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**ITE: Assuring Quality Partnership Handbook**



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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 school/settings.

This handbook has been produced as part of our mentor development programme to support school/settings/settings in the process of mentoring trainee teachers studying on our Undergraduate, PGCE and apprenticeship Programmes across our phases. The main body of the text has emerged from discussions with mentor colleagues in various settings, including workshops attended by school/setting/setting 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 2022/23 and hope that this handbook will provide you with all of the generic information you need relating to placement experience. Supplementary placement 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 school/settings for supporting our trainee teachers and we hope the experience will be beneficial for pupils, trainees, mentors and school/settings.

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**Alison Hales**  MA, SFHEA,FHA

**School/setting Education Lead: Professional Placements**

**Senior Lecturer**

**Louise Atkins**MASFHEA

**Associate Professor in**

**Teacher Education and Early Childhood**

**School/setting Lead**| **Head of Initial Teacher Education**

This documentation should be read in conjunction with:

* **The Mentor and Class teacher Toolkit**
* **The ITE Curriculum: Ensuring Trainee Progress Guide**
* **The relevant School/setting Experience Guide**

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**

|  |  |  |
| --- | --- | --- |
| **Name** | **Role** | **Email** |
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**Further Education and Skills Sector QTLS**

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**Partnership: What's in it for school/settings?**

School/settings and settings 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 school/settings 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/setting
* 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/setting life beyond the classroom

**Professional Development for Mentors at the University**

* Understanding of processes involved in mentoring which can support the school/setting in meeting its statutory obligations in supporting induction for Early Careers Teachers and EYECTs
* Understanding of issues in initial teacher education which can help smooth the transition from trainee teacher to ECT
* 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 school/settings a meaningful role shaping and contributing to the education of the next generation of teachers.

##### **Future employment in the school/setting/setting**

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

# **The importance of school/setting/setting involvement within the Partnership**

**We see the role of the school/setting or setting in the training process as vital, given the centrality of the trainees’ placement experience in professional development**. There are many different aspects to this training, and we are appreciative of the extent to which our school/settings 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 ITE Curriculum and ultimately the Teachers' Standards or Professional Standards.
* Clarifying the school/setting’s perspective/policy on a number of areas including behaviour management, health and safety, pupil/learners’ assessment, home-school/setting, 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/setting expectations.
* Supporting in the design and delivery of training within university.
* Supporting with the recruitment and selection process.
* Participating in working groups.

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

**Mentor Development Programme**

In addition to the support provided in our placement experience documentation and website, we offer mentor training to support teachers that are both new to mentoring and 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
* Our three staged approach to instructional coaching ‘I do’ ‘You do’ ‘We do’.
* Good practice: supporting trainees to thrive on school/setting 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 placement (mentors, associate mentors, class teachers and SE tutors) to share good practice amongst the partnership.

Please email the relevant programme lead for further information on our mentor development programme.

**Mentor training as part of whole school/setting professional development**

We would be pleased to support school/setting -based sessions, especially for those who may be some distance from the university. Several models are possible, and these can be tailored to you. For instance, training could involve whole school/setting staff, involve staff from a cluster of school/setting 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:

* Relevant Placement Guide for your phase
* Protocols and Procedures for Grade 4 School/settings 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 educators to enrich the opportunities and experiences of the learners in their care. Rigorous quality assurance mechanisms for all stakeholders within the partnership are designed to ensure that the learners 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/setting-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/setting visits, OFSTED inspection reports and the evaluations provided by all those involved in the partnership (e.g. school/settings trainees) are used to judge the strengths, areas for development and overall effectiveness of the partnership. Trainee teachers, school/setting-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:

