



Mentor Development Stage 1

QTS

Partnership

Handbook

2019/20



UNIVERSITY *of*  
GREENWICH

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## Introduction

### Welcome to the University of Greenwich ITE Partnership!

**Pupil learning lies at the very heart of our work:** The University of Greenwich's ITE Partnership aims to both inspire and empower our future teachers in order to enrich the opportunities and experiences of pupils in their care. We believe that equipping the next generation of teachers to be outstanding at the end of their programme is only possible through an equal and close collaboration between the university and our partner schools.

This handbook has been produced as part of our mentor development programme to support schools in the process of mentoring trainee teachers studying on our Undergraduate, PGCE and School Direct Salaried Programmes in Primary and Secondary. The main body of the text has emerged from discussions with mentor colleagues in various settings, including workshops attended by School representatives on our various committees, as well as tutors. We must stress therefore that this is a handbook conceived by and largely written by teachers in Partnership and we are indebted to them for their support. It is also an evolving document which has been updated each year to reflect the changing concerns and priorities identified by teachers involved in our Partnership.

We look forward to working with you during 2019/20 and hope that this handbook will provide you with all of the generic information you need relating to school experience. Supplementary school experience handbooks as well as weekly bulletins for trainees and mentors are produced to provide details of the specific requirements and expectations for each experience. If you have any questions, please do not hesitate to get in touch with a member of the partnership team using the contact details found within this booklet.

We would like to thank our partnership schools for supporting our trainee teachers and we hope the experience will be beneficial for pupils, trainees, mentors and schools.

*Sarah Smith*

Programme Leader for Primary Initial  
Teacher Education

*Lorraine Smith*

Programme Leader for Secondary  
and LLTE

This documentation should be read in conjunction with:

- **The Mentor and Class teacher Toolkit**
- **Teachers' Standards: Ensuring Trainee Progress Guide 2019/20**
- **The relevant School Experience Guide**
- **For SD Salaried: School Direct Quality Assurance Guidance 2019/20**

All key documentation is available in electronic format via the Partnership's website  
[www.gre.ac.uk/eduhea/ite](http://www.gre.ac.uk/eduhea/ite) .

## Key Contacts

### Partnership and Placements Team

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## Partnership: What's in it for schools?

Schools have an important role in teacher education and while we recognise the additional responsibilities placed on teachers, we would like to think they contribute to the teachers' overall professional development in positive and invigorating ways. The following summarises the feedback received from schools about the benefits of involvement in partnership:

### **Trainees**

- Positive impact that trainees have on children's attitudes to learning and their progress
- Usually enthusiastic and lively, trainees can have an invigorating effect in the school
- They often bring specific skills which can be enriching for children and staff
- They can provide additional support in the classroom
- They can make a contribution to school life beyond the classroom

### **Professional Development for Mentors at the University**

- Understanding of processes involved in mentoring which can support the school in meeting its statutory obligations in supporting induction for Newly Qualified Teachers
- Understanding of issues in initial teacher education which can help smooth the transition from trainee teacher to NQT
- The development of a range of skills which can support own career progression and promotion opportunities.

### **Teachers**

- Can develop their own teaching skills through having to reflect on them and explain them to trainee teachers
- Can learn new approaches to teaching
- Can often take the opportunity of extra support to focus on individual children

### **Involvement**

- Partnership gives schools a meaningful role shaping and contributing to the education of the next generation of teachers.

### **Future employment in the school**

- Trainees can become your future employees. In recent years a large proportion of our trainees have been employed by schools where they have undertaken a school experience.



## The importance of school involvement within the Partnership

**We see the role of the school in the training process as vital, given the centrality of the trainees' school experience in professional development.** There are many different aspects to this training and we are appreciative of the extent to which our schools make a significant contribution through:

- providing models of good practice;
- supporting the planning, both medium term and short term;
- providing high quality feedback and appraisal on teaching;
- supporting trainees to write and evaluate high quality focused targets to enable the trainee to make good or better progress;
- monitoring and reviewing the trainee's professional development and progress towards the Teachers' Standards
- clarifying the school's perspective/policy on a number of areas including behaviour management, health and safety, pupil assessment, home-school SEs, record-keeping and marking, teaching and learning and homework;
- providing opportunities to see subject co-ordinators/ specialists teach their respective areas;
- inducting trainees into the professional responsibilities involved in teaching and key school expectations;
- supporting in the design and also delivery of training within university;
- supporting with the recruitment and selection process;
- participating in working groups...

Increasingly schools have moved towards a model of mentoring which is based on whole school involvement in the processes of training: this recognises the range of responsibilities taken on by the school in supporting trainees and the extent to which the trainees are learning from being part of a school community as a whole as well as from the experience of teaching in the base class.

### Mentor Development Programme

In addition to the support provided in our school experience documentation and website, we offer mentor training to support teachers that are both new to mentoring and also those who wish to develop their mentoring skills further. Our training focuses on a range of themes. Examples of themes include:

- Roles and responsibilities for everyone involved in supporting a trainee teacher
- Good practice: supporting trainees to thrive on school experience
- Providing effective feedback
- Setting high quality targets
- Effective strategies to monitor the progress of a trainee teacher's development
- Managing challenging situations

Partnership development events are scheduled at key points during the academic year. These events provide the opportunity for all those involved in supporting trainees on school experience (mentors, class teachers and SE tutors) to share good practice amongst the partnership.

Please email [ITEPartnerships@gre.ac.uk](mailto:ITEPartnerships@gre.ac.uk) for further information on our mentor development programme.

### **Mentor Recognition Status**

In recognition of the importance of our mentors and the role that they play, we have developed a Mentor Recognition Framework. The framework is designed to recognise sustained excellence and provide professional recognition and status to mentors within the primary partnership that exemplify the new Mentor Standards (launched by the NCTL in July 2016) and who considerably contribute to and impact positively on the partnership.

The framework is accredited by the University of Greenwich and stimulates professional development, by the sharing of good practice and through critical reflection.

To be considered for University of Greenwich Mentor Recognition Status, applicants need to complete the University of Greenwich Accredited School-Based Mentor Framework application and submit a portfolio of evidence or complete our mentor accreditation modules. The file provides evidence of work with trainees through copies of feedback, records of meetings and targets, etc. There are three application deadlines during each academic year. For further information please contact the Quality lead in Practice-based learning [ITEPartnerships@gre.ac.uk](mailto:ITEPartnerships@gre.ac.uk)

### **Mentor training as part of whole school professional development**

We would be pleased to support school-based sessions, especially for schools some distance from the university. Several models are possible and these can be tailored to you. For instance, training could involve whole school staff, involve staff from a cluster of school or be based on a whole-day programme, integrating key elements of the training programme. We are also able to offer online webinars as part of our mentor training to support ongoing development.



## Quality assurance within the Partnership

### Supporting documentation

Please also refer to:

- School Direct Quality Assurance Guidance 2019/20
- Protocols and Procedures for Grade 4 Schools after an Ofsted Inspection
- ITE Partnership Agreement

### Pupil learning lies at the very heart of our work

The University of Greenwich's Partnership aims to both inspire and empower our future teachers in order to enrich the opportunities and experiences of pupils in their care. Rigorous quality assurance mechanisms for all stakeholders within the partnership are designed to ensure that the pupils within our partnership and beyond learn from the best and are given the opportunities to reach their full potential. The Department of Teacher Education at the University of Greenwich, together with its school-based partners, recognises its responsibilities for sustaining and developing the high quality of provision in trainee teachers' training. Consequently, monitoring and evaluation are professional obligations, crucial to the development and improvement of all programmes.

The partnership has extensive and well embedded procedures for assessing the quality of all its provision. A range of indicators including completion rates, trainee outcomes, external examiners' reports, University tutor school visits, OFSTED inspection reports and the evaluations provided by all those involved in the partnership (e.g. schools / trainees) are used to judge the strengths, areas for development and overall effectiveness of the partnership. Trainee teachers, school-based tutors, class teachers, university tutors and external examiners all play a key role in this process.

