






**PROFESSIONAL STUDIES PROGRAMME – 2026**  
**University of Worcester – Phases 2 and 3 – Spring and Summer Term**



Phase 2 - Sessions and training activities			
Date	During first 2 induction days	Links to University	Staff delivering
	<p><b><u>Induction</u></b></p> <p><i>In accordance with the Initial teacher training and early career framework's (ITTECF) 'Learn how to' statements, trainees must:</i></p> <ul style="list-style-type: none"> <li>- <i>Contribute positively to the wider school culture and developing a feeling of shared responsibility for improving the lives of all pupils within the school (8f)</i></li> <li>- <i>Know who to contact with any safeguarding, or any pupil mental health concerns (8l)</i></li> <li>• Please share the school's operational processes and procedures, for example: <ul style="list-style-type: none"> <li>- The school profile (e.g. aims, ethos, demography)</li> <li>- The school day</li> <li>- Emergency procedures (first aid, fire, lock-down)</li> <li>- Contact details (e.g. for staff absence)</li> <li>- Key staff (inc. the designated safeguarding lead)</li> </ul> </li> <li>• Go through safeguarding procedures.</li> <li>• Ask trainees to read the Child protection policy, Esafety policy &amp; the school's General Data Protection Regulations.</li> <li>• Organise pupil trails/lesson observations across the school. This allows trainees to see the above policies in practice and complete various tasks within their university induction booklet.</li> <li>• Allocate trainees to a form group and explore opportunities for trainees to carry out their enhancement activities during this term (e.g. second subject contacts, PSHE and Citizenship opportunities, links with EAL and SEND leads, sustainability group etc.)</li> <li>• Give trainees some time in departments to meet with their mentor, get to know the department and familiarise themselves with the curriculum.</li> </ul>	 <p>Trainees are:</p> <ul style="list-style-type: none"> <li>- Asked to read the DfE's statutory guidance on 'Keeping children in education', 2024.</li> <li>- Given compulsory safeguarding training.</li> </ul> <p>Introduced to legislation pertinent to the teaching profession, including the Equality Act 2010.</p>	

Date	During the rest of placement 2/spring term	Links to University	Staff delivering
	<p><b>1. Behaviour management</b></p> <p><i>In accordance with the ITTECF's 'Learn how to' statements, trainees must:</i></p> <ul style="list-style-type: none"> <li>- Work alongside colleagues as part of a wider system of behaviour management (7b)</li> <li>- Create &amp; explicitly teach routines in line with the school ethos that maximise time for learning (e.g. setting &amp; reinforcing expectations about key transition points) (7h)</li> <li>- Liaise with parents, carers and colleagues to better understand pupils' individual circumstances and how they can be supported to meet high academic and behavioural expectations (7l)</li> </ul> <p>• To put the above into your school's context, please provide a session on the school's behaviour management policy.</p> <ul style="list-style-type: none"> <li>- Zoom out to its structure (classroom level, form tutor, HoY, pastoral team, SLT, parents etc.)</li> <li>- Zoom in on classroom policy so that trainees can be consistent and in line with the school's ethos (this may need modelling and practising)</li> <li>- Discuss and analyse the ways in which colleagues, parents and carers communicate pupils' individual needs and high expectations</li> </ul>	 <p>Trainees will understand the importance of relationships, well-established routines and consistent responses. Sessions within the adaptive teaching curriculum will have informed trainees that pupils may respond differently to policy because of their individual circumstance.</p>	
	<p><b>2. How pupils learn</b></p> <p><i>In accordance with the ITTECF's 'Learn how to' statements, trainees must discuss and analyse the planning and teaching of 'well-structured lessons'.</i></p> <p>• Please provide a session on the school's current focus around teaching and learning, for example:</p> <ul style="list-style-type: none"> <li>- Hooks/starters</li> <li>- Retrieval practice</li> <li>- Explaining and modelling homework</li> <li>- Literacy/numeracy across the curriculum</li> <li>- Formative assessment</li> <li>- Questioning</li> <li>- Effective use of</li> <li>- Metacognition</li> </ul> <p>This session would benefit from reference to the evidence and research underpinning the school's teaching and learning policy (e.g. Walkthrus, Education Endowment Foundation toolkits).</p>	 <p>Trainees will be familiar with the evidence-base around effective teaching (e.g. Rosenshine's principles of instruction, Hattie's Visible Learning, Coe's 'What makes great teaching?'). They have also had ITAP in 'Explaining &amp; modelling' and 'Talk for learning'.</p>	

