  | SE1  | Alliance/UC  | SE1  | SE1  | Interim report due |
| 04 December 2023  | SE1  | SE1  | Alliance/UC  | SE1  | SE1  |  |
| 11 December 2023  | SE1  | SE1  | Alliance/UC  | SE1  | SE1  | SBT –Assessment |
| 18 December 2023  | SE1  | SE1/2  | Alliance/UC  | SE1  | SE1/2  | Final report due |
| 25 December 2023  | H  | H  | H  | H  | H  |  |
| 01 January 202  | H  | H  | IS  | IS  | IS  |  |
| 08 January 2024  | Diversity conference  | Diversity day Alliance  | UC - ITTP  | SE2 - ITTP  | SE2 - ITTP  | Assignment 1 due 5th JanuarySE2 mentor training 8/1/24 |
| 15 January 2024  | SE2 - ITTP  | SE2 - ITTP  | UC – subject day  | SE2  | SE2  | SE2 link tutor check inCheck research project |
| 22 January 2024  | SE2  | SE2  | Alliance/UC  | SE2  | SE2  | SBT - behaviour |
| 29 January 2024  | SE2  | SE2  | UC interview practice  | SE2  | SE2  | SBT – PedagogySE2 link tutor appraisal QAInterim report due |
| 05 February 2024  | SE2  | SE2  | Alliance/UC  | SE2  | SE2  | SBT – CurriculumCollect research data |
| 12 February 2024  | IS  | IS  | IS  | IS  | IS  |  |
| 19 February 2024  | SE2  | SE2  | Alliance/UC  | SE2  | SE2  | SBT – Professional behaviours |
| 26 February 2024  | SE2  | SE2  | Alliance/UC  | SE2  | SE2  | SBT – AssessmentFinal report due |
| 04 March 2024  | SE3  | SE3  | Alliance/UC  | SE3   | SE3  | SE3 mentor training 4/3/24 |
| 11 March 2024  | SE3   | SE3   | UC subject day  | SE3   | SE3   | SBT – behaviourSE3 link tutor check in  |
| 18 March 2024  | SE3   | SE3   | Alliance/UC  | SE3  | SE3  |  |
| 25 March 2024  | H  | H  | H  | H  | H  |  |
| 01 April 2024  | H  | H  | H  | H  | H  |  |
| 8 April 2024  | SE3  | SE3  | Alliance/UC  | SE3  | SE3  | SBT – Pedagogy |
| 15 April 2024  | SE3   | SE3   | Conference presentation  | SE3  | SE3  | Assignment 2 due 16th April/presentation 17th April |
| 22 April 2024  | SE3  | SE3  | UC Subject day  | SE3  | SE3  | SBT – CurriculumInterim report due |
| 29 April 2024  | SE3  | SE3  | Alliance/UC  | SE3  | SE3  | SE3 link tutor progress review |
| 06 May 2024  | BH  | SE3  | Alliance/UC  | SE3  | SE3  | SBT – Professional behaviours |
| 13 May 2024  | SE3  | SE3  | Alliance/UC  | SE3  | SE3  |  |
| 20 May 2024  | SE3  | SE3  | Alliance/UC  | SE3  | SE3  | SBT – Assessment  |
| 27 May 2024  | BH  | IS  | IS  | IS  | IS  |  |
| 03 June 2024  | SE3  | SE3  | Alliance/UC | SE3  | SE3  | Final report due |
| 10 June 2024  | School based enrichment  |  |
| 17 June 2024  | University based enrichment week  | CEDP complete |

Student Teacher and Mentor: roles and expectations at a glance

|  |  |  |
| --- | --- | --- |
| Weekly Input | Student Teacher  | Subject Mentor  |
| First Meetings  | Attend ready to be honest and open about hopes and concerns. Be prepared to discuss your motivation for doing a PGCE, your preferred ways of working, your strengths and areas for development and your subject knowledge.  | Help establish clear professional expectations for placement.Broker discussion about preferred ways of mentoring (e.g. WPM only or that and daily brief check-ins). Establish parameters of support. Establish purposeful, supportive relationship.  |
| Weekly Progression Meeting | Attend ready to reflect upon week’s teaching and learning.Bring feedback from other host teachers if appropriate. Consider progress against School Experience Formative Assessment Continuum.Discuss with mentor priorities targets that will enable progress against the descriptors. Be ready to discuss School Based and Subject Tasks that have been set.Be ready to articulate how university/alliance sessions and wider reading are informing and impacting practice.  | Attend ready to listen to student teacher’s reflection.Check in on wellbeing and welfare. Gather relevant information from host teachers if appropriate. Help guide student teacher’s understanding of progress against the key areas on the School Experience Formative Assessment Continuum.Help student teacher identify priorities that will enable progress against the descriptors. Encourage student teacher to make the link between learning and practice. Discuss how research translates to practice. |
| Weekly Appraisal  | Ensure lesson plan is given to appraiser in advance of lesson. After appraisal, complete evaluation and reflection. | Complete assessor’s field on PebblePad.Ensure feedback meeting is timely.Follow approach to feedback. As the student teacher develops, encourage them to suggest strategies for improvement themselves.  |
| PebblePad | Complete student teacher fields for Weekly Progression Meeting and Weekly Appraisal. | Complete assessor fields for Weekly Progression Meeting and Weekly Appraisal. |
| School Experience Formative Assessment Continuum. | Review progress against descriptors and identify priority areas for development.  | Quality-assure student teacher’s self-assessment against the descriptors and help identify areas for development and specific strategies to help.  |

|  |  |  |
| --- | --- | --- |
| School Experience Input | Student Teacher  | Mentor  |
| Link Tutor visits | Attend all link tutor meetings/visits | Attend all link tutor meetings/visits |
| Professional Development | Attend Professional Development sessions  | Professional Mentor - ensure programme of Professional Development is in place; be point of contact for student teacher  |
| Reports  | Read interim and final reports carefully and consider how you will endeavour to address areas for development  | Subject Mentor – complete interim and final reports on PebblePad; share with student teacher  |
| Subject Knowledge Audit |  Share your SKA tracker with Subject Mentor | Use SKA tracker to identify gaps and areas of development and discuss approaches and share expertise  |
| Timetable  | Liaise with mentor; approach host teachers to find out what you need to prepare and teach and what you need to know about the classes in front of you. | Subject Mentor - Arrange timetable for student teacher that includes gradual increase to stipulated teaching hours, PPA, Professional Programme and additional opportunities for observations/CPD. Share resources with student teacher and provide access to relevant data.  |
| Wider professional duties | Attend parents’ evenings, open evenings, CPD and extracurricular activities as directed by your mentor and school  | Broker opportunities for student teacher to attend  |

Programme Information

The Postgraduate Certificate in Education (PGCE) programme consists of two key academic modules and three school experience placements. The two academic modules relate to Professional Studies (PS) and Subject Studies (SS) and both are at master’s level. The two modules are integrated rather than taught as separate modules, to ensure a coherent and well sequenced learning programme - the timetable of programmed sessions reflects this and incorporates all aspects of the Core Content Framework (CCF).

|  |
| --- |
| **Academic Modules** |
| **Subject Module:****Learning and Teaching in Subject Studies** Level 7 (M Level)30 credits | **Professional Module:****The Developing Professional**Level 7 (M Level)30 credits |
| **Total 60 credits at M level** |
| **School Experience Modules** |
| **School Experience 1 (SE1)** | Autumn term |
| **School Experience 2 (SE2)** | Spring term |
| **School Experience 3 (SE3)** | Spring/summer term |
| All SE modules use formative progress reviews. The final SE is assessed against the [Teachers Standards (DfE, 2021)](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1007716/Teachers__Standards_2021_update.pdf)Student teachers are required to satisfactorily complete each SE with completed documentation.  |

Information on assessment, including the School Experience Formative Assessment Continuum, for both school experience and academic modules can be found in the **Assessment Handbook**

<https://blog.yorksj.ac.uk/ite/current-students/>

All student teachers will be registered for the PGCE, with the expectation that they will achieve that award. There is an alternative award for those who are not able to demonstrate the Level M learning outcomes. The Professional Graduate Certificate in Education with QTS (ProfGCE) will recognise the achievements of student teachers who have been unable to demonstrate the Level M learning outcomes but have met those specified for Level 6 and achieved the DfE standards for QTS. Both programmes will lead to the award of QTS once all modules are completed successfully.

The curriculum in schools has been through a period of rapid change, much of which has offered exciting opportunities for the development of learning in the 21st century. All student teachers need to be fully aware of changes and developments to the curriculum in their specific subject area.

This programme is designed to help student teachers manage variety and change, in addition to helping them develop the necessary practical competencies to be an effective teacher. Individual needs and school requirements will be taken into account. You will be asked to complete a CV and a subject specific audit in order to help the partnership to plan suitable placement experience as well as appropriate seminars and reading.