Examples of over-arching quality assurance mechanisms within the partnership:

- A Strategic Board for Teacher Education with representation across the partnership, including secondary and FE.
- Phase-specific Partnership Consultative Committee with school representatives play a vital role in setting the priorities and agenda for change initiatives within the ITE partnership.
- A clear communication strategy in place using a variety of approaches to ensure that key messages are disseminated and good practice is shared amongst the partnership. This helps to ensure consistency.
- NQT survey and end of year surveys focus explicitly on quality of training provided by the Partnership.
- Trainee evaluations of School Experience with a focus on:
  - Entitlement on SE
  - Quality of support by both Mentor and University Tutor
- Partnership evaluations in relation to the quality of provision, strengths and areas for development.
- External Examiners: 10% of final School Experiences sampled with a specific focus on:
  - Accuracy of judgements across the partnership
  - Quality of provision
  - Quality of support from both school and SE Tutor
- Important documentation relating to Quality Assurance of the Partnership
  - Partnership agreements which outline roles and responsibilities
  - Guidelines for Allocation of School Experience
  - Teachers' Standards: Ensuring trainee progress booklet provides the overarching framework for judgements against the Teachers' Standards

- Partnership Handbook provides explicit guidance on all aspects of SE procedures for all stakeholders
- Protocols & Procedures for Grade 4 schools
- Guidelines for refer and defer trainees in relation to school experience
- Quality Assurance Handbook for School Direct Salaried
- Development of 'sharing good practice' guides written by the Partnership to ensure good practice is disseminated and to aid in consistency.
- Feedback provided to Mentors and schools on the quality of mentoring and school-based provision and support.
- Joint monitoring visits on all school experiences between SE Tutor / school based tutor (e.g. Mentor / class teacher) to moderate accuracy of judgements
- In the Primary phase, subject specific lesson observation templates for PE, systematic synthetic phonics & primary mathematics<sup>1</sup> to support Mentors and SE Tutors in providing high quality subject specific feedback.
  - Maths and English team members sample feedback to check quality of subject specific feedback
  - Maths team undertake QA observations of a sample of trainees on final SE on both the BA and PGCE to ensure consistency in judgements

#### **Monitoring and evaluation by trainee teachers**

- Trainee teachers' representatives are members of the Phase-specific ITE Partnership Consultative Committees. These committees provide an important means of monitoring and evaluating the quality of provision within the partnership.
- All trainee teachers are expected to contribute to formal evaluations of periods of school experience. Other programme components arrange specific evaluations relating to aspects of the university-based programme and training in partnership schools.
- Summary reports are presented to the ITE Partnership Consultative Committees and shared with the wider partnership via weekly bulletins and the partnership newsletters to share good practice and recommendation action to enhance and develop the quality of provision.
- Evaluative data is also drawn upon to provide specific feedback to Mentors and schools on the quality of mentoring and school provision.

#### **Monitoring and evaluation by school-based tutors (e.g. Mentors / class teachers) in partnership Schools**

- School Based staff are represented on the Phase-specific ITE Partnership Consultative Committees, the Strategic Board for Teacher Education and in various working groups established by the partnership to develop its initial training programmes. Each of these committees and groups provides a means of gathering and responding to school-based tutors' perceptions of the quality of programme provision.
- All school mentors / class teachers are expected to contribute to formal evaluations of periods of school experience. Weekly bulletins are also sent to schools and feedback is sought. SE Tutors, as part of their moderation visits also seek feedback from class teachers / mentors and feedback to the relevant School Experience Lead.
- Summary reports are presented to the Phase-specific ITE Partnership Consultative Committee and key headlines are shared via weekly bulletins and partnership newsletters to share good practice and recommendation actions to enhance and develop the quality of provision.

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<sup>1</sup> It is important to note that reference to early mathematics in the Teachers' Standards means the subject as taught across the whole of the EYFS and Primary phase (age 3-11)

### **Monitoring and evaluation by University (School/Setting Experience) Tutors**

- Each Partnership School is supported by a designated SE Tutor who represents the university. The SE Tutor is responsible for supporting and monitoring the training provision in partnership schools as well as evaluating its effectiveness. SE Tutor observations are collated through formal evaluations following each period of school experience.
- SE Tutors maintain regular contact with schools during the period of a school experience and also review trainee progress on a weekly basis via the Progress Checks and Progress meetings on InPlace. This on-going monitoring enables potential issues or concerns to be identified and acted upon swiftly.

### **Monitoring and evaluation by the Faculty**

- The Faculty of Education and Health has responsibility for the provision of all initial teacher training programmes.
- All matters relating to the quality of provision of school-based training are co-ordinated through the Strategic Board for Teacher Education and Partnership Consultative Committee. All training partners are represented in the membership of these committees. As a regular part of their business, the committees receive and prepare reports on the effectiveness of school-based training and identify matters for action required to maintain or improve the quality of provision. Progress towards meeting identified targets is monitored in the first instance by the Partnership and School Direct Lead and the Partnership & Programmes Committee

### **Monitoring and evaluation by External Examiners**

- The University of Greenwich arranges for a selection of trainee teachers (normally a 10% sample) to be visited by External Examiners during final school experience. The selection includes a sample of trainee teachers representing a range of achievement across a range of partnership schools.
- External Examiners for each programme provide a written report to the University, which is considered by the Phase-specific ITE Partnership & Programmes Committee.

### **Monitoring and evaluation by employers**

- The University of Greenwich School of Education will usually write to all schools in which newly qualified trainee teachers have taken up first teaching appointments to assess employer satisfaction with their training. Employers are also contacted at key points during the year to check on progress.
- In order to support alumni and employers, we will keep in contact with our ex-students throughout their NQT year with regular updates offering information, support and advice.

### **Moderation**

- Moderation of the assessment of trainee teachers' performance in schools is undertaken by external examiners and SE Tutors
- SE Tutors and school-based Mentors undertake joint observations of trainee teachers' classroom practice and to agree levels of achievement.
- The University of Greenwich provides regular training and moderation meetings for all school-based Mentors / class teachers and university staff to ensure a common understanding amongst partners of programme requirements and profiling and assessment procedures. Weekly bulletins and partnership newsletters also reinforce key messages.
- External examiners comment on the training provision provided by the partnership.
- SE Tutors moderate training and assessment across a group of partnership schools.

### **If problems arise**

The quality of initial training provided through partnerships depends upon all partners meeting their particular obligations. As in any other activity, problems and concerns may arise. Monitoring and evaluation procedures are designed to swiftly identify and address matters of general concern. However, other issues may arise relating more specifically to the ways in which individuals, the university or partnership schools are discharging their responsibilities.

Most concerns can be addressed satisfactorily through informal discussion. Some may require more formal action. All procedures are designed to resolve difficulties positively and enhance quality in training, rather than censure individuals, partnership schools or the University of Greenwich. Both informal and formal discussions must be supported by clear, verifiable evidence and be based upon the responsibilities identified though the *ITE Partnership Handbook* and the *Partnership Agreement*.

## **Criteria for Involvement of schools in the Partnership**

Schools planning to enter into partnership arrangements with the University of Greenwich for the first time will normally be visited by a member of the Partnership Team. The following criteria is significant in selection of schools:

- the school exemplifies good practice as evidenced on school experience and as indicated by OfSTED reports;
- the school is committed to the support of trainees in initial teacher education and is willing to undertake the responsibilities as outlined in the Partnership Agreement;
- the school is willing to make arrangements as appropriate to enable members of staff to attend the Mentor development programme or its equivalent in school;
- the school's teaching is based on and informed by the National Curriculum and the Early Years Foundation Stage curriculum;
- the school's commitment to equal opportunities is reflected in its ethos and approach to staff, trainees and pupils.
- the schools are selected to provide a range of contrasting socio-economic and cultural settings which enable the trainees to gain access to a diversity of issues in teaching and pastoral support through the degree/PGCE.

Where there are perceived deficiencies either in the level of support provided by the school or in the level of support provided by the University, we would want to address the problem before it gets out of hand, through additional visits to the school by a senior member of the Partnership team or through discussion with the headteacher or replacement of the SE tutor. Exceptionally it may be necessary to withdraw from a partnership arrangement, albeit on a temporary basis, in the light of the following criteria:

- The school is placed into Special Measures as a result of an Ofsted inspection\*;
- The school fails to meet its obligations with regard to trainee support, mentoring and documentation;
- The school is unwilling to make arrangements as appropriate to enable members of staff to participate in a Mentor training programme;
- The ethos of the school is not conducive to effective communication within the school and beyond and the achievement of equal opportunities.

\*Please note that the partnership has specific protocols and procedures for Grade 4 Schools after an Ofsted Inspection.

**The de-selection of a school will only take place after intense dialogue between the University and the school.**

In some instances, for example due to the trainee's home address, it may be necessary to place a trainee in a school which would not normally work in Partnership with the University. In these cases, only schools which have an Ofsted Grade of 1 or 2 and have had experience of supporting trainee teachers with other ITE providers will be used. Additional SE Tutor time is normally allocated to provide additional support for the school.

