UNIVERSITY of WORCESTER

Primary

Undergraduate and Postgraduate Partnership Handbook (for schools)



2026/27



Contents

Section 1: Aims and Principles....4

Section 2: Essential Information....6

Section 3: Roles and Responsibilities....16

Section 4: About Trainee Teachers – Support, Development & Professional Conduct....32

Section 5: Procedures....38

Section 6: School Experience Documentation....46

Section 7: Safeguarding....54

Section 8: Overview of paperwork....58

Section 1: Aims and Principles

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

This guidance provides the essential information about the University of Worcester Primary Partnership. At the heart of our courses is the notion of partnership. Partnership implies a 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 wellbeing 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.

At the heart of good teaching is the desire to promote learning and the love of learning. Nothing is taught until it is learnt. To achieve this, the programmes are underpinned by the Institute of Education REACH vision with the aim to develop teachers who are:

- **R**esilient, supportive professionals with strong values and high standards of personal conduct.
- **E**ffective communicators who collaborate to support wider educational opportunities for all.
- **A**mbitious participants who are creative and informed intellectuals and promote a love of learning.
- **C**onfident and critically reflective practitioners motivated to continually improve practice.
- **H**ighly skilled and inspirational subject/phase specialists committed to ensuring the safety, wellbeing 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 essential information relevant to trainees and school partners. This can also be accessed via the trainees' Electronic Reflective Portfolio (ERP).

If you have queries, the first point of contact is the University Lead Mentor. You can find their contact details via the trainee's ERP.

You can also contact the Primary Partnership Team primarypartnership@worc.ac.uk.

Important Contacts

Role	Staff	Email Address
General Primary Partnership Address	Primary Partnership	primarypartnership@worc.ac.uk
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BA Top-Up Course Lead	Kaytie Holdstock	k.holdstock@worc.ac.uk
PGCE EY Lead	Kate Morley	k.morley@worc.ac.uk
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PGCE SENDI Lead	Alison Tugwell	a.tugwell@worc.ac.uk
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Undergraduate and PGCE Placement and ITAP dates part 1

Academic Year 2026/27

ITAP = Intensive Training and Practice

SE1 = School Experience 1

SE2 = School Experience 2

SE3 = School Experience 3

Week	Dates	UG1	UG2	UG3	PGCE
2	31/08/26				
3	07/09/26				
4	14/09/26				SE1 - Initial visit
5	21/09/26				ITAP 1
6	28/09/26				SE1 - Initial visit
7	05/10/26		ITAP 3		SE1 - QA visit window opens
8	12/10/26		SE2		SE1
9	19/10/26		SE2		
10	26/10/26	Half Term			
11	02/11/26		ITAP 2		
12	09/11/26		ITAP 3		SE1
13	16/11/26			ITAP 3 (Mon-Tue) ITAP 4 (Wed-Thu)	SE1
14	23/11/26			SE3 (Mon-Wed) Visit days	SE1 - QA visit window closes
15	30/11/26	ITAP 1			SE1
16	07/12/26	SE1 - Initial visit		ITAP 1,2,3 & 4	SE1 - Building RAG review completed
17	14/12/26	SE1 - Initial visit			
18	21/12/26	Christmas Break			
19	28/12/26	Christmas Break			
20	04/01/27	ITAP 1			
21	11/01/27			SE3 - Initial visit	ITAP 2
22	18/01/27			SE3	SE2 - Initial visit
23	25/01/27			SE3	SE2
24	01/02/27	ITAP 2		SE3 - Pre-summative review	SE2 - QA visit window opens

Undergraduate and PGCE Placement and ITAP dates part 2

Academic Year 2026/27

ITAP = Intensive Training and Practice

SE1 = School Experience 1

SE2 = School Experience 2

SE3 = School Experience 3

Week	Dates	UG1	UG2	UG3	PGCE
25	08/02/27	SE1 - Initial visit		SE3 - Pre-summative review	
26	15/02/27	Half Term			
27	22/02/27	SE1 - QA visit window opens		SE3	ITAP 3
28	01/03/27	SE1		SE3 - Summative review window opens	SE2
29	08/03/27	SE1 - QA visit window closes		SE3 - Summative review completed	SE2 - QA visit window closes
30	15/03/27	SE1			SE2
31	22/03/27	SE1 - Building RAG review completed			SE2 Enriching RAG review completed
32	29/03/27	Easter Break			
33	05/04/27	Easter Break			
34	12/04/27	ITAP 2			
35	19/04/27				
36	26/04/27		ITAP 4		SE3
37	03/05/27		SE2 - Initial visit		SE3
38	10/05/27		SE2 - QA visit window opens		SE3
39	17/05/27		SE2		SE3
40	24/05/27		SE2		SE3 - Pre-summative QA visit
41	31/05/27	Half Term			
42	07/06/27		SE2 - QA visit window closes		SE3 - Pre-summative QA visit
43	14/06/27		SE2 - Enriching RAG review completed		SE3
44	21/06/27		ITAP 4		SE3
45	28/06/27				SE3 - Summative visit completed

PGCE Part-Time and TIPE Placement and ITAP dates part 1

Academic Year 2026/27

ITAP = Intensive Training and Practice

SE1 = School Experience 1

SE2 = School Experience 2

SE3 = School Experience 3

Week	Dates	PGCE Part-Time Jan 2026 Start	PGCE Part-Time Jan 2027 Start	TIPE 2025 Start	TIPE 2026 Start
2	31/08/26	ITAP 1			Induction
3	07/09/26				SE1 - Initial visit
4	14/09/26			ITAP 1	SE1
5	21/09/26				SE1
6	28/09/26	SE2 - Initial visit		ITAP 2	ITAP 1
7	05/10/26	SE2			ITAP 1
8	12/10/26	SE2		SE3	SE1
9	19/10/26	SE2 - QA visit window opens		SE3	SE1
10	26/10/26	Half Term			
11	02/11/26	ITAP 2		SE3 - Pre-summative visit	SE1 - QA visit window opens
12	09/11/26	ITAP 2		SE3	SE1
13	16/11/26	SE2		SE3	SE1
14	23/11/26	SE2		SE3	SE1
15	30/11/26	SE2		SE3 - Summative review completed	SE1
16	07/12/26	SE2			SE1
17	14/12/26	SE2 - QA visit window closes			SE1
18	21/12/26	Christmas Break			
19	28/12/26	Christmas Break			
20	04/01/27				SE1
21	11/01/27	SE2			SE1
22	18/01/27	SE2			SE1
23	25/01/27	SE2 - Enriching RAG review completed	SE1 - Initial visit		ITAP 2
24	01/02/27	ITAP 2	SE1 - Initial visit		ITAP 2

PGCE Part-Time and TIPE Placement and ITAP dates part 2

Academic Year 2026/27

ITAP = Intensive Training and Practice

SE1 = School Experience 1

SE2 = School Experience 2

SE3 = School Experience 3

Week	Dates	PGCE Part-Time Jan 2026 Start	PGCE Part-Time Jan 2027 Start	TIPE 2025 Start	TIPE 2026 Start
25	08/02/27	SE3 - Initial visit (if needed)	SE1		SE1
26	15/02/27	Half Term			
27	22/02/27	SE3	ITAP 1		SE1
28	01/03/27	SE3	ITAP 1		SE1 - QA visit window closes
29	08/03/27	SE3	SE1 - QA visit window opens		SE1
30	15/03/27	SE3	SE1		ITAP 3
31	22/03/27	SE3	SE1		ITAP 3
32	29/03/27	Easter Break			
33	05/04/27	Easter Break			
34	12/04/27	ITAP 3			SE1
35	19/04/27	ITAP 3			SE1
36	26/04/27	SE3 - Pre-summative QA visit			SE1
37	03/05/27	SE3 - Pre-summative QA visit			SE1
38	10/05/27	SE3	SE1		SE1
39	17/05/27	SE3	SE1		SE2 - Intro days
40	24/05/27	SE3	SE1		SE2 - Initial visit
41	31/05/27	Half Term			
42	07/06/27	SE3	SE1 - QA visit window closes		SE2 - QA visit window opens
43	14/06/27	SE3	SE1		SE2
44	21/06/27	SE3	SE1		SE2
45	28/06/27	SE3 - Summative visit completed	SE1		SE2 - QA visit window closes
46	05/07/27		SE1 - Building RAG review completed		SE2 - Enriching review completed
47	19/07/27		SE1		SE3 - visit days

Section 3: Roles and Responsibilities

The Accredited Provider

The provider, University of Worcester, is an accredited ITT provider. It is accountable and responsible for the ultimate recommendation of the award of Qualified Teacher Status (QTS). The provision must therefore be compliant with the DfE ITT: Criteria and Supporting Advice and align with the Ofsted ITE Inspection Handbook.

