



# Hereteach Alliance - School Direct Applicant Handbook



A partnership between the University of Worcester, the University of Gloucester (GITEP) and sixteen High School settings across Herefordshire and Gloucestershire



*"...During my school direct experience I feel that I was able to have a high level of choice of focus in terms of the classes that I took and the focus of my learning. The 'sandwich' nature of the school direct program also worked well with this in mind, so that the timetable could be adapted to focus on areas of my teaching that I hadn't had as much experience or needed to focus on, creating a more tailored and rounded initial teacher training experience. I also found my tutors very approachable and able to quickly change and tailor professional studies sessions to my changing needs." School Direct trainee 2017*

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## WELCOME

Teaching is one of the most satisfying and rewarding careers. We, as the Hereteach Alliance, welcome you as a trainee to a network of support, expertise and experience to enable you to become a highly qualified teacher.

## WHAT IS SCHOOL DIRECT?

A school based route into teaching with the emphasis on training in school alongside practitioners with the support of a University partner.

There are two training options available under School Direct.

“The SD route gives a trainee stronger grounding in a school and embeds them more deeply thus ensuring they can build more effective relationships with staff and students alike, instead of the shorter placements PGCE students are faced with.” [School Direct student 2015/16](#)

- A fee-based programme, paid for by the trainee through the Student Loans Scheme, which offers well-qualified graduates the opportunity to train in a school and receive a bursary (if eligible) or a scholarship to support your training.
- A salaried programme, which is an employment-based route available to graduates with at least three years' work experience and means trainees are paid a salary while they train.

### Scholarships

If you're passionate about your subject and have the potential to be an inspirational teacher you could apply for a scholarship to support your training. Scholarships are awarded to the most gifted trainees in **physics, maths, chemistry, computing, languages** or **geography** in

partnership with highly regarded professional subject associations.

As well as financial support, as a scholar you will enjoy a range of prestigious benefits, including:

- free membership from the professional subject associations awarding the scholarship
- access to resources and events to support you through your training
- support to improve your teacher practice and subject knowledge
- networking opportunities from a community of like-minded scholars

## WHO IS ELIGIBLE FOR A SCHOLARSHIP?

To be eligible for a scholarship you should have at least a 2:1 degree or above and want to teach chemistry, computing, geography, languages, maths or physics. If applying with a 2:2, you will need to provide evidence of significant relevant experience. Scholarships are awarded in place of a bursary.

Find out more on the dedicated scholarship pages:

- [computing](https://getintoteaching.education.gov.uk/funding-and-salary/overview/scholarships/computing-scholarships): BCS, The Chartered Institute for IT (<https://getintoteaching.education.gov.uk/funding-and-salary/overview/scholarships/computing-scholarships> )
- [chemistry](https://getintoteaching.education.gov.uk/funding-and-salary/overview/scholarships/chemistry-scholarships): Royal Society of Chemistry (<https://getintoteaching.education.gov.uk/funding-and-salary/overview/scholarships/chemistry-scholarships> )
- [geography](https://getintoteaching.education.gov.uk/funding-and-salary/overview/scholarships/geography-scholarships): Royal Geographical Society (with IBG) (<https://getintoteaching.education.gov.uk/funding-and-salary/overview/scholarships/geography-scholarships> )
- [languages](https://getintoteaching.education.gov.uk/funding-and-salary/overview/scholarships/languages-scholarships): British Council (<https://getintoteaching.education.gov.uk/funding-and-salary/overview/scholarships/languages-scholarships> )
- [maths](https://getintoteaching.education.gov.uk/funding-and-salary/overview/scholarships/maths-scholarships): Mathematics Teacher Training Scholarships (<https://getintoteaching.education.gov.uk/funding-and-salary/overview/scholarships/maths-scholarships> )
- [physics](https://getintoteaching.education.gov.uk/funding-and-salary/overview/scholarships/physics-scholarships): Institute of Physics scholarships (<https://getintoteaching.education.gov.uk/funding-and-salary/overview/scholarships/physics-scholarships> )

If you are not successful in your application for a scholarship, but have secured a place on a qualifying teacher training course in England you will still receive the standard bursary.