## **Overview of roles & responsibilities within the ITE Partnership: Headteachers, Mentors, Class teachers, SE Tutors, External Examiners & Trainees**

### **Supporting documentation**

- Please also refer to the Partnership Agreement

### **Headteachers**

Headteachers play an important role in the Partnership and are responsible for assuring the quality of trainee teachers' experiences within the school through agreeing to the terms of the Partnership Agreement and ensuring that all members of the school community are aware of the responsibilities.

They select suitably experienced members of staff with QTS status to act as a Mentor and ensure that any member of staff acting as a Mentor has undertaken relevant Mentor training. They ensure that sufficient time is given for the Mentor to undertake this important role.

Headteachers also ensure the quality of trainee experience through selecting suitable class teachers to host trainees on their school experience who are:

- able to demonstrate *at least* good practice and be a suitable role model
- willing to welcome a trainee into their class and take time to support a trainee's planning and assessment, discuss their progress with their Mentor, help set appropriate targets for future development and contribute to the trainee's interim progress report and end of school experience report.

### **Mentors**

Mentors play a pivotal role within the University of Greenwich Primary Partnership and are responsible for overseeing the day to day training, development and pastoral care of the trainee during school experience. They have been specifically trained by the University (or an equivalent institution) to work in partnership with the SE Tutor to actively promote and support the development and progress of the trainee.

When there is more than one Mentor in the school one Mentor will normally be designated the Senior Mentor and will take responsibility for co-ordinating ITE Partnership arrangements, including the management of mentoring. Sometimes the Mentor will also be the trainee's class teacher.

The following outlines the typical activities that a Mentor will engage in during school experience;

- provide an initial briefing with the trainee to introduce the school;
- organise a training programme in school to provide a variety of opportunities for the trainee to undertake school based tasks (SBTs) to support their ongoing professional development needs;
- attend partnership meetings;
- make accessible to the trainees information about school's organisational structure, policies and guidelines and procedures;
- arrange for trainees to work with children and teachers in a range of ways, including whole class, group and individual teaching;
- review the trainee's school experience file and verify the trainee's evidence towards the Teachers' Standards;
- regularly observe lessons and provide timely high quality oral and written feedback which supports the trainee in their progression towards the Teachers' Standards;
- provide clear targets and success criteria to support the trainee with any development needs;
- meet weekly with trainees to discuss their progress towards the Teachers' Standards and support their wider professional development;
- support class teachers in their role of hosting trainees;
- in liaison with the class teacher, write interim progress reports and end of school experience reports on trainees' progress towards the achievement of the relevant grade descriptors as outlined in the Teachers' Standards: Ensuring trainee progress booklet;
- debrief trainees at the end of their school experience;
- participate in evaluation procedures;
- alert the SE Tutor in the case of any trainee who is making insufficient progress.

### **Class teacher**

If the class teacher is not the Mentor, the class teacher will assist the Mentor in fulfilling his/her responsibilities. The Class teacher will:

- be a positive role model to the trainee;
- Negotiates class contact, timetable and teaching contact in relation to the school experience requirements;
- provide necessary information about the organisation of the class - e.g. rules / routines etc..
- provide the trainee with information about the pupils they will be teaching, including prior assessments, details about the specific needs of children, including those with a SEN or disability;
- give guidance on planning and resources, especially before and in the early stages of the School Experience;
- where necessary, offer regular oral feedback on teaching; some of this will be informal;
- provide opportunities for the trainee to demonstrate the appropriate skills, abilities and knowledge as outlined in the Teachers' Standards;
- provide regular feedback to the Mentor regarding a trainee's progress and contribute towards the writing of the interim progress report and the end of school experience report;
- participate in both the interim progress review meeting and the final assessment.

### **SE Tutor**

The SE Tutor plays a crucial role in overseeing the quality of the school experience for trainee teachers by working in partnership with Mentors, school staff and trainee teachers and moderating the judgements made by the school in relation to a trainee teacher's attainment against the Teachers' Standards. In addition, the role of the SE Tutor is fundamental in developing the Greenwich Primary Partnership so that partnership extends beyond "placements".

The following outlines the key principles for SE Tutor partnership visits:

- To evaluate the quality of a trainee teacher's teaching and their impact on pupil learning and progress – review to draw upon a range of evidence including joint observation, work scrutiny, pupil interviews, reviewing of planning, review of assessment tracking etc...;
- To quality assure the school experience in relation to a trainee's entitlement for school experience;
- To ensure that partnership procedures are being followed;
- To ensure that Mentors and class teachers are aware of their respective roles;
- To moderate and quality assure the accuracy of Mentor / class teacher judgements in relation to the Standards achieved by trainees;
- All activities undertaken to be jointly with Mentor / class teacher
- To provide Mentors / class teachers with feedback on relevant aspects of good practice and development points in relation to school support and mentoring.

### External Examiners

All the University's programmes are subject to scrutiny by External Examiners. As such, they perform an important Quality Assurance function within the Partnership. In relation to school experience, the External Examiner's role is to monitor the quality of the school-based training and the accuracy of the judgements being made about a trainee's progress and attainment against the Teachers' Standards. The External Examiner will normally visit a 10% sample of trainees on final school experience. During the visits to schools External Examiners will:

- Observe a lesson being taught by the trainee
- Meet with the trainee to discuss the lesson observation, their impact on pupil progress and provide verbal feedback
- Look at the trainee's teaching file and evidence against the Teachers' Standards
- Meet with mentors to discuss the trainee's progress and seek feedback on the strengths and aspects for further development in the Partnership

The purpose is **not** to make a judgement about the trainee's attainment **nor** is it to decide on whether or not a trainee has passed their school experience. The focus is to quality assure the Partnership and verify that the standards seen in school are comparable to other training providers.

### Responsibilities of trainees

Please also refer to the Trainee Teacher Code of Professional Conduct 2019/20 (found in the School Experience Guides). Below are the minimum expectations for trainees whilst on school experience

- Have high aspirations for pupils within their care;
- Where relevant, attend the meeting with the SE Tutor prior to the start of the school experience;
- To ensure that evidence is collected and collated to support progress towards the Teachers' Standards;
- To contact the school prior to the school experience to introduce themselves and provide an overview of their course (i.e. a brief outline of what they have studied) and previous experience;
- To attend school experience on the dates stipulated;
- To arrive at school punctually and dressed appropriately;
- To ensure that all weekly planning and individual lesson planning is completed in advance of teaching sessions;
- To ensure that all support staff have been briefed prior to the start of a lesson and that feedback is sought at the end of the lesson;
- To evaluate every taught lesson using the proforma provided;



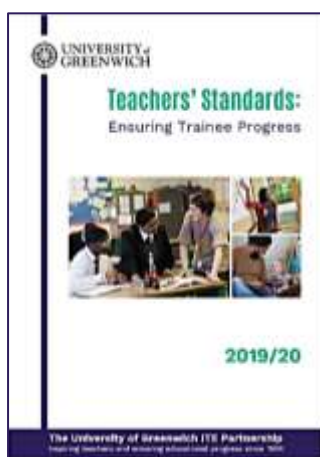
- To provide high quality oral and written feedback to pupils;
- To complete and maintain accurate assessment records to show the impact of their teaching on pupil progress;
- To complete the Progress checks in between attendance at the fortnightly Progress Meeting with the Mentor;
- To complete all relevant school-based training tasks and professional development activities, and be proactive in seeking further professional development opportunities;
- To attend and contribute to an interim progress meeting and a summative review of progress at the end of school experience;
- To follow procedures for reporting absence;
- To inform Mentors in school of the dates of SE Tutor visits;
- To ensure that non-contact time is used appropriately to support personal and professional development needs;
- To contribute towards the evaluation of the strengths / aspects for development of the Partnership.

## Assessment of School Experience by the ITE Partnership

### General Principles

**The Teachers' Standards: Ensuring trainee progress booklet provides detailed guidance on the assessment of trainees. Please ensure that you have familiarised yourself with this important booklet.**

Assessment of School Experience is on a **Pass/Fail** basis. ***In order to pass, a trainee must pass both Part 1 and Part 2 of the Teachers' Standards.*** Both Mentors and SE Tutors are involved in recommending the assessed level of a given practice. Final decisions about assessment are made by the Progression and Award Board (PAB) of the university in the light of the recommendations.