This will be achieved through close cooperation between the partner school and the University of Worcester.

The Quality Handbook details course governance.

Head of Department (University) undertakes the following:

- Engaging effectively with all aspects of work in the Institute of Education actively contributing to its strategic leadership in maintaining and enhancing excellence in all that is undertaken.
- Is responsible for the quality of provision within the Department. Oversees all work within the Department, delegating aspects appropriately.
- Ensures resources are in place for the effective delivery of programmes, including the assignment of expert lead mentors (University), effective managerial procedures and learning resources
- Ensure QA processes across all aspects of the programmes to assure of high-quality provision.

Mentoring Lead (University) undertakes the following:

- Development of mentor training, in close collaboration with course leaders, Regional Training Hubs and ITAP delivery partners. This includes generic training (tier 1), new to Worcester mentor training (tier 2) and school briefings and refresher training across all routes (tier 3).
- Oversee supervision and quality assurance of mentoring across the partnership.
- Design and delivery of training for lead (University) and ITT (general) mentors
- Close working with mentors delivering ITAP and co-design of such elements.


STAFF
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STAFF

Strategic Partnership Lead (University) undertakes the following:

- Coordination of the central placement team to oversee the organisation for placements to ensure an excellent student experience including overseeing expectations regarding trainee workload.
- Quality assurance of new placement settings and sourcing new placements based on pathway and regional need for trainees.
- Work with Lead Mentors (University), Placement Managers (University), Regional Training Hub leads and Professional Mentors, and ITT mentors, to support a cohesive teacher training and education programme including overseeing all correspondence to the partnership and development of the partnership webpages.
- Application of quality assurance and enhancement processes across the partnership.
- Planning and delivery of core trainee school induction processes at university.
- Updating and overseeing the administration of all partnership agreements and finance payments as agreed by the Strategic Governance Board.
- Development of partnership handbooks and resources.
- Oversight of the management of partnership data including: records of partnership engagement, collection and collation of data to inform the self-evaluation document, mentor and trainee satisfaction surveys.
- Coordinate and chair the Primary Governance Board.
- Work with UW Regional Training Hubs to support the regional delivery of ITT
- Ensure all aspects of the partnership work is in line with the Professional Regulatory Body requirements (for example, Ofsted and DfE) and overseeing all ITT criteria documents.

Course Leader (University) undertakes the following:

- Lead, manage and effectively deliver the course ensuring coverage of the ITT Early Career Framework (ITTECF).
- Lead, manage, and co-design the ITAP component of the UW ITT curriculum with ITAP delivery partners.
- Ensure that the workload of trainees is manageable.
- Market the course offer, recruit trainees and help potential trainees to navigate the market.
- Lead and assist in the recruitment and admissions process overseeing all selection procedures.
- Oversee clearance and suitability checks on applicants such as Enhanced Disclosure and Barring Service (DBS), prohibition checks in partnership with the university admission teams.
- Embed quality assurance processes into the course design and delivery.
- Oversee the management, progress, safeguarding and health and wellbeing of trainees.
- Oversight of trainees' progress on placement through the year and identification of interventions or modifications where required.
- Work with the Strategic Partnership Lead to develop excellent working relationships with Regional Training Hubs, ITAP partners, placement settings, and other partners to enhance provision.
- Contribute effectively to Ofsted inspections.
- Foster effective communication and course evaluation mechanisms including the management of the student and staff: liaison committee and course representatives.
- Ensure that all course documentation for prospective and current trainees is current and accurate including the VLE and ERP.
- Manage the annual evaluation reporting cycle effectively to analyse and draw conclusions from data to inform critical reflection and evaluation, enhancement planning and appropriate actions.
- Communicate effectively with external examiners, including responding to their reports and managing the moderation process.

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 operational 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.

Lead Mentor (University) undertakes the following:

- Contribute to the design of a research-informed curricula appropriate to the subject, phase and age range, crafting experiences and activities that go beyond the minimum requirement of the ITTECF into a coherent sequence that supports trainees to succeed in the classroom.
- Work in partnership with expert colleagues.
- Maintain regular communication with the trainee and school, organising at least one face-to-face placement visit per placement, liaising with the professional and ITT mentor in advance.
- Support trainees to manage their own workload and wellbeing whilst they train and as they embark on their career in school.
- Provide pastoral, academic support and career guidance.
- Quality assure placements, and judgements against the curriculum, by conducting joint observations with the general mentor and/or professional mentor and observing the post-lesson discussion.
- Providing feedback to the partnership using the Lead Mentor Visit Form to quality assure the placement (see Trainee Entitlement) and the quality of mentoring against the Mentor Standards (2016).
- Regular reviewing of the electronic portfolio to track trainee progress and wellbeing providing timely intervention as appropriate.
- Moderate trainee outcomes across schools, subjects, routes and age phases.
- Monitor trainee progress against the trainee curriculum, identifying where intervention/modification is required using targeted support plans.
- Establish robust mechanisms for trainees to raise concerns about training/mentoring experience.
- Ensure purposeful integration of the trainee curriculum and school experience.
- Supervise, support and quality assure ITT mentors ensuring training standards are met.
- Train phase specialist mentors to ensure every trainee receives weekly 1.5 hours mentoring entitlement.
- Contribute to the planning of Intensive Training and Practice (ITAP) components which consolidate trainees' understanding of the evidence base shaping teaching practice and its application to subject/phase thus increasing coherence between theory and practice in schools.
- Support the compliance of ITAP components and help to ensure that trainees receive their entitlement to 5 hours per week of expert support.
- Mark and moderate assignments.

Placement Manager (University) undertakes the following:

- Coordinate the organisation of placements, working collaboratively with the Primary Partnership Team, school mentors, university tutors, and RTH/(+) colleagues.
- Deliver training to trainees on completing their Electronic Reflective Portfolio (ERP).
- Prepare trainees for school placements through comprehensive briefings, outlining expectations and key processes.
- Provide support to Lead and General Mentors when trainees require additional guidance.
- Ensure compliance with regulatory body requirements and manage all associated arrangements.

Placement Inclusion Coordinator (University)

The Placement Inclusion Coordinator supports the effective implementation of inclusive placement arrangements and reasonable adjustments for trainee teachers and undertakes the following:

- Coordinate support for trainees with a Reasonable Adjustment Plan (RAP), Personalised Placement Advice Plans (PPAP) and/or relevant medical documentation, ensuring agreed adjustments are communicated and implemented appropriately.
- Work with trainees, Lead Mentors, placement schools, PATs, Disability Services and relevant colleagues to identify barriers to participation and agree practical strategies and adjustments.
- Provide advice and guidance to placement schools and mentors on inclusive practice and the implementation of reasonable adjustments within the placement setting.
- Monitor the progress and attendance of trainees requiring additional support, contributing to early identification of concerns and working alongside the Placement Manager to coordinate appropriate support.
- Contribute to mentor development and placement preparation, promoting understanding of inclusive practice, reasonable adjustments and effective trainee support, while maintaining appropriate confidential records.

Professional Mentor (School) undertakes the following:

- To be the first point of contact, and to maintain communication, with the trainee, ITT mentor (school), Regional Training Hubs (if applicable) and university partnership.
- Support the welfare and undertake the supervision of the trainee whilst on placement.
- Support trainees to manage their own workload and wellbeing.
- Organisation and quality assure the school experience, ensuring trainee entitlement and moderation of interim and end point assessments.
- Provide an induction programme for each placement that includes access to the school child protection policy, the staff behaviour policy (sometimes called a code of conduct) information about the role of the designated safeguarding lead and a copy of Keeping Children Safe in Education.
- Liaise with Regional Training Hub leads (if applicable), Lead Mentors (University) and General Mentors (school) on the needs assessment of the trainee, providing intervention in a timely manner.
- Ensure all active mentors have QTS and are engaging with or have completed University of Worcester mentor training.
- Attend Tier 3 Mentor training and monitor the attendance of all active General Mentors at these briefings.