	<p><b>3. <u>Data and assessment</u></b></p> <p><i>In accordance with the ITTECF's 'Learn how to' statements, trainees must:</i></p> <ul style="list-style-type: none"> <li>- <i>Make use of formative assessment (5b)</i></li> <li>- <i>Draw conclusions about what pupils have learned by looking at patterns of performance over a number of assessments (e.g. appreciating that assessments draw inferences about learning from performance) (6b)</i></li> <li>- <i>Record data only when it is useful for improving pupil outcomes (6m)</i></li> </ul> <p>• Please provide a session on the effective use of data and assessment. This might include:</p> <ul style="list-style-type: none"> <li>- Sharing the relevant school, class and individual pupil data (PP, SEND, EAL, grades etc.)</li> <li>- Discussing and analysing the nuances associated with such data (e.g. reliability of KS2 results, stereotypes, the lowering of expectations, lack of individuality)</li> <li>- Reiterating the importance of formative assessment and recording progress of time for all pupils</li> <li>- Sharing how a teacher's assessment fits into the whole school's assessment policy, summative assessments and report writing to parents</li> </ul>	<p><b>A</b></p> <p>Trainees will understand the importance of accessing the relevant data, having high expectations of all and making use of formative assessment for planning. They will have looked at the arrangements of external exams and other summative assessments in their subjects but not necessarily how class and department assessments help prepare for this.</p>	
	<p><b>4. <u>SEND</u></b></p> <p><i>In accordance with the ITTECF's 'Learn how to' statements, trainees must:</i></p> <ul style="list-style-type: none"> <li>- <i>Make effective use of Teaching Assistants and other adults in the classroom (5i)</i></li> <li>- <i>Work closely with the Special Educational Needs Co-ordinator (SENCO) and other SEND specialists or expert colleagues (5c)</i></li> <li>- <i>Work closely with the SENCO &amp; other professionals supporting pupils with additional needs, including how to make explicit links between interventions delivered outside of lessons with classroom teaching (8i)</i></li> </ul> <p>• Please provide a session on the effective use of Teaching Assistants (TA). If trainees do not have the opportunity to work with a TA, it is important they are provided with the opportunity to observe a TA and/or group/intervention work.</p> <p>The session would benefit from input of the school's SENCO, or other SEND specialist, for trainees to gain an understanding of the school's context in this area and its policies and procedures.</p>	<p><b>AT</b></p> <p><b><u>Links to content in university</u></b></p> <p>Trainees attended an SEND conference which gave them a breadth of special education and adaptive teaching strategies. They have also been introduced to the EEF's 'Making Best Use of Teaching Assistants' report, 2018.</p>	

	<b>5. <u>Optional employability coaching</u></b> <ul style="list-style-type: none"> <li>Please provide a session for the review of applications and interview techniques for trainees who have not yet secured jobs and would like further support on these processes.</li> </ul>		<b><u>Links to content in university</u></b> As trainees receive application and interview advice and practise in university, we suggest this session is optional. Some trainees may be asked to attend by tutors or mentors.	
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Phase 3 Sessions and training activities				
Date	During the rest of placement/summer term		Links to University	Staff delivering
	<b>6. <u>Adaptive teaching</u></b> <i>In accordance with the ITTECF's 'Learn how to' statements, trainees must:</i> <ul style="list-style-type: none"> <li><i>Adapt lessons, whilst maintaining high expectations for all, so that all pupils have the opportunity to meet expectations (5g)</i></li> <li><i>Reframe questions to provide greater scaffolding or greater stretch (5n)</i></li> <li><i>Provide scaffolds for pupil talk to increase the focus and rigour of dialogue (4p)</i></li> </ul> <ul style="list-style-type: none"> <li>Please provide a session which allows trainees to consolidate and extend the strategies they have used to adapt their teaching for those with SEND, EAL or other language disadvantage, whether diagnosed or not.</li> </ul> <p>The session would benefit from the reiteration of NASEN's explanation of adaptive teaching compared to differentiation, in that we do not lower our expectations. Strategies that are used to support and scaffold certain individuals would actually benefit the whole class. Where possible, we adapt to include all as opposed to teaching individuals differently. It is also recognised that there are situations when certain individuals may need distinctive strategies e.g. the use of alternative software or specialist equipment.</p>		<b><u>Links to content in university</u></b> Trainees understand the importance of literacy. They have had training in SEND in university and information from both placement schools about working with expert colleague and parents. As part of the Talk for Learning ITAP, trainees have considered strategies applicable to classrooms which include EAL pupils and other pupils disadvantaged by language in some way. Strategies for sharing, expanding, clarifying, listening, deepening understanding and engaging include: <ul style="list-style-type: none"> <li>- Wait time</li> <li>- 'So, are you saying'?</li> <li>- Provide evidence/reasoning</li> <li>- Agree/disagree</li> <li>- 'Say more'</li> </ul>	

