



UNIVERSITY of
WORCESTER

Secondary

PGCE Secondary
Partnership Handbook (for schools)



2026/27



Clarification of terminology

The Department for Education (DfE) refers to the preparation of new teachers as Initial Teacher Training (ITT). Ofsted refer to Initial Teacher Education (ITE). When referencing the DfE - ITT is used in this booklet. When referencing Ofsted - ITE is used. As the terms education and training are different, but not mutually exclusive the term ITTE (Initial Teacher Training and Education) is used in relation to the PGCE secondary course at the University of Worcester.

Contents

Section 1: Aims and Principles.....	4
Section 2: Essential Information	6
Section 3: Roles and Responsibilities	21
Section 4: About Entitlement & Professional Conduct	28
Section 5: Procedures: The Worcester Way.....	36
Section 6: School Experience.....	43
Section 7: Safeguarding.....	58
Section 8: Glossary.....	61

Here to help

Please remember support is always available for trainees. When on placement, the first port of call is the subject mentor, with the professional mentor also playing a key role. At university, the PAT tutor (usually the subject tutor) is always happy to offer advice, and if they can't reach them, please contact d.baker@worc.ac.uk. The university also provides excellent support services via FirstPoint. The FirstPoint phone number is 01905 542551, email firstpoint@worc.ac.uk or there is a help desk on campus. All trainees also have a subject course rep who are a helpful first contact. There is always someone to talk to and always a solution — please reach out.

Section 1: Aims and Principles

Welcome to the University of Worcester PGCE Secondary Partnership Handbook (for schools) 2026-27

This handbook is designed to meet the requirements of the Ofsted Initial Teacher Education (ITE) Inspection Framework through a coherent, evidence-informed curriculum, high-quality mentoring, and rigorous quality assurance.

This guidance provides the essential information about the University of Worcester Secondary Partnership: Core and Regional Training Hubs. At the heart of the course is the notion of partnership. Partnership implies full recognition of the part to be played by trainees, school and university staff and the close collaboration between them.

The partnership between trainees, schools and the university recognises that the well-being of pupils in partner schools takes priority over all other considerations. The partnership believes that learning to teach should be an informed and gradual process and not just a 'survival' approach. Research shows that collaborative work is a positive and effective way to develop in vocational settings and offers the best support to develop skills for a complex role.

Inclusion is central to the design and delivery of the PGCE Secondary programme. We define inclusion as ensuring that all trainees are prepared to teach all pupils, including those with special educational needs and disabilities, those who are disadvantaged, those learning English as an additional language, and those from diverse backgrounds.

This commitment is reflected in our curriculum design, placement experiences, mentoring model and trainee support systems.

At the heart of good teaching is the desire to promote learning and the love of learning. Nothing is taught until it is learned. To achieve this, the programme aims to develop teachers who are:

- **Resilient**, supportive professionals with strong values and high standards of personal conduct.
- **Effective** communicators who collaborate to support wider educational opportunities for all.
- **Ambitious** participants who are creative and informed intellectuals and promote a love of learning.
- **Confident** and critically reflective practitioners motivated to continually improve practice.
- **Highly skilled** and inspirational subject/phase specialists committed to ensuring the safety, well-being and educational progress of all learners.

We value our partnership and the positive impact trainee teachers can have in the classroom.



Section 2: Essential Information

This guidance should be read in conjunction with the [‘Inspiring Partnership’ website](#).

The website includes information and examples of paperwork relevant to trainees.

To find the website type

- Worcester,
 - Inspirational,
 - Partnerships
- into any search engine.

If you have queries the first point of contact is the subject tutor. You can also contact the

- Head of Partnerships (secondary and FES) - Suzanne Lawson (s.lawson@worc.ac.uk)
- PGCE Course Leader - Sarah Emmerson (s.emmerson@worc.ac.uk).
- For matters concerning Regional Training Hubs contact - Janinne Delorenzo (j.delorenzo@worc.ac.uk).

Administrator Contact Details

Name	Role	Email Address
Dani Baker	Course Administrator	d.baker@worc.ac.uk
Keyna Kettle	Education Data and External Quality Assurance Coordinator	k.kettle@worc.ac.uk
Natalie Taylor	Mentor Training Coordinator	natalie.taylor@worc.ac.uk
Kelly Warner	Education Administrator (ITAPs & Placements)	k.warner@worc.ac.uk
Dave Woodward	Placement Manager	d.woodward@worc.ac.uk

Deadline for School Reports

School reports that have been shared and discussed with the trainee must be emailed to secondary@worc.ac.uk by the deadlines below. Report templates and exemplars can be found on the [partnership webpage](#).

- **First School Report** - Thursday 10th December 2026
- **Second School Report** - Monday 18th March 2027
- **Final School Report** - Thursday 17th June 2027

Important Contacts

Tutor/Lead Mentor	Role	Email Address
Anna Barrett	Science	a.barrett@worc.ac.uk
Louise Beattie	Partnerships & Mentoring	l.beattie@worc.ac.uk
Richard Bright	Psychology SL	r.bright@worc.ac.uk
Yvonne Cashmore	Business and Business with Economics SL	y.cashmore@worc.ac.uk
Neil Crumpton	Science	n.crumpton@worc.ac.uk
Janinne DeLorenzo	Science and Regional Training Hubs	j.delorenzo@worc.ac.uk
Bronwen Duggan	English and English with Drama SL	b.duggan@worc.ac.uk
Sarah Emmerson	PGCE Course Leader	s.emmerson@worc.ac.uk
Kim Hibbert-Mayne	Physical Education and Professional Studies Lead	k.hibbertmayne@worc.ac.uk
David Hunt	Computer Science SL	d.hunt@worc.ac.uk
Simon Huson	Art and Design SL	s.huson@worc.ac.uk
Anita Iddon	English	a.iddon@worc.ac.uk
Suzanne Lawson	Head of Strategic Partnerships Secondary and FES	s.lawson@worc.ac.uk
Elena Lengthorn	Geography SL	e.lengthorn@worc.ac.uk
Karen Steele	Religious Education and Religious Education with Citizenship SL	k.steele@worc.ac.uk
Rachael Moore	History SL	rachael.moore@worc.ac.uk
Su O'Donohoe	Mathematics SL	s.odonohoe@worc.ac.uk
Sue Parker-Morris	D&T SL	s.parkermorris@worc.ac.uk
Ellie Rees	English	e.rees@worc.ac.uk
Laura De-La-Hay	Science SL	l.de-la-hay@worc.ac.uk
Isabelle Schäfer	Modern Languages SL	i.schafer@worc.ac.uk
Christine Watson	Mathematics	christine.watson@worc.ac.uk
Tracy Wallis	Head of Department	t.wallis@worc.ac.uk
Jess Hope	Science (acting SL)	jessica.evans2@worc.ac.uk
Emma John	Modern Languages	emma.john@worc.ac.uk
Jamie Robotham-Hunt	Physical Education	j.robatham-hunt@worc.ac.uk
Dave Woodward	Physical Education SL & Placement Manager	d.woodward@worc.ac.uk

SL = Subject Leader

Regional Training Hubs

Regional Training Hubs provide an alternative delivery model for University of Worcester PGCE trainees. Trainees remain University of Worcester students throughout their programme, but some elements of their training are delivered locally through a Regional Training Hub. The hub supports the organisation of school placements within its network and provides additional opportunities for trainees to learn alongside peers in a local setting, while academic oversight, assessment and the award of the PGCE remain the responsibility of the University.

The five hubs are:

- Cleeve Training Hub – Gloucestershire
- Hereteach Alliance – Herefordshire
- North Worcestershire Teacher Training Hub – Redditch, Kidderminster, Bromsgrove, Malvern
- Shires Teaching Alliance – South Warwickshire & Herefordshire
- Stour Vale Academy Trust – Dudley, Sandwell, Wolverhampton, South Staffs & Shropshire

Regional Training Hub Contact Details

Name	Hub	E-mail address
Rachael Slatter	Cleeve Training Hub	rcs@cleeveschool.net
John Pratt Emma Thomas	Hereteach Alliance	jpp@hereford.ac.uk ethomas@st-maryshigh.hereford.sch.uk
Helen Jennings	North Worcestershire Teacher Training Hub	hjs@southbromsgrove.worcs.sch.uk
Victoria Morgan	Shires Teaching Alliance	vmorgan@shs.shiresmat.org.uk
Andy Burton Vikki Harper	Stour Vale Academy Trust	aburton@svat.org.uk vharper@svat.org.uk



PGCE Secondary Calendar Autumn Term

Academic Year 2026/27

-  Independent Study
-  Subject Sessions
-  Professional Studies
-  Intensive Training and Practice
-  Enhancement Activity

Autumn Term Non-Standard Dates

- Thursday 3rd September - The day starts with a Whole Cohort Session
- Friday 4th September - The day starts with a Whole Cohort Session
- Friday 25th September - The last session of the day is a Well-Being Session
- Wednesday 7th October - The day starts with an Enhancement Activity Session
- Monday 16th November - The day has one Subject Session, one Enhancement Activity Session, and one Professional Studies Session
- Thursday 26th November - ITAP 1 observation due

Please note trainees will be in university on the following days during the main placement period:

13 November, 16 November, 30 November 2026

When planning timetables please take into account that trainees will not be in school on these days. Where lessons are scheduled for this planned absence, please work in partnership with the trainee to plan the lessons ensuring that all parties know what is to be taught.

Autumn Term Assessment Dates

- Wednesday 9th September - The first Session of the day is the launch session for Assessment A
- Monday 2nd November - Assignment A submission deadline
- Monday 30th November - Assignment A feedback
- Wednesday 9th December - Presentation submission
- Thursday 10th December - School Report 1 due

Please note that some partner schools operate slightly different holiday patterns to those published here. Trainees are expected to follow the school's holiday arrangements as agreed with their PAT tutor and the course leader.

WK	Date	Monday	Tuesday	Wednesday	Thursday	Friday
2	31/8	BANK HOLIDAY			Subject Sessions	Professional Studies
3	7/9	Professional Studies	Subject Sessions	Subject Sessions	Independent Study	Subject Sessions
4	14/9	E&M ITAP 1	E&M ITAP 2	E&M ITAP 3	E&M ITAP 4	E&M ITAP 5
5	21/9	Professional Studies	Subject Sessions	Subject Sessions	Subject Sessions	Online Sessions Well-Being
6	28/9	Professional Studies	Subject Sessions	Subject Sessions	Placement 1: Induction	Placement 1: Induction
7	5/10	Professional Studies	Writing Retreat	Enhancement Activity Subject Sessions	Placement 1: Induction	Placement 1: Induction
8	12/10	Placement 1	Placement 1	Placement 1	Placement 1	Placement 1
9	19/10	Placement 1	Placement 1	Placement 1	Placement 1	Placement 1
10	26/10	Half Term Break				
11	2/11	Placement 1	Placement 1	Placement 1	Placement 1	Placement 1
12	9/11	Placement 1	Placement 1	Placement 1	Placement 1	Subject Sessions
13	16/11	Subject Session Enhancement Activity Professional Studies	Placement 1	Placement 1	Placement 1	Placement 1
14	23/11	Placement 1	Placement 1	Placement 1	Placement 1	Placement 1
15	30/11	E&M ITAP 6	Placement 1	Placement 1	Placement 1	Placement 1
16	7/12	Placement 1	Placement 1	Placement 1	Placement 1	Placement 1
17	14/12	Placement 1	Placement 1	Placement 1	Placement 1	Placement 1
18	21/12	Christmas Break				

The ITAP theme for Phase 1 (Autumn Term) is Explaining and Modelling (E&M).