Reading is an essential part of your PGCE programme. An understanding of current research in your subject and general educational issues will support your growing understanding of the classroom. It will also enable you to place the departments that you have experience of into the wider educational context. In addition, it will aid your developments as a reflective practitioner as well as providing practical teaching and learning activities. Links to reading lists are in the assessment handbook.

There is a subject specific handbook for each secondary subject area and this provides an outline of all subject sessions, additional reading and support, school-based tasks and subject specific school-based tasks.

**Core Programme Overview**

The university and alliance-led learning sessions are listed below so that you know what is covered in our taught programme and when. We encourage our student teachers to refer to these in their weekly reflections and for mentors to discuss learning, reading and practice with student teachers in their weekly meetings.

Whilst the below table provides a summary of the sessions on the academic programme please also refer to the student subject specific handbook. These handbooks have the whole programme outline, including links to the CCF and reading/research that each session is based on. Mentors and students can access these via the ITE blog on the link below:

<https://blog.yorksj.ac.uk/ite/current-students/>

|  |  |
| --- | --- |
| Date  | University Based Sessions  - updated 6.7.23  |
| 4/9    | Welcome and introduction Benefits of union membership Chartered College Introduction to the team, Moodle, modules and assessment  The role of the mentee Team building  |
| 5/9   | Library services Safeguarding  Mental health and wellbeing  E-safety  |
| 6/9  | Alliance/school-based induction day   |
| 7/9   | Aims and purpose of education Our evolving education system Personal values and philosophy and impact on educational rationale Using PebblePad in placement Digital team introduction to online systems (PebblePad, Moodle)  |
| 8/9  | Introduction to Masters level critical writing  Academic assessment and handbooks Building subject knowledge & subject knowledge audits Effective observations in schools Managing workload  |
| 11/9  | Traditional learning theories Contemporary learning theories  SE formative assessment continuum   |
| 12/9  | Principles of instruction  PSHE Critical writing assignment 1 introduction Phonics and implications for secondary teaching   |
| 13/9  | Alliance/school-based induction day  |
| 14/9  | Planning – long-term, medium and short-term Learning objectives and success criteria Using the planning proforma   |
| 15/9  | Behaviour management ITAP Theories  Climate for learning – expectation and presence  Strategies – routine and transitions  Behaviour policies Teacher voice – persona and physical   |
|   | END OF INDUCTION WEEKS   |
| 20/9  | Reflection and review – ITAP behaviour and expectations  EEF document – behaviour and expectations Trauma informed training – introduction  Toolkit – behaviour and expectations  Role play and scenarios – behaviour and expectations  Trauma informed training – online   |
| 27/9  | SE1 briefing Introduction to extrinsic and intrinsic motivation   |
| 4/10  | Full day - Subject Day sessions 1-4 Independent study  |
| 11/10  | Introduction to assessment and feedback Self-efficacy and resilience models    |
| 18/10  | Reflecting on learning from observations  Research project – assignment 2 – an introduction to research and proposals  |
| 25/10  | Introduction to inclusive practice  Assignment 1 – how to plan and structure a response   |
| 8/11  | Cognitive load and schema theory Retrieval and spaced practice   |
| 15/11  | Full day - Subject Day sessions 5-8 Independent study  |
| 22/11  | Adaptive planning and teaching  Assignment 1 – how to write your assignment   Drop-in for assignment 1 (optional)  |
| 29/11  | Literacy across the curriculum – vocabulary instruction  Numeracy across the curriculum  |
| 6/12  | Building sequences and schemes of learning Research project assignment 2 – methodology and data collection   |
| 13/12  | Careers – application forms and personal statements  Review of placement  |
| 19/12  | Introduction to ITAP Ethics forms   |
|   | WINTER BREAK   |
| 8/1  | Inclusive practice – keynote speaker  Inclusion and diversity workshops (EAL, LGBTQ+, LAC, Traveller Communities, Refugees) – focus on ITAP vocabulary instruction   |
| 9/1  | Alliance led off campus Diversity Day – ITAP focus vocabulary instruction  |
| 10/1  | Review of Diversity Day Decolonising the language of the curriculum Setting and mixed starting points teaching – implications for vocabulary instruction Adaptive practice in action – tiered vocabulary  Developing word consciousness  Debunking myths around learning styles and pedagogy – implications for inclusion   |
| 17/1  | Full day - Subject Day sessions 9-12 Independent study  |
| 24/1  | SE2 briefing  Developing questioning  Reading across the curriculum   |
| 31/1  | Interview practice    |
| 7/2  | Research project – writing the literature review and methodology Assignment 2 Assignment 2 – data analysis   |
|   | HALF TERM BREAK  |
| 21/2  | Revisiting target setting, PebblePad and the SE FA continuum - online Revising wellbeing and workload – online  Assignment 2 – drop in – online   |
| 28/2  | Reconstructing the curriculum  Managing conversations with parents   |
| 6/3  | Feedback in action – how to move pupils forward Use of data to track and monitor, Progress 8   |
| 13/3  | Full day - Subject Day sessions 13-16 Independent study  |
| 20/3  | SE3 briefing and lesson plan proformas Assignment 2 – how to create an excellent presentation  |
|   | EASTER BREAK    |
| 3/4 or 10/4  | Independent work on research project (depending on Easter holiday)  |
| 17/4  | Research presentations   |
| 24/4  | Full day - Subject Day sessions 17-20 Independent study  |
| 1/5  | Visual tools for thinking Engagement strategies   |
| 8/5  | National and local policy  Checking for understanding  |
| 15/5  | Cross curricular teaching   |
| 22/5  | RSHE policy  PSHE/RSHE practice   |
|   | HALF TERM  |
| 5/6  | Review and reflection – ITAP Cross-curricular learning transfer   |
| 12/6  | CPD afternoon TBC    |
| 17/6  | Reflecting on enrichment week ECT transition CPD – presentation task CEDPs  |
| 18/6  | Cross-curricular day  |
| 19/6  | Presentation preparation  |
| 20/6  | Presentation preparation  |
| 21/6  | Presentation set up Presentations Guest speaker Celebration afternoon   |

Information about the content for specific Subject Days is found in the student subject handbooks and will have been shared with mentors during training:

<https://blog.yorksj.ac.uk/ite/current-students/>

School Based Tasks and School Based Subject Specific Tasks

In the student teacher updated Subject Handbooks there is a list of School Based Tasks and School Based Subject Specific Tasks which are designed to ensure the integration of learning and theory with classroom practice and school experience. School Based Tasks are compulsory and have been designed to support and secure development and progress across the 5 areas of the School Experience Formative Assessment Continuum (see Assessment handbook), which links to the 5 areas of the Core Content Framework (CCF).  Student teachers will record their reflections each week, responding to the question on the Weekly Progression Meeting proforma, ‘What SE School-based Tasks have you completed this week and what has been your key learning?’ Answers should detail the tasks completed and how they have or will impact upon classroom practice and support pupil progress.

**School Based Tasks linked to the areas of the continuum/CCF:**

|  |  |
| --- | --- |
|  | Behaviour and High Expectations |
| **SE1** | **Observe and record** how expert colleagues**:** * Create a safe and stimulating learning environment;
* Model, set and maintain high expectations;
* Promote positive behaviour and learning.

**Discuss** your observations, and questions you have identified, with your mentor with a view to application to your own practice.**Practise** using these strategies in your next lesson and identify elements that weresuccessful or unsuccessful.**Reflect** on your learning in the relevant area of your Weekly Progression Meeting space.  Consider targets for future development.  |
| **SE2** | **Observe/reflect and record how you and expert colleagues:** * Consistently use strategies to promote positive behaviour;
* Respond to inappropriate behaviour;
* Make use of the learning space, resources, transition strategies and school policy to support behaviour.

**Discuss** your reflections, observations and questions you have identified, with your mentor with a view to application to your own practice.**Practise** using these strategies consistently in your next lesson and identify elements that weresuccessful or unsuccessful. **Reflect** on your learning in the relevant area of your Weekly Progression Meeting space.  Consider targets for future development.  |
| **SE3** | **Observe/reflect and record how you and expert colleagues:** * Use positive behaviour management consistently and effectively to motivate pupils and encourage pupils to self-regulate their learning and behaviour;
* Balance teacher/pupil talk and focus on learning rather than behaviour-talk.

**Discuss** your reflections, observations and questions you have identified, with your mentor with a view to application to your own practice.**Practise** using these strategies consistently in your next lesson and identify elements that weresuccessful or unsuccessful.**Reflect** on your learning in the relevant area of your Weekly Progression Meeting space.  Consider targets for future development.  |

|  |  |
| --- | --- |
|  | Pedagogy |
| **SE1** | **Observe and record** how expert colleagues**:*** Break down learning into smaller, incremental steps;
* Encourage pupils to reflect on their own learning;
* Structure lessons to support learning;
* Make use of resources and strategies to bring about a change in long term memory/ learning.