* An Education Partnership Board for Teacher Education with representation across the partnership, including early years, primary, secondary and FE.
* Phase-specific Partnership Consultative Committee with school/setting 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.
* Trainee surveys and end of year surveys focus explicitly on quality of training provided by the Partnership.
* Trainee evaluations of placement experience with a focus on:
* Entitlement on placement
* 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 Placement Experiences sampled with a specific focus on:
* Accuracy of judgements across the partnership
* Quality of provision
* Quality of support from both school/setting and university tutor
* Important documentation relating to Quality Assurance of the Partnership
* Partnership agreements which outline roles and responsibilities
* Guidelines for allocation of placement experience
* The relevant ITE Curriculum progress booklet provides the overarching framework for assessment against our ITE Curriculum and summative overview progress.
* Partnership Handbook provides explicit guidance on all aspects of placement procedures for all stakeholders
* Protocols & Procedures for Grade 4 school/settings
* Guidelines for refer and defer trainees in relation to school/setting experience
* 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 school/settings on the quality of mentoring and school/setting-based provision and support.
* Joint monitoring visits on all school/setting experiences between university tutor / school/setting-based tutor (e.g. Mentor / class teacher) to moderate accuracy of judgements
* In the Primary phase, subject specific lesson observation templates for, systematic synthetic phonics & primary mathematics[[1]](#footnote-1) to support Mentors and university 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/setting experience. Other programme components arrange specific evaluations relating to aspects of the university-based programme and training in partnership school/settings.
* 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 school/settings on the quality of mentoring and school/setting provision.

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

* School/setting-based staff are represented on the phase-specific ITE Partnership Consultative Committees, the Education Partnership 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/setting-based tutors' perceptions of the quality of programme provision.
* All school/setting mentors / class teachers/tutors are expected to contribute to formal evaluations of periods of school/setting experience. Weekly bulletins are also sent to school/settings and feedback is sought. University tutors, as part of their moderation visits also seek feedback from class teachers / mentors and feedback to the relevant school/setting 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.

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

* Each partnership school/setting is supported by a designated university tutor who represents the university. The university tutor is responsible for supporting and monitoring the training provision in partnership school/settings as well as evaluating its effectiveness. The university tutor observations are collated through formal evaluations following each period of school/setting experience.
* The university tutors maintain regular contact with school/settings during the period of a school/setting experience and review trainee progress on a weekly basis via the progress meetings notes 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, Health and Human Sciences has responsibility for the provision of all initial teacher training programmes.
* All matters relating to the quality of provision of school/setting-based training are co-ordinated through the Education 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/setting-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/setting 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/setting experience. The selection includes a sample of trainee teachers representing a range of achievement across a range of partnership school/settings.
* 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/settings in which newly qualified trainee teachers/lecturers 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-trainees throughout their ECT years with regular updates offering information, support and advice.

## **Moderation**

* Moderation of the assessment of trainee teachers' performance in schools/settings is undertaken by external examiners and university tutors.
* University tutors and school/setting-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/setting-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.
* University tutors moderate training and assessment across a group of partnership school/settings.

## **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/settings 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/settings 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 Quality Partnership Handbook* and the *Partnership Agreement*.

# **Criteria for Involvement of school/settings in the Partnership**

School/settings planning to enter 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 school/settings:

* The school/setting exemplifies good practice as evidenced on school/setting experience and as indicated by Ofsted reports.
* The school/setting 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/setting is willing to make arrangements as appropriate to enable members of staff to attend the Mentor development programme or its equivalent in school/setting.
* The school/setting’s teaching is based on and informed by the National Curriculum and the Early Years Foundation Stage curriculum.
* The school/setting’s commitment to equal opportunities is reflected in its ethos and approach to staff, trainees and pupils/learners.
* The school/settings 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/QTLS/EYTS.

Where there are perceived deficiencies either in the level of support provided by the school/setting 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/setting by a senior member of the Partnership team or through discussion with the headteacher or replacement of the university 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/setting is placed into Special Measures as a result of an Ofsted inspection\*.
* The school/setting fails to meet its obligations regarding trainee support, mentoring and documentation.
* The school/setting is unwilling to make arrangements as appropriate to enable members of staff to participate in a Mentor training programme.
* The ethos of the school/setting is not conducive to effective communication within the school/setting and beyond and the achievement of equal opportunities.

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

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

In some instances, for example due to the trainee’s home address, it may be necessary to place a trainee in a school/setting which would not normally work in Partnership with the University. In these cases, only school/settings 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 university tutor time is normally allocated to provide additional support for the school/setting.

# **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/Managers/Senior Leaders**

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

They select suitably experienced members of staff 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.

They also ensure the quality of trainee experience through selecting suitable class teachers to host trainees on their school/setting 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/setting 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/setting experience. They have been specifically trained by the University (or an equivalent institution) to work in partnership with the university tutor to actively promote and support the development and progress of the trainee.