PGCE Secondary Calendar Spring Term

Academic Year 2026/27

-  Independent Study
-  Subject Sessions
-  Professional Studies
-  Intensive Training and Practice
-  Enhancement Activity

Spring Term Non Standard Dates

- Wednesday 20th January - The last session of the day is a Well-Being Session
- Tuesday 26th January - The day starts with an Enhancement Activity Session
- Thursday 25th February - ITAP 2 observation due
- Monday 1st March - ITAP 2 tail day (extension and consolidate)
- Monday 22nd March - ITAP 1 tail day (extension and consolidate)
- Tuesday 23rd March - The day starts with an Enhancement Activity Session

Please note trainees will be in university on the following days during the main placement period:

1 March, 22-25 March

When planning timetables please take into account that trainees will not be in school on these days. Where lessons are scheduled for this planned absence, please work in partnership with the trainee to plan the lessons ensuring that all parties know what is to be taught.

Spring Term Assessment Dates

- Thursday 18th March - School Report 2 due

Please note that some partner schools operate slightly different holiday patterns to those published here. Trainees are expected to follow the school's holiday arrangements as agreed with their PAT tutor and the course leader.

WK	Date	Monday	Tuesday	Wednesday	Thursday	Friday
19	28/12	Christmas Break				
20	4/1	Independent Study	Subject Sessions	Subject Sessions	Professional Studies	Enhancement Activity
21	11/1	T4L ITAP 1	T4L ITAP 2	T4L ITAP 3	T4L ITAP 4	T4L ITAP 5
22	18/1	Professional Studies	Subject Sessions	Online Sessions Well-Being	Subject Sessions	Subject Sessions
23	25/1	Professional Studies	Enhancement Activity Subject Sessions	Subject Sessions	Placement 2: Induction	Placement 2: Induction
24	1/2	Professional Studies	Subject Sessions	Subject Sessions	Placement 2: Induction	Placement 2: Induction
25	8/2	Placement 2	Placement 2	Placement 2	Placement 2	Placement 2
26	15/2	Half Term Break				
27	22/2	Placement 2	Placement 2	Placement 2	Placement 2	Placement 2
28	1/3	T4L ITAP 6	Placement 2	Placement 2	Placement 2	Placement 2
29	8/3	Placement 2	Placement 2	Placement 2	Placement 2	Placement 2
30	15/3	Placement 2	Placement 2	Placement 2	Placement 2	Placement 2
31	22/3	E&M ITAP 7	Enhancement Activity Subject Sessions	Subject Sessions	Subject Sessions	BANK HOLIDAY
32	29/3	Easter Break				

The ITAP theme for Phase 2 (Spring Term) is Talk for Learning (T4L).

PGCE Secondary Calendar Summer Term

Academic Year 2026/27

-  Independent Study
-  Subject Sessions
-  Professional Studies
-  Intensive Training and Practice
-  Enhancement Activity

Summer Term Non Standard Dates

- Thursday 6th May - ITAP 3 observation due
- Friday 2nd July - The day has one Subject Session, one Professional Studies Session, one Whole Cohort Session and one Well-Being Session

Please note trainees will be in university on the following days during the main placement period:

12-16 April, 10 & 11 May.

Trainees will also be involved in a professional conversation with their tutor in the summer term (online)

When planning timetables please take into account that trainees will not be in school on these days. Where lessons are scheduled for this planned absence, please work in partnership with the trainee to plan the lessons ensuring that all parties know what is to be taught.

Summer Term Assessment Dates

- Monday 12th April - Assignment B submission deadline
- Tuesday 11th May - Assignment B feedback
- Monday 14th - Friday 18th June - Assignment B Critical Practice Reviews
- Thursday 17th June - School Report 3 due
- Friday 18th June - UWCEP due

Please note that some partner schools operate slightly different holiday patterns to those published here. Trainees are expected to follow the school's holiday arrangements as agreed with their PAT tutor and the course leader.

WK	Date	Monday	Tuesday	Wednesday	Thursday	Friday
33	5/4	Easter Break				
34	12/4	F4IITAP 1	F4I ITAP 2	F4I ITAP 3	F4I ITAP 4	F4I ITAP 5
35	19/4	Placement 2	Placement 2	Placement 2	Placement 2	Placement 2
36	26/4	Placement 2	Placement 2	Placement 2	Placement 2	Placement 2
37	3/5	BANK HOLIDAY	Placement 2	Placement 2	Placement 2	Placement 2
38	10/5	F4I ITAP 6	F4I ITAP 7	Placement 2	Placement 2	Placement 2
39	17/5	Placement 2	Placement 2	Placement 2	Placement 2	Placement 2
40	24/5	Placement 2	Placement 2	Placement 2	Placement 2	Placement 2
41	31/5	Half Term Break				
42	7/6	Placement 2	Placement 2	Placement 2	Placement 2	Placement 2
43	14/6	Placement 2	Placement 2	Placement 2	Placement 2	Placement 2
44	21/6	Placement 2	Placement 2	Placement 2	Placement 2	Placement 2
45	28/6	Placement 2	Placement 2	Placement 2	Placement 2	Subject Session Professional Studies Whole Cohort Well-Being

The ITAP theme for Phase 3 (Summer Term) is Feedback for Impact (F4I).

Mentoring

Mentor Training

As set out in the ITT Quality Requirements, in the 2026/27 academic year (between 1 September 2026 and 31 August 2027), schools that offer ITT placements will need mentors to receive sufficient high quality training to ensure they can effectively support trainee teachers. Schools can claim for the actual hours of training undertaken by the mentor to a maximum of 16 hours.

This funding will help with the cost of teachers being away from the classroom while they train. This could include:

- paying for someone to take over lessons while a teacher is training;
- paying for someone to teach if a teacher takes time off in lieu to train;
- overtime payment to the teacher, if they are training outside of normal working hours (teacher workload should be carefully considered in such cases);
- paying for any costs that come from reducing a teacher's other responsibilities, so they have time to train.

This funding applies to schools that:

- offer placements to ITT trainees, including independent schools and further education organisations;
- have mentors working with ITT trainees who started their training at any time between 1 September 2026 and 31 May 2027.

How to claim funding

[See Initial Teacher Training \(ITT\): Reform Funding for more information](#)

Schools will be able to claim up to £700.80 (£43.80 per hour) per new mentor at the end of the 2026/27 academic year and will be paid in arrears between September 2027 and January 2028 for any mentor that mentors at least one trainee and completes the training. Previously trained mentors will be able to claim 6 hours of refresher training at £43.80 per hour (£262.80). Refresher training is a combination of school priority briefings and tutor visits. When schools make a claim, DfE may ask for evidence of:

- a mentor's employment at the school, such as a copy of their employment contract or payslips from the 2026/27 academic year
- arranging placements at their school for ITT trainees, such as communication with providers to organise this
- the hours of initial mentor training.

Mentors who cannot continue mentoring

A school can claim funding when a mentor does their initial training and starts mentoring a trainee but then cannot continue mentoring due to unforeseen circumstances. The school should arrange a new mentor for the trainee.

A school cannot claim funding if a mentor completed their training but does not work with a trainee, unless this is due to trainees withdrawing before mentoring could start.

Mentors training with different providers

Each ITT provider can develop their own mentor training, which can result in different training for mentors working with different providers. If a school hosts trainees from different providers, a teacher acting as a mentor might have to undertake their initial mentor training with each provider, but the accredited provider will consider prior training when deciding what aspects of their mentor training a mentor should complete.

Schools can claim funding for the time a teacher spends training at each provider. For schools to claim this funding, a mentor must have worked with a trainee who started their ITT in the 2026/27 academic year (between 1 September 2026 and 31 May 2027).

Schools must ensure that a trainee has one dedicated mentor during their placement. Other teachers may support elements of the trainee's placement, but schools can only claim funding for the training time of the trainee's dedicated mentor.

In partnership with ITT providers across the West Midlands, mentor training is divided into three tiers.



Tier 1 – Generic – modules (face-to-face and online options available) 7hrs

All new mentors are required to complete this one-off training. Trained ECT mentors and those trained by other West Midlands providers (including Gloucestershire) may be exempt.

Tier 2 – New (to Worcester) mentor training (F2F and online) 7hrs

All new (to Worcester) mentors are required to complete this one-off training. This training is essential to understand the Worcester processes for teacher training.

Tier 3 - Refresher training – School/Priority Briefings - online 6 hrs

These are essential school briefings before each placement. They are for all mentors.

Places on all Mentor training sessions can be booked via the [placement portal](#).

For queries about mentor training contact Natalie Taylor: natalie.taylor@worc.ac.uk

Essential Information : Mentoring

Mentor Training – *Accredited Prior Learning

Prior learning of equivalent learning will be considered so that training is not unnecessarily repeated. This may include a reduction in the number of hours to ensure no replication of content. Typically, this may include modules completed with other providers, ECT training, and the NPQ in Leading Teacher Development .

(NPQLTD). This has been agreed by all ITT providers across the West Midlands. This process requires proof that learning outcomes match and are tracked by the University

The mentor training curriculum does not have to be completed before mentors can begin to support trainees, but the university will ensure that mentor training is aligned to the trainees' needs throughout their ITT course.

1

Tier 1 Mentor Training (for all mentors hosting a trainee in 2026/27) (6 hours + 1 hour skills audit)

Tier 1 Mentor Training Dates	Time
Wednesday 16 September 2026	All Day
Wednesday 21 October 2026	All Day
Wednesday 25 November 2026	All Day
Tuesday 12 January	All Day
Wednesday 20 April 2027	All Day
Wednesday 23 June 2027	All Day

This training is recommended unless accredited prior learning can be claimed*. A variety of delivery modes will be available, including face-to-face and online. It covers three modules agreed across West Midlands ITT providers

- Effective Mentoring;
- Instructional Coaching;
- Giving Effective Feedback.

Places on all Mentor training sessions can be booked via the [placement portal](#).

2

Tier 2 Mentor Training (for all mentors hosting a trainee in 2026/27 unless 'New to Worcester Mentor Training' has been completed recently) (7 hours)

This training is held face-to-face on the dates below and is also available online.

To book a place use the [placement portal](#).

NEW MENTOR TRAINING – PHASE 1	NEW MENTOR TRAINING – PHASE 2
Friday 25 September 2026	Friday 22 January 2027
Wednesday 14 October 2026	Wednesday 10 February 2027

3

Tier 3 Mentor Training - School Priority Briefings (6 hours)

The range and scope of training for mentors changes to meet the needs of the partnership in response to course priorities. There is an expectation that all mentors (subject and professional) hosting a trainee attend Tier 3 school briefings. These are across a two-week period online. 2026-27 The school briefings will also include a subject update. Professional mentors can attend any briefing

on any day. Subject mentors must attend on a day when their subject is listed (see tables overleaf).

Professional mentors are urged to attend one of these meetings as a priority and monitor that all active subject mentors also attend. Places are booked via the [placement portal](#). See next page for dates

Mentor Refresher Training (6 hours)

Tier 3 mentor training engages all new and experienced mentors. For experienced mentors who have completed the necessary training this tier 3 training is also classed as annual refresher training. Tier 3 training focuses on enhancing mentoring skills as identified from quality assurance data. Additionally, asynchronous, timely mentor 'spotlights' and lead mentor (university) visits are used when responsive training is required.