**Discuss** your observations, and questions you have identified, with your mentor with a view to application to your own practice.**Practise** using these strategies in your next lesson and identify elements that weresuccessful or unsuccessful.**Reflect** on your learning in the relevant area of your Weekly Progression Meeting space.  Consider targets for future development.  |
| **SE2** | **Observe/reflect and record** how you and expert colleagues**:*** Plan for pupils’ learning to be focused on key aspects/concepts/ideas/perspectives in the subject and consider how these could be modelled using subject specific pedagogies;
* Use open questions / talk to address misconceptions and break down learning;
* Use different groupings flexibly in order to consider pupil attainment, behaviour and motivation;
* Plan for additional learning needs and adapt teaching to support progress.

**Discuss** your observations, and questions you have identified, with your mentor with a view to application to your own practice.**Practise** using these strategies in your next lesson and identify elements that weresuccessful or unsuccessful.**Reflect** on your learning in the relevant area of your Weekly Progression Meeting space.  Consider targets for future development.  |
| **SE3** | **Observe/reflect and record** how you and expert colleagues**:*** Make use of meta-cognitive strategies to promote pupil reflection and learning;
* Apply the findings from research /CPD to practice, including subject specific pedagogies;
* Use strategies to maximise learning in the long-term e.g. reviewing /retrieving material, modelling, scaffolded activities.

**Discuss** your observations, and questions you have identified, with your mentor with a view to application to your own practice.**Practise** using these strategies in your next lesson and identify elements that weresuccessful or unsuccessful.**Reflect** on your learning in the relevant area of your Weekly Progression Meeting space.  Consider targets for future development.  |

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|  | Curriculum |
| **SE1** | **Observe and record** how expert colleagues**:** * Use subject knowledge to inform their teaching;
* Develop any cross curricular links;
* Support development of literacy and mathematical skills through teaching of subject.

**Discuss** your observations, and questions you have identified, with your mentor with a view to application to your own practice.**Practise** using these strategies in your next lesson and identify elements that weresuccessful or unsuccessful. **Reflect** on your learning in the relevant area of your Weekly Progression Meeting space.  Consider targets for future development.  |
| **SE2** | **Observe/reflect and record** how you and expert colleagues:* Sequence learning of subject content within and across lessons to support learning and progress;
* Mitigate and remedy misconceptions in the subject;
* Use strategies to support cross curricular links and develop literacy and mathematical skills;
* Engage with and apply CPD opportunities, including via engagement with subject associations.

**Discuss** your observations, and questions you have identified, with your mentor with a view to application to your own practice.**Practise** using these strategies in your next lesson and identify elements that weresuccessful or unsuccessful.**Reflect** on your learning in the relevant area of your Weekly Progression Meeting space.  Consider targets for future development. |
| **SE3** | **Observe/reflect and record** how you and expert colleagues**:*** Promote and develop depth of subject knowledge and pupil understanding of the connections between topics;
* Integrate subject specific pedagogy into practice;
* Use strategies to support pupils critically engaging with learning activities, including development of oracy.

**Discuss** your observations, and questions you have identified, with your mentor with a view to application to your own practice.**Practise** using these strategies in your next lesson and identify elements that weresuccessful or unsuccessful. **Reflect** on your learning in the relevant area of your Weekly Progression Meeting space.  Consider targets for future development.  |

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|  | Assessment |
| **SE1** | **Observe and record** how expert colleagues use hinge questioning\* and activities to:* deepen understanding;
* identify and address misconceptions;
* assess progress.

**Discuss** your observations, and questions you have identified, with your mentor with a view to application to your own practice.**Practise** using these strategies in your next lesson and identify elements that weresuccessful or unsuccessful. **Reflect** on your learning in the relevant area of your Weekly Progression Meeting space.  Consider targets for future development. \*Hinge questions are a check for understanding at a ‘hinge-point’ in a lesson, i.e., the point where you move from one key idea/activity/point on to another and understanding the content is needed for the next chunk of learning. (<https://improvingteaching.co.uk/2013/08/17/do-they-understand-this-well-enough-to-move-on-introducing-hinge-questions/>) See also <https://www.youtube.com/watch?v=Mh5SZZt207k>  |
| **SE2** | **Observe/reflect and record how you and expert colleagues:*** Use assessment information to inform future plans;
* Provide constructive and timely feedback which supports progress;
* Keep accurate records to monitor progress.

**Discuss** your observations, and questions you have identified, with your mentor with a view to application to your own practice.**Practise** using these strategies in your next lesson and identify elements that weresuccessful or unsuccessful. **Reflect** on your learning in the relevant area of your Weekly Progression Meeting space.  Consider targets for future development.  |
| **SE3** | **Observe/reflect and record how you and expert colleagues:*** Manage expectations for statutory assessment for KS4 (and KS5 if appropriate);
* Use school data to monitor and track pupil attainment in your classes;
* Monitor the progress of groups and classes using diagnostic prompts;
* Engage pupils in the co-construction of success criteria and use these to promote self-evaluation.

**Discuss** your observations, and questions you have identified, with your mentor with a view to application to your own practice.**Practise** using these strategies in your next lesson and identify elements that weresuccessful or unsuccessful. **Reflect** on your learning in the relevant area of your Weekly Progression Meeting space.  Consider targets for future development.  |

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|  | Professional Behaviours |
| **SE1** | **Observe and record** how expert colleagues:* apply the school’s safeguarding policy (make sure you read the policy too);
* manage work life balance through the use of effective time management strategies;
* maintain positive professional relationships with all colleagues.

**Discuss** your observations, and questions you have identified, with your mentor with a view to application to your own practice.**Practise** using these strategies in your next lesson and identify elements that weresuccessful or unsuccessful. **Reflect** on your learning in the relevant area of your Weekly Progression Meeting space.  Consider targets for future development.  |
| **SE2** | **Observe/reflect and record how you and expert colleagues:*** Build and maintain positive relationships with parents;
* Work collaboratively with teaching assistants and other colleagues to promote pupil progress;
* Apply the school’s safeguarding policy (make sure you read the policy too);
* Manage time efficiently and effectively to meet deadlines and manage workload.

**Discuss** your observations, and questions you have identified, with your mentor with a view to application to your own practice.**Practise** using these strategies in your next lesson and identify elements that weresuccessful or unsuccessful. **Reflect** on your learning in the relevant area of your Weekly Progression Meeting space.  Consider targets for future development.  |
| **SE3** | **Observe/reflect and record how you and expert colleagues:*** Communicate formally and informally with parents;
* Contribute to the wider life of the school;
* Apply the school’s safeguarding policy (make sure you read the policy too).

**Discuss** your observations, and questions you have identified, with your mentor with a view to application to your own practice.**Practise** using these strategies in your next lesson and identify elements that weresuccessful or unsuccessful. **Reflect** on your learning in the relevant area of your Weekly Progression Meeting space.  Consider targets for future development.  |

Other tasks

* School based tasks – above are compulsory see calendar (p6) when these need to be completed, evidence stored on Pebble pad.
* Subject Days – there are tasks to complete at the end of each subject day - compulsory
* Subject tasks – option as directed by school mentor, Alliance lead or YSJ staff to support and develop areas of practice and understanding.
* The above are both found in the subject handbooks and can be accessed through the PGCE secondary blog

<https://blog.yorksj.ac.uk/ite/current-students/>

Key Partnership Contacts

It is usual practice for staff (including mentors) to only respond to emails during normal working hours. In rare instances, staff may respond outside of normal working hours due to differing working patterns.

|  |  |  |  |
| --- | --- | --- | --- |
| **Name** | **Position** | **Telephone** | **Email** |
| Ruth Matthewson | PGCE Secondary Programme lead | 01904 876194 | r.matthewson@yorksj.ac.uk |
| Keither Parker | Associate Head of School: Education | 01904 876341 | k.parker@yorksj.sc.uk |
| **Administrative and support staff:** |
| Mike Polson | Student Placements Administrator | 01904 876373 | placements@yorksj.ac.uk |
| Amanda Cartridge | ITE Admin Team | 01904 876865 | admin.teachereducation@yorksj.ac.uk |
| Liz Newson | ITE Admin Team | 01904 876687 | admin.teachereducation@yorksj.ac.uk |
| Clare McCluskey-Dean | Academic Liaison Librarian | 01904 876324 | c.mccluskey-dean@yorksj.ac.uk |
| **PGCE Secondary Subject staff:** |
| English | Jane Collins Brian Rock | 01904 87629401904 876941 | j.collins@yorksj.ac.ukb.rock@yorksj.ac.uk  |
| Mathematics | Manjinder Jagdev | 01904 876429 | m.jagdev@yorksj.ac.uk |
| Sciences | Katy Bloom | 01904 876155 | k.bloom@yorksj.ac.uk |
| Modern Foreign Languages | TBC | N/A | N/A |
| History | Gary Craggs | N/A | g.craggs@yorksj.ac.uk |
| Geography | Helen Banks | N/A | h.banks1@yorksj.ac.uk |
| Religious Education | Diane Norton | TBC  | d.norton@yorksj.ac.uk  |
| Music | Doug Elliot | N/A | d.elliot1@yorksj.ac.uk |
| Drama | Beth Pelleymounter  | N/A | b.pelleymounter@yorksj.ac.uk |
| Physical Education | Ruth Matthewson | 01904 876194 | r.matthewson@yorksj.ac.uk |