When there is more than one mentor in the school/setting one mentor will normally be designated the senior/lead mentor (or in secondary a Placement Coordinator Mentor (PCM) 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/setting experience:

1. Provide an initial briefing with the trainee to introduce the school/setting.
2. Organise a training programme in school/setting to provide a variety of opportunities for the trainee to undertake school/setting-based tasks (sbts) to support their ongoing professional development needs.
3. Attend partnership meetings.
4. Make accessible to the trainees, information about school/setting's organisational structure, policies and guidelines and procedures.
5. Arrange for trainees to work with children and teachers in a range of ways, including whole class, group, and individual teaching.
6. Review the trainee's school/setting experience file and verify the trainee's evidence towards the ITE curriculum.
7. Regularly observe lessons and provide timely high quality oral and written feedback which supports the trainee in their progression towards the ITE curriculum.
8. Provide clear targets and success criteria to support the trainee with any development needs.
9. Meet weekly with trainees to discuss their progress towards the ITE curriculum and in their final placement the Teachers' Standards/Professional Standards and support their wider professional development.
10. Support class teachers in their role of hosting trainees.
11. In liaison with the class teacher, complete an interim progress review and end of school/setting experience reports on trainees’ progress towards the achievement of the relevant descriptors as outlined in the ITE curriculum progress booklet.
12. Debrief trainees at the end of their school/setting experience.
13. Participate in evaluation procedures.
14. Alert the university 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/setting 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 SEND or disability.
* Give guidance on planning and resources, especially before and in the early stages of the school/setting 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/setting experience report.
* Participate in both the interim progress review meeting and the final assessment.

## **University Tutor**

The university tutor plays a crucial role in overseeing the quality of the school/setting experience for trainee teachers by working in partnership with mentors, school/setting staff and trainee teachers and moderating the judgements made by the school/setting in relation to a trainee teacher’s attainment against the ITE Curriculum. In addition, the role of the university tutor is fundamental in developing the Greenwich Primary Partnership so that partnership extends beyond “placements”.

The following outlines the key principles for university 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/setting experience in relation to a trainee’s entitlement for school/setting 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 progress 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/setting 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/setting experience, the External Examiner’s role is to monitor the quality of the school/setting-based training and the accuracy of the judgements being made about a trainee's progress and attainment against the ITE Curriculum. The External Examiner will normally visit a 10% sample of trainees on final school/setting experience. During the visits to school/settings 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 ITE Curriculum.
* 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/setting experience. The focus is to quality assure the Partnership and verify that the standards seen in school/setting are comparable to other training providers.

## **Responsibilities of trainees**

Please also refer to the Trainee Teacher Code of Professional Conduct 2022/23. Below are the minimum expectations for trainees whilst on school/setting experience

* Have high aspirations for pupils within their care.
* Where relevant, attend the meeting with the university tutor prior to the start of the school/setting experience.
* To ensure that evidence is collected and collated to support progress towards the ITE Curriculum
* To contact the school/setting prior to the school/setting 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/setting experience on the dates stipulated.
* To arrive at school/setting punctually and dressed appropriately.
* To ensure that all weekly planning and individual lesson/activity planning is completed in advance of teaching sessions.
* To ensure that all support staff have been briefed prior to the start of a lesson/activity 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 meeting notes as well as attendance at the weekly progress meeting with the mentor and update Inplace.
* To complete all relevant school/setting-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/setting experience.
* To follow procedures for reporting absence.
* To inform mentors in school/setting of the dates of university 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/setting Experience by the ITE Partnership**

## **General Principles**

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

Assessment of school/setting experience is on a **Pass/Fail** basis. ***In order to pass, a trainee demonstrate sufficient progress against the ITE Curriculum for that phase of their training and must pass Part 2 of the Teachers’ Standards.*** Both mentors and university 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/setting **experience** will also be tracked against ‘assessment descriptors’ in the *ITE Curriculum: Assessment Documents*. These descriptors describe what might be expected of traineesat that particular point in their training. Mentors and university tutors should use the descriptors as a focus for discussion when agreeing the outcome of the school/setting experience and decide upon a judgement against each of the areas of the curriculum. By demonstrating knowledge and understand of the ITE Curriculum and then applying it in practice will ensure each trainee is meeting the Teachers’ Standards by the end of their programme.

The decision about the outcome of a school/setting experience should be made towards the end of the school/setting experience. University 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/setting experience.

It is expected that trainees for whom a Fail grade is recommended for school/setting 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 making sufficient progress consistently in practice.