Tier 3 Online School Priority Briefings and Subject Updates - Autumn Term

DATE	TIME	SUBJECT UPDATE
Tuesday 22 September	4.15-5.30	PMs, maths, English, science, and computer science
Wednesday 23 September	4.15-5.30	PMs, art & design, D&T, MFL, business and psychology
Thursday 24 September	4.15-5.30	PMs, geography, history, RE, and PE
Monday 28 September	4.15-5.30	PMs, art & design, D&T, MFL, and psychology
Tuesday 29 September	4.15-5.30	PMs, geography, history, RE, and business
Thursday 01 October	4.15-5.30	PMs, maths, English, science, computer science and PE

Tier 3 Online School Priority Briefings and Subject Updates - Spring Term

DATE	TIME	SUBJECT UPDATE
Monday 18 January	4.15-5.30	PMs, maths, English, science, computer science, business and PE
Tuesday 19 January	4.15-5.30	PMs, art & design, D&T, MFL, and psychology
Thursday 21 January	4.15-5.30	PMs, geography, history and RE
Monday 25 January	4.15-5.30	PMs, art & design, D&T, MFL, psychology and PE
Tuesday 26 January	4.15-5.30	PMs, geography, history, RE, and business
Thursday 28 January	4.15-5.30	PMs, maths, English, science, and computer science

Tier 3 Mentor Training

DATE	TIME	SUBJECT UPDATE
Tuesday 09 March	4.15-4:45	All subjects
Wednesday 10 March	4.15-4:45	All subjects
Monday 15 March	4.15-4:45	All subjects
Tuesday 16 March	4.15-4:45	All subjects

Places on all Mentor training sessions can be booked via the [placement portal](#).

Section 3: Roles and Responsibilities

The [partnership website](#) includes the wider responsibilities of all stakeholders in the partnership. Listed here are the essential school based roles.

Subject ITT mentor (School)

Mentoring: What This Means for You as a School Mentor

Your Role in a Sentence

As a mentor, your role is to help the trainee get better at one or two (depending on the trainee) precise aspect of teaching each week, so that their teaching improves and pupils learn more over time.

You are not expected to “fix everything at once”—your impact comes from small, focused, consistent improvements.

What High-Quality Mentoring Looks Like Day-to-Day

Good mentoring is:

- Focused - one priority at a time
- Practical - show, not just tell
- Consistent - same approach every week
- Impact-led - always asking: are pupils learning more?



Your Weekly Mentoring Cycle (What You Actually Do)

1

Observe 2 formal observations

You will:

- Watch the trainee teaching
- Focus on up to two agreed areas (e.g. explanations, questioning, behaviour routines)

Example focus:

- "Are instructions clear and concise?"
- "Are pupils responding to questioning?"

Tip: Stick to the focus.

2

Diagnose (spot the key improvement)

After observing, identify:

- What is the one thing that will make the biggest difference next week?

Examples:

- Explanations are too long - pupils losing focus
- Questions not probing understanding
- Instructions unclear

Output: Up to two clear SHARP targets per week.

3

Model (show them what good looks like)

This is the most important part.

You should:

Demonstrate the strategy: Live in your lesson

- Or by scripting it together
- Make your thinking explicit

Example:

- "Watch how I give instructions in three steps..."

Output: Trainee sees exactly what to do (not just hears it).

4

Rehearse (practise before the lesson)

During the following week:

- Get them to practise on their own or in other lessons
- Ask questions and refine
- Keep it short (2–5 minutes)
- Give them informal feedback.

Examples:

- “Say your explanation out loud now”
- “Try those three questions again”

Output: They feel confident before teaching

5

Apply (in the classroom)

The trainee then:

- Trials the strategy in their lesson
- Keeps the same focus
- Refines and improves

Your role:

- Watch again (informally or formally)
- Check if it worked

Output: Give feedback to improve and refine

6

Post lesson conversation (be precise and actionable) (2 15-minute conversations)

In your 2 x 15 minute conversations

Give feedback that is:

- Specific
- Actionable
- Linked to the focus

Non-Example; Don't just say “That was better”

Good example: “Your instructions improved because you broke them into steps—but you need to pause to check understanding”

Always include:

- What to keep
- What to improve next

Output: Make sure the trainee write down the key take-aways from the conversation in their exercise book.

7

Set, up to two, SHARP Targets for Next Week

Be clear

For more examples of SHARP targets see the Target Setting booklet on the [partnership website](#).

Examples:

- “Use cold calling to check understanding after every explanation”
- “Break instructions into three steps and check understanding”

Output: These becomes next week's focus

Roles and Responsibilities: Subject ITT Mentor

Our termly mentor manual guides discussions for weekly mentor meetings.
These manuals are subject specific and sent by the tutor team.

Weekly Mentor Meeting (What to Cover)

Your weekly meeting (60 minutes) should include:

1. Review previous targets
 - Did it improve?
 - What's the evidence?
2. Look at pupil learning
 - Are pupils understanding more?
 - Any misconceptions?
3. Set the next target**
 - One precise improvement
4. Practise together
 - Rehearse key parts of teaching

** In the autumn term one target is set centrally, see the mentor manual for details

Linking to ITAP Themes (What You Need to Do)

When trainees are in an ITaP phase you should:

- Know the current ITaP focus (e.g. modelling, talk, feedback)
- Reinforce it in lessons

Example: If ITaP = Explaining and Modelling

Focus your feedback on:

- Clarity of explanation
- Use of the practicable strategies

Your job: Keep the trainee practising the ITaP skill in real lessons

What Impact Looks Like (How You Know It's Working)

In the trainee

You will see:

- More precise explanations
- Better questioning
- Improved classroom routines

In pupils

You should see:

- Fewer misconceptions
- Better answers
- More pupils participating
- Work improving over time

Ask yourself:

"Are pupils learning more since we worked on this?"

Common Mistakes to Avoid

1. Don't try to fix everything at once – DO focus on one or two granular aspects.
2. Don't talk more than model – DO show them what to do
3. Don't give vague feedback – DO be precise and actionable
4. Don't ignore pupil learning – DO always link to impact

Supporting Trainees

As a mentor, you should also:

Check workload is manageable

Raise concerns early

Speak to the university team about:

- Reasonable Adjustment Plans (RAPs) if needed.
- Targeted Action Plans

You are not alone: Contact the university tutor if concerns arise

What "Excellent" Mentoring Looks Like (In Practice)

An excellent mentor:

- Chooses one or two precise improvements each week
- Models it clearly
- Gets the trainee to practise it
- Checks it improves teaching
- Confirms it improves pupil learning

Each week, ask yourself:

1. What are we improving?
2. Have I shown them exactly how to do it?
3. Have they practised it before teaching?
4. Did it improve learning for pupils?

If the answer is yes - you are mentoring effectively at an excellent level.



Roles and Responsibilities: Regional Training Hub

Regional Training Hub (RTH) Coordinator (university) undertakes the following:

- To build relationships with Regional Training Hubs (RTH) and support recruitment and procurement of placements within the RTH region.
- To liaise with Regional Training Hub (RTH) Leads to ensure there is good communication between UW and the RTH.
- To liaise with Regional Training Hub Plus partners to support them fulfilling their strategic and operations responsibilities.
- To facilitate the sharing of good practice across the RTHs.
- To co-ordinate the Lead Mentors/Mentor Leadership Teams and the overall training for each hub (working with Strategic Partnership Leads).
- To quality assure the Lead Mentors/Mentor Leadership Teams e.g. co-visits.
- To develop the training for the Lead Mentors/Mentor Leadership Team members (working with the mentor lead).
- To quality assure the delivery of the ITT programme, ensuring that delivery adheres to the agreed provision.
- To collate feedback to support the development of the programmes.
- To offer bespoke training for schools within the Regional Training Hub.
- To attend and contribute to training hub meetings, hub recruitment events and training hub strategic meetings.
- To contribute to the tracking meetings for the region and feed information back to Course Leaders.

Regional Training Hub Lead (school) undertakes the following:

- Actively advertise and recruit Regional Training Hub teacher training places.
- Work collaboratively with the University of Worcester in the two-stage selection process. The hub is responsible for the school interview process and the University of Worcester is responsible for the university interview process with both parties agreeing the offer.
- Ensure recruitment is in accordance with the Initial teacher training (ITT): criteria and supporting advice.
- Carry out suitable checks on applicants such as Enhanced Disclosure and Barring Service (DBS) and Code of Good Conduct, prohibition checks and disqualification by association (as applicable for salaried routes).
- Plan and deliver Regional Training Hub trainee school induction processes.
- Organise appropriate hub main and second placements for trainees.
- Quality assurance placements across the Regional Training Hub partnership.
- Provide a programme of training agreed through the University of Worcester.
- Ensure that trainees are available to attend all university-based taught sessions and any additional courses as required by the programme on which the trainee is registered.
- Ensure the delivery of an appropriate professional studies programme within the hub ensuring compliance with the ITE Core Content Framework.
- Agree representation at the appropriate Course Committees including the Secondary Phase Governance Board and the Strategic Governance Board as applicable.
- Supply appropriate Regional Training Hub documentation.

Roles and Responsibilities: Lead/Professional Mentors

Lead Mentor (university):

- The Lead Mentor (University) designs and delivers a rigorous, research-informed curriculum aligned to subject and phase, extending beyond the ITT Core Content Framework.
- They work in partnership with schools and hubs, maintaining regular communication and termly visits, while providing pastoral, academic and career support.
- The role involves closely monitoring trainee progress and wellbeing, quality assuring placements and mentoring through observation and review, and moderating outcomes across contexts.
- Lead Mentors ensure effective integration of centre-based and school-based training, oversee targeted support and clear routes for raising concerns, and train and quality assure mentors to meet required standards and entitlements, including ITaP provision.
- They also contribute to ITaP design and delivery to strengthen theory–practice links, and mark and moderate assignments.

Professional mentor (school):

- The Professional Mentor (School) is the primary point of contact for the trainee, liaising with subject mentors, the university and any Regional Training Hub.
- They oversee the trainee's welfare, supervision, workload and wellbeing, and organise and quality assure the school-based experience, including ensuring trainee entitlement and moderating assessments.
- They provide a structured induction covering safeguarding, policies and expectations, and coordinate timely support through liaison with partnership colleagues.
- The Professional Mentor ensures all mentors are appropriately trained and qualified, monitors engagement with required briefings, and oversees delivery of the school's professional studies programme.

Professional and subject mentors will both:

Professional and Subject Mentors jointly liaise with the University Lead Mentor and, where applicable, Regional Training Hub leads to review trainee progress and assessment against the curriculum. They regularly observe teaching, providing clear verbal and written feedback using partnership documentation, and support school-based assignments.

Both establish professional, supportive relationships, model high standards, and develop trainees' teaching practice while promoting manageable workload. They induct trainees into their professional roles and responsibilities, maintain their own continuing professional development through training and briefings, and contribute to quality assurance processes, including inspections and external reviews where required.

Section 4:

About Entitlement & Professional Conduct

Trainees are expected to conduct themselves as teachers, maintaining a consistently professional stance at all times. By the end of the course, they are required to meet the Teachers' Standards (2013), Parts 1 and 2. Part 2 outlines the personal and professional conduct expected of all teachers. All trainees must also sign the Secondary PGCE Trainee Teacher Code of Conduct.