**Hope Sentamu Learning Trust**

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| --- | --- | --- | --- |
| **Name** | **Position** | **Telephone** | **Email** |
| Chloe Dolphin | ITT Lead | 01904 528661 | c.dolphin@hslt.academy |
| Joanna Coe | Workforce Development Coordinator | 01904 528661 | j.coe@hslt.academy |

**White Rose Alliance (WRA)**

|  |  |  |  |
| --- | --- | --- | --- |
| **Name** | **Position** | **Telephone** | **Email** |
| Jo Jones | Director of White Rose Alliance | 01423 866061 | jojones@king-james.n-yorks.sch.uk |
| Sue White | WRA Administrator | 01423 866061 | suewhite@king-james.n-yorks.sch.uk |

**Macmillan Alliance**

|  |  |  |  |
| --- | --- | --- | --- |
| **Name** | **Position** | **Telephone** | **Email** |
| Amy Tumelty | Director of Alliance | 01642 800800 | a.tumelty@macademy.org.uk |

**Campus Stockton Teaching School Alliance (CSTSA)**

|  |  |  |  |
| --- | --- | --- | --- |
| **Name** | **Position** | **Telephone** | **Email** |
| Chris Aitkin | Director of Alliance | 01642 783 253 (Ext. 181) | caitkin@stocktonteachingalliance.org.uk |
| Gill Lamb | Secondary Lead ITT | 07941 471403 | Info@lambeducation.co.uk |
| Catherine Dutson | Administrator | 01642 783 253 (Ext. 181) | cdutson@stocktonteachingalliance.org.uk |

**All Saints Teaching Alliance**

|  |  |  |  |
| --- | --- | --- | --- |
| **Name** | **Position** | **Telephone** | **Email** |
| Steve Sandwell | Director of Alliance | 01904 647877 | s.sandwell@allsaints.york.sch.uk |
| Kate Vernon-Rees  | Professional Tutor and Lead for AIM | 01904 647877 | k.vernon-rees@allsaints.york.sch.uk |

Roles and responsibilities across the partnership

Programme Lead

Programme Leads are responsible for the operation and enhancement of an agreed (range of) course(s) and/or programme(s), providing support to the Associate Heads and Head of School in meeting the objectives of the University’s Strategic Plan. They deal with all programme related queries.

Deputy Programme Lead

Supports the programme lead on specific elements of the programme.

Alliance Lead

As for programme lead but they are the first point of contact for alliance related queries.

Subject Tutor

The subject tutor will deliver subject knowledge development sessions and should be contacted to support you with your own subject specific continuing professional development (CPD).

Academic Tutor

The academic tutor will meet with you several times a year and will support you with your academic development and pastoral wellbeing.

Link tutors

Whilst on school experience student teachers will be visited periodically by university tutors. These ‘link tutor’ visits will be co-ordinated through the school’s professional mentor and/or subject mentor and under normal circumstances about one week’s notice will be given to the school. It is expected that school mentors will inform each other and the student teachers.

Link tutors will expect to see examples of planning and records of school-based activities; on days when tutors are expected to visit, student teachers should ensure that they have the relevant documents with them in school. These documents may be a combination of paper and electronic files. Link tutors have a quality assurance role, moderating across the schools in the Partnership and thus may visit schools and not necessarily visit student teachers on every occasion.

During the autumn term there are normally two link tutor meetings. The first meeting takes place online and is a quality assurance visit to discuss how the student teacher has settled in etc. and to ensure everything is in place. The second visit is to undertake the shared lesson appraisal with the subject mentor. During the spring/summer terms there are normally two link tutor visits. The first is to undertake lesson appraisals with the subject mentor and the second visit is the quality assurance visit to discuss progress, level of achievement and targets for the remainder of the consolidation period.

Subject mentors

Our mentors are expert practitioner who have formal responsibility to work collaboratively within the ITE partnership to help ensure the student teacher receives the highest quality training.

Mentors have a crucial role to play in supporting student teachers during their ITE through to successful teacher accreditation and beyond the early stages of their careers. Mentors will undertake lesson appraisals of student teachers and weekly progress review meetings. These are important weekly activities that support student teacher progress and include subject specific targets being set (related to the formative assessment continuum) to support evaluation of progress. Guidance on these is given through mentor training and mentor briefing sessions. Records/documentation is uploaded to PebblePad, the online portal for student documentation.

All documentation and guidance for mentors is now accessed online at the YSJ Learn platform: School Mentor Development and Training Hub. Mentors should enrol using their own email address and follow the guidance given in mentor training/briefing sessions. Mentors can access all recordings of training and briefings at YSJ Learn so can revisit training as needed.

Professional mentors

The role and title of professional mentors may differ from school to school but they are generally responsible for the following areas in relation to student teachers:

* They are the **point of contact** for student teachers on wider school/professional issues.
* They provide a **programme of professional development for student teachers**. These might be weekly after school sessions on key areas like those indicated in the agreed core sessions. Exemplar programmes are available for professional mentors to use if needed. These should not be considered ‘one off’ sessions and learning from these sessions should be followed up. For example, professional mentors might identify follow up tasks from the weekly learning. Student teachers should consider how the learning from a session and follow up activity has supported their professional development and professional practice as well as impact it has had on pupil progress (if appropriate). This should be recorded on PebblePad.
* They provide a bespoke programme for a student teacher with specific difficulties.
* Following the end of the programme of professional development (in some schools these may go on up to the start of the summer term) professional mentors maintain contact with student teachers (either as individuals or in groups) to ensure they are meeting targets etc and are been well supported during the consolidation period of their training.
* They are responsible for the quality assurance of the team of subject mentors in the school. Professional mentors may provide additional training for mentors. They will support mentors to ensure consistent practice in mentoring and tracking of student teacher progress etc. and to identify points in the training when student teachers may need additional support. Professional mentors should also support subject mentors with any student teacher causing concern.
* They will liaise with link tutors where necessary – whilst link tutors generally do shared lesson appraisals with the subject mentor the professional mentor should try to meet briefly the link tutors where possible to discuss overall progress of the student teacher.

External Examiners

A selection of student teachers will be visited whilst on their teaching experience by an external examiner. Some student teachers may be interviewed about their school experience documents and written coursework as well as their experience whilst on teaching placement.

In common with other UK institutions, York St John University appoints external examiners for all of its higher education programmes. External examiners are impartial, independent individuals from beyond the University who help to assure the standards of our awards and the robustness and fairness of our assessment processes.

The external examiner for the PGCE Secondary programme is Lisa Madden who has had experience of leading a PGCE Secondary Programme at Leeds Trinity. Subject specialist external advisers support her. Further information about the University’s external examining systems is available at: <https://www.yorksj.ac.uk/registry/quality-gateway/external-examiners/>

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| **Topic** | **Relevant administrator** | **Programme Lead PGCE Secondary** **and****Director/Coordinator of alliance** | **Academic Tutor** | **Subject Module Director/tutor** | **Link Tutor**  | **School Based Mentor(s)**  | **Other/notes** |
| Notification of absence from school | **ü** | **ü** |  |  | **ü** | **ü** | https://www.yorksj.ac.uk/students/your-student-record/report-an-absence/ |
| Notification of absence from academic input - Wednesdays | **ü** | **ü** |  | **ü** |  | **ü** | https://www.yorksj.ac.uk/students/your-student-record/report-an-absence/ |
| Questions about required or missing course documents | **ü** |  |  | **ü** |  |  |  |
| Questions about required or missing Moodle modules | **ü** |  |  | **ü** |  |  |  |
| Questions about required or missing school experience documents | **ü** | **ü** |  |  |  |  |  |
| Submission and release of assignments | **ü** |  |  | **ü** |  |  |  |
| Questions about the requirements of an assignment |  | **ü** |  | **ü** |  |  |  |
| Request for mitigating circumstances | **ü** | **ü** |  |  |  |  |  |
| Arrangement of school placements |  | **ü** |  |  |  |  |  |
| Difficulties or issues with school experience | **ü** | **ü** |  |  | **ü** |  |  |
| Requests to take time out  |  | **ü** |  |  |  |  |  |
| Discussion of personal issues or problems Support, financial support, disability assistance, counselling | **ü** | **ü** | **ü** | **ü** | **ü** | **ü** | YSJU Student Information Desk**SID@yorksj.ac.uk** 01904 876477 |
| IT problems (e.g. problem with accessing university email or Moodle) |  |  |  |  |  |  | YSJU Fountains service desk**ile@yorksj.ac.uk**Text **ASK** and your question to **81025**01904 876696 |
| Financial issues (e.g. with loans or bursaries) |  |  |  |  |  |  | YSJU Student Funding **fundingadvice@yorksj.ac.uk**01904 876939 |
| Change of name or address | **ü** |  | **ü** |  |  |  | YSJU Student Records**studentrecords@yorksj.ac.uk** 01904 876757 |

Who to contact for absence and programme queries

Key information for students

Programme Participation and Absence Procedures

The PGCE is a full-time professional programme. Full attendance is expected in all aspects of the programme. Leave of absence will not be given for other courses or holidays. If unable to attend an academic/university session a student teacher must contact the Programme Lead, the ITE Administrative Unit and inform the tutor whose session they are missing. The Alliance Lead should also be informed.

