

## **CONTENTS: PRIMARY PGCE PARTNERSHIP DOCUMENTS 2015-16**

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### **Note on how to complete and submit electronic forms**

- Use the cursor to scroll to the required document within Adobe Reader.
- Using the mouse, double-click on the document you wish to view and it will open in a separate window.
- You will see a pop-up note which alerts you to documents which can be completed electronically. Fields to be populated will be highlighted.
- Type the required information into each field. Use the cursor to click into each field. Each field needs to be populated - please insert "n/a" where no information needs to be provided.
- Once the document has been completed, select File, Send File/Attach to Email. Send to [py.placements@uea.ac.uk](mailto:py.placements@uea.ac.uk) (remember to include the name of your School in the subject heading).
- Repeat for each of the documents to be submitted.

## PRIMARY YEARS PGCE PLACEMENT OFFER FORM 2015-2016

If you are able to offer any placements for UEA Primary PGCE trainees in your school please complete the table below.

We will contact you again to confirm offers before allocating placements.

There are two placements during the year

- School A – autumn term and second half of spring term (paired placement)
- School B – first half of spring term and summer term

In the **School A** placement **two trainees are allocated to one class.**

In the **School B** placement **one trainee is allocated to one class.**

Experience has shown that having more than one trainee in a school can be beneficial to the trainee and the school.

For Quality Assurance purposes we need to know whether the Class Teacher who will be supporting the trainee has previous experience of mentoring trainee teachers. UEA offers training and support to all Class Teachers who have trainees in their classes.

<b>School</b>	
<b>Address</b>	
<b>Phone</b>	
<b>Email</b>	
<b>Headteacher</b>	
<b>Student Support Teacher Name</b>	
<b>Student Support Teacher email</b>	

**SCHOOL A PAIRED PLACEMENT (autumn and spring)**

	Number of paired placements offered (please state 1 for each pair/ two students)	Expected Class Teacher's name(s) and email	First time mentoring? Y/N	Please note if classes are mixed Key Stages (R/1, 2/3, or 4/5), and the number of children in each Key Stage
Foundation Stage (N-R)				
KS1 (Y1-Y2)				
LOWER KS2 (Y3-Y4)				
UPPER KS2 (Y5-Y6)				

**SCHOOL B PLACEMENT (spring and summer)**

	Number of places offered (please state 1 for each student in a class)	Expected Class Teacher's name(s) and email	First time mentoring? Y/N	Please note if classes are mixed Key Stages (R/1, 2/3, or 4/5), and the number of children in each Key Stage	Would you consider accepting a student teacher with a Languages specialism? French, Spanish, or German
Foundation Stage (N-R)					
KS1 (Y1-Y2)					
LOWER KS2 (Y3-Y4)					
UPPER KS2 (Y5-Y6)					

<b>We are unable to offer a School A placement in 2015-6 for the following reasons</b>	
<b>We are unable to offer a School B placement in 2015 – 6 for the following reasons</b>	

Please return by 12<sup>th</sup> June 2015 to [py.placements@uea.ac.uk](mailto:py.placements@uea.ac.uk) or

Primary PGCE Placements  
Learning and Teaching Service (Zicer Hub)  
University of East Anglia  
Norwich Research Park  
Norwich  
NR4 7TJ

If you have any questions regarding the placement of students at your school then please email [py.placements@uea.ac.uk](mailto:py.placements@uea.ac.uk) in the first instance and one of the team will get back to you.

## PRIMARY PGCE PARTNERSHIP: CORE YEAR PLAN 2015-16

WK	DATE	MON	TUES	WED	THURS	FRI
0	31-Aug					
1	07-Sep	UEA	UEA	UEA	UEA	UEA
2	14-Sep	UEA	UEA	UEA	UEA	UEA
3	21-Sep	UEA	UEA	UEA	UEA	UEA
4	28-Sep	UEA	UEA	UEA	UEA	UEA
5	05-Oct	UEA	UEA	UEA	Sch A	Sch A
6	12-Oct	UEA	UEA	UEA	Sch A	Sch A
7	19-Oct	Sch A	Sch A	Sch A	Sch A/INSET	Sch A/INSET
8	26-Oct	UEA	UEA	UEA	UEA	UEA
9	02-Nov	Sch A	Sch A	Sch A	Sch A	Sch A
10	09-Nov	Sch A	Sch A	Sch A	Sch A	Sch A
11	16-Nov	Sch A	Sch A	Sch A	Sch A	Sch A
12	23-Nov	Sch A	Sch A	Sch A	Sch A	Sch A
13	30-Nov	UEA	UEA	UEA	UEA	UEA
14	07-Dec	UEA	UEA	UEA	UEA	UEA
15	14-Dec	Sch A	Sch A	Sch A	Sch A	Sch A