Whilst on placement trainees are entitled to:

- One subject mentor meeting focused on review, coaching and planning (one hour per week)
- Professional studies taught programme organised by the professional mentor
- Two formal written subject observations per week
- Two post-lesson conversations (15 minutes each)
- One joint observation by the professional mentor (or deputy) during the placement to quality assure the standard of mentoring and standardise judgements across the school (as applicable)
- Access to policies and related documents

Guidance for Initial Teacher Training requires all providers to ensure trainees are given sufficient time being trained in schools. This means that typically trainees spend 120 days (24 weeks) on placement. School experience is arranged in three phases:

- Phase 1 - induction and school experience 1 (autumn term)
- Phase 2 - school experience 2 (spring term)
- Phase 3 - school experience 2 (summer term)

Please remember that trainees are novices with limited classroom experience. They are learning how to become teachers. While they are on placement with you, they are training as part of our Partnership, and we work together to support them.

The university provides the overall training framework, but it is the experience they gain in your classroom that allows them to practise, develop, and grow into confident teachers.

The Initial Teacher Training Early Career Framework has informed the design of our curriculum. You can think of it as the PGCE syllabus, with additional elements we have built on top. Our curriculum is shaped by many years of experience in teacher education and is grounded in the evidence of what makes great teachers.

Our ITTE curriculum is intentionally ambitious and goes beyond the minimum entitlement set out in the Initial Teacher Training Early Career Framework.



Inclusion at a Glance

Our Commitment to Inclusion

Inclusion is central to the design and delivery of the PGCE Secondary Partnership. We are committed to preparing teachers who can teach all pupils effectively, including those with:

- **Special Educational Needs and Disabilities (SEND)**
- **Disadvantage**
- **English as an Additional Language (EAL)**
- **Diverse cultural, linguistic and social backgrounds**

We also recognise inclusion as a two-way commitment:

- **Ensuring trainees are prepared for inclusive classrooms**
- **Ensuring trainees themselves are supported within an inclusive training environment**

How Inclusion is Embedded Across the Programme

1

Curriculum Design (Intent)

Inclusion is embedded through core curriculum threads:

- Adaptive teaching
- Equality, Diversity and Inclusion (EDI)
- Behaviour and relationships

Programme design is aligned to the Initial Teacher Training and Early Career Framework (ITTECF) ensuring trainees learn:

- How pupils learn differently
- How to remove barriers to learning
- How to adapt teaching for a full range of needs

2

Training & Practice (Implementation)

Structured training ensures explicit development of inclusive practice:

- SEND-focused sessions with specialist input (e.g. SENCO)
- Use of pupil data (SEND, Pupil Premium, EAL) to inform teaching
- Behaviour and relationships training rooted in inclusive classroom practice

ITAP (Intensive Training and Practice) themes provide repeated opportunities to:

- Apply adaptive teaching strategies
- Practise inclusive approaches in real classroom contexts

3

School Experience (Experience)

Placements are designed to ensure trainees teach a diverse range of pupils

Trainees:

- Work with classes including SEND, EAL and disadvantaged pupils
- Gain experience across phases (including KS2 and post-16 where appropriate)
- Engage with wider school provision (e.g. pastoral systems, SEND support, PSHE)

4

Mentoring & Feedback (Development)

Mentoring supports inclusive teaching through:

- Weekly mentor meetings
- SHARP Target-setting linked to adaptive teaching and pupil needs
- Regular lesson observations and post lesson observation

Mentors are trained to:

- Model inclusive practice
- Support trainees in adapting teaching for different learners

5

Supporting Trainees (Inclusion of the Trainee)

We are committed to ensuring all trainees can succeed through:

- Reasonable Adjustment Plans (RAPs)
- Personalised Placement Advice Plans (PPAPs)
- Proactive monitoring of wellbeing and workload
- Responsive support from mentors and university tutors

Our Inclusive Teacher Graduate Attributes are

By the end of the programme, trainees will:

- Understand how to teach pupils with a wide range of needs
- Use adaptive teaching strategies effectively
- Demonstrate high expectations for all learners
- Create safe, supportive and inclusive classroom environments
- Be fully prepared for the diverse realities of secondary education

Inclusion in Practice

Inclusion is not an 'add-on' in this programme.

It is:

- Designed into the curriculum
- Practised in the classroom
- Developed through mentoring
- Supported through partnership working

For mentors and schools this means:

- All trainees should be supported to teach a diverse range of learners
- Inclusive practice should be modelled, discussed and developed weekly
- Inclusion is a shared responsibility across the school-university partnership

Placement Management and Trainee Support

Purposeful Integration

Purposeful integration of centre based and placement based training is essential to ensure trainees make the strongest possible progress in their teaching. Mentor training (tiers 1, 2 and 3) equips mentors with a deep understanding of the curriculum, the research that underpins it, and their role in supporting its delivery and practice.

The termly **mentor manual** offers prompts and reminders to help ensure that school experiences align seamlessly with the training curriculum. Across both university and school settings, trainees purposefully practise key concepts, supported by high quality feedback, in preparation for effective classroom delivery.

This purposeful integration will be quality assured by the lead mentor (university) during school visits and through the weekly review of trainees' PebblePad portfolios.

Attendance

Our expectations for attendance and punctuality ensure that trainees gain the subject knowledge they need for school experience and consistently demonstrate the professionalism required in Part 2 of the Teachers' Standards (Department for Education, 2013). This supports their development as reliable, responsible and professional beginning teachers.

Attendance is monitored throughout the year. All absences, lateness, early departures and missed tutorials are tracked by the University on an individual basis to ensure appropriate support for each trainee. Persistent absence or lateness will result in the trainee being interviewed by the Course Leader to review their commitment to the course and discuss their progress with additional support added if needed. The Head of Department may also be informed and may take part in this process.

Absence from university or school sessions may result in bursary payments being suspended.

All trainees must complete placements in two schools. Attendance for these days must be recorded on PebblePad.

As noted in the trainee code of conduct trainees have the following responsibilities:

- There is a requirement to attend all days in University and in school unless mitigating circumstances have been agreed. Trainees should arrive in good time and dress appropriately.
- If absent from University, trainees contact their tutor. If absent from school – messages **MUST** be given to the appropriate member of staff following normal school procedures. They should also contact the course administrator and subject tutor in University. An absence of five days should be followed up by a Doctor's note.
- Request for absences: normally permission for absence is restricted to attending the funeral of a close relative or to attend a job interview following school protocols as applicable. Absence from university sessions must be agreed with tutors in advance. If absent trainees will need to be prepared to supply work for classes to be covered and to communicate this clearly with school.
- Routine doctors and dentist appointments should be booked outside of core university and school hours where possible. Absence for hospital appointments must be negotiated with the university tutor and school mentors as applicable.
- Prospective school visits, prior to applying for a job, must be agreed with the school mentor and tutor in advance. These should be in non-contact time avoiding absence from teaching or taught sessions.

Lead Mentor (university)/Tutor visits

All trainees are allocated a designated university subject tutor, known as the lead mentor or Personal Academic Tutor (PAT). This person works collaboratively with both the trainee and the school, and serves as the first point of contact for any queries or concerns. During both school experiences, the lead mentor will arrange suitable times to visit the trainee, informing the professional mentor, subject mentor and trainee of all plans in advance. Each visit will last approximately two hours.

Purpose of the Lead Mentor (University) Visit

The lead mentor (university) visits primarily to support the subject mentor. The purpose of the joint observation is to promote consistency of experience across schools and to help develop mentors' skills. On some occasions, a moderating tutor may accompany the lead mentor to quality assure the consistency of mentoring across subjects and schools.

During the lesson:

The essential part of the visit is the joint observation, which enables both the subject mentor and the lead mentor to compare their assessment of the lesson. Ideally, this comparison should take place immediately after the lesson to support accurate and consistent judgements.

After the Lesson

Following the lesson, there should be:

- a brief discussion between the subject mentor and the lead mentor
- a mentoring conversation with the trainee, led by the school based subject mentor

The mentoring conversation should always begin with the trainee's reflections. A helpful opening question is: "What did you enjoy about the lesson?" The lead mentor may contribute to the discussion as part of the collaborative mentoring process.

What the Lead Mentor (University) checks:

During the visit the lead mentor will complete a visit form. This is a quality assurance checklist auditing the demonstrable behaviours expected of the mentor based on the mentor training. A copy of this checklist is available on the [partnership website](#). The Lead Mentor will also hold a tutorial with the trainee to check on progress, and their health and well-being.

After the visit

The school mentor's lesson observation should be shared with the trainee. Documentation from the tutor visit should also be distributed to the trainee, subject mentor, professional mentor, and regional training hub lead (where applicable).

As part of the quality assurance process, tutors will periodically review lesson observations uploaded by trainees to PebblePad. Tutors may provide feedback to the mentor and will copy in the professional mentor where appropriate.

Spring/Summer Visits

During the second and third phases of the course (spring and summer), the lead mentor may observe weekly review meetings, either online or in person. The purpose is to quality assure that effective coaching practices are being used consistently.

Trainee Needs

The University of Worcester's inclusive policies and practices foster a safe, supportive environment where trainees are encouraged to disclose any needs, confident that appropriate support will be provided.

- There is always someone to talk to, and support is always available—please reach out.
- The University offers strong, proactive support for trainees with additional needs through Reasonable Adjustment Plans (RAPs) and Personalised Placement Advice Plans (PPAP).
- Trainees are encouraged to share any reasonable adjustment requests outlined in their RAP or PPAP with their mentors, enabling a professional and collaborative discussion about appropriate adjustments within school settings.

Trainees causing concern

By agreeing to host a placement, the school acknowledges its role and responsibilities in supporting and training the trainee.

Where additional support is required, the PGCE Secondary course operates a Structured Trainee Enhancement Process (STEPS). This staged process helps schools and university tutors work collaboratively with trainees to identify areas for development, agree targeted support, and review progress.

Full details of the STEPs process are available on the [partnership website](#).

Exceptional circumstances: a major sudden crisis

In the event of a major sudden crisis - for example, professional misconduct - that may require the exclusion of a trainee from their placement, the Head of Partnership must be contacted immediately and before any action is taken. At this stage it may be necessary to invoke the University's Fitness to Practise procedures.

Alternative Placement Consideration

If a school is unable to continue hosting a trainee, the University or regional training hub may attempt to secure an alternative placement, provided there are mitigating circumstances. This process will be handled transparently. However, if a suitable alternative cannot be found, the trainee's place on the course may be terminated.

Placement Withdrawal

Regardless of who terminates a placement a 'termination of placement form' must be submitted to secondary@worc.ac.uk. The form is available on the [partnership website](#).

By the School

A school may withdraw a placement under the following conditions:

- **Support Exhausted:** The school has taken all reasonable steps to support the trainee, but continuation is no longer viable or is detrimental to pupils.
- **Misconduct:** The trainee's behaviour warrants withdrawal. In such cases, the University's Fitness to Practise procedures will be followed.

Withdrawal must be formally communicated by the Professional Mentor to the Partnership Office.

Every effort will be made to find a new placement within the partnership, but no guarantee can be made regarding location and commute times.

By the Trainee

A trainee may withdraw from a placement due to mitigating circumstances. In the first instance, every effort will be made to secure an alternative placement within the same academic year. Where this is not possible a second attempt will be made as appropriate to the needs of the trainee.

Every effort will be made to find a placement within the partnership, but no guarantee can be made regarding location and commute times.

Temporary withdrawal

Occasionally, a trainee's personal circumstances may change and affect their ability to complete the course (for example, pregnancy or serious illness). In such cases, trainees should discuss the situation with their personal academic tutor, school mentor, RTH lead (where applicable), and the PGCE Course Leader. The Head of Partnership must also be informed.

Where appropriate, a period of temporary withdrawal may be agreed, allowing the trainee to resume the course when circumstances permit. This would normally be within one year. Trainees will be required to pay course fees upon their return.

For Regional Training Hubs, it may not be possible to return to the original base school; however, the hub will endeavour to arrange a suitable placement at an alternative school.