		<ul style="list-style-type: none"> <li>- Rephrase/repeat</li> <li>- Challenge/counter examples</li> <li>- Add on</li> </ul>	
	<p><b>7. Leadership roles and responsibilities</b></p> <p><i>In accordance with the ITTECF's 'Learn how to' statements, trainees must:</i></p> <ul style="list-style-type: none"> <li>- Seek ways to support individual colleagues and working as part of a team (8g)</li> </ul> <p>• Please provide a session on different leadership routes within the school, for example:</p> <ul style="list-style-type: none"> <li>- Pastoral leadership and provision within the school (inc. mental health and wellbeing support)</li> <li>- The role of Assistant and/or Deputy headteachers and other SLT</li> <li>- Education Visit Leadership/coordination</li> </ul> <p>The session would benefit from trainees exploring the opportunities they may have to contribute to the some of the provisions that leaders coordinate for pupils. This might be pupil mentoring, group work, alternative provisions, school trips etc.</p>	 <p>Some trainees will have expressed an interest in leadership and signed up for the Aspiring Leaders Enhancement Activity in University.</p>	
	<p><b>8. Equality, Diversity &amp; Inclusion</b></p> <p><i>Our equality, diversity &amp; inclusion curriculum goes above and beyond the ITTECF and gives providers some flexibility to cover what is pertinent and relevant within their context.</i></p> <p>• Please provide a session on the inclusion of and equal opportunities for minority/marginalised groups (e.g. new arrivals, pupils with disabilities, pupils from religious backgrounds and other protected characteristics) within the school. It might include:</p> <ul style="list-style-type: none"> <li>- Reasonable adjustments that have been made</li> <li>- Adaptive teaching strategies</li> <li>- A talk from an expert member of staff</li> <li>- Student voice</li> </ul>	 <p>Trainees have been signposted to the Equality Act 2010 including the protected characteristics and terms such as direct discrimination, indirect discrimination and reasonable adjustments. Their responsibilities as part of the DfE's Teachers' Standards, including upholding the British Values, have been outlined and they have had additional advice and support on how to be inclusive, address prejudice slurs and celebrate diversity.</p>	

	<p><b>9. <u>The wider curriculum</u></b></p> <p><i>In accordance with the ITTECF's 'Learn how to' statements, trainees must:</i></p> <ul style="list-style-type: none"> <li>- <i>Strengthen pedagogical and subject knowledge by participating in wider networks (8b)</i></li> <li>- <i>Collaborate with colleagues to share the load of planning and preparation and making use of shared resources (8o)</i></li> </ul> <p>• Please provide a session on the school's wider curriculum provision (SMSC, PSHE, citizenship, careers education etc.).</p> <p>The session would benefit from the input of a coordinator or expert and opportunities within the trainee's timetable/placement to deliver aspects of the wider curriculum.</p>	<p>Trainees have explored the PSHE Association's Programme of Study, with additional focus on the compulsory elements such as health education and RSE. Trainees have also reflected on the importance of careers education in terms of social justice/mobility.</p>	
	<p><b>10. <u>Transition and links from feeder schools and to future destinations</u></b></p> <p><i>In accordance with the ITTECF's 'Learn how to' statements, trainees must:</i></p> <ul style="list-style-type: none"> <li>- <i>Discuss and analyse with expert colleagues the rationale for curriculum choices, the process for arriving at current curriculum choices and how the school's curriculum materials inform lesson preparation (3f)</i></li> </ul> <p>• Please provide a session on:</p> <ul style="list-style-type: none"> <li>- The ways in which the school works with feeder schools to support the social, emotional and academic transition of pupils into high school education</li> <li>- How the school manage transitions between key stages</li> <li>- What preparation is put in place for pupils leaving school</li> </ul> <p>Trainees would benefit from having opportunities to observe and/or work with departments during transition events such as open evenings and taster sessions. *Trainees must also complete at least one day's experience in a Primary school*</p>	<p>This will look different for different subjects, please speak to the trainees about their previous knowledge.</p>	
	<p><b>11. <u>Life as an ECT</u></b></p> <p>• Please provide a session on the school's ECT mentoring and training provisions.</p> <p>The session would benefit from current ECT's and RQT's sharing their experiences.</p>	<p>Trainees will have had the Early Career Framework explained to them.</p>	