### Christmas Break

WK	DATE	MON	TUES	WED	THURS	FRI
16	04-Jan	UEA	UEA	UEA	UEA	UEA
17	11-Jan	UEA	UEA	UEA	Sch B	Sch B
18	18-Jan	Sch B	Sch B	Sch B	Sch B	Sch B
19	25-Jan	Sch B	Sch B	Sch B	Sch B	Sch B
20	01-Feb	Sch B	Sch B	Sch B	Sch B	Sch B
21	08-Feb	UEA	UEA	UEA	UEA	UEA
22	15-Feb	UEA	UEA	UEA	UEA	UEA
23	22-Feb	Sch A (prep)	Sch A (prep)	UEA	Sch A	Sch A
24	29-Feb	Sch A	Sch A	Sch A	Sch A	Sch A
25	07-Mar	Sch A	Sch A	Sch A	Sch A	Sch A
26	14-Mar	Sch A	Sch A	Sch A	Sch A	Sch A
27	21-Mar	Sch A	Sch A	Sch A	UEA	BH

### Easter Break

WK	DATE	MON	TUES	WED	THURS	FRI
28	11-Apr	UEA	UEA	Sch (Sp)	UEA	UEA
29	18-Apr	Sch C	Sch C	Sch C	Sch C	Sch C
30	25-Apr	Sch C	Sch C	Sch C	Sch C	Sch C
31	02-May	BH	Sch B (prep)	Sch B (prep)	UEA	UEA
32	09-May	Sch B	Sch B	Sch B	Sch B	Sch B
33	16-May	Sch B	Sch B	Sch B	Sch B	Sch B
34	23-May	Sch B	Sch B	Sch B	Sch B	Sch B
35	30-May	BH	UEA	UEA	UEA	UEA
36	06-Jun	Sch B	Sch B	Sch B	Sch B	Sch B
37	13-Jun	Sch B	Sch B	Sch B	Sch B	Sch B
38	20-Jun	Sch B	Sch B	Sch B	Sch B	Sch B
39	27-Jun	Sch B	Sch B	Sch B	Sch B	UEA

	<b>School</b>		<b>UEA</b>			
School A	56	UEA days	72			
School B	53					
School C	10					
School Sp	1					
<b>Total</b>	<b>120</b>		<b>72</b>		<b>Total</b>	<b>192</b>



# COULD YOUR SCHOOL BENEFIT FROM HAVING A PGCE TRAINEE TEACHER?



**TO FIND OUT MORE ABOUT PLACING A PGCE TRAINEE TEACHER IN YOUR SCHOOL, CONTACT THE PRIMARY PARTNERSHIP TEAM EMAIL [PY.PLACEMENTS@UEA.AC.UK](mailto:PY.PLACEMENTS@UEA.AC.UK)**

**A REWARDING EXPERIENCE... A FRESH OUTLOOK ON MY OWN TEACHING... IT WAS GOOD TO HAVE TIME TO COLLABORATE... AND WORK AS A TEAM... IT REMINDED ME OF WHY I WENT INTO TEACHING.**

“As the PGCE trainee teachers observe you teach, particularly in those first few weeks, you are checking in your teaching, all those things you’ll be looking for in them in the not too distant future - class management, the structure of your lessons, your questioning to name but a few. This can only enhance you as a teacher.”

“PGCE trainee teachers have made detailed observations of particular children and we have shared our findings and jointly reflected on our practice.”

“Professional conversations between teachers and PGCE tutors promote good practice in the classroom.”

**SCHOOL OF EDUCATION AND LIFELONG LEARNING  
UNIVERSITY OF EAST ANGLIA, NORWICH NR4 7TJ**

**TEL: +44 (0)1603 591555 | FAX: +44 (0)1603 591262**

**[WWW.UEA.AC.UK/EDUCATION](http://WWW.UEA.AC.UK/EDUCATION)**

## WOULD YOUR SCHOOL BENEFIT FROM AN INJECTION OF FRESH IDEAS AND ENTHUSIASM?

Following UEA workshops and lectures, teachers have gained “new and imaginative ideas”. PGCE trainee teachers arrive at school with “up to date teaching methods and guidance” and teachers enjoy “stealing fresh ideas” to use in their own practice. Trainee teachers bring with them areas of expertise which enable them to contribute to curriculum development and sometimes lead clubs.

## WHY MIGHT YOUR SCHOOL WISH TO SUPPORT A PGCE TRAINEE TEACHER?

By supporting a PGCE trainee teacher you are taking a crucial role in developing future teachers and supporting teacher recruitment in the area. Headteacher at South Wootton Junior School, Jonathan Rice, has successfully recruited NQTs from PGCE trainee teachers placed at his school for two consecutive years. “Acknowledging the excellent preparation and support from the PGCE” he believes that having the option to recruit NQTs from the course has taken “the risk out of recruitment at a very difficult time.”