General Mentor (School) undertakes the following:

- Day-to-day supervision, opportunities for deliberate practice and instructional coaching, providing a suitable timetable for the trainee and access to relevant department and school documentation including access to schemes/ units of work and pupil data.
- Ensure the completion of 2 lesson observations per week and coordinate post-lesson discussions in line with partnership documentation.
- Arrange regular and undisturbed weekly review sessions to review progress and set SHARP targets that are regularly monitored.
- Work with Professional Mentors, Regional Training Hub leads (if applicable) and Lead Mentors to determine timely and accurate assessment of progress towards the curriculum using partnership documentation.
- Support trainees to manage their own workload and wellbeing whilst they train.

Professional and General Mentors will both:

- Liaise and communicate with the Lead Mentor (University), and as applicable Regional Training Hub Leads on the progress and assessment of the trainee against the curriculum.
- Observe and monitor the overall performance of the trainee on a regular basis and provide verbal and written feedback on lessons observed, using the university lesson observation form.
- Establish trusting relationships, modelling high standards and providing support (Mentor Standard 1).
- Support trainees to develop their teaching practice in order to set high expectations of all pupils whilst also considering the workload of the trainee (Mentor Standard 2).
- Set high expectations and induct the trainee to understand their role and responsibilities as a teacher (Mentor Standard 3).
- Continue their own CPD; investing time to develop a good working relationship with the University (Mentor Standard 4) including new mentor training and attendance at essential school briefings throughout the year.
- When applicable participate in ITE Ofsted inspections and external examiner/course moderator visits.

Regional Training Hub Lead in liaison with the University of Worcester undertakes to:

- Actively advertise and recruit Regional Training Hub teacher training places.
- Work collaboratively with the University of Worcester in the selection process, with both parties agreeing the offer.
- Ensure recruitment is in accordance with the Initial Teacher Training (ITT): criteria and supporting advice.
- Plan and deliver Regional Training Hub trainee school induction processes.
- Organise appropriate hub main and second placements for trainees.
- Quality assure 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.
- Agree representation at the appropriate Course Committees including the Primary Phase Governance Board and the Strategic Governance Board as applicable.
- Supply appropriate Regional Training Hub documentation.

Course Administrator/Partnership Coordinator will undertake, with the schools, mentors and trainees, to:

- Collate core school offers and match trainees to suitable placements that meet their needs.
- Ensure all schools have been quality checked, have completed the health and safety audit and have returned the partnership agreement.
- Ensure that trainees are placed in at least two high-quality school settings.
- Inform all parties about necessary changes prior to, during and post placement dates.
- Be the liaison point in the partnership between trainees, schools and the university including the administration of school documentation.
- Administer finance payments relating to school experience.

Mentor Coordinator will undertake to:

- Coordinate arrangements for the delivery of new mentor training and school briefing meetings (autumn and spring) keeping a register of attendance.
- Maintain accurate records of attendance for school- and university-based mentors and signposts mentors to relevant training opportunities as required.

Mentoring

As a mentor in school, we want to support you in a comprehensive manner to enable you to mentor our trainees in the best way possible.

The University of Worcester mentor curriculum is a programme of research-informed training which will help all mentors, from the novice to the experienced, to develop their mentoring skills and knowledge and help them to coach and mentor our trainees whilst on placement. We require all school mentors to undertake our mentor curriculum training to enable mentors to be fully conversant with the processes, procedures, and the rationale for various approaches to mentoring and to be able to support the purposeful integration of school experience and taught content.

We have a repeating cycle of mentor training sessions, designed to fit in with the placement calendar and to provide training to mentors in the most suitable timing in preparation for the placements that you are supporting.

Each course has a course curriculum booklet, which explains the sequencing of taught content in each subject, as well as a knowledge organiser and subject-specific lesson observation guidance. There is also a mentoring booklet to support mentors' knowledge of the Initial Teacher Training and Early Career Framework (ITTECF) as well as the University sessions for each of the UW curriculum areas. The booklet also provides a summary of trainee activities and reflections, and some ideas of activities mentors can engage with to support trainee development.

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 2026 and January 2027 for any mentor that mentors at least one trainee and completes the training. Previously trained mentors will be able to claim 6 hours 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.

Mentor Standards





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.

Mentor 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 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) 7hrs**
- **Tier 2 – New (to Worcester/ UEA) mentor training (face-to-face and online) 7hrs**
- **Tier 3 – Refresher training – School/Priority Briefings - online 6 hrs**

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 16th September All day	09:00-16:00 (All day)
Wednesday 21st October All day	09:00-16:00 (All day)
Wednesday 25th November All day	09:00-16:00 (All day)
Tuesday 12th January All day	09:00-16:00 (All day)
Tuesday 20th April All day	09:00-16:00 (All day)
Wednesday 23rd June All day	09:00-16:00 (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.

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 will be held face-to-face on the dates below and is also available online.
To book a place contact Natalie Taylor (natalie.taylor@worc.ac.uk)

Date	Time	Content	Status
Monday 21st September 2026	09:00-16:00 face-to-face (Worcester)	Tier 2 - New to Worcester Training	Mandatory for all mentors
Friday 9th October 2026	09:00-16:00 face-to-face (Worcester)	Tier 2 - New to Worcester Training	Mandatory for all mentors
Wednesday 2nd December 2026	09:00-16:00 face-to-face (Worcester)	Tier 2 - New to Worcester Training	Mandatory for all mentors
Monday 8th February 2027	09:00-16:00 face-to-face (Worcester)	Tier 2 - New to Worcester Training	Mandatory for all mentors
Wednesday 21st April 2027	09:00-16:00 face-to-face (Worcester)	Tier 2 - New to Worcester Training	Mandatory for all mentors
Friday 2nd July 2027	09:00-16:00 face-to-face (Worcester)	Tier 2 - New to Worcester Training	Mandatory for all mentors

3

Mentor Training – *Recognised Prior Learning

Prior learning or 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. This has been agreed by all 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 or Lead Mentors can begin to support trainees, but the university will ensure that mentor training is aligned to the trainees' needs throughout their ITT course.

Tier 3 Priority Briefings 2026/27

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 (general and professional) hosting a trainee attend priority briefings.

All mentors must attend one priority briefing that is dedicated to the cohort of the trainee(s) they will be supporting (e.g. UG1, UG2, PGCESE1).

Places are booked online through our placement portal (ARC) or by contacting natalie.taylor@worc.ac.uk. Priority briefings are also recorded and the recording will be shared with all mentors. Attendance at priority briefings is monitored and recorded as refresher training for experienced mentors.

Date	Time	Content	Cohort
Wednesday 9th September 2026	15:45-16:45 (Online)	Tier 3 School briefing (Primary)	TIPE SE1
Monday 14th September 2026	15:45-16:45 (Online)	Tier 3 School briefing (Primary)	PGCE full-time SE1
Tuesday 15th September 2026	15:45-16:45 (Online)	Tier 3 School briefing (Primary)	TIPE SE3
Wednesday 23rd September 2026	15:45-16:45 (Online)	Tier 3 School briefing (Primary)	PGCE part-time SE2
Wednesday 7th October 2026	15:45-16:45 (Online)	Tier 3 School briefing (Primary)	UG2 (Autumn)
Thursday 19th November 2026	15:45-16:45 (Online)	Tier 3 School briefing (Primary)	UG3
Thursday 3rd December 2026	15:45-16:45 (Online)	Tier 3 School briefing (Primary)	UG1 (Autumn)
Wednesday 6th January 2027	15:45-16:45 (Online)	Tier 3 School briefing (Primary)	PGCE full-time SE2 (exc SENDi)
Monday 11th January 2027	15:45-16:45 (Online)	Tier 3 School briefing (Primary)	PGCE full-time SENDI pathway only
Wednesday 20th January 2027	15:45-16:45 (Online)	Tier 3 School briefing (Primary)	PGCE part-time SE1
Tuesday 2nd February 2027	15:45-16:45 (Online)	Tier 3 School briefing (Primary)	PGCE part-time SE3
Wednesday 3rd February 2027	15:45-16:45 (Online)	Tier 3 School briefing (Primary)	UG1 (Spring)
Thursday 22nd April 2027	15:45-16:45 (Online)	Tier 3 School briefing (Primary)	PGCE full-time SE3
Thursday 29th April 2027	15:45-16:45 (Online)	Tier 3 School briefing (Primary)	UG2 (Summer)
Thursday 13th May 2027	15:45-16:45 (Online)	Tier 3 School briefing (Primary)	TIPE SE2

Section 4: About Trainee Teachers – Support, Development & Professional Conduct

Trainees are expected to behave as teachers, maintaining a professional stance at all times i.e., to meet the Teachers' Standards (2013) Parts 1 and 2 by the end of the course. Part 2 refers to the personal and professional conduct expected of a teacher. All trainees are required to sign the Primary Department Trainee Teacher Code of Conduct.