Student teachers are expected to make a professional commitment to schools during the periods of school experience and are required to complete the attendance record in the profile document.

If illness or serious mitigating circumstance prevents a student teacher from attending school during a school experience:

* the student teacher **must** inform the subject mentor in school 30 minutes before lessons begin on the day in question (however the student teacher must check their school staff absence procedures);
* the student teacher **must** inform the Alliance Lead and Programme Lead on the same day; and
* this procedure should be repeated on any subsequent day(s) of absence from school and, if absence persists for three days or more due to illness, a medical certificate **must** be provided for the Professional Mentor and a copy sent to the Alliance Lead. **It is the student teacher’s responsibility to ensure that School and University/Alliance are informed of the nature and extent of the absence.**

If a student teacher has missed any school days the missing days may need to be added to the end of the programme in order for the mentor to have enough evidence to make their judgement and to comply with the legal number of days a student teacher must spend on the programme. All student teachers must ensure that the attendance record for autumn and spring/summer (on PebblePad) is up to date at all times.

Full attendance and punctuality are expected for all elements of the programme. Education is not just listening: it includes participating and being responsible – in partnership with others – for the success of the programme. It is important that you critically engage with all aspects of the programme to support your learning and development. If it is considered you are not fulfilling this responsibility a case consultation may be called, and subsequently a standards review. Ultimately, the university has the right to reduce marks or to fail student teachers where programme participation has not been satisfactory.

Whenever absence is unavoidable, student teachers are obliged to inform tutors/mentors, in writing and in advance if possible, and to provide medical documentation where appropriate. Good communication with mentors/tutors is essential.

Becoming a teacher and being part of a profession

You are now part of the teaching profession as you embark on the PGCE, a programme of initial teacher education. As outlined in the professional teachers’ standards it is expected that you demonstrate consistently high standards of personal and professional conduct.

As part of this it is expected that you will be:

* Prepared to take responsibility for yourself and your actions and consider and understand the impact your actions can have on others
* Passionate and knowledgeable about your subject with an understanding of your wider professional role (for example, PSHE and pastoral role)
* Committed to having high expectations of yourself and determined to being the best teacher you can be
* Committed to having high expectations of all the pupils and to raising their educational achievement
* Committed to being reflective and open to advice, taking appropriate action to ensure your own professional progress and the progress of pupils
* Willing to work as part of a team and be co-operative and willing to both support and be supported. You are both a learner in a school and a student teacher. It is important that you collaborate with your new school colleagues and with other student teachers in a practical way and be self-motivated
* Willing to disclose any disability or additional need that might affect your progress so that appropriate support can be put in place
* Mindful of professional communication and the way you present yourself. This includes considering the way you write emails as well as responding to them in a timely manner, talk on the phone, speak to staff and pupils and the way you dress. You should use your YSJU email address at all times when communicating with tutors and schools. You should be in professional dress when on school placements.
* Mindful of your use of social media and the potential impact of your digital footprints
* Committed to following school policies and protocols.
* Willing to engage to a high level with all elements of the programme with a positive and open mind.

GDPR regulations relate to data protection. Schools will provide information to you regarding their implementation of these regulations. Please make yourself familiar with the general regulations by reading and watching the following link:

[UKEdChat FAQs](https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=26&cad=rja&uact=8&ved=2ahUKEwjluJip_dHjAhUVonEKHUWWCuc4FBAWMAV6BAgFEAE&url=https%3A%2F%2Fukedchat.com%2F2018%2F09%2F17%2F10-gdpr-questions-answered%2F&usg=AOvVaw18-P_gB0XHqHzmOxoZdkUX)

**Code of Conduct**

From 2022, all students will have signed the *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 polices 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:**

1. 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.
2. 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.
3. 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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To be completed by the student at the start of each placement

|  |  |
| --- | --- |
| **Placement setting:**  |   |
| **Student teacher name:**  |   |
| **Headteacher/ setting mentor:**  |   |
| **Date:**  |   |
| **Placement Safety Induction - school actions**  | **Provided**  |
| Carry out any induction training associated with the placement.     | **£ Yes**  |
| Discuss any Covid/sickness rules in place.  | **£ Yes**  |
| Procedures regarding workplace layout have been fully explained.  | **£ Yes**  |
| Aware of Fire evacuation, First aid arrangements, and assembly points.  | **£ Yes**  |
| Explain how to report incidents or accidents.  | **£ Yes**  |
| Local risk assessment and procedures has been shared and understood.  | **£ Yes**  |
| Inform student placement of: * Welfare – Toilets, water dispenser, etc
* Catering – Hot water, microwave, fridge, dining room etc.
* Housekeeping arrangements – Where to hang coat, put bag, etc.
 | **£ Yes**  |
| Lone working procedures (if applicable)  | **£ Yes**  |
| How to report concerns at the placement  | **£ Yes**  |
| Explain how changes to working arrangements will be communicated  | **£ Yes**  |
| Know who the school’s Designated Safeguarding Lead (DSL) is  | **£ Yes**   |
| **Health and Safety Requirement** (tick when completed)  | **Completed**  |
|   | Complete walk round of workplace to include fire assembly and first aid point and any other relevant safety items/locations.    | **£ Yes**  |
| **Specific Induction** (tick when completed)  | **Completed**  |  |
| Anything unique to the Placement Setting which may include the use of PPE.   | **£ Yes**  | **£ NA**  |  |
| **Student teacher actions**  |  |
| If applicable, inform the setting of any disabilities, conditions, allergies or medication (that would need to be taken within the setting)  | **£ Yes**  | **£ NA**  |  |
| **Signatures**  |  |
| **Student teacher –** *I have understood the Safety Induction*  | Signature: Date:  |  |
| **Headteacher/ internal mentor-** I *certify the above-mentioned student has completed the Safety Induction*  | Signature: Date: Name: Position:  |  |

1 x copy to be uploaded to Moodle/ PebblePad, 1 x copy retained by the setting

Support for mentors/school staff and student teachers

Teacher Education is most successful when it occurs within a framework of partnership and trust. Student teachers will have dealings with significant groups/colleagues in each of the three terms of their year of study. There will be university tutors for their chosen subject and experienced teachers of that subject in schools; there will also be University and school based tutors for Professional Studies and experienced teachers responsible for whole school and pastoral matters. For ease of reference they will be identified as **Subject Tutor** and **Professional Tutor** in University and **Subject Mentor** and **Professional Mentor** in schools. When the university tutors visit the school placements they are referred to as **Link Tutors.**

The successful operation of the secondary partnership depends upon all tutors and mentors being aware of the roles and responsibilities of all the other members of the partnership both in schools and in the University. School mentors should expect to support other colleagues within the partnership by exchanging information about both individual student teachers’ progress and about content of their own input to the student teachers’ development programme.

Mentors and university tutors should have opportunities to discuss specialist subject training and to exchange ideas/share effective practice and to further support consistency across the partnership. Professional mentors and the programme lead should also have opportunities to meet to develop the Professional Studies programme of training, liaise about the implementation of the programme as a whole and to develop the systems for monitoring student teachers’ progress towards the attainment of the DfE Teachers’ Standards. The secondary steering group is made up of school and university staff and meets several times a year to support strategic developments of the programme.

Acceptance of student teachers to be attached to a school is taken as acknowledgement by the school that school mentors will undertake the various roles set out on the following pages. It is clearly important for each party to know what roles are assigned to and expected of all the other parties and to be clear what support they can draw on to support their role.

With this particular pattern of initial teacher training there are multiple members of the profession with responsibility for supporting the progress of the student teacher. The adherence to the agreed programme of activities and meticulous completion of the required documentation is essential to ensure coherence for the student teachers and assurance for the profession that those the partnership recommends for membership do meet the high standards rightly expected by government and society as a whole.