## HOW MIGHT WORKING WITH PGCE TRAINEE TEACHERS SUPPORT THE DEVELOPMENT OF EFFECTIVE PRACTICE IN YOUR SCHOOL?

An important aspect of teaching is that we are lifelong learners. Many teachers are clear that working with trainee teachers can improve their own teaching: Not only does it provide opportunities for individual teachers to further their own professional development, but it can also be used as evidence of progression in meeting and excelling in the Teacher’s Standards; a key part of the appraisal process.

## HOW MIGHT WORKING WITH PGCE TRAINEE TEACHERS SUPPORT PUPIL PROGRESS?

Class Teachers comment frequently on how having a student has given them the “opportunity to work with specific children or a group” and “give more intensive support.” Mary Board, SENCO and class teacher at Frettenham Primary highlights how her “provision map shows a rise in interventions carried out during trainee teachers’ block placements” showing “high impact on pupil progress.” She also indicates that opportunities to work with “middle ability children that are making average progress” can make a “real difference,” enabling them to “make rapid progress in a short time.”

## **PARTNERSHIP AGREEMENT 2015-16**

This agreement is between the School of Education and Lifelong Learning, University of East Anglia (The University) and \_\_\_\_\_ (The School).

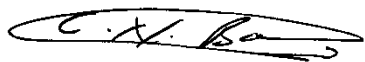
This agreement relates to the responsibilities of The School and The University with regard to the recruitment, training and assessment of Primary PGCE trainees during their Initial Teacher Training.

All parties agree to provide services and training in accordance with the Operational Responsibilities set out below.

The University agree to pay The School for its contribution to the partnership as set out in the Payment Schedule.

This agreement shall come into force on 1<sup>st</sup> September 2015 and shall remain in force until 31<sup>st</sup> August 2016 with extensions by agreement to ensure that all PGCE trainees covered by the agreement are able to complete their Initial Teacher Training programme.

SIGNED for and on behalf of the University of East Anglia



\_\_\_\_\_ Date: 1.5.14.

Name: Nalini Boodhoo

Position: Head of School

SIGNED for and on behalf of The School

\_\_\_\_\_ Date: \_\_\_\_\_

Name: \_\_\_\_\_

Position: \_\_\_\_\_

## Operational Responsibilities

The following outlines the operational responsibilities of the University of East Anglia and The School for the delivery of Primary PGCE Initial Teacher Training. The *ITT Criteria* and *ITT Criteria supporting advice* (NCTL, September 2014) have provided the basis for the content of this agreement and are referenced throughout. The Primary Partnership Management Committee (PPMC) comprised of UEA tutors and senior managers from partnership schools manages all aspects of the training provision.

For individual persons responsible within the University please refer to the Primary PGCE course documentation.

UNIVERSITY	THE SCHOOL
Entry Criteria	
	Consider providing opportunities for potential candidates to gain experience working with pupils and provide evidence of suitability for PGCE(M) through the writing of a reference if requested.
Ensure that entrants to ITT have achieved a standard equivalent to a grade C in the GCSE examinations in English, mathematics and a science subject (C1.1).	
Ensure that entrants hold a first degree of a United Kingdom higher education institution or equivalent qualification (C1.2).	
Manage selection procedures; organise and conduct applicants' interviews to assess their suitability to teach (C1.3).	Nominate a senior member of teaching staff who will attend interviews (C3.2).
The nominated member of staff in partnership with the University will assess if applicants have the appropriate intellectual and academic capabilities and personal qualities, ethics and values to meet the standards for qualified teacher status (QTS) (C1.3).	
Establish true identity of applicant with appropriate identity documents at interview stage (C1.3).	
Shortlist and select candidates for the course based on the evidence from the interview process and background checks. (C1.3).	
Ensure that interview procedures promote equality of opportunity and avoid discrimination, complying with 2010 Equality Act and 2001 Special Educational Needs and Disability Act (SENDA) (C1.3).	
Carry out occupational health checks to ensure trainees have the health and physical capacity to teach and make anticipatory adjustments for trainees with disabilities (C1.3). Assessment is informed	