## WHO IS ELIGIBLE FOR A BURSARY?

The subjects Physics, Maths, Languages, Computing, Geography, Chemistry, Classics, Biology, DT, English, History, Music, RE, Primary Maths and Primary carry a bursary

NCTL states “School Direct allows individuals to learn alongside some of the best teachers working in our classrooms today and be part of the team from day one. By offering bursaries of up to £25,000 in key subjects, or a salary, together with outstanding training and development, schools are attracting the very best new teachers.”

Find out more about [bursaries](https://getintoteaching.education.gov.uk/funding-and-salary/overview) on the Get into teaching website (<https://getintoteaching.education.gov.uk/funding-and-salary/overview>)

Recruitment of highly skilled individuals into the Teaching Profession is of paramount importance to our community. It benefits us all socially, financially and altruistically. In Herefordshire we have successfully recruited up to 20 trainees through School Direct. As our partner schools grow so do the number of trainees. Graduates from the School Direct PGCE at the University of Worcester are some of the most employable in the country.

"The most important difference is that by applying through School Direct, you, the trainee, get to give a preference for your main school. Given that this experience is so fundamental to the whole of the Teacher Training experience, I would not want to leave this placement to chance."

School Direct student 2015/16

School Direct places, school placements and the application process are advertised through the Hereteach Alliance and partner schools websites.

One of the best ways to discover if teaching is for you, is to visit one of our schools during a School Experience Open Day. To book a place you can contact any of the partner schools below or the Lead School, Wigmore School.

## WHY SHOULD I CHOOSE SCHOOL DIRECT?

We are really proud of our teacher training because we offer:

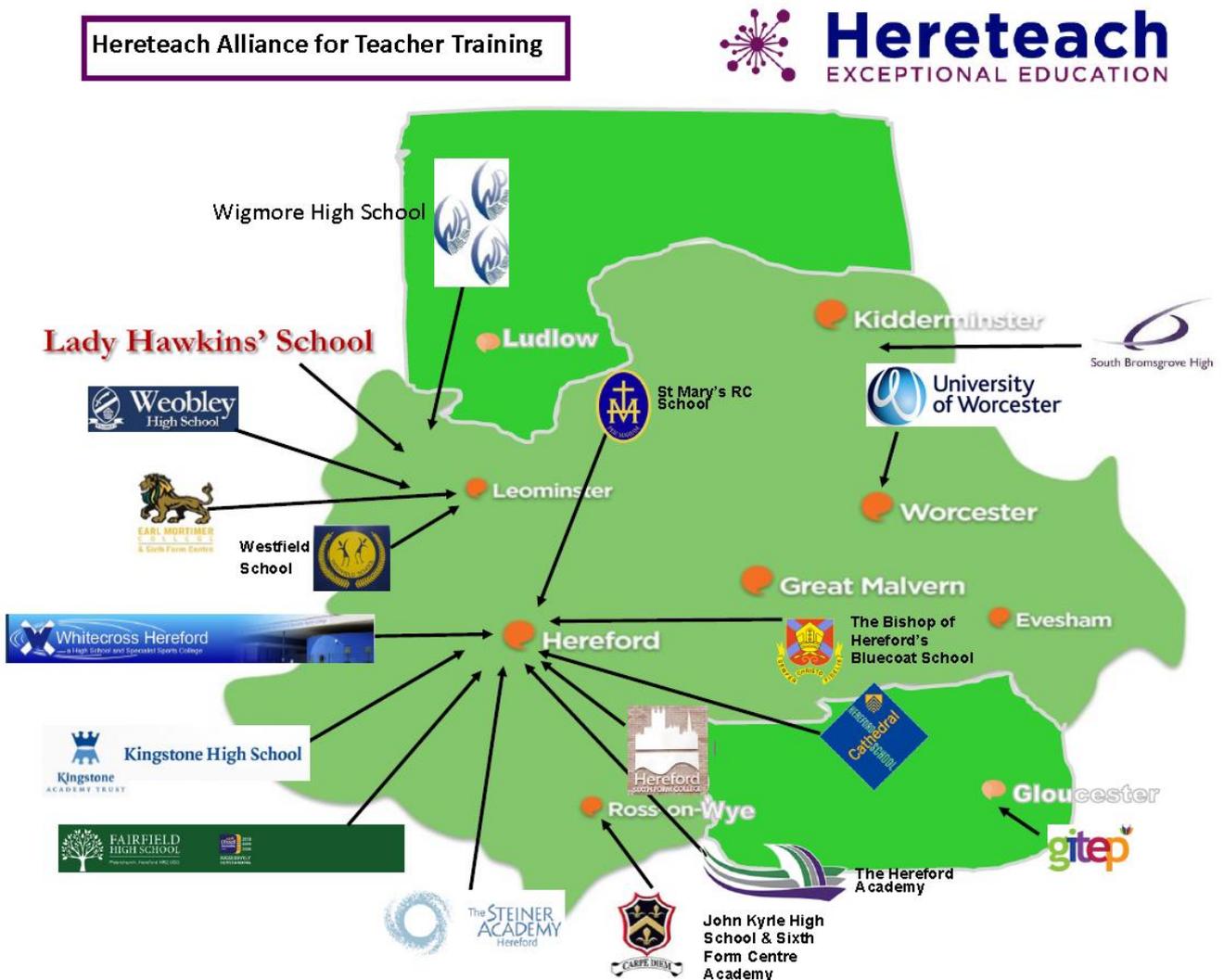
- 1) A guaranteed job interview at the end of the course should a post become available in any partner school across the Alliance in your subject
- 2) A Variety of teaching experiences utilising a range of high quality schools (primary, 11-16, 11-18, urban and rural contexts)
- 3) A wide range of subject specialisms
- 4) High employability and retention rates with teachers remaining in the profession in our schools
- 5) Unique experiences within a Special School, Post 16 Setting, Independent and Steiner setting
- 6) Strong professional school to school relationships providing support throughout your training and into your NQT induction
- 7) Outstanding Lead School (for the last three consecutive inspections)

"...from the first day you are welcomed and introduced into the school and begin to feel like a part of the school as a teacher and not a trainee." School Direct student 2015/16

- 8) Engaged, motivated students with low exclusion rates across our alliance of schools
- 9) Envidable locations including beautiful rural surroundings with market towns and vibrant city centres
- 10) Long established, positive relationships with the University of Worcester <http://www.worcester.ac.uk/>

## WHERE WOULD I TRAIN?

We are proud to be one of the most diverse, inclusive and collaborative School Direct providers in the country. We place trainees in schools that complement their experience and preferences. We take into account your travel time and personal circumstances.



THE FOLLOWING PARTNERS FORM THE HERETEACH SCHOOL DIRECT ALLIANCE.