In addition, trainees undertaking any school **experience** will also be tracked against 'assessment descriptors' in the *Teachers' Standards: Ensuring trainee progress* booklet. These descriptors describe what might be expected of trainees at that particular point in their training<sup>2</sup>. Mentors and SE Tutors should use the descriptors as a focus for discussion when agreeing the outcome of the school experience and decide upon a 'best fit' judgement against each of the Teachers' Standards.

The decision about the outcome of a school experience should be made towards the end of the school experience. SE Tutors and Mentors will need to liaise by telephone or email if the final SE Tutor visit has already taken place. External examiners will moderate a sample of trainees demonstrating a range of competences on a final school experience.

It is expected that trainees for whom a Fail grade is recommended for school experience **will normally have been alerted to this as a possible outcome at the interim report stage**. This will be because they have provided **Insufficient Evidence** of meeting the standards consistently in practice.

<sup>2</sup> The descriptors are based on those developed in collaboration by UCET (the Universities Council for the Education of Teachers), NASBTT (the National Association of School Based Teacher Trainers) and the HEA (2012), 'Working with the Teachers' Standards in Initial Teacher Education Guidance to support assessment for Qualified Teacher Status (QTS)'

Please also note: In the [University's 'Academic Regulations for Taught Awards'](#) it states:

'5.5. Where a programme forms part of the qualifications required by a professional or statutory body, clear information will be provided about specific assessment requirements that must be met for progression towards the professional qualification including criteria for the marking and grading of assessments. **The requirements of that body will take precedence over those of the University regulations in the awarding of the professional qualification.'**

### Concerns

**If you have concerns that the trainee might not reach the standard required for their particular stage of the programme please follow the guidance within the Teachers' Standards: Ensuring Trainee Progress booklet. It is very important that prompt action is taken when trainees are giving cause for concern.**

- Ensure that a **clear action plan** is developed **immediately** when concerns are apparent.
- Don't feel alone, there is support available from the University. If you cannot contact the SE Tutor directly, please alert the Partnership & Placement Administrators in the School Partnership Office via e-mail: (see table on page 4 of this document). They will ensure that the School Experience Lead and/ or SE Tutor phones the school as a matter of urgency.
- Encourage the trainee to seek appropriate help.
- Be supportive and understanding but firm and clear about your expectations.
- If the Mentor is not the class teacher, keep him or her well informed.

If a school has serious concerns about a trainee's performance regarding the quality of children's learning and/or children's well-being and/or the trainee's professional conduct, the School Experience, exceptionally, may have to be terminated in the light of consultation between the school and the university. **This though should always be viewed as a last resort.** In such cases it is important for the school to keep written evidence relating to the nature of their concerns **from the point when the trainee is needing further targeted intervention** e.g. the trainee's conduct is deemed to be unprofessional or there are serious weaknesses in the trainee's teaching.

*Whilst it is the school's responsibility to make a judgement about whether the trainee's teaching responsibilities should be modified or terminated, the university would expect to be informed about this and to be consulted about the termination of the practice and future provision for the trainee.*

Normally we would hope that the school would be willing to continue to provide the trainee with further non-assessed experience in the school.

Following the termination of a school experience the Mentor should complete the **Termination of Placement proforma** and return this to the placements office. The trainee should arrange to meet with their SE Tutor for a de-brief tutorial as soon as possible.

### Information for Trainees

**Please also refer to guidance on Moodle concerning referred and deferred guidelines**

Remember that, in the event that you are formally warned that you might not meet the required Teachers' Standards at a 'minimum level' by the end of the School Experience, **this should be seen as a need for further targeted intervention and that remedial action is needed on your part but also, that success is still a possibility.**

In the event of a **trainee** terminating a period of School Experience without the approval of the Programme Leader or relevant tutor, **this will constitute failure of the placement with no opportunity, normally, for retrieval.**

### **Retrieval of failure (referral)**

A referral is a failure for which there are not mitigating circumstances. The Board held to consider school experience would normally offer only **one** further attempt for the retrieval of failure. Assessment would normally be in **the following academic year**. Normally, repeat School Experiences are undertaken in existing University of Greenwich ITE Partnership schools.

### **Deferral**

If you are having problems meeting the requirements of your block School Experience for extenuating reasons you should apply for these to be considered by the extenuation panel using the normal procedures. You may only claim extenuating circumstances if:

- you believe that there has been a mistake or irregularity in the conduct of an assessment
- or
- your performance in an assessment was adversely affected by illness or other **unexpected** verifiable factors

The extenuating circumstances panel considers each claim individually and makes a recommendation to the appropriate assessment panel. This may result in the recommendation of a deferral but this cannot be guaranteed. We will do our best to find a deferred placement during your current academic year but this may not always be possible and cannot be guaranteed. Deferred placements are normally undertaken in existing University of Greenwich ITE Partnership schools which may necessitate a trainee remaining in the Eltham area beyond the end of the university academic year.

Where a trainee is concerned about an aspect of their School Experience for example the level of support from the school; the relationship with the class teacher; support they are receiving from the school; ***they should raise this as soon as possible by emailing their SE Tutor outlining their concerns, with a copy sent to the School Experience Lead.*** Where a trainee is concerned about the level of support they are receiving from their SE Tutor, they should email the Partnership and School Direct Lead. (Contact details are towards the front of this booklet).

Concerns about the level of support offered by the school or the SE Tutor **will not** be taken into consideration once the school experience has ended and the assessment of the trainee's performance has been decided, unless the trainee has **already** raised these concerns with the university **during** the block practice e.g. to the School Experience Lead.

If an issue arises for a school, this should be discussed in the first instance with the SE Tutor and subsequently, if necessary, with the relevant School Experience Lead. SE Tutors should contact the relevant School Experience Lead with any issues for which they need further advice or support.

## **Guidance on Monitoring Quality of Trainee Teaching**

The ITE Partnership believes in the importance of an evidence informed approach to evaluating the quality of a trainee teacher's teaching and its impact on pupil learning and progress over time.

**Monitoring of trainees should draw upon a range of evidence.** This evidence base might include:

- Undertaking lesson observations
- Talking to the trainee teacher
- Reviewing the trainee teacher's planning and evaluations
- Talking to pupils
- Reviewing the quality of marking and how pupils respond to marking and feedback
- Undertaking a work scrutiny
- Reviewing the trainee teacher's tracking and assessment records
- A review of the trainee teacher's evidence bundles

Please refer to *The Teachers' Standards: Ensuring Trainee Progress* booklet for further guidance

**Feedback on any of the above monitoring should be formally recorded on the relevant feedback proforma.**

**When conducting observations:**

Observation of the trainee teaching provides valuable evidence of the trainee's developing professional skills. Observations may be carried out by either the Mentor, SE Tutor or another designated member of staff (e.g. headteacher, class teacher).

**Feedback on** lesson observations (with the exception of SSP, Mathematics & PE) should be provided on the feedback proforma.

The ensuing feedback provides the opportunity for the observer to discuss with the trainee their strengths and areas for development. Written feedback should not describe what a trainee did in the lesson. Instead, it should focus on the **impact their teaching is having on the progress of their pupils.**

It is recognised that **joint monitoring** of trainees by SE Tutors and Mentors is important in ensuring **consistency in the assessment and feedback. This joint monitoring should include an opportunity to observe a trainee's teaching but should also draw upon a range of wider evidence to inform judgements and feedback.** Time should be allowed for discussion between the SE Tutor and Mentor following the observation and for joint feedback to the trainee.

**The following guidelines for monitoring are suggested:**

- Make sure that the monitoring activities are carried out at **regular** intervals
- Make sure that **monitoring activities draw upon a range of evidence** – as suggested on page 29
- Ensure that as part of the monitoring the trainee is observed in a range of curriculum areas/ areas of learning
- Agree with the trainee a focus for monitoring. This could be linked to one of the Teachers' Standards or a previous target for development
- If observing a lesson or part of a lesson; ask the trainee to provide a copy of the plan for the focus activity/lesson to be observed
- Record feedback on the university feedback pad, commenting on both positive aspects and areas for development. Ensure that relevant monitoring prompts are used
- Ensure that the trainee receives oral and written feedback in a timely manner
- Discuss with the trainee targets for development and record the targets on the feedback sheet
- Agree with the trainee the date, time and focus of the next observation / monitoring schedule.

## School Experience forms / paperwork at a glance

### Which forms should Mentors and SE Tutors be completing and when?

The grid below gives titles for the forms and indicates when they are to be completed and by whom.