When planning their contribution to the student teachers’ initial teacher education it is important that school colleagues distinguish between the **school-based learning** they offer to student teachers by way of tuition, feedback and guided reflection on teaching and learning in schools and the explicit opportunities they plan for student teachers to work with pupils.

The university provides mentor training on an annual basis. New mentors are expected to attend this and existing mentors are expected to attend the training and development meetings throughout the year. There is a 3-tier approach to mentor training and development. Firstly, there is an opportunity for mentors to attend the regular meetings. Secondly if mentors cannot attend this, they can access recordings via YSJ Learn or a member of the university staff will arrange to visit the alliance/partnership school to deliver training if this is deemed necessary. Thirdly university staff will work with professional mentors to support those mentors who were not able to attend.

It is also important to recognise that other school staff are involved in the training of student teachers. For example, the mentor may arrange for the student teacher to take over the classes of another member of staff in the department as part of their timetable. These **‘host teachers’** will also be given opportunities for training to ensure consistency of provision and expectations and can attend meetings as appropriate.

Formal procedures to support mentors/school staff and student teachers

The [Additional Support Handbook](https://blog.yorksj.ac.uk/ite/current-students/) on the website has guidance for dealing with school experience problems and student teachers causing concern. However, there is a professional responsibility to inform the university and Alliance, where appropriate, if there are any issues that might impact on progress on the programme.

**Criminal Convictions and Formal Cautions:**

If a student teacher is unfortunate enough to be either arrested; under investigation; charged with an offence; receive a formal caution or a criminal conviction, whilst studying at York St John University, they must immediately inform the designated officer in the School of Education and the Department for Education (DfE). The designated officer for Initial Teacher Training Programmes is the Head of School of Education at York St John University. This may affect continuation on the programme and the issue will be subject to investigation.

**University based problems/issues:**

For any serious University-based problems student teachers should normally first contact the PGCE Programme lead; if that is inappropriate or otherwise unsatisfactory, then the Associate Head: Education in the School of Education, Language and Psychology. If a mentor becomes aware of a problem related to the university, they should seek support/advice from the Programme Lead or Associate Head: Education in the School of Education, Language and Psychology.

**School based problems/issues:**

Misunderstanding, communication problems, personality differences and concerns regarding responsibilities and levels of feedback and support can create problems for student teachers and schools during school experience. These problems can cause worry, stress and crises of confidence on both sides if not promptly addressed and it is certainly in the best interests of all concerned if these are addressed as soon as possible with university staff being involved.

If problems occur during the school placements, the Director of the Alliance and link tutor should be contacted at the earliest opportunity. They will also inform the PGCE Programme lead at YSJ if necessary and will normally arrange to visit the school at an early opportunity.

For minor problems it may be appropriate to identify and record the issues and agree necessary action points with the student teacher and subject mentor where applicable. These should be closely monitored to ensure the issue is quickly resolved and does not escalate.

Where a student teacher is causing concern there are clear procedures that have been established to guide the mentor in supporting the student teacher. There are different levels of causing concern ranging from low level issues that might be addressed and recorded within a mentor meeting to the more serious concerns where a student may require improvement to become good or better or may be at risk of failing to meet the standards. The procedures have been established in liaison with the secondary partnership to use where appropriate.

Transition from student teacher to Early Career Teacher

Applying for teaching roles and requesting a reference

Support is given for applying for roles from mentors and schools and university tutors and the YSJU careers team. ***When applying for jobs you must give the names of the PGCE Programme lead/Director of Alliance as the main reference and then the school Subject Mentor as a second reference.*** Ensure that you discuss this with your school mentor so they know to expect a reference request. Whilst you should give the names of the PGCE Programme lead/Director of Alliance as your first reference you should not use their email addresses. **The request should be sent to** **itereferences@yorksj.ac.uk** **where it will be dealt with as a priority.** This is important as if it goes directly to the PGCE Programme lead/Director of the Alliance and they are out of office there could be a delay in processing your reference. The Programme Lead will liaise with the Director of the Alliance to write your reference for School Direct programmes.

Interviews

Schools will work with student teachers to release them from timetable for job interviews when applicable. However, student teachers must be prepared to give the school as much notice as possible prior to the interview day and supply details (place and time) to the Professional Mentor as well as the Subject Mentor.

**You have a professional responsibility to liaise with your mentor about the setting of work for classes you have responsibility for whether your absence is due to illness or interview.**

**Career Entry and Development Profile**

This reflects progress made during the PGCE and identifies targets for the ECT year. It is the student teacher’s responsibility to complete the relevant sections of the document and information will be given on how to do this. The CEDP grows out of the process of review and target-setting which underpins the Teaching Standards Profile document and as such is securely based upon experience, progress and achievements.

**ECT support**

As an ECT you will have access to the ECT area of the YSJU website where relevant resources will be added to offer continued support as you begin your first teaching role. You can also expect to be contacted about the progress you are making and ECT events. Ideas from ECTs about the type of support they would benefit from is warmly welcomed.

[**https://blog.yorksj.ac.uk/ite/newly-qualified-teachers/**](https://blog.yorksj.ac.uk/ite/newly-qualified-teachers/)

Further information on the PGCE Secondary Programme

The below table provides a rationale and aims of the programme and information on design, etc.

|  |
| --- |
| PGCE Secondary School Direct - Rationale, Aims and Overview |
| Rationale for Programme | The PGCE secondary school direct programme has been written in collaboration with school partners to reflect the attributes, skills and knowledge needed to be an effective teacher in today’s schools. The programme not only considers the current national priorities within education but is enriched to ensure that our student teachers meet the educational needs of pupils within the social context and geographical area in which they are trained. The PGCE secondary school direct programme is a truly collaborative model and is strategically driven and delivered by dedicated members of York St John University and our partnership schools. Collectively we plan, monitor and review the programme for each subject area to ensure our student teachers are responsible and committed professionals who recognise the social responsibilities of education. Our student teachers begin the programme with differing levels of experience, some previously working as teaching assistants, other are less experienced. However, the partnership model offered on the school direct programme provides targeted support and challenge, regardless of starting point and through the support of a range of staff - academic tutors, link tutors, subject specific mentors, professional mentors, alliance leads and programme lead - our student teachers develop into competent, confident and critically reflective professionals who are both classroom ready and able to meet the rigour of the secondary school subject they are trained in, and beyond.  |
| Aims of the Programme | The key aim of the PGCE secondary programme is to deliver a high quality current and relevant programme of education and training that equips student teachers with the professional knowledge, understanding, skills and attributes that they need to become outstanding teachers and leaders in our local and national secondary schools.Working in partnership with schools, the programme aims to:* Provide a broad and enriching curriculum that incorporates the Core Content Framework and the YSJ Themes and enables students to meet statutory requirements by the end of their programme
* Develop high academic and professional standards for new teachers entering the profession underpinned by the development of ‘principle-based’ values
* Support student teachers in developing their own personal teaching philosophy and identity as a teacher with a commitment to critical reflective practice
* 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 a high-quality experience of Initial Teacher Education within the partnership that fosters retention and a commitment to on-going professional development
 |
| Induction  | Student teachers receive a structured and detailed induction period which begins before the programme commences. Student teachers are offered opportunities through remote and face-to-face training to audit and develop subject knowledge, engage in critical reading and writing activities and begin to understand the importance of safeguarding. They complete a piece of academic writing prior to the start of the course to support their academic writing needs if required. Further targeted induction support is offered once the programme has begun and all student teachers engage in induction tasks that support their understanding of key priorities, for example, behaviour management and assessment. From the very beginning of the programme, our student teachers are offered opportunities to obverse experienced colleagues and reflect on the practice they see. Student teachers also undertake a comprehensive induction within schools through their Alliance leads and professional mentors alongside their mentors.  |
| Design of the Programme | The PGCE secondary school direct programme has been carefully designed in partnership with all Alliances to provide a sequenced and progressive model of training that draws upon expertise in both university and school staff. Our secondary curriculum goes beyond statutory requirements and provides training opportunities that are both driven by up-to-date research, school policy and our unique YSJ themes. Student teachers undertake both subject specific sessions and professional sessions throughout the year to develop their knowledge and understanding. Our aim is to develop secure subject knowledge and subject specific pedagogy throughout the programme to support the confidence and competence of our student teachers. Our programme has been designed to facilitate the development of personal teaching philosophy. Many key concepts are returned to throughout the training to support confidence and deepen understanding. Due to the school-based structure of the programme student teachers then have the opportunity to apply and receive feedback on that new knowledge instantly before reflecting on their own practice.  |
| Design of School Experience  | School experience and assessed placements are designed to ensure our student teachers have opportunities to apply training in a progressive and sequenced manner. University and school-based training has been designed to support early development and confidence is built through the expectation of reflective observation and use of formative mentor feedback. Student teachers are encouraged to share with mentors their university session content to ensure this training can be applied within the student teacher’s practice and mentors are able to offer feedback that is relevant and appropriate to the student teacher’s developmental stage. The school experience model ensures compliance and offers our student teachers the opportunity to capitalise on early success within the final school placement. A progressive model of expectations is communicated to both mentors and student teachers through the use of the School Experience Formative Assessment Continuum and this is used as a diagnostic tool to support self-reflection and target setting. As additional support in meeting the expectations of the School Experience Formative Assessment Continuum student teachers have a number of school-based tasks and subject specific based tasks to complete during their time in school.  |
| Key Assessment Points | Review points are placed at the midpoint and final week of all assessed placements. However, formative assessment is ongoing throughout the programme through the use of weekly progress meetings, target setting and use of the School Experience Formative Assessment Continuum. Progress towards the Teachers’ Standards is evaluated during the final placement and these are used as a summative assessment mechanism at the end of the programme. Academic assessments underpin school experience and offer student teachers the opportunity to critically reflect on their own practice and also engage in research. Review points are scrutinized by alliance leads and the programme lead, and with input from the school mentor support is tailored to those students who require additional input via the use of intervention logs and action plans.  |
| Formative and Summative Student Teacher Assessment | Our student teachers are assessed against curriculum expectations and using the School Experience Formative Assessment Continuum as guidance to inform assessment and target setting. Targets are reviewed on a weekly basis to ensure that progression is maintained and needs can be identified. This process also ensures that intervention can be swiftly implemented and the impact monitored. All placements are quality assured by alliance leads and university link tutors to ensure that mentor judgements are secure. This process enables programme staff to identify mentor training needs and supports summative end of programme judgements. During the year all your assessment is formative and you are assessed against the DfE Teachers’ Standards towards the end of the programme. |
| Support  | Student teachers are supported throughout the programme by university and school staff. Each student is supported by a personal academic tutor who offers pastoral as well as robust academic support. An additional research tutor, whose role is to support the research assessment, is also available for regular support. Our student teachers are supported in school by trained subject mentors as well as the school professional mentor. Each student also has access to an alliance lead whose role is to oversee school-based training and offer pastoral support. The alliance leads work closely with university tutors and the programme lead to ensure the support offered is cohesive. The student teacher also has access to all of the other support systems in place from the University such as academic support and wellbeing. As an additional measure of support our student teachers receive a weekly ‘keeping in touch’ email from the programme lead to reinforce key programme information and support effective communication about the programme expectations. Alliance leads are copied into these emails to further enhance communication and consistency.  |
| Transition to ECT | Student teachers are fully prepared for the rigorous expectations of the Early Career Framework and transition training is delivered towards the end of the programme. The transition between ITE and Early Career Teacher (ECT) is communicated through the use of the Career Entry Development Profile where ECT targets are identified and end of programme reflections set expectations for the beginning of the ECT period. Student teachers are provided with ongoing ECT support via our ECT lead with a calendar of events and remote resources.  |