Earl Mortimer College and Sixth Form, HR6 8JJ

•Nigel Maddock - 01568 613221

Fairfield High School, HR2 0SG

•Sally-Anne Wilsher - 01981 550231

Hereford Sixth Form College, HR1 1LU

•John Pratt - 01432 355166

John Kyrle High School and Sixth Form Centre Academy, HR9 7ET

•Kristian Phillips - 01989 764358

Kingstone High School, HR2 9HJ

•Cressy Passmore - 01981 250224

Lady Hawkins' School, HR5 3AR

• Kevin Smith - 01544 230441

Newent Community School and Sixth Form Centre, GL18 1QF

•Marie Hood - 01531 820550

St Mary's RC High School, HR1 4DR

•Emma Thomas - 01432 850416

The Bishop of Hereford's Bluecoat School, HR1 1UU

•Carol Rushton - 01432 347500

The Hereford Academy, HR2 7NG

•Ed Snelgrove - 01432 373570

The Hereford Cathedral School, HR1 2NG

•Nathalie Teale - 01432 363522

The Steiner Academy Hereford, HR2 7NG

•Ruth Young - 01981 540221

Weobley High School, HR4 8ST

•Weston Holder - 01544 318159

Westfield School, HR6 8NZ

•Nicki Gilbert - 01568 613147

Whitecross Hereford, HR4 0RN

•Dave Woodward - 01432 376080

Wigmore School (Lead School), HR6 9UW

•Kate Mayglothling - 01568 770323

## Subjects available through Hereteach Alliance;

|                       |                           |
|-----------------------|---------------------------|
| Computer Science      | • University of Worcester |
| English               | • University of Worcester |
| Mathematics           | • University of Worcester |
| Biology               | • University of Worcester |
| Chemistry             | • University of Worcester |
| Physics               | • University of Worcester |
| Geography             | • University of Worcester |
| History               | • University of Worcester |
| MFL                   | • University of Worcester |
| PE                    | • University of Worcester |
| Design and Technology | • University of Worcester |
| RE                    | • University of Worcester |
| Art                   | • GITEP                   |
| Music                 | • GITEP                   |
| Business Studies      | • University of Worcester |
| Psychology            | • University of Worcester |

## WHAT QUALIFICATIONS AND EXPERIENCE DO I NEED?

- A 2.2 degree or above for all subjects
- GCSE Maths & English Language (grade C or above)
  - The University of Worcester is able to organise equivalency tests for candidates without these qualifications.
- GCSE Science for primary applicants
- Pre entry Professional Skills tests: Literacy and Numeracy
  - All teacher training applicants need to take the numeracy and literacy skills test as part of the application process and ensure these have been passed before the start of the course. The first attempt at taking the skills tests in each subject is provided free of charge. Trainees can book up to two tests if required but will be expected to pay for these themselves. Further details can be found on the DfE website.

- Good organisational skills
- Commitment
- Energy and humour
- Resilience
- School Experience
  - All successful candidates need to undertake some school experience prior to starting the course; this does not need to be paid work, it may well be in a voluntary capacity.
- Ability to independently travel to schools within the Alliance
- Ability to set and meet targets from initial interview and training in collaboration with UW (SKE courses available in Maths, D&T, Computer Science, Biology, Chemistry, French, Geography and Physics)
- Trainees have the opportunity to enhance subject knowledge and understanding through a pre-Sept course e.g. SKE in French, Biology, Chemistry, Computer Science, Design Technology (Textiles and Food ), Geography and Maths

In addition; The NCTL requires all trainees to satisfactorily complete a medical questionnaire to demonstrate their fitness to teach.

## WHO DO I CONTACT?

Any schools in our Alliance but Wigmore as Lead School is a good first step.

## HOW DO I APPLY?

To apply for a Hereteach Alliance placement you need to apply through the UCAS website and select 'Hereteach Alliance' as ITT provider.

The Lead and partner schools plan, publicise and deliver recruitment events throughout the autumn and into spring for prospective trainees.

All partner schools have a page on their website advertising 'Get into Teaching' with all relevant information for prospective School Direct trainees. There are occasionally joint recruitment events held with the UW. All Partner Schools offer school experience to prospective School Direct Trainees on request. Partner Schools advertise School Direct at their careers events and are proactive in passing on enquiries to the Lead School (Wigmore School) if they cannot answer questions or queries from prospective trainees.

## HOW DO WE SELECT OUR TRAINEES?

### References

We require two references, of which one will be an academic reference for all applicants. For those applicants who finished their academic courses more than 5 years ago, this may not be the most

appropriate. In such cases, employers or teachers from the school(s) trainees visited whilst gaining school experience are requested to comment on candidate's suitability for the teaching profession.