Forms	Who completes this?	When is it completed?	How can I get hold of these?
<b>Feedback Pad</b>	Mentors and SE Tutors undertaking monitoring activities – e.g. lesson observation / work scrutiny etc...	During / after each monitoring activity, to be discussed with the trainee during a debriefing which should occur in a timely manner.	The trainee will bring a feedback pad with them at the start of the school experience.  Electronic copies can be obtained from InPlace.
<b>Mathematics / SSP / PE Observations (Primary Only)</b>	Mentors and SE Tutors undertaking specific subject observations.	During / after each observation, to be discussed with the trainee during a debriefing	Trainees will bring copies in their Teaching File.  Further copies can be obtained from the website
<b>Partnership Trainee Teacher Interim Progress Report</b>	Mentors in liaison with class teachers and the trainee.	At mid-point during school experience.	The Interim Progress Report will be accessible to schools via InPlace. SE Co-ordinators will publish the relevant dates for completion.
<b>End of School Experience Report</b>	Mentors, in collaboration with class teachers and SE Tutors.	Towards the end of the school experience, to be discussed with the trainee as part of a final SE meeting	This will be accessible to schools via InPlace in the final week of the school experience.

Please note that copies of all paperwork should be returned to the partnership office in a timely manner to release payment.

N.B. All necessary proformas will arrive with the trainee or can be accessed via InPlace and on the ITE Partnership website [www.gre.ac.uk/eduhea/ite](http://www.gre.ac.uk/eduhea/ite)

## Tracking of trainee progress

All trainees have a Standards Portfolio. This portfolio allows them to reflect on their professional development and collate evidence against the Teachers' Standards called 'evidence bundles'. **The evidence bundles are collated towards the end of the school experience. However: trainees are advised to sign-post evidence early and on an on-going basis. The fortnightly highlighting of the grade descriptors provides an ideal opportunity for this on-going process.**

### Rationale

**The overall quality of trainees' teaching is primarily judged by the impact they have on pupil progress over time. A lack of skill or knowledge in any one of the Teachers' Standard can impede pupil progress; demonstrating how the Teachers' Standards are interdependent.**

It's important for trainees to see the Teachers' Standards through the lens of the impact they have on pupil progress: - e.g.

**TS1:** Pupils who are inspired or motivated will engage more effectively with learning. Where teachers fail to motivate, challenge or have high expectations of pupils learning is limited and outcomes are restricted.

**TS2:** For pupils to progress teachers must understand how pupils learn. Not knowing the capabilities of pupils or taking responsibility for their attainment and progress will result in stagnation and a lack of progression. It is also likely that the pupils will be less engaged and that behaviour will also suffer.

**TS3:** Having good subject and curriculum knowledge means that teachers can respond to pupil's questions effectively. Having inadequate subject and curriculum knowledge restricts development of children's knowledge and skills and can cause damaging misconception to arise.

**TS4:** Well-structured and appropriate planning can help ensure that pupils are free to make progress in their learning. Poor use of lesson time or missed opportunities for learning will inhibit pupil's progress. This is also the case where planning fails to engage children or to take account of appropriate pedagogical processes.

**TS5:** All pupils have the right to expect that they will learn and progress. If the teacher does not know the pupils and their needs then they will not use the differentiation required to push all pupils forward. Failure to understanding and respond appropriately to the needs of children with EAL, SEN(D) or high ability will lead to restricted progress and can cause behavioural disruption.

**TS6:** It is only possible for the pupils to progress and for you to demonstrate TS5 if you are able to make accurate and productive use of assessments. Empowering pupils to take responsibility for their own learning can only occur if they are taught the skills to reflect on their own learning through effective self-assessment. Where teachers fail to assess children accurately or to engage them in their own assessment or to use the information to differentiate, pupils will not progress in their learning and teaching will be deemed inadequate.

**TS7:** Poor behaviour can lead to an unsafe learning environment where instructions are not heard or heeded and, at worst, can become injured. It will also result in a lack of learning because children struggle to follow instructions, to concentrate effectively or to access the learning. This will impact on relationships with pupils and staff, the pace of the lesson, the ability to complete a sequence of learning and can damage pupil engagement. Poor behaviour will therefore not only impede learning but also a teacher's ability to demonstrate the other Teachers' Standards to an acceptable level.

**TS8:** Fulfilling the wider professional responsibilities of a teacher will promote pupil's learning because teachers will benefit from good relationships, advice and professional development which impacts upon teaching and learning outcomes. Poor engagement with other staff and parents will damage the development of a teacher and cause opportunities for collaboration and pupil progress to be missed. Since schools are communities of learning the impact of this can unfortunately extend beyond the teacher's classroom.

**PART TWO:** It is of course essential to demonstrate the personal and professional conduct expected of a teacher. These characteristics are fundamental to ensuring pupil safety, well-being, development and intrinsically linked to the other points above.

## Important General guidance for School Experience

### Definitions

#### Contact time lessons:

- These are sessions planned and taught by the trainee, for either groups or the whole class. Please note – trainees should produce lesson plans for all contact time lessons – even if teaching a group or part of a lesson.

#### Non-contact time:

- This is time when the trainee remains at school but is not involved with teaching or observing. This time should be used for planning, preparation and assessment purposes.

#### School Based Training (SBT):

- The purpose of SBT is to increase trainees' knowledge of planning, teaching and learning and the wider aspects of the whole school community. **SBT should arise from the requirements of the school experience;** the needs identified by the trainees themselves and targets set by the mentor / SE Tutor. It is an essential part of school experience complementing the time the trainees spend in the classroom and on planning and assessing. It provides a means of developing a trainee's experiences and can help trainees meet specific professional development needs. For each school experience, a menu of school-based tasks has been designed to guide a trainee in making best use of this time. Trainees should, in liaison with their class teacher and / or Mentor plan these opportunities into the weekly timetable. Please note – these are suggested tasks. ***SBT should be personalised to meet the personal and professional development needs of the trainee.***

#### Advice to trainees: Getting the most out of SBTs

To ensure you make all experiences count:

- Be clear about what expectation you have for the experience – what do you want to learn and how does this contribute to your personal and professional development?
- Make sure the person you are observing / talking to is expecting you and knows your focus;
- Take notes during the experience using an appropriate pro forma if it is a lesson observation
- After the experience, reflect upon your focus and consider the implications for your own professional practice.

#### Guidance to trainees on personal presentation and professional dress

Trainees are reminded that they are a role model at all times and this should be reflected in their dress. Consequently, trainees are expected to present themselves as responsible, professionally dressed, authoritative adults in school. This means that they should conform to the expected dress



code of the school. When undertaking PE sessions, trainees should be appropriately dressed, especially with regard to footwear and jewellery.

### **Guidance to trainees on use of staff room**

Normally trainees are invited to join the staff in their shared room for breaks. Trainees should consider time in the staff room as part of their developing professional experience. However, all trainees should be aware that they are guests within a staff room and respect the needs of all school staff. Mobile phones should be turned off in school. Trainees must be careful to pay for their coffee, help with washing up cups etc. Sometimes staff rooms are very small and trainees are offered alternative accommodation for breaks.

### **Guidance to trainees on school policies**

Trainees are not required to have their own copies of school policies, although Mentors are asked to ensure that trainees have access to relevant policies and will need to check that they have been read. It is of value to provide the trainee with opportunities to discuss how the policy is translated into practice.

### **Guidance on Health and Safety**

As part of an induction process, Mentors should ensure that trainees have read and comply with the school's health and safety policy. Mentors should also ensure that trainees are aware of children with specific medical needs. When trainees are teaching PE / Games lessons an appropriately qualified person must be in attendance.

### **Guidance on child protection / safeguarding**

Mentors should ensure that trainees are provided with all relevant information regarding child protection and safeguarding; including the name of the Designated Child Protection Officer. As part of the trainee's safeguarding school-based induction please ensure that they have received copies of:

- the child protection policy
- the staff behaviour policy (sometimes called a code of conduct)
- information about the role of the designated safeguarding lead
- a copy of Keeping Children Safe in Education

Guidance provided to trainees:

1. Find out who the designated child protection officer is and the school policy relating to child protection
2. If a child discloses something to you listen but don't ask leading questions. Never promise to keep a secret.
3. Make a note of what was said – this should be a factual account and should not include your own views / opinions.
4. Report to the school's Designated Child Protection Officer.

Trainees should not allow themselves to be alone with an individual child and should be supervised by an appropriately qualified person when teaching PE / Games.