Whilst on placement trainees are entitled to:

- A safeguarding induction within the first week
- One mentor meeting focused on review and planning/ coaching (one hour per week).
- Two formal written lesson observations per week, providing subject-specific feedback using the lesson observation guidance and course curriculum booklet.
- Two post-lesson conversations (15 minutes each minimum)
- 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 on placement. School experience is arranged in three phases:

- Building - Induction and School Experience 1
- Enriching - School Experience 2
- Thriving - School Experience 3

Please remember that trainees are novices with minimal experience in a classroom. They are learning to become teachers. Whilst they are on placement with you they are training within our partnership, and we support them together. The University is responsible for the framework of the training but it is the experience with you in the classroom where they practise to become teachers.

The Initial Teacher Training and Early Career Framework (ITTECF) has been used to help co-design our curriculum. The curriculum design is based on years of experience in educating teachers and is underpinned by the evidence of what makes great teachers. Our ITTE curriculum is ambitious and goes beyond the minimum entitlement set out in the ITTECF.

The aims of the Partnership are to develop the very best teachers and to do that we endeavour to enable all trainees to succeed under our REACH vision (see page 4). This vision is shared with trainees and they are expected to conduct themselves in a professional manner that is conducive to achieving this.



Inclusion at a Glance

Our Commitment to Inclusion

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

- **With Special Educational Needs and Disabilities (SEND)**
- **With Disadvantage**
- **With English as an Additional Language (EAL)**
- **With diverse cultural, linguistic and social backgrounds**
- **Known to social care**
- **Facing barriers to their learning, participation and/or wellbeing**

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 throughout the whole curriculum:

- Professional Behaviours
- Supporting Pupil Behaviour
- Curriculum
- Pedagogy
- Assessment
- Inclusion and Adaptive Teaching
- Critical Thinking
- Resilience and Wellbeing for All

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)
- Supporting pupil behaviour through training rooted in inclusive classroom practice

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

- Routines
- Checking for understanding and responding
- Modelling
- Adaptive Teaching (Undergraduates only)

3 School Experience (Experience)

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

Trainees:

- Gain experience of supporting the needs of all learners
- Gain experience across phases (including EYFS and KS3 where appropriate)
- Engage with wider school provision (e.g. SEND support, PSHE)

4 Mentoring & Feedback (Development)

Mentoring supports inclusive teaching through:

- 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)
- Personal 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 primary 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

Purposeful Integration

It is essential that taught content and placement-based education are purposefully integrated to ensure that trainees make the best possible progress in their teaching. Mentor training and school briefings will provide mentors with a deep understanding of the curriculum, the relevant research base which informs it and roles in supporting its delivery and practice. Timely purposeful integration training emails will provide you with prompts and reminders to ensure in-school experiences are seamlessly coherent with the training curriculum. In university and school trainees will purposefully practice key concepts, supported by high quality feedback, in preparation for delivery in the classroom. Purposeful integration will be quality assured by Lead Mentors during school visits and the weekly review of trainee's ERP.

The Primary Department recognise and value the contributions of school colleagues. Our curriculum is designed to promote the integration of taught content, trainee-led learning, placement learning and mentoring.

Attendance

Our attendance and punctuality expectations ensure that trainees have the curriculum subject knowledge required for school experience and that they consistently demonstrate the professionalism required in Part 2 of the Teachers' Standards (Department for Education, 2013).

Attendance is monitored throughout the year; all absences, lateness or leaving early and missed tutorials will be monitored by the University on an individual basis in order to support the trainee. Persistent absence or lateness will result in students being interviewed by the Course Leader to ascertain commitment to the course and review progress. The Head of Department may also be informed and may be involved in this interview process.

Each ITT programme provides all trainees with the opportunity to work in schools for a minimum of 120 days across at least two school settings. They must record attendance at school on their ERP.

As noted in the Code of Conduct trainees have the following responsibilities:

- There is an expectation to attend all days in University and in school unless there are mitigating circumstances. Trainees should arrive in good time and dress appropriately.
- If trainees are going to be absent from University they must contact their module lecturer. If trainees are going to be absent from school – messages MUST be given to the appropriate member of staff following agreed school procedures. Trainees should also contact the course administrator and their Lead Mentor. An absence of five days should be followed up by a doctor's note.
- Pre-planned absences should be avoided wherever possible, however in exceptional circumstances this may be agreed by the Cohort/Course Lead
- Routine medical and dental appointments should be booked outside of core university and school hours.
- Absence for hospital appointments must be negotiated with your university tutor and school mentors as applicable.
- Prospective school visits, prior to applying for a job, must be agreed with the school mentor and Lead Mentor in advance. These should be in non-contact time avoiding absence from teaching.

Trainees requiring additional support/guidance

In agreeing to accept the placement the school has recognised the role and responsibilities that it has for supporting and training the trainee. The Primary Department has a clear Support Procedure. Details can be found on the trainees' ERP.

Exceptional circumstances: a major sudden crisis

In the event of a major sudden crisis, for example professional misconduct, that requires the exclusion of a trainee from the placement (including breaches of safeguarding principles and practices see page 57), the Strategic Primary Partnership Lead should be contacted immediately and before any precipitous action is taken. At this stage it may be necessary to invoke the University Fitness to Practise procedures.

In the event that a school is unwilling for a trainee to continue, the Lead School or University may attempt to find an alternative placement if the cause is considered to have mitigating circumstances. Please note a school has the right to withdraw a placement at any time.

At any stage in this process, if matters are considered serious enough, the trainee may be asked to leave the programme. Counselling through the university will be offered.

Temporary withdrawal

Sometimes a trainee's circumstances change and affect their ability to complete the course (e.g. pregnancy, or serious illness). In these circumstances trainees should talk with their Personal Academic Tutor (PAT) and Course Leader. The Primary Partnership Lead should also be notified.

Section 5: Procedures

Electronis Reflective Portfolio (ERP).

Trainees are responsible for their ERP. This is a shared online platform where trainees store key information, track their progress via weekly reviews and record evidence of their progress towards the intended learning in the ITTE curriculum. At the beginning of each placement trainees will invite mentors to view their ERP.

Weekly review meetings and use of the formative progress descriptors.

It is essential that trainees assess their strengths against the UW Curriculum (Professional Behaviours, Supporting Pupil Behaviour, Curriculum, Pedagogy, Assessment, Inclusion and Adaptive Teaching, Critical Thinking, Resilience and Wellbeing for All) considering the impact they are having on pupil learning over time. Mentor meetings need to be prepared for by trainees using the template on their ERP.

Mentors should use their professional judgement and common sense to assess trainees at a level that is consistent with what should reasonably be expected given the trainee's level of experience. Trainees, mentors and Lead Mentors track progress periodically using the formative progress descriptors in addition to the mentor review meetings. The formative progress descriptors give an indicator of where we would expect trainees to be working against the curriculum for this stage of their training (Building, Enriching, Thriving). This is not a tick list of behaviours. It is to support the mentor's professional judgement of the trainee's progress against the curriculum as a formative assessment tool. The descriptors should be used to support writing focused/SHARP granular targets. Mentors should also use the descriptors as guidance when writing formative school reports and completing RAG ratings during the formative review process.

Trainee Expectations

The trainee expectations can be found within the ERP. As soon as the trainee shares this with the mentor, the mentor should spend time reviewing the expectations. The Curriculum Booklet is available on the trainees' Blackboard site (Virtual Learning Environment) and via the ERP. This includes information about how the activities and mentoring expectations on school placement build on the University taught content to ensure a well-sequenced curriculum. Please refer to this regularly. The teaching requirements are designed to gradually build trainees' teaching through the building, enriching and thriving phases of training. These are clearly outlined on the ERP.

The summary below includes the general expectations for trainees across all routes in the Primary Partnership.



Within the first week:

Ask your mentor to help you gather key information such as

- school/class information,
- school planning and assessment procedures

Ensure you have read the school's Safeguarding and Health and Safety policy and update this in your ERP.