Trainees must arrange a meeting with the Course Leader and complete the withdrawal form available on SOLE. No action can be taken until this form has been submitted.



Section 5:

Procedures: The Worcester Way

Monitoring Progress

Trainees evaluate their development across key curriculum threads (e.g. behaviour, learning, adaptive teaching, subject pedagogy, assessment, professional behaviours and inclusion), focusing on impact over time.

Weekly reviews must be well-prepared and used to set SHARP, actionable targets.

Mentors use professional judgement to assess progress appropriately for the trainee's stage. Progress is tracked through:

- **Weekly review meetings**
- **The (pink) Progression Booklet (formative tracking tool)**

Progression Booklet

All trainees receive a printed copy of the (pink) Progression Booklet, which is used to record and monitor progress against the ITTE curriculum throughout the programme. Trainees are responsible for working collaboratively with mentors to annotate the booklet in a way that shows progress. At key points during the course, progress snapshots are taken to inform assessment and reporting.

PebblePad and Teaching Files

Trainees maintain a PebblePad digital portfolio to record progress, evidence learning and prepare weekly reviews. Mentors are invited to access this at the start of each placement.

Trainees also keep a teaching file (digital or hard copy) including:

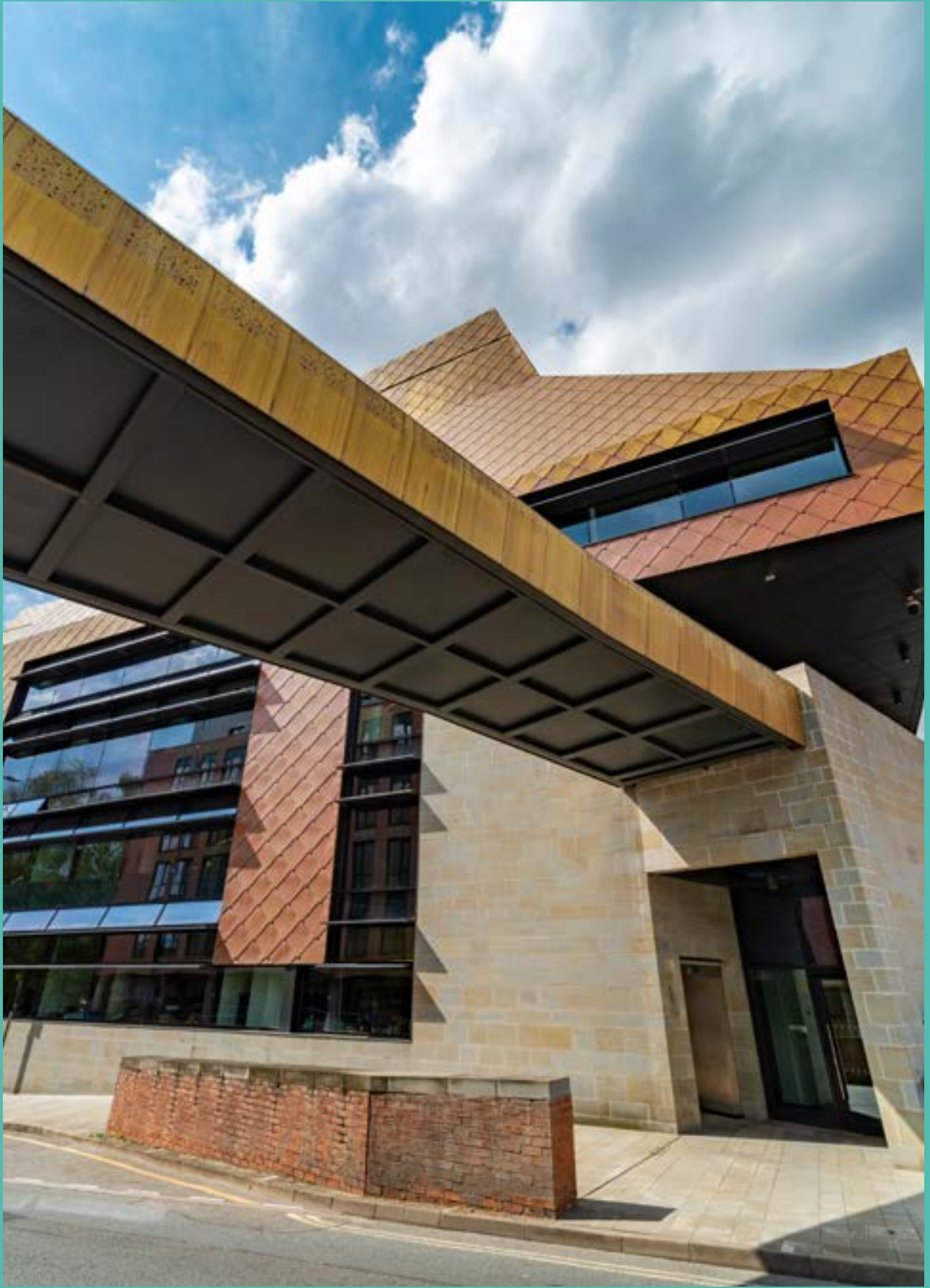
- School and department information
- Teaching and planning materials
- Pupil assessment and attendance data
- Weekly reviews and the (pink) Progression Booklet

Professional Studies (School-Based)

Professional Mentors deliver a weekly one-hour programme aligned to the partnership curriculum.

- This follows an indicative structure but can reflect school priorities
- Trainees receive the programme at the start of placement
- A copy must be uploaded to PebblePad and shared with the university

This complements university training and ensures coherence between theory and practice. See the [Partnership website](#) for a full list of indicative topics and a planning template.



Curriculum Threads

The curriculum is structured around key interrelated threads, which are revisited and developed over time:

- Professional behaviours
- How pupils learn
- Adaptive teaching
- Behaviour management
- Assessment
- Equality, Diversity and Inclusion (EDI) is aligned with Part 2 of the Teachers' Standards
- Subject knowledge and pedagogy

Integration and Assessment

The Mentor Manual is shared each term. This provides regular updates on curriculum coverage to ensure alignment between university and school-based training

Weekly review tasks focus on the core curriculum threads

Ongoing Assessment

Assessment is formative and continuous, using the (pink) Progression Booklet, focusing on whether trainees:

- Acquire key knowledge
- Apply this effectively in practice
- Refine and improve over time

This enables:

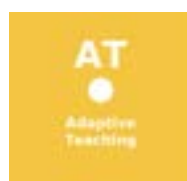
- Mentors and trainees to identify gaps
- Target support effectively using our SHARP target methodology
- Ensure secure progress, including in subject-specific practice



Professional Behaviours



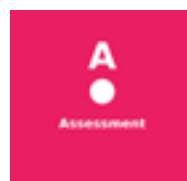
How Pupils Learn



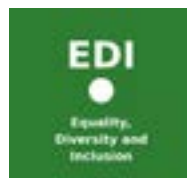
**Adaptive Teaching
(SEND, EAL, more able,
disadvantaged pupils)**



Behaviour Management



Assessment



Equality, Diversity and Inclusion



**Subject Knowledge
and Pedagogy**

The target setting process: SHARP:

Further guidance on the target setting process can be found in the 'Principles of Target Setting' booklet available on the [partnership website](#).

S

Specific: What exactly needs to be achieved? Is the target clearly defined?

H

How: How will the target be achieved? What actions will need to be taken? How can the target be deliberately practiced?

A

Achievable: Is the target achievable within the timescale? Is there an opportunity to complete the target?

R

Related: Is the target related to selected aspects of the UW ITT curriculum so that progress can be tracked?

P

Progressive: Is the target pitched in a progressive manner and is it practiceable?

The weekly review template scaffolds this process for trainees and mentors. This is overseen by Lead Mentors (University) with feedback provided as applicable.

The target setting process is conducted as a collaborative partnership between the trainee and Subject Mentor. It is the trainee's responsibility to update and review progress on PebblePad. Please note that in the autumn term there is one centrally set target, set by the course team to scaffold trainee induction into the classroom. This target is indicative and can be adapted to meet the needs of the trainee.

Intensive Training and Practice (ITAP)

Purpose and Design Principles

Intensive Training and Practice (ITaPs) is a principal mechanism through which trainees translate curriculum intent into sustained classroom practice. They are deliberately designed to enable trainees to develop, practise and refine key teaching behaviours through structured, evidence-informed cycles of learning and application, leading to demonstrable improvements in pupil learning. This feeds into one of the PGCE assignments.

Each ITaP is:

- Explicitly mapped to the ITT curriculum threads (e.g. adaptive teaching, behaviour, assessment)
- Aligned with the ITT Early Career Framework (ITTECF) 'learn how to' statements
- Carefully sequenced within the programme to support cumulative development of expertise over time
- Each ITAP has a SEND and adaptive teaching lens

Structure of ITaPs: The Learn, Practise, Apply Cycle

All ITaPs follow a consistent instructional cycle which is used across the partnership:



1

Learn (Expert Input)

Trainees are introduced to key concepts through:

- Evidence-informed input (e.g. cognitive science, EEF guidance)
- Expert modelling of high-quality practice
- Deconstruction of teaching strategies into actionable steps



2

Practise (Deliberate Rehearsal)

Trainees engage in subject specific structured rehearsal, including:

- Script writing and explanation practice
- Micro-teaching and peer rehearsal
- Use of structured scaffolds (e.g. worked examples, talk frames)

Practice is:

- Highly focused on one key element of teaching
- Repeated until fluency is secured using visible practice-able strategies shared in the (pink) Progression Booklet



3

Apply (Classroom Implementation)

Trainees apply their learning in real classroom contexts through:

- Planned lessons aligned to ITaP focus
- Teaching supported by mentor guidance
- Explicit expectation to adapt to pupil needs (SEND, EAL, disadvantage)



4

Feedback and Refinement

Mentors and other experts, including peers, provide:

- Instructional coaching-style feedback
- Precise, actionable SHARP targets linked to the ITAP strategies as applicable
- Opportunities for immediate re-practice



5

Revisit and Embed

The focus is revisited and embedded through:

- Subsequent lessons
- Tail days that extend and consolidate
- Later ITaP themes
- Weekly mentor meetings and reviews
- PebblePad reflections

Sequencing of ITaPs Across the Programme

ITaP themes are deliberately sequenced to support the development of expertise across:

- Foundational practices - ITAP 1 on Explaining and Modelling in phase 1 (Autumn Term)
- Pivotal practices - ITAP 2 on Talk for Learning in phase 2 (Spring Term) and ITAP 3 on Feedback for Impact in phase 3 (Summer Term)

Each ITaP:

- Builds directly on the previous one
- Is revisited in later placements with increased independence and complexity.

Tail days:

- Each ITAP theme is revisited to consolidate and extend the foundational and pivotal practices introduced in the launch weeks.

Assessment Overview

At a glance:

- **2 assignments + 1 portfolio**
- **Combines research, reflection and practice**
- **Includes written, presentation and viva assessment**
- **Supported by mentor feedback and observation evidence**

Assessment is designed to integrate theory, research and classroom practice, with two core assignments and an ongoing professional portfolio.