### **Guidance on interactions with individual children**

Trainees are advised to consult school staff about the school's policy e.g. keeping classroom door open. Trainees are advised **not** to have any physical contact with pupils. This is difficult when working with young children, as there may be times when children approach adults for reassurance. Trainees should discuss the boundaries of acceptable/unacceptable physical contact with their class teacher and/or Mentor.

### Attendance and absence reporting procedures

There is a requirement that all trainees spend a **minimum of 120 days** in school during the course of their study. Therefore, it is very important that attendance is carefully monitored and trainees are expected to attend for all the School Experience days and remain on the school premises throughout the day. Normally, the children start school at about 9.00 however, the trainee should arrive no later than 8.15, or according to the school policy. The school day for trainee will normally end between 4.30 and 5.00.

**If a trainee is unable to attend school for some reason they *must*:**

- **telephone the school before 8.00 am**

**email [primaryplacements@gre.ac.uk](mailto:primaryplacements@gre.ac.uk) / [secondaryplacements@greenwich.ac.uk](mailto:secondaryplacements@greenwich.ac.uk) and their SE Tutor**

It is imperative that trainees keep the above updated on a daily basis if absence is more than one day.

Where a trainee is absent for more than **five** consecutive days they should provide a medical certificate confirming the reason for their absence. Trainees are responsible for getting a member of school staff to certify their attendance and this will be checked by the SE Tutor at their debrief meeting.

Issues of absence concerning illness are dealt with on an individual basis between the SE Tutor & Mentor in liaison with the School Experience Lead and Programme Lead.

- Clearly it is recognised that you may have had an illness where you have missed a few days and this has not impacted on your ability to exceed the minimum requirements of the Standards. In the example given there would not be a requirement to make up these days.
- However, there may be circumstances where there would be a requirement for a placement to be extended. Normally this would be for absences due to illness which has been prolonged and / or absences which have had a detrimental impact on a trainee's ability to exceed the minimum requirements of the Standards. These would be dealt with on a case by case basis between the SE Tutor & Mentor in liaison with the School Experience Lead and Programme Lead. You would be aware if this concerned you.

### Guidance on attending interviews

During final school experiences when trainees may need to visit schools where they are intending to submit a job application or attend interviews, the expectation is that they use their non-contact time allocation and if necessary, school based training time, so that their contact time in the classroom is not affected. This should be agreed in advance between the school and the trainee. This would count as approved leave and normally there would be no requirement to 'make up' these days.

### Inclement weather guidance

In the event of poor weather and snow trainees should use their professional judgement. Trainees are advised to put their safety first and not attempt any journey if they feel it is dangerous.

The following guidance is provided to all trainees:

- Listen to the local radio stations to see if the school is closed because of the weather. Local authority websites and radio stations usually list school closures on their websites too.
- If your school is open, try to get into school as usual, subject to the proviso above. Main roads are usually clear and public transport usually runs as normal. If you are driving, make sure you leave plenty of time to get there safely. Make sure you have warm clothes and waterproof boots in the car just in case!

- If the school is open, some children will turn up to be taught and the staff will be relying on you as member of the team. Be prepared to be flexible with your teaching! Remember some teachers may experience difficulties in travelling into school and some areas may have worse snow than other areas.
- If you are delayed, ring the school and your mentor / class teacher to make sure they know that you will be in later than normal. Keep them informed of your progress. If you are expecting your SE Tutor to come in, make sure you contact them as well.

#### **Guidance on Industrial Action:**

Trainees who are not employed as part of their training are not eligible to take part in ballots or strikes called by teaching unions even if they are members. They should expect to be present in school on a strike day unless advised otherwise by the headteacher. However, they should not be expected to cover classes or teach classes where the teacher is on strike. They should carry out the planned activities in their timetables but as always cannot have legal responsibility for a class and therefore need normal levels of support. If the school is closed on the day of the strike and they have no other university commitments that day they do not need to attend school. In these circumstances, trainees should undertake self-directed professional development which should be evidenced. This will then count as one of their school days.

Those who are employed in the school in which they are training (for example, School Direct salaried) are eligible to take part in strikes called by the union of which they are a member. If they choose not to strike, the same guidance applies as for non-employed trainees.

#### **Staff meetings**

Trainees may be invited to attend staff meetings, INSET etc. If possible they should attend, as these are valuable professional experiences. However, sometimes a school does not consider that their meetings are necessary for trainees and they are not invited. Trainees should have experience of the whole range of school meetings, including parents' evenings where possible.

#### **Accidents on School Experience:**

The university needs to be made aware of any occurrences where accident/incident occurs whilst on school experience. If you are involved in any accident / incident please ensure that you complete the relevant incident / accident form at your school / setting and also inform the School Experience Lead. You should also log the incident on the University's online accident reporting system via the portal help and advice tab.

#### **Trainee Pregnancy**

If a trainee is registering with the University and knows that they are pregnant they are encouraged to declare this at registration. Trainees who become pregnant during their studies are encouraged to advise the University as soon as possible about their pregnancy.

This will help the University fulfil its responsibilities in relation to monitoring the adequacy of its support mechanisms, being able to keep in contact with trainees and provide relevant information, advice and guidance. The trainee should inform the programme lead who will then follow the guidance as set out in the University's policy and guidance regarding trainee pregnancy and maternity. This can be found at : <http://www.gre.ac.uk/current-trainees/regs/?a=1200745>

## DBS and Child Protection Issues Relating to Initial Teacher Training (ITT) Trainees

### Introduction

ITT providers (in this case, the University of Greenwich) are responsible for ensuring that they do not admit applicants to training who are unsuited to work with children. Barred list, criminal record checks and prohibition checks are some ways of doing this.

The following guidance (March 2017) from UCET and NASBTT updates ITT providers, local authorities, schools, colleges and others on requirements in respect of DBS checks and disqualification from childcare as they impact on trainee and trainee teachers.

### Key points

- ITT providers (in this case, the University of Greenwich) are responsible for ensuring that appropriate DBS checks (including checks of the barred list) have been completed for trainees and informing partnership schools that they have been completed.
  - The University of Greenwich will provide a letter confirming that an enhanced DBS check has been undertaken for each trainee.
  - Schools are advised to record this fact in their central record, although they are not obliged to do so.
  - The employing school for any **School Direct Salaried** trainee must ensure that appropriate DBS checks have been undertaken and provide written confirmation of this to the University of Greenwich.
- ITT providers are not required or obliged to share information relating to the level, date and number of DBS checks. However, NCTL have confirmed that such information can be shared with the permission of the trainee
  - Trainees provide this information on their safeguarding declaration which they are required to provide to schools.
- ITT providers (in this case, the University of Greenwich) should **not** under any circumstances share details of the content of DBS certificates with third parties such as schools or colleges. Neither is it considered good practice for schools or colleges to request such information direct from trainees.
- In addition to DBS clearance, all trainees must undergo checks to ensure that they are not prohibited by the Secretary of State and/or are not prohibited to teach in the European Economic Area. This is undertaken by the ITT provider (in this case, the University of Greenwich) for trainees.
  - The employing school for any **School Direct Salaried** trainee must ensure that these checks have been undertaken and provide written confirmation of this to the University of Greenwich.
- ITT providers (in this case, the University of Greenwich) ask all ITT trainees working or training in relevant settings whether they are disqualified under the terms of the 2009 Childcare Disqualification requirements or if, to the best of their knowledge, members of their households are disqualified
  - The employing school for any **School Direct Salaried** trainee must seek this confirmation and provide written confirmation of this to the University of Greenwich.

### **Responsibilities in respect of all ITT trainees**

All entrants to ITT programmes must by law be checked against the DBS barred list, the list of people prohibited from teaching and subject to criminal record checks. DBS certificates will be issued to individual applicants and not to providers. ITT providers have a responsibility to ensure that entrants on all routes, including School Direct Salaried programmes, have been subject to DBS checks. Details relating to School Direct Salaried trainees can be found under the key points on the previous page.

The responsibilities, which are set out in full in *Keeping Children Safe in Education*, include:

- For trainees on routes other than School Direct Salaried, the ITT provider (in this case, the University of Greenwich) is responsible for ensuring that checks have been completed by requesting sight of the original DBS certificate and keeping a record of the fact that it has been seen. The University will confirm to schools, in writing, that checks have been made.
- For trainees on salaried School Direct programmes, the employer is responsible for ensuring that checks have been completed by requesting sight of the original certificate and keeping a record. Schools can also request, but cannot require, permission to keep copies. Schools should confirm to the University of Greenwich that checks have been made in writing.