Ensure you have a safeguarding induction at school.

General expectations:

- When carrying out observations, try to ensure you cover a range of different subjects. There are some focused observations but you will also carry out lots of informal observations that do not require typing up. Any formal observations should be uploaded to your ERP.
- Each five days you should complete your review on your ERP. There are some focused reflections and activities to support your development within the curriculum and provide you with opportunities to engage with expert colleagues in school.
- You should have 10% of your time in school to engage with your ERP – this is time to engage with the developmental materials and to complete your reflections. For 3rd year students, this time should be split between your dissertation time and ERP time. In the thriving phase, the ERP requirements are significantly reduced to support this.
- You should have 10% PPA time in school and some of this could be in collaboration with your class teacher or mentor.
- You should have two formal lesson observations per week and upload these to your ERP. This will enable you to practise and receive consistent, effective mentoring and feedback to support your development.
- Ensure you review your lessons and annotate your plans appropriately. Consider how your teaching facilitated progress for pupils.
- You should have at least one formal observation of your mathematics teaching. This should be uploaded to your ERP.
- Ensure you keep your Curriculum Audit up to date. This should show each time you observe or teach a subject. All formal lesson observations should also include a linked, annotated lesson plan and observation form.
- Keep your attendance grid up to date.

Phonics

- In the building phase, you should observe phonics and teach at least one phonics session.
- In the enriching and thriving phase, you should observe phonics and also aim to teach a sequence of 2 phonics lessons and have at least one formal observation of your phonics teaching.

Early Years specialists (in EYFS settings) only:

- At the beginning of your School Experience, create a provision map of the Early Years learning environment (indoors and outdoors), showing learning areas, e.g., creative area, sand, water, construction, book corner, carpet area, writing area etc.
- Find out about how the setting plans for and records continuous provision in the 'enabling environment' and contribute to these learning opportunities each week.
- Ensure that you record any continuous provision opportunities that you have planned and facilitated on your planning.

Please note: The 'Adaptation for EYFS' within the development activities is a suggestion of how you can approach each task through an EYFS lens or where whole class teaching is not feasible within the setting.

PGCE SENDI specialists only:

SENDI Pathway student teachers undertake their SE2 placement in specialist provision settings, designed to deepen their expertise in SENDI practice. The placement is supported by a tailored briefing, Flourish in your specialist provision placement, and followed by a dedicated debrief session to aid reintegration into mainstream environments for SE3.

Key features of the SE2 placement include:

- Immersive experience in specialist settings with structured opportunities for knowledge exchange.
- Context-specific preparation and reflection to maximise professional growth.
- Completion of school-based tasks, including maintaining a reflective journal charting their development as specialist SENDI practitioners.

Navigating the ERP

The ERP is the trainee's Electronic Reflective Portfolio, this will be shared by the trainee and can be accessed on PebblePad.

The trainee expectations and links to the ITTECF are clearly labelled for each week under the School Experience tab.

Each week contains a page similar to the one shown below:

Supporting pupil behaviour

ITTECF:

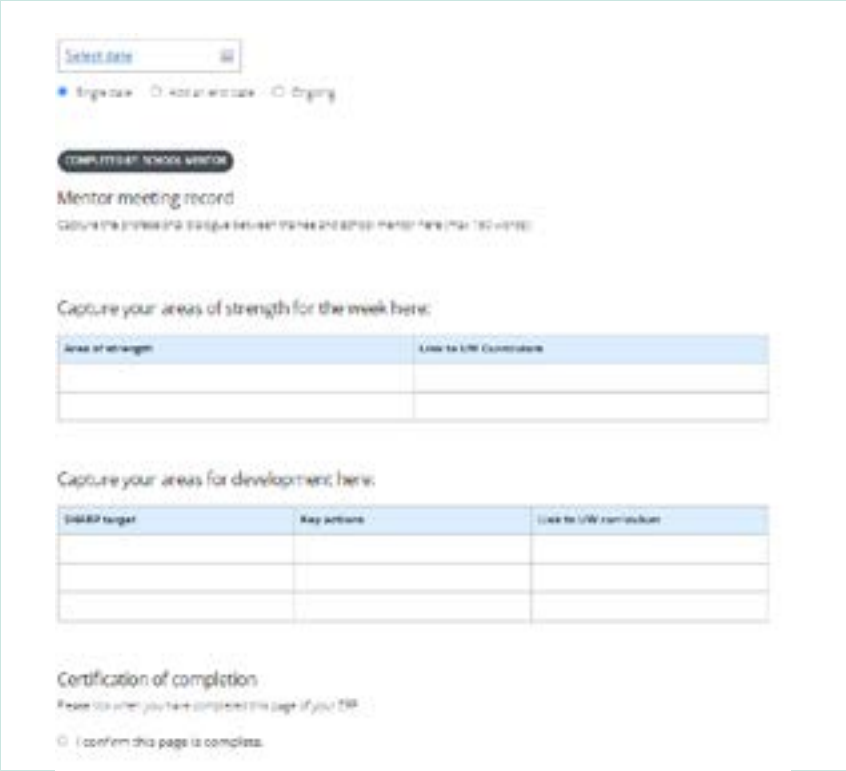
- 7.2: A predictable and secure environment benefits all pupils, including younger pupils, but is particularly valuable for pupils with special educational needs.
- 7h: creating and explicitly teaching routines in line with the school ethos that maximise time for learning (e.g. setting and reinforcing expectations about key transition points.
- 7i: Practising school and classroom routines at the beginning of the school year.
- 7j: Reinforcing established school and classroom routines at the beginning of the school year.

Requirements	Tick once complete
10% Development Time	Observe your CT and the routines that they use. How are they shared with the children? How are they reinforced?
Mentor meeting minimum content	Share your reflections on the ITAP week with your class teacher. What might this look like in context?
Mandatory requirements	Use your focussed observation this week to receive feedback and support on the way you establish routines for learning in your class through your: • Teacher presence • Clear expectations • Specific praise

The mentor meeting minimum content is designed to promote consistency of mentoring across the partnership and to ensure placement learning is coherently sequenced to build on prior taught content.

Mentor Learning Record:

Mentors are required to capture the professional dialogue between themselves and the trainee in the mentor meeting. This should be a maximum of 150 words and can be bullet points. In addition, the mentor meeting should enable the trainee to capture their areas of strength and areas for development. This is recorded on the ERP under the School Experience tab, as shown in the image below.





You will see that sometimes trainees are required to complete a reflection on their ERP, this should also be reviewed in the mentor meeting and is recorded on the ERP by the trainee. The image to the left shows an example of where the trainees should record reflections.

Pre- and Post- Phase Experience

The Initial Teacher Training (ITT): criteria and supporting advice: C2.3 states Providers must ensure that trainees are afforded the opportunity to develop a comprehensive understanding of progression across, and before and after, the age range that they are training to teach. This means that all 5-11 trainees should have experience of EYFS provision and Key Stage 3. All 3-7 trainees should have experience in an EY setting with children aged 0-2 and in Key Stage 2.

This experience could be achieved in a number of ways:

- Discussions with teachers and other professionals, especially those dealing with transition arrangements
- Observing practice in these phases.

Trainees should arrange to visit these settings as appropriate in liaison with their mentor. These visits should be arranged in the Building and Enriching phases.

ITTECF links: How Pupils Learn - UW Curriculum: Pedagogy

If you are in a Secondary setting (5-11 trainees) or KS2 setting (3-7 trainees):

Consider how pupil development of metacognitive strategies, motivation and memory impact learning. What impact does this have on the way we transition pupils between key stages?

If you are in an EYFS setting:

Focus on observing self-regulation strategies. How do children develop these through the early stages of their lives and what impact does this have on practice in EYFS and primary schools?

School Closure

Trainees on placement should follow the school protocols and procedures concerning school closure. If a school closes, trainees should use the time for planning and preparation. This is counted as a school day on attendance records.

Requests for Leave of Absence

There are times when trainees may request a leave of absence, for paternity leave for example. In this instance the trainee needs to gain permission from the school and the Course Leader prior to taking the leave of absence. Trainees may be required to make this time up.