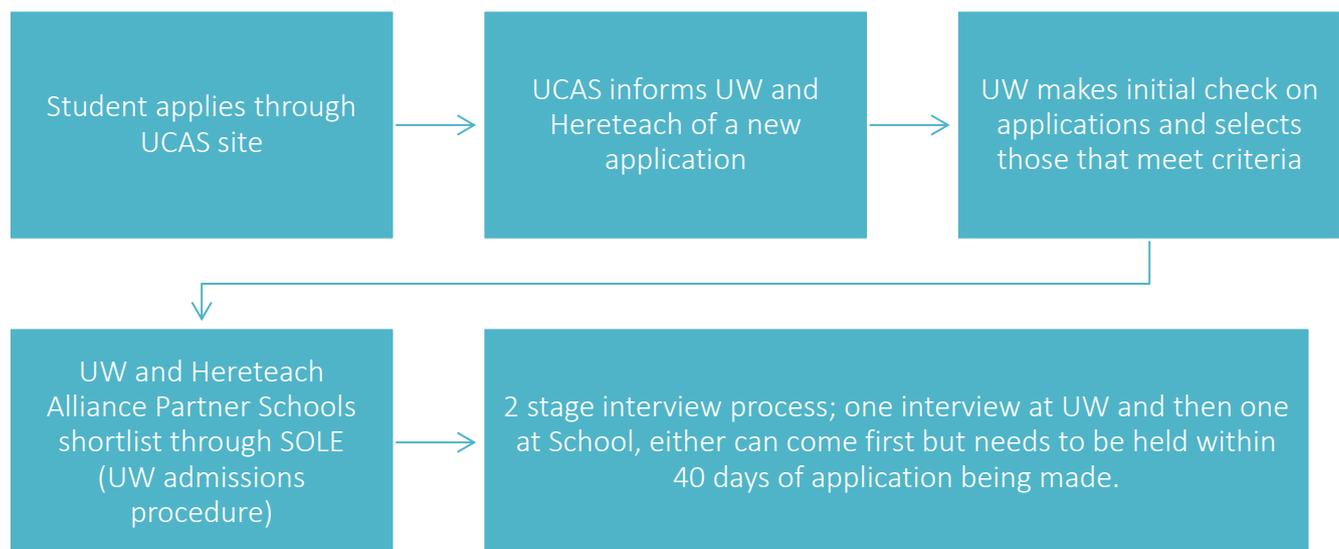
## Interview process

The School Direct Programme is an intensive year, demanding full time commitment. Tutors and mentors are committed to providing generous support for trainees in meeting these demands.