Assignment 1: Evidence-Informed Teaching (Autumn Term)

Focus: Developing evidence-informed practice

Part 1 – Literature Review

- Critical review of research linked to a chosen theme.
- Submission: 2nd November 2026

Part 2 – Presentation

- Application of research to classroom practice.
- Formative (in school): week beginning 30th November 2026 (mentor feedback provided)
- Final: Recorded and submitted 9th December 2026

Assignment 2: Longitudinal Study

Focus: Subject-specific pedagogy and impact over time (linked to ITAP themes)

Part 1 – Critical Reflective Journal

- Reflection on Explanation & Modelling and Talk for Learning.
- Submission: 12th April 2027

Part 2 – Critical Practice Review (Viva)

- Professional discussion on Feedback for Impact.
- Scheduled: week beginning 14th June 2027
- Informed by mentor observations and classroom practice

Professional Portfolio (PebblePad)

A continuous digital record of progress against the Teachers' Standards.

- Used by mentors, university tutors and external reviewers
- Trainees share access at each placement
- Supports progress monitoring, feedback and assessment decisions

Quality assurance checks are conducted throughout the course to provide formative feedback.

In addition to the portfolio, trainees complete:

- Weekly reviews
- Transition plans

These tools support formative assessment and help tutors monitor progress against the ITTE curriculum. The module concludes with a Professional Conversation, where trainees demonstrate they have met the Teachers' Standards.

Section 6: School Experience

All school experience aligns with the University of Worcester ITTE Curriculum

High-quality teaching is the most significant in-school factor in improving pupil outcomes, particularly for SEND and disadvantaged learners. Effective teaching is developed through structured training, practice and reflection.

The Initial Teacher Training and Early Career Framework (ITTECF)

The Initial Teacher Training and Early Career Framework (ITTECF), published by the Department for Education, sets out the core knowledge and skills that trainee and early career teachers must acquire.

The University of Worcester ITTE curriculum is:

- Aligned with the ITTECF
- Ambitious and evidence-informed, extending beyond the minimum entitlement
- Designed in collaboration with experienced mentors and practitioners

Curriculum Structure

The ITTECF framework is organised into two key components:

'Learn that...' (knowledge statements)

- Based on high-quality national and international evidence
- Referenced explicitly in taught sessions

'Learn how to...' (practice statements)

- Modelled during training
- Embedded in the (pink) Progression Booklet
- Used to support structured practice and skill development

Trainees are expected to:

- Apply this knowledge in classroom practice
- Learn from expert colleagues and mentors
- Engage in regular opportunities for practice, feedback and reflection

Placements

Placements are designed to ensure trainees gain experience of teaching pupils with a diverse range of needs, including:

- SEND
- Disadvantaged pupils
- EAL learners

Duration

Every trainee has the opportunity to spend 120 days in two contrasting schools

School Experience: Autumn Term (Induction)

Mentor Manuals

Before each phase of the course subject mentors will be sent a copy of the subject specific mentor manual. This signposts week by week priorities for the mentor.

PebblePad

At the beginning of the placement, trainees will share their PebblePad portfolio with subject and professional mentors. The 'about me' page provides key information. This information is shared as a professional courtesy and serves as a useful way of communicating important details about the trainee, their background and, any relevant support needs.

Induction periods Phase 1 (Survival/Emerging)

The start of school experience is not intended as a full 'teaching practice' but an induction phase where trainees begin to explore and develop teacher behaviour skills, to examine their subject specialism as a context for learning and to develop an understanding of how children learn with reference to their subject. Trainees are sometimes placed in subject pairs in the autumn term.

Trainees will be doing the following:

- Using the induction booklet (autumn - Phase 1) to familiarise themselves with the school and subject department.
- Be involved in collaborative teaching based on prior experience.
- Using the bespoke weekly review templates to reflect on the intended learning from the ITTE curriculum and its underpinning research evidence.

Professional mentors will:

- Liaise with the university partnership coordinator regarding start times.
- Organise the programme of induction to the school and to teaching including safeguarding.
- If possible, provide a pupil trail/ pursuit opportunity (one day).

Subject mentors will:

- Provide an induction to the department.
- A provisional timetable for the induction period and the placement.
- Access to schemes of work, assessment and recording procedures and resources.
- Provide the opportunity for the observation of quality teaching.
- Provide the opportunity to deliberately practice skills from the taught ITTE curriculum in a safe environment, planning lessons or parts of lessons and evaluating performance.
- Use the mentor manual as a guide to purposefully integrate taught university sessions with school experience.

By the end of the induction phase trainees should have a good understanding of their proposed timetable and the classes they will be teaching. Although trainees may be working as a pair in the autumn term it is important that they are given the opportunity to take full responsibility for at least one class so that they gain confidence in operating on their own. An indicative schedule for the autumn term is given on the opposite page.

Induction

Dates in School	Part of the Course	Collaborative working hours	Solo teaching hours	Observation or directed time hours	Weekly review meetings & school based professional studies hours	Study and preparation hours including an hour a week on PebblePad
Sep 14 - Sep 18 2026	ITAP	Intensive Training and Practice - Week 1 - Explaining and Modelling				
Induction - Week 1 (2 days per week) 2nd and 3rd October 2026	Induction period	0	0	8	1	1
Induction - Week 2 (2 days per week) 8th and 9th October 2026	Induction period	1	0	7	1	1

Please note: this timetable is intended as a guide and can be adapted to meet the needs of the trainee and placement setting. Adjustment may be required for schools whose timetables do not operate on one-hour lesson periods.

School Experience: Autumn Term Teaching

Phase 1 (Surviving/Emerging)

Core Expectations

The table on the opposite page is indicative. Consideration should be given that sufficient time is allocated for:

- Planning
- Preparation
- Study and reflection

Balance of Experience

Appropriate balance is planned between:

- Observation
- Solo teaching
- Collaborative teaching

Adjustments can be made to meet individual trainee needs.

Please make sure any necessary significant adaptations have been considered. This might include increasing or decreasing timetable allocations. Trainees are expected to be allocated a tutor group initially in an observational capacity.

Trainee should be primarily teaching within their main subject area with priority given to subject confidence and expertise.

Timetable Structure

If applicable, Week A / Week B differences should be accounted for so that trainees experience sustained indicative teaching hours (6 solo and 6 collaborative per week) by the end of the placement.

Variations across a two-week timetable can be intentional and appropriate.

Compliance

If possible trainee timetables should provide experience across at least four school year groups. This may include opportunities for teaching and/or observing.

Workload and Support

Please support trainee workload so it is manageable and appropriate

Trainees need access to:

- Department schemes of work
- Existing teaching resources

Opportunities should be provided for:

- Shared planning with colleagues
- Teaching repeat lessons within the same year group.

School Experience - Phase 1 (Autumn) and Phase 2/3 (Spring/Summer)

Dates in School	Part of the Course	Collaborative working hours	Solo teaching hours	Observation or directed time hours	Weekly review meetings & school based professional studies hours	Study and preparation hours including an hour a week on PebblePad
Oct 12 - Dec 18 2026	Placement 1 - Phase 1	6	6	5	2	6
Jan 11 - Jan 15 2027	ITAP*	Intensive Training and Practice - ITAP 2 - Talk for Learning				
Feb 08 - Mar 19 2027	Placement 2 - Phase 2	2	12	3	2	6
Apr 19 - Jul 01 2027	Placement 3 - Phase 3	0	16	1	2	6

* additional ITAP days are shown on the calendar in section 1.

Managing non-contact time

As part of study and preparation time, trainees should allocate one hour per week to:

- Completing PebblePad tasks
- Writing their weekly reflective reviews

School Experience: Spring/Summer Terms Teaching Phase 2 (Confident) and Phase 3 (Confident/Renewal)

Phase 2

Following the preliminary visit in January, trainees should leave with:

- A clear understanding of at least some of the classes they will teach
- Details of the content they will be responsible for delivering

This ensures they can begin:

- Planning lessons
- Developing schemes of work
- Accessing timely support from university lead mentors

Placement Two Timetables

Teaching commitments should be introduced gradually

Trainees should not teach the full 12 solo periods until after February half term but this is indicative and based on the needs of the trainee.

Some flexibility may be required to accommodate:

- Individual trainee needs
- Class rotations
- Assessment periods

Phase 3

Trainees should increase their timetable to approximately 80% teaching (17 hours) for six weeks (30 days)

Timing for this timetable increase should be carefully managed to meet the needs of the trainee. Please speak to Lead Mentors (University) if you have concerns.

Where this is difficult to achieve (e.g. in some subjects), schools should provide alternative enrichment opportunities, such as:

- Participation in school trips
- One-to-one support for SEND or higher-attaining pupils
- Involvement in transition activities
- Organisation of events (e.g. activity day or activity week)

Companion Checklist: Additional Training Expectations

The checklist below is designed to support mentors with timetable planning in schools.

Second Subject Teaching

Trainee has been given the opportunity to explore a second subject, where appropriate

Requests for second subject experience have been considered positively

Opportunities for collaborative teaching or observation in the second subject are in place

Tutor Group Allocation

Trainee has been allocated a tutor group

Initial role is supportive, with a plan for increased responsibility over time

Trainee is working with a tutor outside their subject department (where possible)

Trainee attends all registration sessions

Trainee is supported to take on:

- Pastoral responsibilities
- Administrative duties
- Full role expectations of a form tutor

Enhancement Activities (EA)

Trainee will have selected one Enhancement Activity (EA) as part of the PGCE course. Please check you are aware of the trainee's chosen EA focus

- Opportunities are provided (where possible) to link school experiences to the EA theme

Pre- and Post-Phase Experience

Trainee (apart from business and psychology (see below)) has opportunities to understand progression across:

- Primary (especially KS2)
- Key Stage 5 (sixth form)

Experience is supported through:

- Professional discussions with colleagues
- Access to relevant school data (e.g. transition, KS5 outcomes)
- Opportunities to observe practice in other phases (where feasible)

Trainee is encouraged to engage in:

- Wider reading
- Reflection on progression across phases
- Subject-specific requirements addressed (where relevant):
- Business/Economics/ Psychology trainees have:
- Experience of Key Stage 3
- Awareness of post-compulsory education pathways

Primary Phase Experience

Trainee has developed understanding of:

- Differences and similarities between primary and secondary teaching
- Pedagogical and pastoral approaches in primary settings

Exposure to key primary practices:

- Early reading (including systematic synthetic phonics)
- Early mathematics teaching strategies

Trainee has insight into:

- Transition processes from primary/middle to secondary
- Liaison arrangements between schools

Where possible:

- Experience includes engagement with a feeder primary school. Please note some trainees will experience part of their ?????? in taught university sessions.

Optional Mentor Reflection

Have all relevant enrichment opportunities been identified and offered?

Is the trainee's experience broad, balanced, and developmental?

Are there any gaps in experience that need addressing?

Pre and Post-Phase Experience

Primary Phase Experience

Requirements

- Trainees must complete a school visit to a primary school (or middle school Years 5–6)
- The visit should total a minimum of one full day (or equivalent)

Organisation and Documentation

All trainees should experience teaching in the key stage before the one they are trained to teach. Most trainees will have done this as part of the University programme but if not they may need to talk with Professional Mentors about arranging this with feeder schools.

For these trainees, they:

- Complete the Record of Primary Visit form
- Upload the completed form to PebblePad
- Share the form with the primary school, as a professional courtesy

It is recommended that the Professional Mentor:

- Provides guidance to the host school to support the trainee's experience

Suggested Activities

The visit should include opportunities such as:

Discussion with the subject coordinator about how the trainee's subject is taught at Key Stage 2

Observation of Key Stage 2 lessons, including:

- Early reading (including systematic synthetic phonics)
- Mathematics

Supporting teaching and learning in a teaching assistant role

Planning and, where appropriate, teaching a lesson within their subject specialism

Post-16 Experience

All trainees (apart from Business and Psychology) are registered on an 11-16 course with Post 16 Enhancement. This requires Post 16 experience.