Further checks should not be made by providers, schools or colleges if they have received notification from the responsible organisation that a satisfactory enhanced check has been obtained.

### **Prohibition Order Check**

- Trainees in England must also undergo a prohibition order check. This is separate to the DBS check, as people can be prohibited from teaching for actions or behaviours that would not necessarily lead to them being included on the DBS barred list.
- Trainees are checked by the University of Greenwich and partner schools notified in a similar way to DBS.
- Responsibility in respect of **School Direct Salaried** trainees rests with employers.

### **Teachers from overseas and those who have lived or worked overseas**

Trainees from overseas who teach in schools in England should be subject to criminal record checks, including a check of the children's barred list. The Home Office has published guidance on criminal record checks for overseas applicants

<https://www.gov.uk/government/publications/criminal-records-checks-for-overseas-applicants>

ITT Providers and employers (in the case of School Direct Salaried) must check that candidates are not subject to a prohibition order issued by the Secretary of State and/or are not prohibited to teach in another country of the European Economic Area (EEA).

*Keeping Children Safe in Education* (2016) says that for individuals who have lived or worked outside the UK, 'schools and colleges must make any further checks they think appropriate so that any relevant events that occurred outside the UK can be considered' (paragraph 114). Whilst there has been no statutory timescales, many schools and local authorities have been completing these checks for anyone who has lived or worked overseas for three months or more in the last ten years. From 6th April 2017, the Home Office has confirmed that an overseas criminal check will be completed for everyone in an education role applying for a visa to work in the UK (i.e. from countries outside the European Economic Area).

The requirement to provide an overseas criminal record certificate applies to anyone who has lived abroad for 12 months or more in the past 10 years.

### **Sharing of information**

The latest advice from NCTL issued March 2017 is that ITT providers are not '*obliged or required*' to share with schools information relating to the level of DBS check, the unique certificate reference number and date of the check. DBS has said that such information can however be shared with the trainee's permission. The University of Greenwich will provide confirmation to schools of a trainee's DBS number and the date. All trainees undertake an enhanced disclosure.

- It remains an offence under the 1997 Police Act, and a breach of the DBS Code of Practice, for registered bodies such as ITT providers to share copies of DBS certificates, or any information contained in a trainee's disclosure, with third parties such as schools.

### **Childcare Disqualification Regulations**

New guidance on regulations require those who work in childcare or early years settings to disclose whether they or (as far as they are aware) members of their households are disqualified from working in childcare settings. Both new and existing ITT trainees are covered by this. Those training on routes covering the 3-5 age range, and those on programmes that involve the provision of support (e.g. in relation to breakfast or after school clubs) for children aged up to 8 years are most likely to be affected.

All trainees undertaking primary education are asked to confirm in writing that neither they or, as far as they are aware, members of their household are disqualified. They are also required to inform the University of Greenwich during their training if they or a member of their household becomes disqualified. If they or a member of their household are disqualified, they will either need a waiver from OFSTED or the location or nature of their training should be changed so the trainee is no longer covered by the disqualification regulations.

The University of Greenwich will provide confirmation to schools that declarations relating to the disqualification requirements have been obtained. Schools are advised to record this fact in their central record.

The criteria for disqualification are:

- Inclusion in a Disclosure and Barring Service (DBS) Children's Barred List
- Being found to have committed certain violent and sexual criminal offences against children and adults which are referred to in regulation 4 and Schedules 2 and 3 of the 2009 Regulations (note that regulation 4 also refers to offences that are listed in other pieces of legislation)
- Certain orders made in relation to the care of children which are referred to in regulation 4 and listed at Schedule 1 of the 2009 Regulations
- Refusal or cancellation of registration relating to childcare, or children's homes, or being prohibited from private fostering, as specified in Schedule 1 of the 2009 Regulations
- Living in the same household where another person who is disqualified lives or is employed (disqualification 'by association') as specified in regulation 9 of the 2009 Regulations
- Being found to have committed an offence overseas which would constitute an offence regarding disqualification under the 2009 Regulations if it had been done in any part of the United Kingdom

The disqualification by association criteria relates to people living in the same household as a trainee. The accepted definition of a 'household' is:

- One person or a group of people who have the accommodation as their only or main residence and (for a group): either share at least one meal a day; or share the living accommodation (that is, a living room or sitting room).
- The occupant(s) of a bedsit who do not share a sitting or living room with anyone else comprise a single household.

Trainees only need to declare to providers that as far as they are aware no members of their households are disqualified. They should not be expected to seek declarations from the individuals concerned.

Responsibility for seeking this confirmation for **School Direct Salaried** trainees lies with the employer.

### Other points

Other things to take into account are:

- Trainees are made aware that cleared to train as a teacher is not the same as being cleared for employment, which will be at the discretion of the school or college concerned.
- Trainees can, at the Headteachers' discretion, go into school pending the completion of a criminal records check provided that checks have been made against the DBS barred lists and they have been subject to normal recruitment procedures.
- There is no requirement to complete separate checks in respect of time spent in different schools.
- Additional checks are not required during the course of programmes, including those lasting for more than three years. Requests for repeat disclosures should be refused unless there is cause for concern.
- Minor convictions or cautions from several years ago will not now be shown on enhanced DBS certificates. Providers, schools and colleges should not ask applicants about any such convictions or cautions.

### Further information

Statutory guidance on keeping children safe, 2016:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/550511/Keeping\\_children\\_safe\\_in\\_education.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/550511/Keeping_children_safe_in_education.pdf)

DFE guidance on the ITT requirements:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/594123/Initial\\_teacher\\_training\\_criteria\\_and\\_supporting\\_advice.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/594123/Initial_teacher_training_criteria_and_supporting_advice.pdf)

On the filtering out of 'minor' convictions & cautions:

<https://www.gov.uk/government/publications/dbs-filtering-guidance/dbs-filtering-guide>

Information relating to those who have lived or worked overseas:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/582187/Criminal\\_Record\\_Checks\\_FAQ\\_Dec\\_16.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/582187/Criminal_Record_Checks_FAQ_Dec_16.pdf) and <https://www.gov.uk/government/publications/criminal-records-checks-for-overseas-applicants>



## Helpful guidance for Schools on preparing for a trainee on school experience

**It is useful to make expectations clear from the start.** Difficult situations can be prevented if everybody is clear about their responsibilities. If these are written down clearly there can be little room for misunderstanding. In some schools, Headteachers take on the responsibility. We recognise that different arrangements suit different schools: the importance of managing this aspect of mentoring cannot be over-stressed. This is seen as an important aspect of the school's training role in that you are inducting the trainee into some of the professional / procedural aspects of teaching.

Some of the issues upon which it may be wise to provide guidance on during induction include:

### **Time keeping**

- How long before and after the official school day do you expect trainees to be on site? The University's guidance to trainees is that they should be at school by 8.15am, or earlier according to the school policy. We also expect trainees to remain in school at the end of the day; we remind trainees that most teachers remain in school until 4.30pm or later.

### **Absence**

- The University requires trainees to telephone the school and email the Partnership and Placements Office before 8am. Is there a particular number the trainees should call if they are absent?

### **Break times**

- As part of their school based training, and if the school policy allows, we expect trainees to accompany a teacher on playground duty. Mentors will need to consider what the trainee's role will be in the playground.

### **Dress Code**

- Does your school have a specific dress code? What is acceptable?

### **Financial arrangements / housekeeping**

- Are the trainees expected to contribute to a Staff Room fund for break time refreshments etc.? To whom should they make any payments? Is there a rota for washing up duties, tidying Staff Room etc.? Are there times when they may not be welcome in the Staff Room?

### **Staff Meetings**

- Are the trainees welcome to any, or all of these?

### **Safeguarding Arrangements**

- What are the safeguarding arrangements within your school. To whom should the trainee refer to if either a difficult situation arises or they have concerns about a child? Who is the Designated Child Protection Officer?

### **Resources**

- What are the procedures for gaining access to consumable and non-consumable resources?

### **Parents**

- How can parents be introduced to the trainee? Could this be via a newsletter / out on the playground at the beginning / end of the school day?

### **Assemblies**

- Are trainees expected to attend assemblies? Are they expected to make any contributions, e.g. providing sample of work for commendation?

### **Policy Issues**

- Trainees will be expected to follow the school's policies and must have these clearly explained. Are there policies regarding homework, the use of ' biro' pens, etc as well as those directly concerned with teaching and learning?