Industrial Action

Trainee members of teaching unions cannot go on strike or participate in industrial action in any way as they are not employed by the school, were not balloted about strike action, nor are they members of the Teachers' Pension Scheme. Consequently trainees should go into school provided that it remains open and that those colleagues responsible for the supervision of trainees are confident they can engage in training activities. However, trainees must not be used to cover a striking teacher and should not be left unsupervised. If the headteacher closes the school, or if there is a picket line at the school and a trainee does not wish to cross this, they should inform the Mentor and Lead Mentor that they will be working from home. Trainees will not need to make up this day nor will progress on their training programme be jeopardised. If trainees wish to seek further advice, they are encouraged to contact their union/professional association.

Ofsted Inspections

- **School inspections –** It is up to schools to manage arrangements for school Ofsted inspections. Most schools adopt a 'business as usual' policy and expect trainees to continue teaching.
- Trainees will not be observed by Ofsted but inspectors may meet with them.
- **University (ITE) inspections –** University (ITE) inspections take place in the spring and summer terms. Providers are normally notified of inspections on a Monday and inspectors visit schools during the following week. University tutors will support schools and trainees with preparations.

Section 6: School Experience Documentation

The University of Worcester ITTE Curriculum

The quality of teaching is the single most important in-school factor in improving outcomes for pupils - and it is particularly important for pupils from disadvantaged backgrounds. No one is born a great teacher.

The Initial Teacher Training and Early Career Framework (ITTECF)

The Department for Education has published the ITT Early Career Framework (for use in teacher training). This document sets out what trainee and early career teachers need to know, and know how to do, at the start of their careers.

The ITTECF has been used to help co-design the curriculum. The curriculum design is based on years of experience in training teachers, using input from mentors and is underpinned by the evidence of what makes great teachers. Our ITTE curriculum is ambitious and goes beyond the minimum entitlement set out in the ITTECF.

The ITTECF sets out two types of content. Within each area, key evidence statements ('Learn that...') have been drawn from current high-quality evidence from the UK and overseas. Trainees see these statements referenced in all taught sessions.

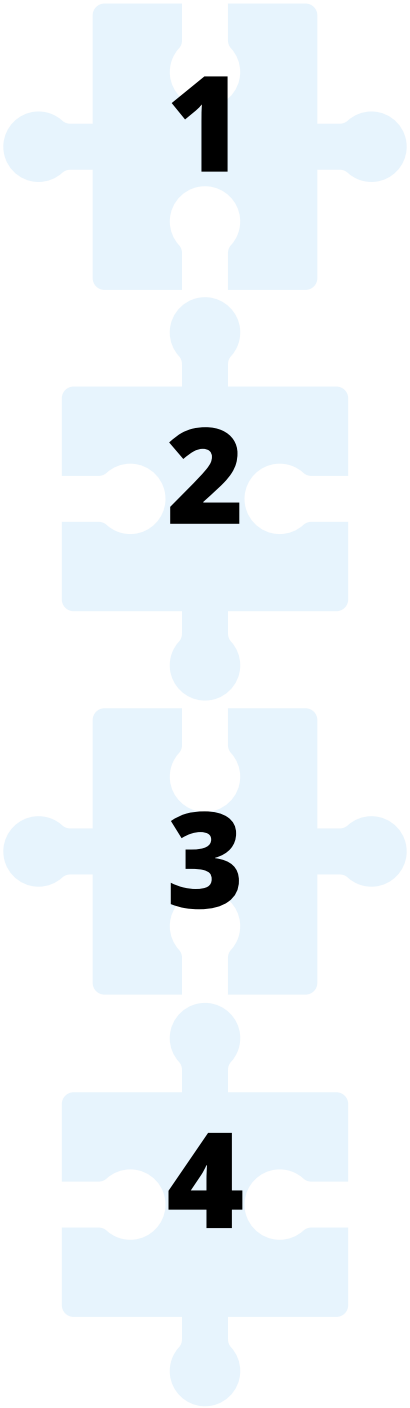
In addition, the ITTECF details practice statements (Learn how to...). These 'learn how to...' statements are referred to and modelled in taught sessions. They are also woven into the mentor meeting requirements on the ERP so that you can use them with trainees to practise key skills. Trainees should also have the opportunity to work with, and learn from, expert colleagues as they apply knowledge and understanding from taught sessions and reading into practice.



Curriculum Threads

The UW curriculum is organised into curriculum threads: Professional Behaviours, Supporting pupil behaviour, Curriculum, Pedagogy, Assessment, Inclusion and Adaptive teaching, Critical Thinking and Resilience and Wellbeing for All. You will notice these themes as they spiral through the training, each time broadening the focus and deepening the understanding.

Weekly tasks and mentor meetings review the UW curriculum threads. This ongoing formative assessment focuses on whether trainees are gaining, applying and refining the knowledge and skills set in the ITTECF. Ongoing assessment enables tutors, mentors and trainees to diagnose deficits and close gaps.



Professional behaviours

Professional development, relationships and responsibilities, high expectations, reflective practice, safeguarding.

Supporting Pupil Behaviour

learning environment, routines, rewards, positive reinforcement, understanding pupil behaviour, positive relationships, motivation, self-regulation.

Pedagogy

Tailored subject-specific pedagogies, planning, teaching and deconstructing lessons, pupil prior knowledge, cognitive overload, metacognitive strategies.

Curriculum

Subject and curriculum knowledge, sequences of learning, anticipating pupil misconceptions, promoting positive dispositions and attitudes.

5

Assessment

Types and purpose of assessment, assessment and feedback strategies, addressing misconceptions and knowledge gaps, monitoring pupil progress.

6

Inclusion and adaptive teaching

SEND Code of Practice, adapting provision, support and challenge, Quality First Teaching, celebrating diversity.

7

Critical thinking

Evidence-based teaching, educational and wider issues, current research, linking theory and practice, pupil critical thinking and problem-solving, metacognition and self-regulation.

8

Resilience and wellbeing

Managing workload, professional responsibilities, professional identity and self-awareness, promoting resilience, fostering collective wellbeing.

Lesson Planning

Whilst in the building phase trainees develop their practice in planning individual lessons, in the later stages of the enriching phase and the thriving phase trainees should be given far more autonomy and freedom to enable them to plan sequences of lessons over a period of time (two, three, four or more lessons).

Time spent on planning should not be wasted time. Lesson plans should be given the proportionate status they merit, and no more, to lessen trainee workloads. By working together, drawing on evidence about 'what works', trainees and mentors can increase their joint knowledge of a subject and the best way to teach it.

Lesson Evaluations

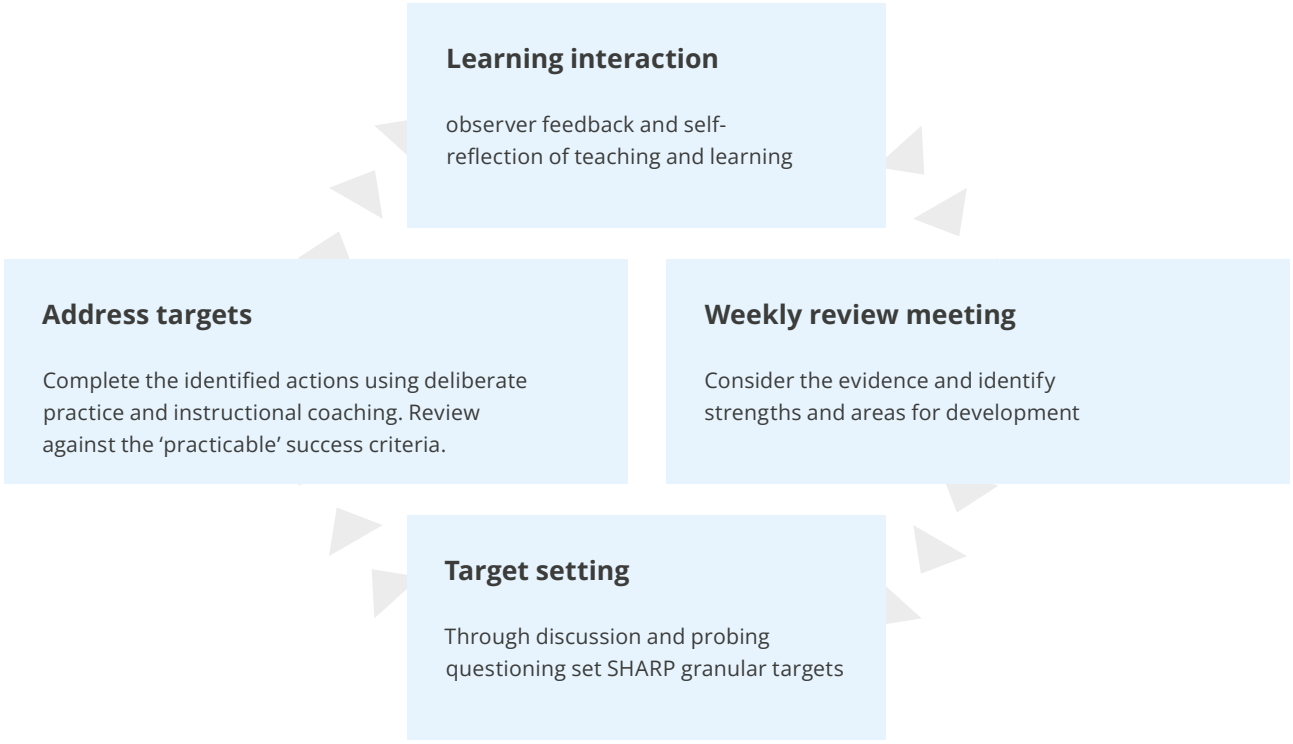
It is essential that trainees reflect on lessons and use these to inform comments in the mentor meeting. Trainees should use the weekly review to evaluate the impact their teaching is having on learning unless guided otherwise by their Lead Mentor.

