

Suffolk and Norfolk Initial Teacher Training Quick Guides 2011/2012



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Dear School Partner,

If you already work with Suffolk & Norfolk ITT, then thank you for your involvement and we hope you will continue with us. If you are not acting as a placement at present but would like to do so, please get in touch. Below is a summary of the main characteristics of our two Secondary Programmes so that you can see, in brief, what is involved. Full details are in our Handbooks which are available on request and will be provided as a matter of course to all schools acting as placements.

All best wishes,

Geoff Robinson
Suffolk & Norfolk ITT Leader

Suffolk and Norfolk PGCE Secondary SCITT Programme Leader: Pearl Gibson



School placement: Trainees begin their first placement on the first day of the autumn term 2011. This placement finishes on 09 December 2011. A second placement in a different school then commences on the first day of the spring term 2012. This placement then continues through the summer term with the last day in school being Thursday 27 June 2012.

Schools will receive payment to support the training of the trainee. This will be £600 per trainee for placement A and £900 per trainee for placement B. Payment will be made in October and February respectively.

Timetable: All trainees are supernumerary and therefore not timetabled for their own classes. At the start of each placement, trainees begin by undertaking observations and becoming increasingly involved in providing support for pupils within lessons. Over the first few weeks trainees become increasingly involved in teaching parts of lessons (e.g. starter, plenary, small group work). From week 3 trainees begin to teach full lessons under the supervision of the regular class teacher. The number of lessons taught should progressively increase throughout the term. It is important that this teaching is distributed across Key Stages 3 and 4.

- Teaching load in term one should be around 7 hours per week.
- Teaching load in term two should be around 10 hours per week
- Teaching load in term 3 should not exceed 13 hours per week.

School – based support: Each trainee is allocated a **School Mentor**, to provide subject specific support and guidance. This should be an experienced teacher from the same department that the trainee is working in. It is preferable for this teacher to have had some mentoring experience prior to starting work with the SCITT trainee. The mentor will need to have a timetabled meeting with the trainee for 1 hour per week.

Each school provides a **Professional Tutor** who meets regularly with all SCITT trainees on placement in their school. The regular meeting (preferably once a week) can be as a group with other trainee teachers or NQTs. Each SCITT trainee will also require in addition to this the opportunity to meet on a 1 to 1 basis with the Professional Tutor to discuss progress towards completing the Portfolio of evidence and assignments, either as a timetabled meeting or 'open door' model.



Tutor briefings are provided by SCITT in July and November. It is essential that mentors and Professional Tutors attend these briefing events in order to ensure that trainees are given the highest standards of support.

Non school – based support: The **Lead School Tutor** is a subject specialist who is responsible for co-ordinating the **subject knowledge training** for the trainee. Trainee's attendance at these training days is compulsory. The number of days is generally 6 for each subject with some requiring more due to the specialist areas encompassed in that subject. The Lead School Tutor will visit the trainee 4 times in the year; twice in placement A and twice in placement B to carry out an assessment visit.

Each trainee will also be assigned a **Cluster Supporter** who is there to act as support for the trainee's overall well-being.

Core training: This takes place at numerous venues across Suffolk and Norfolk. Training is provided by key practitioners and researchers in the various aspects of teaching pedagogy. Trainees' attendance at these days is compulsory as it forms a large part of the professional studies programme.

Lesson observations: These are a vital element in the SCITT process. Trainees need to be given the opportunity to observe experienced staff throughout the year and should undertake a pupil trail within the first two weeks of each placement. Trainees also need to receive two formal observations of their own teaching each week, with written feedback.

Trainees' files: Trainees are required to maintain a weekly School Progress File and to bring this to core training so that it can be checked and feedback provided. Trainees are required to present a Portfolio of evidence to show that they have met each of the QTS Standards and should begin the process of organising this Portfolio from the start of term one.