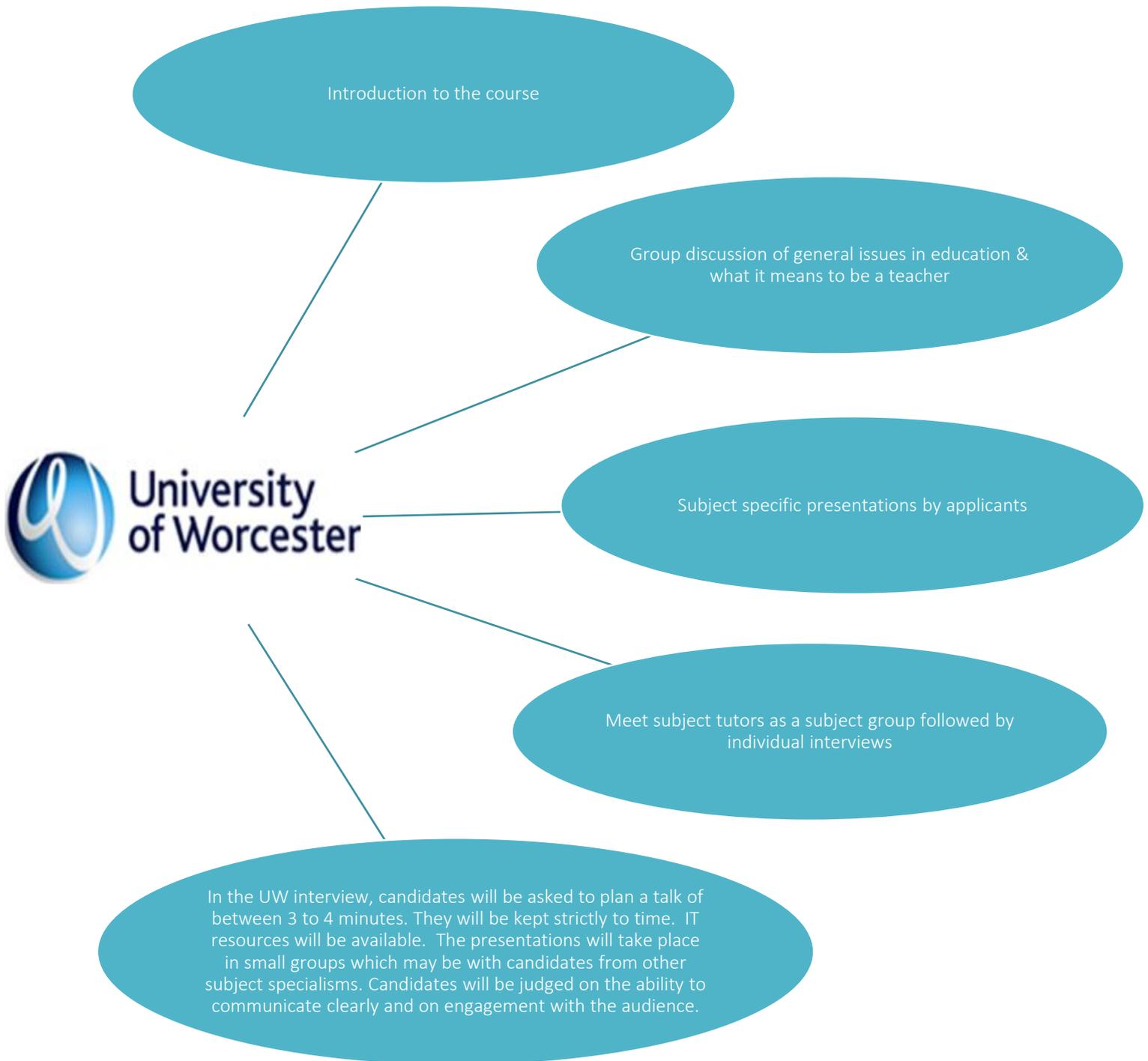
The selection process is rigorous and thorough and designed to help us decide whether prospective School Direct Trainees should train with us, and whether teaching is the right career for them.

The programme for the selection process includes a collaborative approach between the University of Worcester (UW) or GITEP and the schools working in partnership. It will involve an interview at the school and a second interview at the University of Worcester.