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 expectations required for their particular stage of the programme, please follow the guidance within the ITE Curriculum: 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 university tutor directly, please alert the Partnership & Placement Administrators in the School/setting Partnership Office via e-mail: (see table on page 4 of this document). They will ensure that the school/setting experience lead and/ or university tutor phones the school/setting 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/setting 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/setting experience, exceptionally, may have to be terminated in the light of consultation between the school/setting and the university. **This though should always be viewed as a last resort**. In such cases it is important for the school/setting 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/setting’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/setting would be willing to continue to provide the trainee with further non-assessed experience in the school/setting.

Following the termination of a school/setting 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 university 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 a trainee is formally warned that you might not meet the required level of progress expected for that stage of development by the end of the placement experience, **this should be seen as a need for further targeted intervention and that remedial action is needed on the trainee’s part but also, that success is still a possibility.**

In the event of **a trainee** terminating a period of school/setting 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/setting 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/setting experiences are undertaken in existing University of Greenwich ITE Partnership school/settings.

**Deferral**

If at trainee is having problems meeting the requirements of a block school/setting experience for extenuating reasons, they should apply for these to be considered by the extenuation panel using the normal procedures. You may only claim extenuating circumstances if:

* they believe that there has been a mistake or irregularity in the conduct of an assessment

or

* their 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 school/settings 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/setting experience for example the level of support from the school/setting; the relationship with the class teacher; support they are receiving from the school/setting; ***they should raise this as soon as possible by emailing their university tutor outlining their concerns, with a copy sent to the School/setting Experience Lead***. Where a trainee is concerned about the level of support they are receiving from their university Tutor, they should email the School Lead for Professional Placements. (Contact details are towards the front of this booklet).

Concerns about the level of support offered by the school/setting or the university tutor **will not** be taken into consideration once the school/setting 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/setting experience Lead.

If an issue arises for a school/setting, this should be discussed in the first instance with the university tutor and subsequently, if necessary, with the relevant school/setting experience lead. University tutors should contact the relevant school/setting 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/learners
* 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 commentaries

**Please refer to *The ITE Curriculum: 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, university tutor or another designated member of staff (e.g. headteacher, class teacher).

**Feedback on** lesson observations (with the exception of SSP and Mathematics) 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 university 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 university 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 themed areas of the ITE curriculum 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 observation form, 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/setting 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?** |
| **Observation Feedback forms** | Mentors and university 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. | Electronic copies will be send by the Placement Lead and can also be obtained from our Partnership Website.  https://www.gre.ac.uk/eduhea/ite. |
| **Mathematics / SSP Observations (Primary Only)** | Mentors and university tutors undertaking specific subject observations. | During / after each observation, to be discussed with the trainee during a debriefing | Trainees will bring copies in their online Teaching File.  Further copies can be obtained from the website |
| **Partnership Trainee Teacher Interim Progress Review meeting** | Joint face to face meeting mentors in liaison with class teachers, university tutors and the trainee. | At mid-point during school/setting experience. | The Interim Progress meeting will be recorded via InPlace. |
| **End of School/setting Experience Report** | Mentors, in collaboration with class teachers and university tutors. | Towards the end of the school/setting experience, to be discussed with the trainee as part of a final university meeting | This will be accessible to school/settings via InPlace in the final week of the school/setting experience. |

Please note that copies of all paperwork should be uploaded to Inplace 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 ITE Curriculum Portfolio. This portfolio allows them to reflect on their professional development and collate evidence against the ITE Curriculum. The ITE curriculum is what is taught at both university and the learning that takes place during school/setting experience. It is incorporates the Core Content Framework <https://www.gov.uk/government/publications/initial-teacher-training-itt-core-content-framework>, which is the minimum entitlement for ITE trainees; our curriculum embraces this but ambitiously moves beyond the minimum entitlement to ensure a rich and full curriculum for trainees.

The evidence is collated towards the end of the school/setting experience. However: trainees are advised to sign-post evidence early and on an on-going basis. The fortnightly highlighting of the progress 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 area of the curriculum can impede pupil progress.**

It is important for trainees to see the ITE Curriculum through the lens of the impact they have on pupil progress and how areas of the curriculum are interlinked. Ultimately this will ensure that they meet the Teacher Standards or Professional Standards by the end of their programme.