by Fitness to Teach in the context of the Equality Act 2010.	
Carry out DBS checks on all entrants including students from overseas who undertake school-based experience in England (C1.3) and undertake a Risk Assessment where certificates contain information.  Provide the School with the date of the DBS check.	The School will not have access to completed DBS returns or any information contained within the disclosure.
	If trainees DBS checks are subject to a delay, consider allowing them to start their placements with an appropriate degree of supervision (C1.3).
Establish a common understanding across the partnership of convictions, offences, cautions and warnings that would not pose a barrier to joining a programme of ITT or undertaking practical training in school through consultation with PPMC.	
Carry out DBS checks on all tutors.	
Ensure that all entrants have passed the professional skills tests prior to entry (C1.4).	
<b>Training Criteria</b>	
Provide details of the scope and coverage of the training programme at the start of each academic year in Primary PGCE Course documentation made available to The School (C2.1).	
Ensure reasonable adjustments are made to training provision so trainees with a disability are not placed at a disadvantage. Ensure that training provision promotes equality of opportunity and avoids discrimination, complying with 2010 Equality Act and 2001 Special Educational Needs and Disability Act (SENDA).	
Provide trainees with the opportunity to demonstrate all the standards for QTS (C2.1).	
Provide specialist subject training to develop the necessary knowledge and understanding of curriculum areas and related pedagogy (2.1).	Provide opportunities for trainees to develop the necessary knowledge and understanding of curriculum areas and related pedagogy through school based tasks identified in the Audits of Requirements (eg discussion with curriculum leaders; observation opportunities).
	Where possible trainees should gain experience in year groups undergoing national assessments (C2.1).

Organise placements at two schools that prepare the trainee to teach across two consecutive age ranges (C2.2, 2.3, 2.4).	Provide trainees the opportunity to teach across the curriculum in the specified age range for the placement as set out in Primary PGCE Audits of Requirements (C2.2).
Provide opportunities throughout the course for trainees to engage in the expectations, curricula, strategies and teaching arrangements in other age phases particularly those immediately before and after the ones in which they are training to teach (C2.2).	Provide trainees with practical opportunities to engage in the expectations, curricula, strategies and teaching arrangements in other age phases particularly those immediately before and after the ones in which they are training to teach (C2.2).
Organise and manage 120 days training in schools (C2.3).	Host the trainees in the school for duration of the placement as set out in the Primary Calendar (C2.3).
Allocate each trainee a professional development tutor.	Allocate a Student Support Teacher to oversee the experience for all trainees and mentors in the school.
Allocate the trainee a UEA Teaching Practice Supervisor for each school placement.	Allocate the trainee an appropriate mentor to support, monitor and assess each trainee's progress throughout the placement in partnership with UEA Mentor.
Ensure that all trainees are made aware of their responsibilities when on placement. All trainees are required by University regulations to sign a matriculation form on initial registration which contractually binds them to abide by all regulations and requirements imposed on them by the University and its officers.	Ensure that due care and attention is given to the Health, Safety and Insurance of trainee teachers.
	Plan an induction period for the trainee to meet the expectations in the Primary PGCE Audit of Requirements. Induction must address safeguarding and data protection.
Plan assessment opportunities within the training programme to monitor trainees' progress.	
The Teaching Practice Supervisor will carry out observations of teaching in schools and tutorials as set out in the Primary PGCE Audits of Requirements.	The Mentor will carry out observations of teaching in schools and meetings as set out in the Primary PGCE Audit of Requirements.
The UEA Teaching Practice Supervisor will not carry out any regulated activity with children and young people in the school unless this has been previously agreed with the school.	

To provide teaching practice supervisors' email addresses to school.	To provide email details for Student Support Teacher and Class Mentors to UEA teaching practice supervisors.
To maintain regular communication with training partners.	To take responsibility for accessing and responding to communication from UEA and for keeping up to date with Partnership developments through the regular use of the Primary Partnership website.
Assess the progress of trainees against the Teachers' Standards throughout the training period and at intervals set out in the Primary PGCE Audits of Requirements. (C2.1).	
If a trainee's progress is causing concern the Cause for Concern procedure in the Primary PGCE Placement Guide should be followed.	
All training partners should be made aware of the Protocol for dealing with difficulties during school placements, raising concerns related to Personal and Professional Conduct (Teachers' Standards: Part 2) and responding to what seems to be unsafe practice. UEA has safeguarding and disciplinary procedures for dealing with issues related to Personal and Professional conduct.	
Once the student has met all the standards, recommend the award of QTS (C2.1).	
<b>Management and Quality Assurance Criteria</b>	
Primary Partnership Management Committee (PPMC), comprised of UEA tutors and partners from schools manage the recruitment, selection, training and assessment of trainee teachers on an annual basis, in line with the PPMC management structure. (C3.1, 3.2).	
Share information about management of the partnership in the Primary PGCE Course Handbook.	
Plan provision to ensure it complies with current ITT criteria and legislation as specified by the Secretary of State. (C3.3).	
	Teachers selected from the partnership play a significant role in the delivery of the training provision (C3.2).
Ensure accuracy and reliability of assessments of teaching by carrying out both internal and external moderation visits to schools (C3.4).	Accommodate internal and external moderation visits (C3.4).
Ensure accuracy and reliability of assessments through joint observations of the trainee carried out by the Mentor and UEA Teaching Practice Supervisor (C3.4).	
Ensure accuracy and reliability of assessments by providing opportunities for Mentor Professional Development throughout the placement (C3.4).	Release Mentors from teaching duties to attend mentor development sessions.