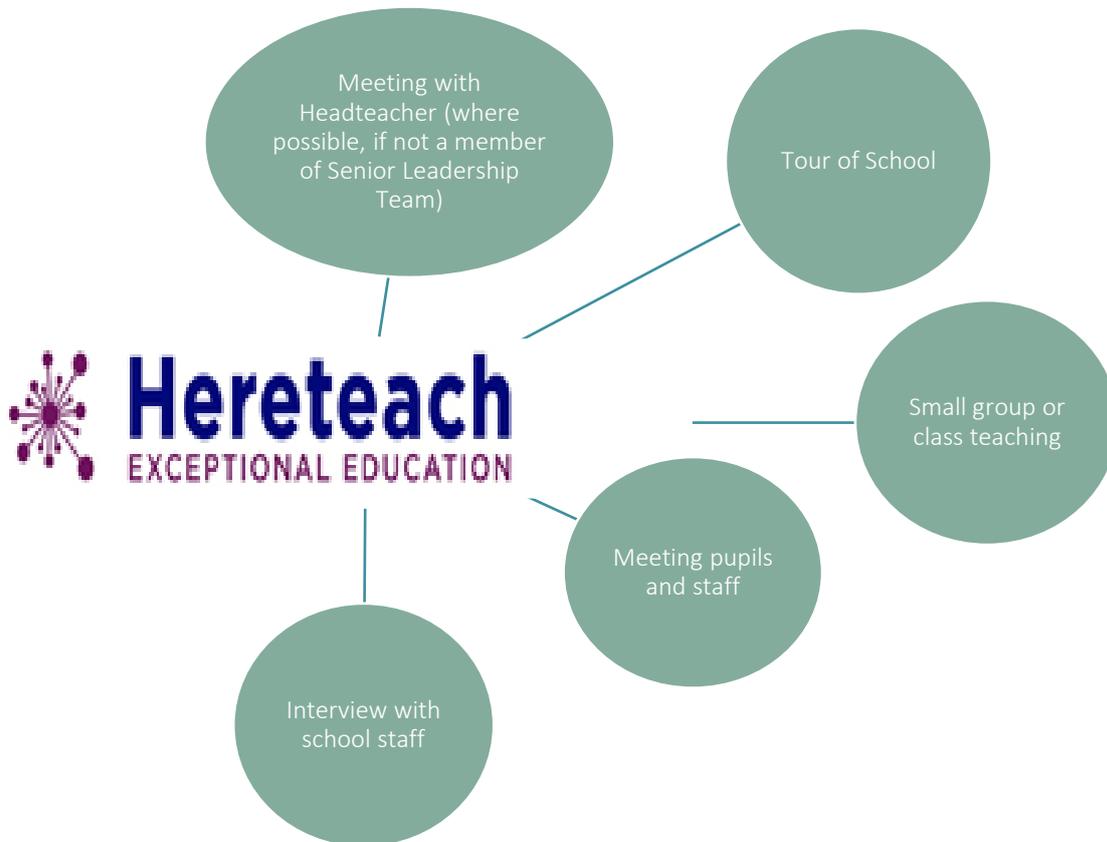
## UW Interview Process



UW interviews include:



School Interviews include:



As part of the subject specific criteria, prospective students will be asked to complete a written task. All teachers need to be able to write English clearly without errors of spelling, grammar or punctuation because it is part of their job to teach pupils to do this. This task will help identify any difficulties they may have to address before joining the programme. The individual interview will explore subject specific issues as well as their reasons for teaching. It will explore their attitudes to young people and their understanding of what teaching entails.

You will be judged against the criteria listed below.

1. Appropriateness of subject qualifications and relevance to subject teaching
2. Capacity to extend subject knowledge
3. Awareness of the role and responsibilities of a teacher
4. Teaching experience
5. Resilience
6. Ability to communicate effectively
7. Enthusiasm for, and commitment to teaching
8. Awareness of personal strengths and weaknesses

- Decision: Formal decision is made through the University – UW has responsibility to get letter of acceptance or rejection out – a conditional acceptance until DBS, skills tests, proof of qualifications etc.) At the moment the Lead School also confirms acceptance by email or letter.
- ITT criteria tick list is completed by University
- Trainee to be allocated to placement schools as soon as possible but definitely by July and UW confirm through Admissions, checks for entry criteria, safeguarding e.g. DBS system: University of Worcester / school organises (if salaried route)

## GITEP Interview Process

- Student applies through UCAS site
- UCAS informs GITEP and Hereteach of a new application
- Hereteach makes initial check on applications and selects those who meet criteria
- Hereteach shortlist and invite GITEP to interview with candidate
- Joint interview is held at School
- Interview process includes:
  1. Teaching Task –plan and deliver a 3 minute teaching episode at interview, please note there will be no ICT equipment in the room so you should provide any visual resources. You will also need to support the teaching episode by explaining how you would approach something in it that some children might find difficult to grasp and how you would take the lesson further. We are looking for your creativity and imagination.
  2. Portfolio - bring a comprehensive as possible portfolio of your artwork and any further work you have completed since degree level.
  3. English Test –complete the GITEP English test (30 minutes)
  4. Numeracy Test –complete the GITEP Numeracy test (10 minutes)
  5. Interview – There will be a formal interview and an opportunity for you to ask any questions.
  6. Subject Knowledge Audit
  7. Checks will be made to confirm whether or not the applicant has gained GCSE Grade C or above in Mathematics and English Language. The applicant is asked to bring with them the appropriate original certificates, i.e. GCSE Mathematics, English and a degree (if awarded already) to show the interviewer, plus a set of photocopies for our files. If they have not gained these qualifications they will need to indicate this at interview. If they are yet to complete their degree then they need to bring a transcript showing their module results for the past two years.