This should be incorporated into the placement timetable and as part of the ITTE curriculum.

Where trainees are placed in two 11-16 settings:

- The university will arrange a short third placement.

Expectations

Trainees should:

- Record their Post-16 experience in PebblePad
- Complete a minimum of 20 hours of Post-16 experience

For collaborative teaching:

Trainees should have active involvement in:

- Planning
- Assessment

More Important Information about School Placements

School Closure

Trainees should follow school policies and procedures in the event of closure

If the school is closed:

- Trainees should use the time for planning and preparation
- This will be recorded as a school day for attendance purposes.

Requests for Leave of Absence

Trainees must obtain prior approval from:

- The school, and
- The Course Leader/Hub Lead (if applicable)

This applies to requests such as:

- Paternity leave
- Other exceptional circumstances

Trainees may be required to make up missed time at the end of the course.

Industrial Action

Trainees must not participate in industrial action because:

- They are not employed by the school
- They were not balloted for strike action
- They are not members of the Teachers' Pension Scheme

Expectations During Industrial Action

Trainees should attend school if it remains open, provided that:

- Appropriate supervision is available
- Meaningful training activities can take place

Trainees must:

- Not cover lessons for striking teachers
- Not be left unsupervised

If:

- The school is closed, or
- A trainee chooses not to cross a picket line

Then they must:

- Inform the Professional Mentor and Lead Mentor (University)
- Work from home

In these cases:

- The day does not need to be made up
- Progress on the training programme will not be affected

Trainees seeking further advice should contact their union or professional association.

Ofsted Inspections

School Inspections

Schools will determine arrangements during inspections

Most adopt a 'business as usual' approach, with trainees continuing to teach

For further guidance, refer to the School Inspection Handbook (paragraph 118)

Initial Teacher Education (ITE) Inspections at the University

Typically take place in:

- Spring term (Phase 2)
- Summer term (Phase 3)

Process:

- Providers are usually notified on a Monday. They have a week to organise visits
- Inspectors visit schools during the following week

Support:

- Lead Mentors (University) will support both schools and trainees in preparation
- Schools will be notified immediately about inspections. Trainees involved in the inspection will also be notified and supported.
- Inspectors will sometimes ask to meet groups of trainees, groups of mentors and ECTs.

Lesson Planning, Evaluations, and Target Setting

Lesson Planning

During Phase 1 (Autumn term), trainees focus on developing their skills in planning individual lessons

In Phases 2 and 3 (Spring/Summer terms), trainees should be given greater autonomy to plan:

- Sequences of lessons (e.g. 2–4+ lessons)
- Coherent learning over time

Planning should be:

- Proportionate and purposeful
- Managed to avoid unnecessary workload

Mentors and trainees should work collaboratively to:

- Draw on evidence-informed practice ('what works')
- Develop subject and pedagogical knowledge

Further guidance on lesson design is available on the [partnership website](#).

Lesson Evaluation

Trainees must reflect regularly on their teaching and its impact on learning

Phase 1:

- Two detailed lesson evaluations each week

Phases 2 and 3:

- Evaluation is primarily captured through the weekly review, unless otherwise directed

Reflection should:

- Focus on impact on pupil learning
- Inform ongoing improvements in teaching

SHARP Target Setting

Trainee progress is assessed against the UW ITTE curriculum

A key focus is evaluating the impact on pupil learning and progress

Effective development requires a collaborative approach between trainee and mentor:

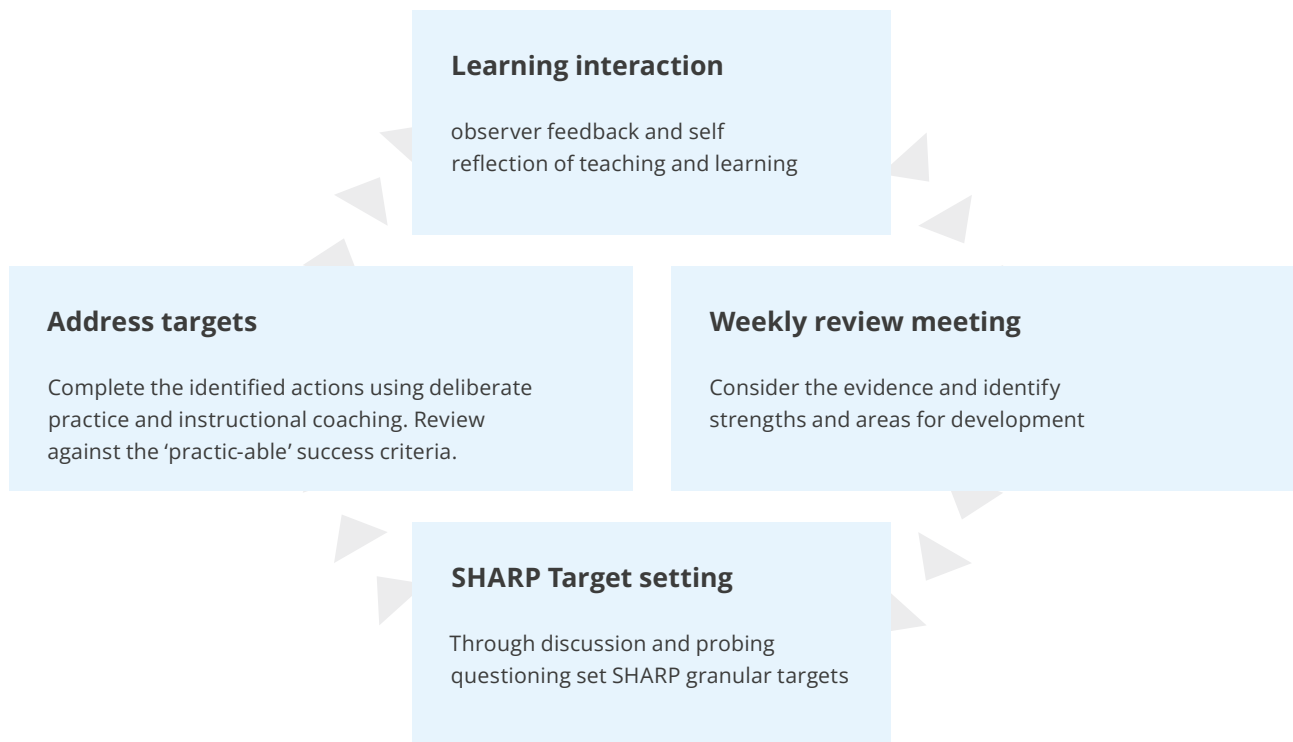
- Setting clear, specific (granular) SHARP targets
- Monitoring progress
- Reviewing and refining practice

Target setting is part of an ongoing cycle of improvement (Mentoring Cycle)

All targets should:

- Be linked to the taught curriculum using the curriculum threads
- Be informed by the (pink) Progression Booklet
- Support progress towards meeting the Teachers' Standards by the end of the course
- See "The target setting process: SHARP:" on page 39

Figure 1: The Mentoring Cycle



School Reports

School Reports Overview

Mentors are required to complete a cumulative school report at three key points during the PGCE programme:

- Phase 1 (December) – Formative Assessment Point 1
- Phase 2 (Mid Spring/Summer term – Easter) – Formative Assessment Point 2
- Phase 3 (End of course) – Final summative assessment

(see dates on “Deadline for School Reports” on page 6)

Purpose and Structure

Reports align with the three phases of the course

Phase 1 and Phase 2 reports are formative, assessing progress against the curriculum threads:

- Professional behaviours
- How pupils learn
- Adaptive teaching
- Behaviour management
- Assessment
- Equality, diversity and inclusion
- Subject knowledge and pedagogy

The final report (Phase 3) is the summative assessment against the Teachers’ Standards.

Completing Reports

Judgements should reflect current performance at the point of assessment

Targets must be realistic, specific and developmental

All judgements should be:

- Informed by the (pink) Progression Booklet
- Based on a holistic best-fit professional judgement
- Focused on the impact on pupil learning over time

When tracking reports across phases:

- Phase 1 text should be **bold**
- Phase 2 additions should be underlined
- Final updates should be highlighted.

This enables clear tracking of progress across the programme.

Trainees must:

- Complete their comments section before submission

Mentors must:

- Submit reports electronically
- Send to the PGCE Administrator (secondary@worc.ac.uk) by the stated deadlines

Templates and exemplars are available on the [partnership website](#).

Written Comments

Reports should provide a clear and accurate picture of progress

Judgements must be:

- Honest and evidence-informed
- Referenced against the (pink) Progression Booklet
- Based on a best-fit professional judgement (trainees are not expected to meet every sentence)

Phase 1 Report (December)

Provides a baseline snapshot of trainee progress

It is expected that most trainees will be:

- Emerging, and in some areas confident

Where performance is 'not on track':

- A Targeted Action Plan must be implemented
- This should be agreed by the Lead Mentor (University) and school

Part 2: Personal and Professional Conduct is assessed as:

- Pass or Fail

Phase 2 Report (Easter)

Builds on progress identified in Phase 1

Previous comments may be:

- Retained and extended, or
- Re-inforce if insufficient progress has been made and contact the (university) Lead Mentor

There should be no surprises for trainees:

- Progress should be regularly discussed through mentoring

Where a trainee remains 'emerging' in any curriculum thread:

- This indicates below expected progress
- A Targeted Action Plan should be implemented
- The trainee will meet with the Course Leader
- Support will involve school mentors, university mentors and (where appropriate) Regional Hub Leads

Trainees assessed as 'confident' should:

- Continue to be monitored closely
- Receive additional challenge and support where needed

Phase 3 Final Report

Summative Assessment Point – June (or end of course)

The final report reflects the trainee's overall attainment at the end of the programme

Assessment is made against the Teachers' Standards, as set out in the final column of the (pink) Progression Booklet

Assessment Process

Judgements are made by school-based mentors and are:

- Moderated by Professional Mentors in school
- Moderated by Lead Mentors (University)
- Reviewed by External Examiners and Course Moderators

Decisions are based on a range of evidence, including:

- Lesson observations
- Weekly reviews
- Ongoing tracking in the (pink) Progression Booklet

All outcomes are holistic, best-fit professional judgements

Outcomes and Expectations

The report must:

- Clearly identify strengths and attainment
- Highlight areas for development to carry forward into the Early Career Teacher (ECT) phase

To successfully complete the course and be recommended for QTS, trainees must:

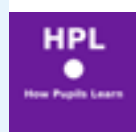
- Meet all areas of the Teachers' Standards

Professional Studies Summary

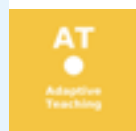
Phase 1 in University/Hubs



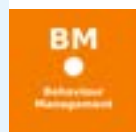
- Introduction to the teaching profession
- Compulsory safeguarding
- Health and wellbeing



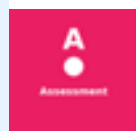
- Aims of education and opinions about teaching and learning
- The teenage brain
- Explaining and modelling ITAP: Reducing cognitive load, the practicable strategies and metacognition



- How pupils with dyslexia learn
- Considerations of those with SEMH



- Introduction to behaviour management
- The importance of high expectations
- Practical strategies for BM and motivating



- Introduction to the use of data and assessment

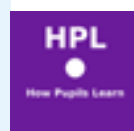


- Inclusion; looked after children
- British Values
- English as an Additional Language
- Protected characteristics and discrimination
- Intersectionality

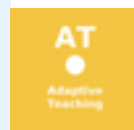
Phase 1 in School



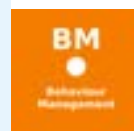
- Wider responsibilities



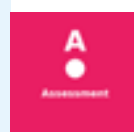
- Your school's Teaching and Learning 'focus'



- SEND - support in your school



- School specific behaviour management



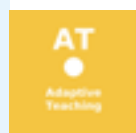
- The use of relevant data for teachers in your school

Professional mentors are reminded that Professional Studies sessions in school are foundational to the University of Worcester ITTE Curriculum.