Ensure accuracy and reliability of assessments by internal and external moderation of coursework (C3.4).	
Jointly decide upon the award of QTS with external moderators (C2.1, 3.4).	
Monitor and evaluate the quality of training provision across the partnership by analysis of evaluations completed by trainees, Mentors and UEA tutors (C3.4).	Complete an evaluation at the end of each placement.
Monitor and evaluate the quality of training provision at the University by analysis of trainee and tutor evaluations (C3.4).	
Act upon feedback from all sources and complete a self-evaluation document (SED).	
Share the priorities for development with the Partnership via the PPMC (C3.4).	

## Appendix One

### Protocol for Dealing with Difficulties during Placements

1. It is important for the benefit and protection of all concerned that any serious difficulties encountered on a placement are dealt with as swiftly and transparently as possible. Additionally it is necessary to treat all trainees equitably. If difficulties are encountered with trainee teachers the following procedures must be adhered to:
  - a. Minor concerns which The School feels able to handle without recourse to EDU should be raised as a priority with the trainee. Depending on the nature of the concern this may be immediately or during the trainee's weekly review of professional development meeting. The concern(s) should be documented and the trainee should know how to address them. The trainee's UEA teaching practice supervisor should be informed of concerns and action trainee needs to take to address them.
  - b. Where minor concerns are repetitive to the extent that there is a serious concern about the trainee's potential suitability to teach, The School must let EDU know in writing the times and nature of the incidents causing concern. Any subsequent concerns should be logged and communicated in writing to EDU as soon as practical after they occur. The concern(s) should be documented and the trainee should know how to address them. The trainee's UEA teaching practice supervisor should be informed of the concerns and action the trainee needs to take to address them. A Cause for Concern may be raised.
2. In certain extremely difficult circumstances The School and / or EDU may have to consider the possibility of discontinuing the placement. The School might consider a termination of the placement when:

- a. An incident that is significantly unprofessional, constitutes unsafe practice and/or potentially dangerous to staff and/or pupils and occurs as a direct result of the trainee's actions.
  - b. The trainee's professional conduct or performance continues to cause significant concern after the steps noted in points 1(a) & 1(b) above have been followed.
  - c. The School and/or EDU judges that the professional conduct or performance of the trainee is so poor that it is not feasible for the trainee to be engaging in practical teaching.
  - d. The School and/or EDU judges that there is an irreconcilable breakdown in working relationship with staff and/or children in the school.
3. With the exception of 2(a) above, any set of circumstances that lead to The School doubting the viability of a continuation of the placement should only arise after attempts detailed in Section 1 above have been made to address the concerns. When a trainee's placement is in jeopardy the implications for the trainee can be very serious indeed and so it is most important that the following steps are followed in all such cases:
- a. As soon as The School believes that it may no longer be able to continue the placement EDU must be informed by telephone. Ideally The School should discuss the matter with either the Course Director or the trainee's professional development tutor. A formal letter detailing The School's position along with a detailed log of the incidents leading to this view being formed should be sent as soon as possible to EDU.
  - b. After a discussion with EDU The School will inform the trainee verbally and in writing of their position. The exact nature of the information presented to the trainee should be determined in discussions with EDU. The trainee will be seen by the Course Director in EDU. If it is felt that the situation can be rectified The School and EDU shall discuss how this may be achieved. The results of this discussion shall be communicated in writing by EDU to the trainee. If it is not deemed possible for the trainee to continue on their placement then this shall be communicated to the trainee in writing by EDU.
  - c. If it is determined that the trainee may continue on the placement then this shall be communicated in writing to the trainee by EDU. The School and EDU shall make clear to the trainee what actions they must take in order to address the concerns.
  - d. It is expected that trainees shall normally continue to attend their placement while a decision is being made. However, in exceptional instances The School may require that attendance is suspended immediately. This should only apply where 2(a) is the basis for the trainee's placement being in jeopardy. If a trainee's placement is to be suspended by The School, EDU should be informed immediately.

The 'Cause for Concern' (C4C) Procedure is detailed in school related course documentation.

## **Appendix Two**

### **Financial Administration**

Please pass a copy of this sheet to the person in the school responsible for financial administration for future reference.

There are two main financial transactions that occur between UEA and partnership schools: a payment for hosting trainees on placement and payments for supply cover where teachers attend meetings at UEA.