Target Setting

The quality of a trainee's teaching should be assessed against the Teachers' Standards in full at the end of their training. Reviewing the evidence of the impact a trainee has on the learning and progress of pupils over time is a key process in this assessment. To make progress, the trainee and mentor need to work in partnership, setting, monitoring and reviewing granular targets to support a continuous cycle of improvement throughout their training and beyond. This complex problem-solving process is an important part of the Mentoring Cycle.

Figure 1: The Mentoring Cycle

All targets are linked to the taught curriculum with the ultimate aim of meeting the Teachers' Standards by the end of the course. Therefore, targets should be guided by the criteria in the formative progress descriptors.



The target setting process: SHARP:

- **Specific:** What exactly needs to be achieved? Is the target clearly defined?
- **How:** How will the target be achieved? What actions will need to be taken? How can the target be deliberately practiced?
- **Achievable:** Is the target achievable within the timescale? Is there an opportunity to complete the target?
- **Related:** Is the target related to selected aspects of the UW ITT Curriculum so that progress can be tracked?
- **Progressive:** Is the target pitched in a progressive manner and is it practiceable?
- **Further guidance on the target setting process can be found in the 'Principles of Target Setting' booklet available on the** Partnership Website.

Lead mentor visits

Initial visits

Initial visits take place within the first couple of weeks of a new placement and are conducted online, usually via Teams, and last for about 30 minutes. The meeting should be between the Lead Mentor, General Mentor and trainee. There should be the opportunity for the Lead Mentor to meet the trainee and mentor individually. The purpose of the visit is to quality assure that a placement is being conducted in line with the expectations of the partnership agreement. It is also to establish that the trainee and mentor have a clear understanding of responsibilities when on placement and that trainees are conducting themselves professionally.

All paperwork will be completed on the ERP. The visit form can be viewed in advance on the QA and visit form tab.

Quality assurance visit

These visits usually take place within the first half of a placement and are face to face. The visit should take about an hour. In preparation for the visit, the Lead Mentor will have reviewed the ERP. This visit will involve the following activities:

- Joint observation of trainee (about 20 minutes)
- Observe the post-lesson discussion between the mentor and trainee
- Individual discussion with mentor
- Individual discussion with trainees.
- **Please note these do not need to occur in this order**

The purpose of this visit is to quality assure the mentoring process and to moderate the progress of the trainee and provide support to the trainee and the mentor. All paperwork will be completed on the ERP. The visit form can be viewed in advance by clicking on the QA and visit form tab. Please ensure the Lead Mentor can access Wi-Fi during the visit, or a school device connected to the internet.

Assessment moderation visit

These visits usually take place towards the end of placements and are conducted online, usually via Teams. The meeting takes between 30 minutes and an hour. The purpose of the visit is to moderate the mentor's judgement of trainee progress over the relevant phase of their training. The judgements will be discussed and the evidence used to determine the judgements should be considered. The meeting is a tripartite meeting between the Lead mentor, mentor and trainee. All paperwork will be completed on the ERP. The visit form can be viewed in advance on the QA and visit form tab.

Pre-summative assessment visit

These visits usually take place towards the mid-point of the final placement and are face to face. The visit should take about an hour and a half. In preparation for the visit, the lead mentor will have reviewed the ERP. This visit will involve the following activities:

- Joint observation of trainee (about 20 minutes)
- Observe the post-lesson discussion between the mentor and trainee
- Individual discussion with mentor
- Individual discussion with trainees
- Tripartite assessment of Thriving descriptors.
- **Please note these do not need to occur in this order**

The purpose of this visit is to quality assure the mentoring process and to moderate the mentor's judgement of trainee progress over the Thriving phase of their training. The judgements will be discussed and the evidence used to determine the judgements should be considered. The meeting is a tripartite meeting between the Lead Mentor, School Mentor and trainee. All paperwork will be completed on the ERP. The visit form can be viewed in advance on the QA and visit form tab. Please ensure the Lead Mentor can access Wi-Fi during the visit, or a school device connected to the internet.

Summative assessment visit

These visits take place towards the end of the final placement and will take place online unless it is felt an additional joint observation would be supportive. The visit should take about two hours. In preparation for the visit, the Lead Mentor will have reviewed the ERP. This visit will involve the following activities:

- Joint observation of trainee (about 20 minutes)
- Observe the post lesson discussion between the mentor and trainee
- Individual discussion with mentor
- Individual discussion with trainees
- Final tripartite assessment of the trainee against the Teachers' Standards
- **Please note these do not need to occur in this order**

The purpose of this visit is to moderate the mentor's judgement of the trainee against the Teachers' Standards. The judgements will be discussed and the evidence used to determine the judgements should be considered. The meeting is a tripartite meeting between the Lead Mentor, School Mentor and trainee. The focus for the discussion with the trainee can be found in the professional dialogue booklet to support the trainees' preparations.
All paperwork will be completed on the ERP. The visit form can be viewed in advance on the QA and visit form tab. Please ensure the Lead Mentor can access Wi-Fi during the visit, or a school device connected to the internet.

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 the 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 reasonably practicable;

- A criminal record check or certificate of good conduct from each overseas country
- 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
- 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


Addition

Section 8: Overview of paperwork

Glossary of terms, useful abbreviations and acronyms

- **DfE –** Department for 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
- **General Mentor -** The teacher who conducts the lesson observations and the weekly reviews
- **Lead Mentor –** University Lead Mentor, who supervises the trainees whilst on placement
- **PAT –** Personal Academic Tutor
- **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
- **ERP –** Electronic Reflective Portfolio based on the PebblePad platform.
- **Code of Conduct –** Sets the standard for expected behaviour and conduct of trainee teachers
- **Mentor Standards -** National Standards for School-Based Initial Teacher Training (ITT) Mentors
- **SHARP targets –** Targets that are explicit in what needs to be achieved and how
- **Partnership website -** https://www.worcester.ac.uk/about/academic-schools/school-of-education/school-partnerships/primary-partnership/
- **UW Curriculum -** The University of Worcester Primary ITTE Curriculum
- **Formative Progress Descriptors -** Indicative behaviours of a trainee successfully working in the Building, Enriching and Thriving phases of training.
- **ITAP -** Intensive Training and Practice
- **Primary Education with QTS -** The undergraduate BA Hons Course - starting Sep 2024 and later
- **PGCE -** Postgraduate Certificate in Education
- **TIPE** - The BA Hons Top-up in Primary Education

Form/Template	Purpose/Who	When	Where to find it plus additional information
Mentor meeting record	To be completed by mentors and trainees	Every five days	ERP
Reflections against UW curriculum	Should be completed by the trainee in advance of mentor meeting	As required in the ERP	ERP
Lesson planning template	Templates are available for trainees on Blackboard & ERP for independent lesson planning	Building and Enriching phases of training	Blackboard ERP
Lesson observation of trainee form	Two formal observations to be completed by mentor- must refer to UW curriculum	Every five days	Partnership website documentation ERP
Lesson observation of practice	Trainees complete these as instructed in the ERP and during 10% development time as guided by mentor	As instructed in the ERP	Blackboard ERP
Initial Visit Form	Completed by Lead Mentor	In the first two weeks of placement	ERP
QA Visit Form	Completed by Lead Mentor	As on placement calendar, usually in the middle of placement	ERP
Placement calendar			Published on Partnership Website, ARC and in this booklet.
Assessment of trainee and moderation form	Completed by School Mentor and Lead Mentor	See placement calendars, usually towards the end of placement	ERP
Code of Conduct for trainees	Trainees and as a reference for mentors	At the start of the course	ERP
Cause for concern flowchart and supporting documentation	For Lead Mentors and School Mentors	As required	Partnership webpage - additional information for mentors ERP
Assessment guidance	For all stakeholders	As applicable	Partnership webpage - additional information for mentors ERP
Attendance record	Trainees- signed off by mentors	Daily by trainee and weekly by mentor	ERP
Mentor Standards	For all stakeholders	Continuously	Partnership webpage - additional information for mentors

PGCE Primary Curriculum Vision

The PGCE Primary curriculum at the University of Worcester has been carefully sequenced and designed to support all trainees in their aspiration to be outstanding teachers of the future. This document is designed to provide a brief overview into the vision of our ambitious curriculum and is mapped against the Initial Teacher Training and Early Career Framework. This vision applies to all pathways including Regional Training Hubs and Apprenticeships.