Detailed advice and guidance on what to include in your sessions is available on the [partnership website](#). This is in the form of a pro-forma which we ask Professional mentors to complete and share with trainees as well as secondary@worc.ac.uk.

The content of sessions is indicative and may also be enhanced with in school CPD opportunities. Where possible the sessions should be delivered in the order provided depending on the availability of resources. For example, sessions may be delegated to experts within the school staff where appropriate and available.

Phase 2 in University/Hubs



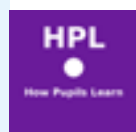
- SEND Conference
- Talk for Learning ITAP: Language disadvantages, the practicable strategies and EAL



- Wider curriculum responsibilities: e.g. PSHE, RSE, ESD
- Safeguarding: Sexual violence and harassment between peers
- Engaging with CPD
- Employability



- Inclusion: Anti-racism

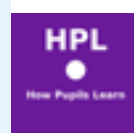


- Importance of being research informed
- Explaining and modelling ITAP: Technology enhanced learning

Phase 2 in School



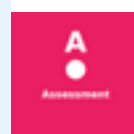
- Employment advice



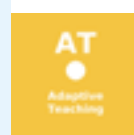
- Your school's Teaching and Learning 'focus'



- School specific behaviour management

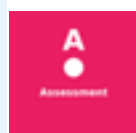


- The use of relevant data for teachers in your school



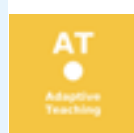
- SEND - support in your school

Phase 3 in University/Hubs



- Feedback for impact ITAP: Practicable strategies, the effective use of homework and the examination system

Phase 3 in School



- Your school's approach to adaptive teaching
- Transitions for pupils



- Leadership
- School's wider curriculum
- Life as an ECT



- Your school's focus on EDI

Section 7: Safeguarding

Safeguarding Information placements need to provide for trainees

Settings must ensure that, at the start of each placement, trainees are provided with:

- **The Child Protection Policy**
- **The Staff Behaviour Policy (Code of Conduct)**
- **Information about the Designated Safeguarding Lead (DSL)**
- **A copy of Keeping Children Safe in Education (KCSIE) - this is available on PebblePad**

DBS and Safeguarding Responsibilities

Please refer to the University of Worcester protocol for vetting non-salaried ITTE trainees.

DBS Requirements (Statutory Compliance)

As part of the terms of TRA/ DfE compliance for initial teacher education, all trainee teachers have undergone a robust selection process, which includes:

- Enhanced Disclosure and Barring Service check (DBS) check
- Checking a Teacher's Record
- Children's Barred List
- Childcare Disqualification Declaration (for Early Years or Primary Education)
- Keeping Children Safe in Education Department for Education; September 2025
- Fitness to Teach and Occupational Health Declarations (DfE, 2021)
- Meeting entry qualification criteria
- Identity check – verified at enrolment and only once all other course conditions have been met.
- Right to study in the UK (for students subject to immigration control)
- Police Certificate/Certificate of Good Conduct from any countries outside UK

On arrival at placements for the first time, students must ensure they have the following ready to present:

- Original form of photographic ID (e.g. student card, passport, photo card driving licence, EU National Identity Card)
- Original DBS certificate (this also must be shown in person at the University)
- Students will provide a copy of their School Placement Assurance and Readiness Check (SPARC) letter, confirming the details of their checks as stated above

Where DBS Clearance is Pending

Where a school or college allows an individual to start work in regulated activity before the DBS certificate is available, they should ensure that the individual is appropriately supervised and that all other checks, including a separate barred list check, have been completed.

Students who have lived, worked or studied outside the UK:

The University will undertake additional safeguarding checks for any trainee who has lived, worked or studied outside the UK for 3 months or more. In addition to the standard safer recruitment checks required by KCSIE, the University will seek, where reasonable practicable;

- A criminal record check or certificate of good conduct from each overseas country
- A professional conduct information from the relevant professional regulator where the individual has taught or undertaken teacher training overseas
- References from overseas employers or placement providers
- An explanation of any gaps in employment, study or residence overseas.

Where an overseas criminal record check cannot be obtained, the University will;

- Document the reasons why the check is unavailable
- Obtain a self-declaration regarding criminal history
- Obtain additional references and evidence of conduct where possible; and
- Complete and retain a written risk assessment before confirming the place on the course.

The same approach will apply to individuals who have lived or worked in EEA countries and those who have lived or worked elsewhere in the world.

All University tutors who visit partnership settings are subject to Enhanced Disclosure and Barring Service (DBS) checks. These checks are maintained and renewed on a three-year cycle in accordance with University procedures.



Safeguarding concerns relating to trainee teachers:

Where concerns or allegations relate to a trainee teacher, the school will manage the matter in accordance with the procedures set out in KCSIE for allegations against adults working with children. The school will lead on gathering facts and managing the safeguarding process, working closely with the Initial Teacher Training provider and the LADO where appropriate. The school will not discontinue a trainee's placement solely because of safeguarding concerns without first establishing the facts and seeking appropriate safeguarding advice.

University Lead Mentor visits:

University tutors conducting placement visits should be treated as supervised visitors when attending partner settings.

Tutors must:

- sign in,
- follow the safeguarding procedures of the host setting,
- display University identification and,
- not seek unsupervised access to children or young people.

Where the nature of the visit changes and regular unsupervised contact with children is anticipated, the University and placement provider will review whether additional safeguarding checks are required.

Data Protection (UK GDPR Compliance)

Roles and Responsibilities

The University of Worcester acts as the Data Controller for:

- Personal data shared by Partnership Schools
- Evaluation data from trainees and mentors

All data is processed in accordance with:

- UK GDPR
- Data Protection Act 2018

Data Handling and Sharing

The University will:

- Maintain and update records as required
- Store data in line with its Document Retention Schedule
- Not share data with third parties (including outside the UK) without appropriate consent

School Responsibilities

Partnership Schools must ensure trainees:

Understand and comply with the school's data protection procedures

Follow guidance on:

- Secure storage of data
- Transfer of data off-site

Schools must ensure:

- Their Privacy Notices clearly state that pupil data may be shared with trainees where necessary

Training and Breach Reporting

Trainees will receive training on:

- Handling pupil data appropriately

In the event of a data breach:

- Trainees must inform both the school and the university immediately
- The University will inform the school as soon as practicable if a breach relates to trainee data

Section 8: Glossary

Useful Abbreviations and Acronyms

- **DfE** – Department of Education
- **External examiner** – A person appointed from outside of the university with relevant qualifications and experience, responsible for independent assessment of the programme, including school experience, so as to ensure that quality and standards are maintained
- **PM** – Professional mentor
- **SM** – Subject mentor
- **Lead Mentor (university)** – University subject tutor.
- **Personal Academic Tutor (PAT) (university)**
- usually the lead mentor (subject tutor) is a dedicated academic member of staff.
- **Professional studies tutor** – University tutor who teaches professional studies in mixed subject groups
- **Module** – Unit of assessed learning for which credits are awarded
- **OfSTED** – Office for Standards in Education
- **ECT** – Early Career Teacher
- **QTS** – Qualified teacher status
- **Partnership** - Professional relationship between the University of Worcester (UW) and a school which provides the learning context for the school-based element of UW teacher training courses
- **Enhancement activity** – Optional opportunities offered to Worcester PGCE secondary trainees in addition to Professional Studies and subject sessions.
- **PebblePad** – The platform for the secondary e-portfolio.
- **Code of Conduct** – Sets the standard for expected behaviour and conduct of trainee teachers
- **SHARP targets** – Targets that are explicit in what needs to be achieved and how
- **Partnership website** - <http://www.worcester.ac.uk/discover/education-collaboration.html>.
- **Induction booklet** – scaffold document to support trainees during the induction period.
- **Progression booklet (pink)** - tracking document against the curriculum threads -behaviour management, how pupils learn, adaptive teaching, subject knowledge and pedagogy, assessment, professional behaviours and equality, diversity and inclusion.
- **ITAP** - Intensive Training and Practice
- **Regional Training Hub (RTH)** - A local delivery partner through which University of Worcester PGCE trainees undertake some taught elements of their programme and school placements, while remaining University students and completing a University-led course leading to PGCE and QTS.
- **STEPS** - Structured Trainee Enhancement Process
- **SPARC Letter** - School Placement, Assurance and Readiness Check. This letter is available on trainees' SOLE page to show that as DBS and statutory compliance checks have been completed.

Index

A

Absence 32
Adaptive teaching 30, 31, 36, 38, 40, 54, 61
Administrator Contact Details 6
Assessment Dates 10, 12, 14
Assessment Overview 42
Attendance 32

C

Calendar Autumn Term 10
Calendar Spring Term 12
Calendar Summer Term 14
Code of Conduct 28, 32, 58, 61
Curriculum Threads 30, 36, 38, 40, 52, 54, 61

D

Data Protection (UK GDPR Compliance) 60
DBS 58

E

Enhancement Activity 10, 11, 12, 13, 14, 49, 61
Entitlement 27, 28
Exceptional circumstances 34, 51

F

funding 16

G

Glossary of terms 61

I

Inclusion 4, 30, 31, 36, 38, 54, 61
Induction 11, 13, 26, 27, 28, 39, 44, 45, 61
Industrial Action 51
ITAP 10, 11, 12, 13, 14, 15, 24, 27, 30, 40, 42, 45, 47, 61
ITTECF 30, 40, 43

L

Lead Mentor (university) 19, 27, 32, 33, 51, 55, 61
Lesson Evaluation 52
Lesson Planning 52

M

Mentor Meeting 24, 28, 31, 41
Monitoring Progress 36, 52

O

Ofsted Inspections 51

P

PebblePad 32, 33, 36, 39, 41, 42, 44, 45, 47, 50, 58, 61
Post-16 Experience 50
Primary Phase Experience 49, 50
Professional Conduct 28, 55
Professional Mentor 3, 19, 27, 28, 33, 34, 36, 44, 50, 51, 55, 61
Professional Studies 10, 12, 14, 26, 27, 28, 36, 45, 47, 56, 61
Progression Booklet 36, 38, 40, 43, 52, 54, 55, 61
Purposeful Integration 32

Q

QTS 55, 61

R

Reasonable Adjustment Plans (RAPs) 24, 31, 34

Regional Training Hubs 4, 6, 8, 26, 34

S

Safeguarding 27, 44, 58

School Closure 51

School Experience 28, 31, 32, 33, 43, 44, 46, 47, 48, 49

School Reports 6, 54

SHARP Targets 22, 23, 41, 52, 53, 61

Subject Mentor 3, 19, 27, 28, 33, 39, 44, 61

Support for Trainees 34

T

Targeted Action Plans 24, 55

Teachers' Standards 28, 32, 38, 42, 52, 54, 55

Temporary withdrawal 34

Tier 1 Mentor Training 18

Tier 2 Mentor Training 19

Tier 3 Mentor Training 19

Trainees causing concern 34

Tutor Group Allocation 49

W

Weekly review meetings 33, 36, 45, 47, 53

Inspired for life



UNIVERSITY *of*
WORCESTER

University of Worcester, Henwick Grove, Worcester, WR2 6AJ
01905 855 000 | study@worc.ac.uk | worcester.ac.uk