All queries relating to financial matters should be directed to the Faculty Manager in the first instance. Queries relating to individual payments should be directed to the Faculty Finance team (Social Sciences).

### **Payments for Placements**

Payments will be made at the end of placement A and placement B (normally April and July).

The Learning and Teaching Service at UEA will provide the Faculty Finance team (Social Sciences) with the details of the schools that have hosted placements and the payment due (pro rata where there has been a partial placement). These details are then processed for payment through the UEA's financial system. Payments are made (and can only be made) through BACS transfer between the UEA bank and the school's bank.

The bank account details for schools who have hosted placements since the 2013/4 academic year will be held in the UEA finance system.

Where a school has not previously hosted a placement or where this was prior to the introduction of the UEA's new finance system, the UEA Finance department (Creditors) will need to contact the school to obtain bank details in order for the financial transfer to be processed.

If you wish to verify that a request for bank details is genuine, please contact the individuals listed below or the UEA switchboard (01603 456161) and ask for the SSF Finance team.

The payment is set by the Faculty of Social Sciences and is intended as a contribution to school costs associated with hosting a trainee on placement. The payments for 2015/6 will be:

School A	£185 per student
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School B	£248 per student
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Queries relating to when payments will be processed, expected payments or value of payments should be directed to the Faculty Finance team (Social Sciences).

### **Supply Cover**

In addition to the payments above, the School of Education and Lifelong Learning covers the cost of supply cover where teachers will be out of school to attend meetings at UEA.

UEA trainees will cover the classes of teachers attending the School A and School B moderating meetings and supply costs will therefore not be paid for these meetings, except in the case of exceptional circumstances and prior agreement with UEA.

Supply cover should be claimed using the proforma provided by the Learning and Teaching Service. UEA covers the full cost of supply cover.

The claim form should be returned to the Learning and Teaching Service, who will forward it for processing.

Any queries relating to claims for supply cover should be directed to the Faculty Finance team in the first instance.

## **Faculty Finance Team Contacts**

### **Andy Taplin**

Senior Finance Assistant

Tel : 01603 592657

Email : [a.taplin@uea.ac.uk](mailto:a.taplin@uea.ac.uk)

### **Matthew Settle**

Finance Assistant

Tel : 01603 591454

Email : [m.settle@uea.ac.uk](mailto:m.settle@uea.ac.uk)

## **POLICY FOR SUPPORTING INITIAL TEACHER EDUCATION AND TRAINEE TEACHERS IN GENERAL**

### **Introduction**

- This document is a statement of the principles and practice for supporting students at  
\_\_\_\_\_
- It was developed through a process of consultation with staff at  
\_\_\_\_\_
- It was approved by the governing body on  
\_\_\_\_\_
- This policy will be reviewed. A schedule for the review of policy documents is set out in the school's development plan.

\_\_\_\_\_

are happy to support trainee teachers and others (eg high school pupils) who show an interest in working in the school and in education generally.

We believe that there are a number of benefits stemming from working with trainee teachers in the school:

### **Trainee Teachers**

- often bring fresh ideas and enthusiasm and new perspectives.
- provide opportunities for children to have additional individual and small group support.
- provide opportunities and support for teachers to work together in different ways.
- provide a catalyst for teachers' thinking – working with trainee teachers can remind us what we do know.



- through debate with and questioning of teachers in school, encourage staff to reflect on and develop their own practices.
- provide opportunities, where appropriate, for staff to work more flexibly within the context of the school.
- provide opportunities for links to be fostered and maintained with higher education institutions.

Furthermore we perceive that in supporting initial teacher education we are making a further commitment to the profession by encouraging future colleagues.

### **Supporting Initial Teacher Education**

In supporting trainee teachers, the school will seek to work in partnership with the higher education institution and demonstrate our commitment through engagement with any partnership agreement and associated course documentation. The school will endeavour:

- to provide appropriate practical classroom experience with opportunities to learn and apply skills in a reflective context.
- to provide opportunities for trainee teachers to observe and work alongside experienced teachers.
- to provide, where possible, opportunities for trainee teachers to learn about and become involved in the ways in which the school thinks about and develops its curriculum and practice.
- to give an understanding of how the school functions.
- to provide a member of staff, to whom the trainee teacher will be specifically attached, who will have time to advise and support the trainee teacher and to make an informed contribution to the assessment of the trainee teacher's work and relationships in the school.
- to liaise with colleagues in the higher education establishment in support of the trainee teacher's preparation and teaching commitments.
- to follow the procedures and meet the expectations of the training establishment (eg UEA or OU).

\* \* \* \* \*

When assigning a student teacher to a class teacher and a student support teacher, consideration will be given to:

- a. the needs of the school (staff and children).
- b. the needs of the student.

Unless a teacher is within his/her first few years of teaching, all staff will be supported and encouraged to work with trainee teachers.