Building

In the first phase, trainees reflect on their experiences to date to build their teacher identity through the Developing Teacher module, exploring key areas such as reflective practice, supporting pupil behaviour and professionalism. In the Learning Child module, students develop an understanding of the requirements of the National Curriculum and EYFS through engagement with the core and foundation subjects. Trainees have their first school experience, laying the foundations towards becoming a primary school teacher and Intensive Training and Practice focused on behaviour (routines).

Enriching

The second phase enriches trainees' knowledge and understanding of a developing teacher. Inclusive practice is firmly embedded through the development of subject-specific pedagogies and further exploration into the breadth of the role. Trainees enhance their understanding of child development and learning theories and embed critical analysis into their practice. They reflect their progress through engagement with research and literature in the Developing Teacher assignment. Trainees complete their second school experience and complete Intensive Training and Practice in both pedagogy (modelling) and assessment (checking for understanding and responding).

Thriving

The final phase sees the trainees immersed in classroom practice, embedding the skills and knowledge learnt to become an outstanding practitioner. Through submitting the Learning Child assignment, trainees focus on critically evaluating a sequence of learning in a specific subject of their choice. Trainees complete their third and final school experience placement.

Embedding ambition

By the end of the course, trainees are ready to make the transition into their ECT induction. They will have succeeded in the first part of their career as a primary school teacher. All pathways encourage trainees to develop an excellent understanding of teaching and learning, the curriculum, pedagogies, inclusive practice and professional responsibilities. The ECT transition conference at the end of the course ensures that a PGCE Primary trainee from the University of Worcester will have the tools to flourish as an outstanding teacher.

Moving Forward

Our relationship with trainees does not end when they complete their initial teacher training. As graduates begin their teaching careers, we remain part of a wider professional community that values their contribution and ongoing development.

We aim to maintain positive connections with our graduates and partnership schools, providing opportunities to engage with professional learning, networks and the wider university community where available.

We are proud to see our trainees enter the profession and look forward to continuing our relationship with them as they develop their careers.

BA (Hons) Primary Education Curriculum Vision

The Primary Education course at the University of Worcester has been designed to provide high-quality training which leads to inspirational and outstanding teachers through personalised provision. By the end of their training, trainees will have an excellent understanding of the curriculum, assessment, pedagogies, inclusive practice and professional responsibilities. There are 5 strands which run throughout the 3 years, each building and enhancing knowledge, understanding, skills and professional practice.

Professional practice

This strand enables trainees to develop an understanding of the Teachers' Standards, beginning with professional behaviours; Supporting pupil behaviour in relation to class-based practice and key policies through an exploration of relevant theory and approaches. This is developed in Year 2 to ensure an understanding of the TS and how theory relates to practice, examining inclusive practice and assessment. Year 3 focuses upon the teacher's role within the wider life and ethos of the school community addressing key educational priorities.

Teachers as Researchers

The Teachers as Researchers strand introduces students to research-informed perspectives on how children grow and develop. Exploration of child development will include elements of cognitive, physical, social, and cultural development. In year 2, this is developed further through focusing on contemporary issues in Education leading to a subject specialist research based dissertation in Year 3.

Developing Self

The purpose of this module is to develop the students' understanding of themselves as life-long learners and professionals in an educational context. The theory of identity will be explored in order to recognise personal values alongside professional expectations. In Year 2, this encompasses working within an interdisciplinary environment and explores the theory behind social relationships leading to exploration of the educational landscape with reference to evidence from policy and research.

Subject studies

Strand 4 and 5 of the course focus on all primary subjects beginning with subject knowledge, pedagogical approaches and frameworks in Year 1, leading to developing skills for planning, progression and assessment in the second year and concluding with a focus on diversity and inclusion.

School Experience

School placements are at the heart of our three-year programme, giving trainees valuable opportunities to develop, practise and refine their teaching within inspiring primary school settings. Through close collaboration with experienced teachers and expert mentors across our partnership, trainees connect their university learning with authentic classroom practice, building the knowledge, skills and confidence needed to thrive as early career teachers.

Alongside their school placements, trainees complete 30 days of Intensive Training and Practice (ITAP), combining focused university-based learning with practical experience in partnership schools. ITAP provides opportunities to explore key aspects of teaching in greater depth and apply evidence-informed approaches within the classroom, supported by expert colleagues.

Moving Forward

Our relationship with trainees does not end when they complete their initial teacher training. As graduates begin their teaching careers, we remain part of a wider professional community that values their contribution and ongoing development.

We aim to maintain positive connections with our graduates and partnership schools, providing opportunities to engage with professional learning, networks and the wider university community where available.

We are proud to see our trainees enter the profession and look forward to continuing our relationship with them as they develop their careers.

BA (Hons) Teaching in Primary Education (with QTS) Top Up Vision

- **BUILDING**
- **ENRICHING**
- **THRIVING**
- **AMBITIOUS**

Teaching in primary education

The TIPE course at the University of Worcester has been designed to provide high-quality training which leads to inspirational and outstanding teachers through professional provision. By the end of their training, trainees will have an excellent understanding of the curriculum, assessment, pedagogies, inclusive practice and professional responsibilities.

There are 4 strands that run throughout the 16 months of the course, each building and enhancing knowledge, understanding, skills and professional practice.

Professional studies

This strand enables trainees to develop an understanding of the professional requirements of being a teacher. The module focuses on behaviour management and inclusive practice, whilst also covering the fundamentals of being a teacher by studying planning, curriculum, assessment and teacher wellbeing. Throughout our professional studies sessions, we recognise that many of our trainees are joining us with considerable experience of working with children. As a result, specific sessions have been developed to facilitate the transition in teacher identity from support staff to class teacher.

Teachers as evidence informed practitioners

The Teachers as Evidence Informed Practitioners strand introduces the students to research-informed perspectives on how children grow and develop. Trainees will complete their own action research project in an area of educational interest, collecting data within their placement school and presenting findings that will enhance their own pedagogical understanding and influence future practice.

Teaching and learning

In this strand, trainees will receive specific, subject-based sessions to support with teaching the National Curriculum in every subject. Each session will be delivered by a subject expert to ensure that trainees are receiving the most up-to-date and evidence informed training in both the core and foundation subjects. Trainees will be asked to consider the contemporary issues that exist within education and analyse how these can be effectively addressed within a classroom setting.

School experience

The TIPE course is built around work-based learning as trainees will undertake the majority of their placement time within their "home" school. This allows trainees to train within the school that they may already be working or volunteering within. There will be tasks set in University to encourage trainees to reflect upon what they see in school as they take on more responsibility for the class. There is also a 6-week, full-time placement that occurs in a different setting to broaden the range of experience received by our trainees. In addition, trainees will complete 20 days of Intensive Training and Practice (ITAP) which takes place within University and within one of our partnership schools.

Moving forward

Our relationship with trainees does not end when they complete their initial teacher training. As graduates begin their teaching careers, we remain part of a wider professional community that values their contribution and ongoing development.

We aim to maintain positive connections with our graduates and partnership schools, providing opportunities to engage with professional learning, networks and the wider university community where available.

We are proud to see our trainees enter the profession and look forward to continuing our relationship with them as they develop their careers.

Inspired for life



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