**Teaching Terms Glossary**

Below is an non-exhaustive list of terms commonly used and heard in secondary education. Some are more contestable or contentious, but all are widely used. If you come across any not included, please let us know so that we can add them for everyone.

|  |  |  |
| --- | --- | --- |
| **Acronym/ Initialism** | **Term**  | **Information**  |
| A8 | Attainment 8 | Way of measuring how well pupils do in KS4 using results from English, maths, 3 subjects that count towards the EBacc, 3 qualifications from an approved list (Source: DfE)  |
|   | Adaptive teaching | Teaching that is anticipatory and responsive to information about pupils and their learning and adjusts delivery and content to match the pupil need so that, whilst maintaining high expectations for all, all have the opportunity to meet expectations.  |
| ADD/ADHD | Attention Deficit (Hyperactivity) Disorder  | A group of behavioural symptoms that include inattentiveness, hyperactivity and impulsiveness (Source: NHS) |
| A-levels | Advanced Levels | Typically, a qualification taken post-16 – General Certificate of Education Advanced Level certificate) GCE A level)  |
| AfL | Assessment for Learning | Teaching and learning activities designed to provide information and feedback to pupils and teachers to inform and modify future learning activities |
| AP | Alternative Provision | Traditionally, settings that provide education for pupils who cannot attend a mainstream school; increasingly, however, schools are being asked to offer AP within the mainstream setting |
| ASD/C | Autistic Spectrum Disorder/Condition | Pupils with ASD may find it difficult to understand and use non-verbal and verbal communication; understand social behaviour, which affects their ability to interact with others; and, think and behave flexibly, which may be shown in restricted, obsessional or repetitive activities. (Source: DfE) |
| BTEC | Business and Technology Education Council Body | Vocational qualifications taken at different levels across different routes. Level 2 BTECs are a similar standard to GCSEs, and Level 3 are a similar standard to A-levels  |
| CAMHS | Child and Adolescent Mental Health Services  | NHS services that assess and treat young people with emotional, behavioural or mental health difficulties  |
| CAT | Cognitive Abilities Test  | Taken by pupils in Y7 (non-statutory) and used to by schools to measure pupils’ ability to process information  |
| CCF | Core Content Framework  | A minimum-entitlement, structured package of support for trainee teachers offered in conjunction with the university curriculum  |
| CPD | Continuing/Continuous Professional Development | Activities that increase teachers’ knowledge, understanding or effectiveness  |
|   | Cognitive Load  | *The effort associated with* a specific topic, the presentation and delivery of information or a task, and the creating of a permanent store of knowledge  |
|   | Critical thinking | Evaluating claims, assumptions and implications without simply accepting them as facts  |
| DBS | Disclosure & Barring Service  | A process by which employers check the criminal record of someone applying for a role  |
|   | Deep Dive  | An in-depth examination of the curriculum, interrogating the intent, implementation and impact of the curriculum  |
| DfE | Department for Education  | Current Government department that oversees the education portfolio and policy in England and Wales  |
|   | Diagnostic Assessment | Used to determine current level of knowledge, skill or understanding  |
|   | Disadvantaged pupils | Considered to be so if they fall into one of the following categories: eligible for FSM in last 6 years; recorded as having been looked after for 1 day or more; recorded as adopted from care  |
| DSL | Designated Safeguarding Lead  | Senior staff member who takes lead role in relation to issues of safeguarding, child protection and wellbeing  |
|   | Dyscalculia | Difficulty in acquiring mathematical skills (Source: DfE) |
|   | Dyslexia | Marked and persistent difficulty in learning to read, write and spell, despite progress in other areas (Source: DfE) |
|   | Dyspraxia  | Impairment or immaturity of the organisation of movement (Source: DfE) |
| EAL | English as an Additional Language  | Describes anyone who does not have English as their first language, or if they are exposed to another language at home. These pupils may face additional educational challenge.  |
| EBacc | English Baccalaureate | A suite of GCSEs in English, maths, 2 sciences, an MFL, a humanity – used as a key indicator in annual performance tables  |
| ECT | Early Career Teacher | Your status (after gaining QTS) for your first 2 years (or FTE) in teaching.  |
| EHCP | Education, Health and Care Plan  | Legally binding document prescribing the nature of the learning difficulties and objectives that need to be met in order that the pupil can make progress.  |
| EWO | Education Welfare Officer  | Tasked with ensuring children attend school and get the support they need.  |
|   | Extrinsic motivation | Motivation by outside factors or other people  |
| EYFS | Early Years Foundation Stage | A framework of care and Education for children from birth – 5 years; typically means nursery and reception  |
| FA | Formative Assessment  | Assessment used to monitor learning and provide ongoing feedback by identifying current strengths, misconceptions and areas for development -  |
| FE | Further Education  | Education offered to students aged 16 and over that is not part of a graduate or undergraduate degree. |
| FFT | Fischer Family Trust  | Foundation that processes National Pupil Database for DfE and provides data and analyses to schools.  |
|   | Flipped learning  | Pupils acquire knowledge before the class (through extended or home-learning tasks) and use the class time to practise and apply the concepts  |
|   | Free School | State-funded schools set up in response to community demand. They have same legal requirements as academies. Set their own pay and conditions and do not have to follow the national curriculum (Source: DfE)  |
| FSM | Free School Meal  | Entitlement to receive a paid for meal in the middle of the day  |
| FTE | Fixed Term Exclusion  | A pupil is temporarily removed from school. They can only be removed for up to 45 days in one year, irrespective of whether they have changed schools (Source: DfE)  |
| FTE (2) | Full time equivalent | For part-time staff, this is the proportion of the full-time hours worked  |
| GCSE | General Certificate of Secondary Education | Qualifications taken by pupils in England, usually at the end of KS4  |
| GDPR | General Data Protection Regulation | Legal framework of guidance for collection and processing of personal information |
| GNVQ | General National Vocational Qualification | Similar to BTEC and equivalent of 2 A Levels  |
| HE | Higher Education | Traditionally, post-16 education  |
| HI | Hearing Impairment | Indicates varying degrees of deafness  |
| HLTA | Higher Level Teaching Assistant  | Advanced TAs with additional responsibilities and training  |
| HOD | Head of Department | Take responsibility for curriculum subjects and the staff teaching them |
| HOF | Head of Faculty  | Take responsibility for a group of subjects and the staff teaching them |
| IEP | Individual Education Plan  | Used by many schools, a termly reviewed document that identifies strategies to help pupils with SEN learn. They include short-term targets and details of additional support provided. They are setting-specific.  |
|   | Inclusion  | Removing barriers and improving access to learning so all pupils can participate and thrive  |
|   | In Loco Parentis | ‘In place of a parent’ – legal term defining teacher responsibility for pupils in their care  |
| INSET | In-service Education and Training  | Training which takes place across the year - usually 5 days during the academic year put aside for CPD  |
|   | Intrinsic motivation  | Motivation from within  |
| KS | Key Stages | KS1 Y1-2; KS2 Y3-6; KS3 Y7-9; KS4 Y10-11; KS5 Y12-13 |
| LAC | Looked-After children | Not living with either parent and is in the care of the local authority. They may be short-term or longer-term fostered.  |
| LEA | Local Education Authority | Local government with responsibility for education  |
| LP | Lesson plan | Outline of goals, objectives, learning activities and assessment opportunities |
| LO | Learning Objective/Outcome | Statements that summarise the intended learning and output of a lesson or lessons  |