Generally we would not expect a class teacher to support trainee teachers on more than one placement in a school year.

If a member of staff has a particularly demanding or specific responsibility within the timeframe of a school placement he/she will not be considered as class teacher and/or trainee support teacher.

Careful consideration will be given before placing a trainee teacher in a class which is seen as particularly difficult or challenging.

If a trainee teacher indicates a desire to develop a particular area of expertise, consideration will be given to assigning him/her to a teacher best able to support that.

\* \* \* \* \*

Trainee teachers should be fully inducted into the policy and practices of the school and know and understand the school's safeguarding procedures.

All staff will be committed to developing the trainee teacher's understanding of the whole child within their family and community.

Trainee teachers will be given the opportunity to experience a wide range of provision and activity within the school.

Trainee teachers will be encouraged to take part in as wide a range of duties and activities as possible.

Attendance at staff and curriculum meetings (and where appropriate Professional Development days) will be encouraged.

The class teacher/student support teacher will ensure that the trainee teacher has access to the full range of resources available in the school.

The class teacher/student support teacher will provide access to current policies and schemes of work to support the trainee teacher in working within statutory requirements.

## **PRIMARY PGCE PARTNERSHIP: SCHOOL PLACEMENTS FREQUENTLY ASKED QUESTIONS**

- **What is the Primary Partnership?**

The Partnership is a network of schools across Norfolk and Suffolk who work with UEA to deliver the Primary PGCE initial teacher education programme. Schools' involvement in the Partnership can range from offering school-based training experience through placements to offering a School Direct route in conjunction with UEA, or working with UEA on CPD modules, to having a representative on the Primary Partnership Management Committee, which oversees the shape of the course.

- **What do schools offering a placement have to do?**

In order to gain Qualified Teacher Status the PGCE trainees must spend at least 120 days in schools. At UEA the experience is split between two main school placements.

The Partnership Agreement sets out in detail what the responsibilities of a placement school are, but in summary these are:

- Provide trainees with classroom experience in a specified age range. Trainees will normally work primarily with one class, taking an increasing responsibility for whole class teaching as the placement progresses.
- Complete documentation that monitors and tracks the progress of trainees through their school-based experience.

- **How much of school staff time will it take?**

The main commitment will be from the Class Teacher supporting the trainee. The Class Teacher will need to be available to work alongside the trainee in a range of ways during the placement. As the placement progresses the trainee will need increasing opportunities to teach the class independently. The class teacher will need to be available to undertake regular informal observations and fortnightly formal observations during block placements. Each trainee should have a weekly professional development meeting to review their progress.

In addition, Class Teachers will need to be released twice during each placement to attend meetings with the UEA Tutor team and other teachers from across the Partnership. UEA pays supply cover for the first meeting associated with each placement, and the UEA trainee(s) will teach the class during the second to enable their class teachers to attend.

- **What support does UEA offer?**

Prior to trainees undertaking the school-based component of their training, they will have received substantial training at UEA based on the Teachers' Standards and preparing them to make positive contributions to their placement schools from the outset of each school placement.

Each trainee will have a named UEA Tutor, responsible for the oversight of their training. Tutors will visit trainees in their placement school and are available to discuss any issues that emerge.

The PGCE team also offer information and training sessions through the year for Class Teachers who are supporting trainees in schools. UEA pays travel costs to attend all meetings.

- **How much teaching experience does the class teacher need to have before they can mentor a trainee teacher?**

Trainee teachers will need to be supported throughout their school placement by a teacher undertaking the role of a mentor. The mentor will need to be an experienced teacher who is able to model good practice in teaching and provide high-quality coaching and mentoring to enhance trainees' professional development. A Headteacher should use their knowledge and professional judgement to decide whether a particular teacher meets the above criteria. Any teacher undertaking this role is expected to attend Class Teacher meetings, and engage with professional discussion and documentation provided by UEA. If a teacher is new to the mentor role they must be supported by an experienced mentor from within the school or cluster.

Trainee teachers must not be allocated to the class of a newly qualified teacher (NQT).

- **Can we offer placements if the school is on Special Measures?**

Trainee teachers are not placed in schools on Special Measures.

We have to satisfy ourselves that our partnership schools have the capacity to undertake their responsibilities to our trainee teachers. If a school is placed in special measures or identified as having serious weaknesses during a school placement it may still be possible for any trainees in the school to continue, especially if the improvements to be made do not affect the age range in which they are training.

We are aware of the increased demands placed upon schools and teachers in these situations. Both the school concerned and UEA will need to be confident that the trainee would not be disadvantaged by the school experience. If a trainee teacher were placed in such a school the placement would be kept under close review, for the benefits of all concerned.