Early Years Teacher Standards:

<https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/211646/Early_Years_Teachers__Standards.pdf>

Primary/Secondary Teacher Standards:

<https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/665522/Teachers_standard_information.pdf>

Further Education and Skills Sector:

<https://www.et-foundation.co.uk/wp-content/uploads/2022/04/PS-for-Teachers_Guide-to-Changes_Final.pdf>

# **Important General guidance for School/Setting 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/setting but is not involved with teaching or observing. This time should be used for planning, preparation, and assessment purposes.

**School/setting 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/setting community. **SBT should arise from the requirements of the school/setting experience**; the needs identified by the trainees themselves and targets set by the mentor / university tutor. It is an essential part of school/setting 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/setting experience, a menu of school/setting-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/setting. This means that they should conform to the expected dress code of the school/setting. 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/setting staff. Mobile phones should be turned off in school/setting. 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/setting policies**

Trainees are not required to have their own copies of school/setting 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/setting’s health and safety policy, including Covid 19 policies. 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/setting-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/setting 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/setting’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/setting staff about the school/setting’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 number of days/hours** in school/setting 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/setting experience days and remain on the school/setting premises throughout the day. Normally, the children/learners start school/setting at about 9.00 however, the trainee should arrive no later than 8.15, ***or according to the school/setting policy***. The school/setting day for trainee will normally end between 4.30 and 5.00.

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

* **telephone the school/setting before 8.00 am**

**email** [**primaryplacements@gre.ac.uk**](mailto:primaryplacements@gre.ac.uk) **/** [**secondaryplacements@greenwich.ac.uk/**](mailto:secondaryplacements@greenwich.ac.uk/) **Earlyyearsplacement@gre.ac.uk and their university 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/setting staff to certify their attendance and this will be checked by the university tutor at their debrief meeting.

Issues of absence concerning illness are dealt with on an individual basis between the university tutor & mentor in liaison with the school/setting 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 placment. 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 level of progress. These would be dealt with on a case-by-case basis between the university tutor & mentor in liaison with the School/setting Experience Lead and Programme Lead. You would be aware of this, if this concerned you.

## **Guidance on attending interviews**

During final school/setting experiences when trainees may need to visit school/settings 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/setting-based training time, so that their contact time in the classroom is not affected. This should be agreed in advance between the school/setting 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/setting is closed because of the weather. Local authority websites and radio stations usually list school/setting closures on their websites too.
* If your school/setting is open, try to get into school/setting 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/setting 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/setting and some areas may have worse snow than other areas.
* If you are delayed, ring the school/setting 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 university 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/setting 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/setting is closed on the day of the strike and they have no other university commitments that day, they do not need to attend school/setting.  In these circumstances, trainees should undertake self-directed professional development which should be evidenced. This will then count as one of their school/setting days.

Those who are employed in the school/setting in which they are training 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/setting 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/setting meetings, including parents’ evenings where possible.

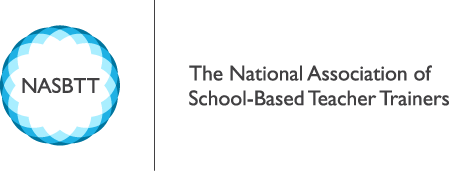
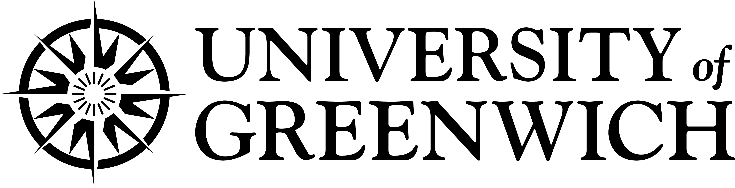
**Accidents on School/setting Experience:**

The university needs to be made aware of any occurrences where accident/incident occurs whilst on school/setting experience. If you are involved in any accident / incident, please ensure that you complete the relevant incident / accident form at your school/setting / setting and also inform the School/setting 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](http://www.gre.ac.uk/current-students/regs/?a=1200745)



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

**University of Greenwich**

**Safeguarding Checks**

**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.

**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 school/settings 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.
  + School/settings are advised to record this fact in their central record, although they are not obliged to do so.
  + The employing school/setting for any employed trainee must ensure that appropriate DBS checks have been undertaken and provide written confirmation of this to the University of Greenwich.