In addition **specific guidance** will need to be given with regard to

- arrangement for trainees' contact/non-contact/observation time
- areas of work to be covered on School Experience
- information on children in the class
- children with specific medical conditions
- School health and safety policy

***Useful Information given to trainees at the start of their school experience***

If possible present this information in the form of a small handbook which can be updated as necessary and which the trainees can use for reference. Information which has proved useful to provide includes:

- \* School aims
- \* Staff list - including support staff
- \* List of class teachers showing age groups
- \* Management structure and key accountabilities of named staff members including curriculum leaders and SENCO/ inclusion manager
- \* List of members of Governing Body
- \* Plan of school
- \* Dates - term times, special events and Professional Training Days
- \* Times of the school day - start times, playtimes, assembly times etc
- \* Procedures for ringing bells and moving children around the school
- \* Playground Duty rota and playground rules and procedures
- \* Health and Safety and Safeguarding policy and procedures
- \* Behaviour Policy
- \* Timetable for Staff Meetings
- \* Procedures for day-to-day communications
- \* Notes on administrative matters e.g. Attendance Registers
  - Dinner Registers - collection of dinner money
  - Latecomers
  - First Aid and Medication
  - Milk
  - Jewellery
  - School wear / uniform
  - PE Kit
  - School Outings

## Appendix 1 – InPlace Views

Our electronic placement management system, InPlace, allows trainees, mentors and SE tutors to record and monitor progress throughout the school experience placement. It is important to note that different user groups have different homepage views and different permissions, although all user groups can see the data entered as part of the school experience.

The next three pages provide an example of the different views available. Should you have trouble accessing InPlace, or if you are concerned that the interface does not have the correct information for your role, please email the System Administrator ([placements@gre.ac.uk](mailto:placements@gre.ac.uk)) with a screenshot and a brief description of the issue.

## InPlace Student homepage view

**Calendar:** Calendar view of placements – can be synced to your email account

**Shared documents:** Documents such as handbooks will be visible here

**User account menu:** Check/update your details via 'My Details'. InPlace help pages and log out

**Toolbar** [appears as icon on mobile devices]

**To do list:** Reminders for all mandatory fields in forms in your placement record [such as QTS progress check forms (completed by student) and progress meeting forms (completed by mentor/SE tutor)] will show here until completed by relevant person

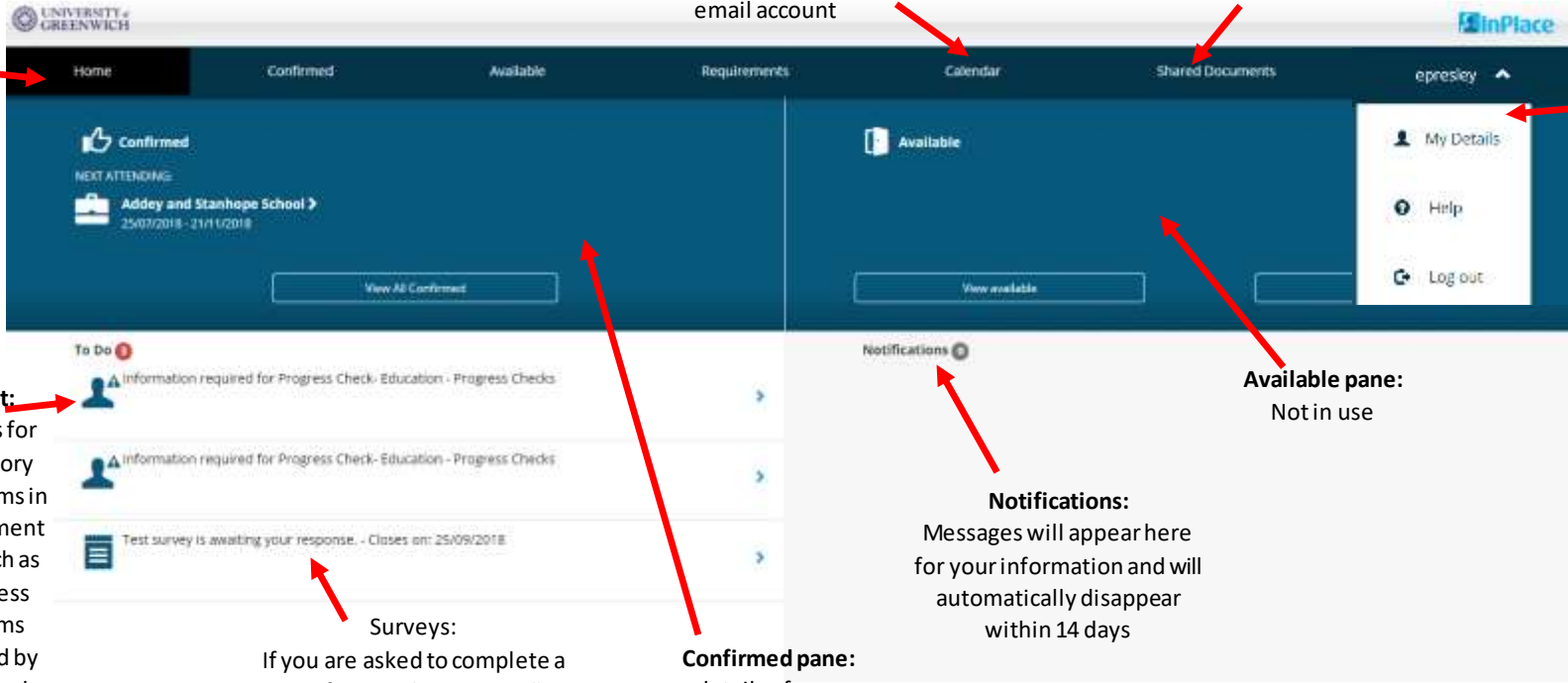
**Surveys:** If you are asked to complete a survey from InPlace, you will get an email asking you to complete the survey by a particular deadline after which date it will disappear from the To Do list

**Confirmed pane:** details of your current or next placement

**Notifications:** Messages will appear here for your information and will automatically disappear within 14 days

**Available pane:** Not in use

Click on the '**Confirmed**' button on the toolbar to find your past and current placement records. In the record you will find regular monitoring forms (such as Progress checks/Progress Meetings) to be completed by student and mentor during the placement



The screenshot shows the InPlace Student homepage. At the top is the University of Greenwich logo and the 'InPlace' logo. Below is a navigation bar with tabs: Home, Confirmed, Available, Requirements, Calendar, Shared Documents, and a user profile 'epresley'. The main content area is divided into two panes: 'Confirmed' on the left and 'Available' on the right. The 'Confirmed' pane shows a 'Confirmed' status, 'NEXT ATTENDING' as 'Addey and Stanhope School' with dates '25/07/2018 - 21/11/2018', and a 'View All Confirmed' button. The 'Available' pane shows an 'Available' status and a 'View available' button. Below the panes is a 'To Do' list with three items: 'Information required for Progress Check- Education - Progress Checks' (twice) and 'Test survey is awaiting your response. - Closes on: 25/09/2018'. To the right of the 'To Do' list is a 'Notifications' section. A red box highlights the 'Confirmed' button in the toolbar and the text below it.



**Warning:** InPlace will timeout after 20 minutes of inactivity

## InPlace Mentor homepage view

Please login with Google Chrome where possible



**Warning:** InPlace will timeout after 20 minutes of inactivity

Toolbar  
[appears  
as  icon on  
mobile  
devices]

**User account menu:** Update your details or change password via 'My Details'. Info about your setting ['Agency details'], InPlace help and log out

**Attendance Summary Pane:** shows all the students on placement at your setting (called an 'agency' on InPlace)

**Placement requests and Opportunities:**  
Not in use

**Notifications:**  
Messages will appear here for your information and will automatically disappear within 14 days

**To do list:**  
Assessment reports will appear here as a 'survey' – you will get an email asking you to complete the report survey by a particular deadline after which date it will disappear from here

Click on your trainee's (mentee's) name on the attendance Summary to go to their placement record. Here you will find regular monitoring forms (Progress checks/Progress Meetings) to be completed by mentor and mentee during the placement

## InPlace UoG staff homepage view

Toolbar

Widgets

Widgets are notification windows that appear on your Home page to alert you to key information. Most widgets only appear if there is at least one relevant record to display. From these widgets, you can acknowledge items, take action if required and review changed information.

### Toolbar in more detail:

Home

My details

Help

Click on the **'My Details'** icon button on the toolbar to find students you are supervising [via the Placement Supervisor tab. Then click 'Details' to open the placement record for each student.]



**Warning:** InPlace will timeout after two hours of inactivity on staff accounts