- **Can I place a trainee teacher in a class with two job-sharing teachers?**

This is a matter for the Headteacher, who has to judge whether or not the trainee teacher will be able to achieve the Teachers' Standards by working in a class shared by two teachers. It is important that the trainee teacher is able to plan with the appropriate support of both class teachers and receive consistent and effective support and guidance, particularly in areas such as planning, behaviour and class management.

- **How might hosting a trainee teacher impact on their class teacher's appraisal?**

Working closely with a trainee teacher can have many benefits for a class teacher. It is an opportunity for a teacher to develop and demonstrate mentoring and coaching skills and evidence how they have contributed to trainee teacher development. Working with trainees also enables experienced teachers to spend additional time working with identified individuals and groups of pupils, which has the potential to support and evidence pupil progress. These opportunities have the potential to impact positively on a teacher's appraisal through performance management.

- **What is a Language Trainee?**

A number of trainee teachers following the KS2 (7-11 years) pathway will be undertaking a PGCE Languages specialist option. These trainees usually hold a higher qualification in at least one language and their language skills are assessed at the interview stage. They must have the opportunity to teach, and be assessed in, their language specialism (French, German or Spanish) during their *School B* placement. If you would be able to accommodate this, then please indicate as such on the Placement Offer form.

- **Why are the placement blocks organised as they are?**

UEA has been delivering the Primary PGCE programme for a number of years and has structured the school-based experience in various ways. In consultation with the teachers and Headteachers on the Primary Partnership Management Committee we have adopted the current pattern as we believe it provides trainees with an opportunity to see the progress of pupils across the year.

The structure is reviewed annually by the Primary Partnership Management Committee.

- **Why do trainees have to gain experience in two consecutive age groups?**

The National College for Teaching and Leadership set out regulations for the training of teachers, which specify that trainees must gain experience in two consecutive age ranges covering a four year span. These are:

FS and KS1 (3 – 7 years) **or**  
 KS1 and Lower KS2 (5 – 9 years) **or**  
 Lower KS2 and Upper KS2 (7 -11 years)

It is necessary for trainee teachers to have a placement in each of the specified consecutive age groups.

- **What happens if I offer a place in Y3 or Y4 (LKS2) and need to change it to a Y5 or Y6 (UKS2) place (or vice versa)?**

Please contact us at the UEA as soon as possible to alert us of the need to change any placement offered. This is particularly important if the change to placement is outside the age range initially specified (FS/KS1/LKS2/UKS2). If the teaching practice has not already started it may be possible to accommodate such a change in a number of ways. However, if a trainee teacher has already started the placement and there is no possibility of moving the trainee teacher within the two year age range specified for the practice (eg LKS2 or UKS2), we would need to find an alternative placement for them.

- **What happens if one of my classes is a mixed key stage class?**

We have to assure the National College for Teaching and Leadership that the trainee teacher is getting appropriate experience in the age group specified for that placement. Therefore, if one of your classes is a Year 2/3 class and the majority of the children are Year 2 children, then we would be able to place a trainee teacher requiring a placement in Key Stage 1 in that class. The same principle can be applied for Reception/Year 1 classes.

Please contact us at the UEA if you would like to discuss the particular circumstances in your school.

- **How are students allocated to placement schools?**

The UEA Tutor team look at the training route, strengths, experience and residence of the trainees and match these to the available placements. We tend not to place trainees in schools with which they have an existing connection to ensure fair and equitable training and assessment for all trainees.

- **Why are you asking for this information now and not in September?**

Gathering this information now allows us to do some provisional planning and gives us an idea of the placements that will be available for our new intake of trainee teachers.

- **What happens if things change and we can no longer take a trainee?**

We recognise that placements offered may need to be withdrawn by schools for a range of reasons e.g. staff turnover or changes in school circumstances due to the outcome of an inspection. Please let us know as soon as possible as any change can have an impact on a number of placement allocations.

- **What will happen if one of the classes is going on a residential visit during the practice period?**

We encourage trainee teachers to go on educational visits (residential or otherwise) with schools as it can provide worthwhile experience in working with children in out-of-school contexts. Generally we would support the view that a trainee teacher should participate in a visit that involves the class/year group in which they are teaching when it occurs during their placement, unless it is likely to negatively impact upon the requirements of the practice and/or their ability to meet the Teachers' Standards by the end of the placement.

- **Can we offer a single placement for School A?**

Feedback has shown that trainees working in a pair during their School A placement benefit from an increased level of confidence and peer support during planning, teaching and feedback after lessons. We do however realise that it is not always possible to host 2 trainees in the same class and we welcome the offer of all School A placements. Allocations will be prioritised as follows: Schools who offer paired placements; Schools who offer two placements in the same key stage; Schools who offer two placements; single placements.