| LSA | Learning Support Assistant | Also known as Teaching Assistants – often provide in-school support for students with SEND |
| LTP | Long Term Plan  | Also know as POS (Programme of Study) – sets out what should be taught in the subject across the year/key stage  |
| MAT | Multi-Academy Trust | Not-for-profit companies that run more than one academy  |
|   | Metacognition | Learning to learn (and monitor learning) by thinking and talking about learning, with a particular focus on the mental processes involved in knowing, understanding and learning. Pupils will often be taught specific strategies for planning, monitoring and evaluating their learning.  |
| MFL | Modern Foreign Languages  | This can be any modern foreign language in use in the world today (distinct from medieval and classical languages no longer in common use), with Spanish, French and German remaining popular choices for schools  |
| MLD | Moderate Learning Difficulty | Attainments significantly below expect levels in most areas of curriculum despite appropriate interventions (Source: DfE)  |
|   | Modelling | An instructional strategy in which the teacher demonstrates a new concept or approach to learning, draws attention to the thinking and learning processes involved in a task or produces a written or oral model of the outcome that the teacher would like the learner to produce |
| MSI | Multi-Sensory Impairment | Combination of visual and hearing difficulties (Source: DfE)  |
| MTP | Medium Term Plan | A sequence of learning for a subject that outlines what will be taught and learned over a period of weeks |
| NC | National Curriculum | The framework for what subject s schools have to teach and what pupils should learn within those subjects at different key stages |
| NEET | Not in Education, Employment or Training | Term attributed to those fulfilling this characteristic within the 16-24 age range. This is estimated quarterly by the DfE.  |
| Ofqual | Office of Qualifications and Examinations Regulation | Regulates qualifications, examinations and assessments in England (including SATs, GCSEs, A-Levels, BTECs and NVQs)  |
| Ofsted | Office for Standards in Education | Regulatory and inspection body for education and children’s care service providers |
| P8 | Progress 8 | A value-added measure that indicates how much a secondary school has helped pupils progress compared to a government calculated expected level of improvement |
| PE | Permanent Exclusion | Permanent removal from a school setting – the local council must arrange for alternative full-time education (Source: DfE)  |
|   | Pedagogy | The method and practice of teaching, as an academic subject or theoretical concept |
|   | Peer-assessment | A pupil’s work is assessed by another pupil – a process that can benefit both  |
| PMLD | Profound & Multiple Learning Difficulty | Complex learning needs. In addition to very severe learning difficulties, pupils have other significant difficulties, such as physical, sensory or medical conditions (Source: DfE)  |
| PP | Pupil Premium | Funding to improve educational outcomes for disadvantaged pupils, Looked After Children, or children in armed services families in state-funded schools in England. (Source: DfE)  |
| PPA | Planning, Preparation and Assessment | Entitlement for teachers which must amount to not less than 10% of a teacher’s timetabled teaching time. PPA is protected time and a teacher must not be required to carry out any other duties during this time. (Source: DfE)  |
|   | Prior Knowledge | The knowledge the learner already has brought to a new learning situation or context  |
| PRU | Pupil Referral Unit  | Established and maintained by the LA to provide education for pupils who would not otherwise receive a suitable education due to exclusion, sickness or other reasons |
| PSHE | Personal, Social and Health Education  | Statutory curriculum subject that helps children and young people stay healthy, safe and prepared for life and work in modern Britain (Source: PSHE Association); RSHE is the statutory content.  |
| QTS | Qualified Teacher Status  | Professional status – the accreditation that allows you to teach in state-maintained and special schools in England and Wales  |
| QTF | Quality First Teaching  | Teaching that emphasises high quality, inclusive teaching for all pupils  |
| RSHE | Relationships and Sex Education | Statutory content for PSHE |
| SA | Summative Assessment  | The evaluation of pupil learning at the end of an instructional unit, by comparing it against standard or benchmark  |
| SATs | Standard Assessment Tests | Taken in primary school (currently in Y2 & Y6), the outcomes of these are seen as a key school performance indicator  |
|   | Scaffolding | Temporary support provided in order for a learner to complete a task, gain knowledge, or practise and acquire a skill that should be gradually removed  |
| SEF | Self-Evaluation Form | An online form which helps schools evaluate their own performance – used by Ofsted inspectors prior to an inspection to help determine areas of focus |
|   | Self-assessment | Pupils reflect on their own work as a means to identify strengths and areas for development |
|   | Self-efficacy | The extent to which pupils believe they can succeed in achieving academic outcomes – a set of beliefs that then influence the decisions they make, including the actions they carry out.  |
|   | Self-regulation  | The extent to which you can understand and manage your behaviour and reactions to events, feelings and things happening around you.  |
| SEMH | Social, Emotional and Mental Health | A specific type of educational need in which pupils often have severe difficulties in managing their emotions and behaviour.  |
| SEN/SEND | Special Educational Needs (and Disabilities)  | There are 4 broad areas of SEN(D) – cognition and learning; communication and interaction; social, emotional and mental health; sensory and/or physical difficulties  |
| SENCO/SENDCo | Special Educational Needs Co-ordinator  | The teacher responsible for assessing, planning and monitoring the progress of pupils with SEN(D) oversees the strategic development of SEN(D) policy and provision  |
|   | Setting  | Involves grouping pupils in a year group into classes for specific subjects, based on levels of similar current attainment  |
| SIP | School Improvement Plan  | A plan of what a school hopes to achieve within a specific time limit  |
| SLT/SMT | Senior Leadership/Management Team  | Leaders within the school who work together to implement a school’s vision and policies. These usually include Headteacher, Deputy Headteacher; Assistant Headteachers; SENCO; Business/Operations Manager  |
| SMSC | Spiritual Moral Social Cultural  | An umbrella term that encompasses personal development across the curriculum  |
| SoL/SoW  | Scheme of Learning/Work | Often used interchangeably with Medium Term Plan (MTP), a plan that outlines the sequence of learning and assessment to be covered, focusing on a particular unit/subject  |
| SPaG | Spelling, punctuation and grammar  | Focus on and assessment of the skills that underpin writing  |
|   | Starting points | An alternative to thinking about pupils in terms of ‘ability’ is to consider their progress in light of where they have come from (including academically)  |
| STEM | Science, Technology, Engineering and Mathematics  | A term used to group together related but delineated disciplines. An approach to learning and development that integrates these areas.  |
|   | Streaming | Grouping pupils into classes for all or most of their lessons (based on similar levels of current attainment) irrespective of the subject taught  |
| TA | Teaching Assistant  | Also known as Learning Support Assistants – often provide in-school support for students with SEND |
| TLR | Teaching and Learning Responsibilities  | For classroom teachers who take on extra responsibilities for specific, eligible posts  |
| TPS | Think, pair, share  | Collaborative strategy in which pupils, after thinking independently, will share their ideas with another before they share with the class  |
|   | Transfer  | When pupils apply their existing knowledge or skills developed in one context successfully to a new context  |
| VA | Value Added | Measure of progress pupils make over time in relation to their starting point |
| VAM | Value Added Measures | Allow comparisons between schools with different student intakes  |
| VI | Visual Impairment  | Varying forms and degrees of blindness  |
| WAGOLL | What a good one looks like | Used by some to identify and model exemplar outcomes  |