**In line with DfE statutory requirements, trainees undergo an enhanced DBS check, and additional Teacher Status checks with the University of Greenwich before they commence their school/setting experience.**

**Responsibilities for DBS Clearance:**

The Teacher Regulation Agency (TRA) requirements for Initial Teacher Training provision (<https://www.gov.uk/government/publications/initial-teacher-training-criteria/initial-teacher-training-itt-criteria-and-supporting-advice>) makes it clear that the responsibility for ensuring that a trainee teacher is DBS cleared lies with the accredited ITT provider; in this case, the University of Greenwich. We take very seriously our responsibility for ensuring that we do not admit applicants to training who are unsuited to work with children. At our last Ofsted inspection in 2017 our safeguarding policy and associated processes were found to be fully compliant with TRA ITT requirements for accredited providers.

**Disqualification under the Childcare Act 2006**

Trainees are only covered by this legislation if they are employed or engaged to provide early years childcare (this covers the age range from birth until 1 September following a child’s fifth birthday, that is up to and including reception year) or later years childcare (this covers children above reception age but who have not attained the age of 8) in nursery, primary or secondary school/setting settings, or if they are directly concerned with the management of such childcare. Staff in secondary school/settings only come into scope if they provide childcare, or manage the childcare provision for those children covered by these arrangements. For example, if they host after-school/setting childcare for children under 8. This includes early years provision and later years provision (for children under 8).

The university will confirm that the trainee has provided confirmation that they are not disqualified. Under the 2018 regulations, ITT providers (and school/settings) are no longer required to establish whether a member of staff providing, or employed to work in childcare, is disqualified by association. Disqualification by association is only relevant where childcare is provided in domestic settings (for example where childminding is provided in the home) or under registration on domestic premises, including where an assistant works on non-domestic premises up to 50% of the time under a domestic registration.

* **Sharing of Information & the Law:**

It is an offence under the 1997 Police Act, and a breach of the DBS Code of Practice, for registered bodies (i.e. the University of Greenwich) to share copies of DBS checks, or any information contained in a trainee’s disclosure, with a third party. **We have however obtained consent from the trainee to provide the DBS number and issue date both of which can be seen on the placement database InPlace. The trainee can also confirm the number if you require them to do so for your central school/setting record.**

* The employing school/setting for any **employed** trainee must seek this confirmation and provide written confirmation of this to the University of Greenwich
* 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 school/settings or colleges. Neither is it considered good practice for school/settings 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/setting for any **employed** trainee must ensure that these checks have been undertaken and provide written confirmation of this to the University of Greenwich.

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

For trainees, 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 school/settings, in writing, that checks have been made.

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

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

Trainees from overseas who teach in school/settings 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 employed trainees) 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, ‘school/settings 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 have been no statutory timescales, many school/settings 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.

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

## **Other points**

Other things to consider 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/setting or college concerned.
* There is no requirement to complete separate checks in respect of time spent in different school/settings.
* Additional checks are not required during the course of the 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, school/settings, 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>

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>

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

# **Helpful guidance for School/settings on preparing for a trainee on school/setting 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 school/settings, Headteachers take on the responsibility. We recognise that different arrangements suit different school/settings: the importance of managing this aspect of mentoring cannot be over-stressed. This is seen as an important aspect of the school/setting’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/setting day do you expect trainees to be on site? The University’s guidance to trainees is that they should be at school/setting by 8.15am, or earlier according to the school/setting policy. We also expect trainees to remain in school/setting at the end of the day; we remind trainees that most teachers remain in school/setting until 4.30pm or later.

**Absence**

* The University requires trainees to telephone the school/setting 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/setting-based training, and if the school/setting 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/setting 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/setting. 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/setting 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/setting’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/setting experience
* information on children in the class
* children with specific medical conditions
* school/setting health and safety policy

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

\* Dates - term times, special events and Professional Training Days

\* Times of the school/setting day - start times, playtimes, assembly times etc

\* Procedures for ringing bells and moving children around the school/setting

\* 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/setting wear / uniform

PE Kit

School/setting Outings

# **Appendix 1 – InPlace Views**

Our electronic placement management system, InPlace, allows trainees, mentors and university tutors to record and monitor progress throughout the school/setting 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/setting 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 (Inplacesupport@gre.ac.uk) with a screenshot and a brief description of the issue.







1. 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) [↑](#footnote-ref-1)