Written assignments: Trainees are required to submit a pre-course assignment and three further written assignments in the course of the SCITT year. The first assignment is on the subject of learning theory the second on personalising learning and third is a small scale action research project. Trainees will also have the option of developing each assignment so that it can be submitted to UCS towards M level credits.

Suffolk and Norfolk Graduate Teacher Programme Programme Leader: Paul Law



Employment-based route: GTP trainees are contracted to a school and paid through the school. The placement school is responsible for the CRB check. For salary grant trainees, the school receives a TDA grant (currently £13,500.00) towards employment costs payable in three termly instalments. In addition a training grant (currently £2,100.00 per year) is payable in instalments in March and July of the training year for each trainee on receipt of a spending account from the placement school. Schools are asked to issue a 10 month contract from 5th September 2011 to 30th June 2012.

Timetable:

Salary-grant trainees are supernumerary and are therefore not timetabled for their own classes. In term one, trainees begin to undertake observations and then become increasingly involved in providing support for pupils within lessons. Over the first few weeks of term trainees should be increasingly involved in teaching parts of lessons (e.g. starter, main activity, plenary). From weeks 3/4 trainees begin to teach full lessons under the supervision of the regular class teacher.

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- Maximum teaching in term one should be in region of 5 hours per week.
- Maximum teaching in term two should be in the region of 9 hours per week
- Maximum teaching in term 3 = 13 hours per week. It is important that this teaching is distributed across the two key stages for which training is provided.

Training grant only trainees are allowed to have their own classes from the start of the year. Their salary is paid by their placement school and a training grant is provided by the GTP. The maximum timetable for training grant only trainees is 13 hours per week throughout the year.

All trainees need to be timetabled for only four days per week with Thursdays kept free for central training.

Second School experience: It is a TDA requirement that all trainees undertake a period of second school experience which includes teaching. Second School experience lasts between 4 and 12 weeks, with a 6 week block as the norm. Second school experience is normally undertaken in the first half of term two and needs to be completed before the Easter holiday.

The School Mentor plays a vital part in supporting the trainee by conducting a weekly mentor meeting based upon the pro forma in the GTP handbook. The School Mentor arranges a programme of weekly lesson observations with written feedback. Mentor briefings are provided by the Suffolk and Norfolk GTP in July, September, December (for second school mentors) and March. It is essential that mentors attend these briefing events in order to ensure that all trainees receive their entitlement and are given the highest standards of support.

The SNITT Mentor will visit the trainee six times per year in order to provide advice and support and in order to assess the progress of the trainee. The SNITT Mentor is responsible for continuous assessment throughout the year and for the final assessment of the trainee in May/June.

Lesson observations are a vital element in the GTP process. Trainees need to have the opportunity to observe experienced staff throughout the year and should undertake a pupil trail within the first two weeks of each placement. Trainees also need to have a minimum of one formal observation per week with written feedback using the pro forma which appears within the GTP handbook.

Core training is provided on Thursdays throughout the year. Attendance at all core training sessions is compulsory. **Subject training** is provided on six days throughout the year and will sometimes be held on a weekday other than a Thursday.

The ITT Professional Tutor provides additional support for the trainee and for the School Mentor. The ITT Professional Tutor conducts a joint lesson observation with the School Mentor once per term in order to ensure standardisation of judgements. The ITT Professional Tutor should meet regularly with the trainee in order to judge their progress and provide support.

Trainees' files: Trainees are required to maintain a weekly School Progress File and to bring this to core training each Thursday so that it can be checked and feedback provided. Trainees are required to present a Portfolio of evidence to show that they have met each of the QTS Standards and should begin the process of organising this Portfolio from the start of term one.

Written assignments: Trainees are required to submit a pre-course assignment and three further written assignments in the course of the GTP year. The first assignment has a set title relating to learning theories. The focus for the other two assignments will be negotiated with the SNITT Mentor. The School Mentor and ITT Professional Tutor are asked to provide guidance and support relating to the research and writing of these assignments. All trainees have the opportunity to submit their written assignments to Edge Hill University in order to gain M level credits.