In collaboration, the University or GITEP and Lead School will:

- select and agree on suitable applicants

- liaise with the National College for Teaching and Learning on School Direct Programme
- Provide trainees with a Professional Development Programme delivered by a Professional Mentor in the placement school
- The Headteacher of the Lead School, in agreement with the University of Worcester or GITEP, may, for good and sufficient professional reasons, terminate a trainee's programme.
- monitor the progress of the trainee teacher against the Teachers' Standards (July 2013)
- provide access to policies and related documents required by the trainee for teaching and professional responsibilities in the school
- collect data on current trainee outcomes and former trainees' progress
- engage in Quality Assurance processes as required for the programme

The UW do a monthly email contact to all trainees and from Feb onwards the trainees have to complete some directed tasks. GITEP expect trainees to attend professional studies training one day every week

## FOR TRAINEES THAT HAVE ACCEPTED THEIR PLACEMENT WITH HERETEACH ALLIANCE FOR SEPTEMBER:

It is the main placement school's responsibility to maintain contact with trainee so they are prepared to hit the ground running in September and attend the Professional Development days at school. Trainees could be asked to:

- Undertake tasks/activities/assignments by email
- Visit the main placement school to familiarise themselves with the school and philosophy etc.
- Consider being employed as TA until Induction (funding permitting)
- Prepare any relevant information to enable you to attend PD training days in school at the start of term

## INDUCTION AND TRAINING:

Induction is an essential part of the training.

## WHAT INDUCTION IS PROVIDED?

### UW Induction:

- Subject Mentor allocated
- Teaching percentage, professional studies programme established
- Induction Day involving all UW School Direct trainees and Mentors at the UW (July)
- Induction tasks
- Meetings timetabled for School Direct cohort to meet

## School Induction:

- Schools who have been allocated SD trainees will do individual inductions appropriate for their School. If a large number of trainees are recruited this can be shared between Partner schools playing to schools' strengths.
- Schools are to follow the Hereteach Professional Studies Programme which has been validated by UW

## HOW WILL YOU TRAIN?

60% time in school, 40% at UW

"I am very much looking forward to my second placement at Whitecross High School. I have really enjoyed teaching at Fairfield. My mentors have been consistently supportive and their feedback has been high quality. I have felt very much part of the PE team and really enjoyed working with all the staff. I have been observing other subjects as well as PE and finding it very beneficial to my practice. I am very much looking forward to going back to Fairfield after my second placement for the rest of the academic year!" **School Direct student 2016/17**

Teaching time guidance from UW 25% until Christmas increasing to 50% second placement spring term and then 80% in final term for trainees on training route

Trainees have 2 hours additional School based CPD training per week reflecting their individual needs and interests

Trainees will have opportunity for collaborative training across the Alliance (Joint Professional Studies).

Trainees to attend common training days at the UW over the course of the year (Professional studies)

From the UW timetable (issued on commencement of programme)

- Green: subject sessions
- Yellow: Professional Studies
- Blue: Directed time
- Pink: enhancement activities

## Example of University Timetable

PGCE SD Secondary Course Overview 2017/18  
L= Launch, F=Formative, S=Submit, P=Publish, A=Assignment

| Wk No | w.b   | Monday                                | Tuesday                         | Wednesday          | Thursday        | Friday          |     |               |   |
|-------|-------|---------------------------------------|---------------------------------|--------------------|-----------------|-----------------|-----|---------------|---|
| 2     | 04/09 | Sch 1                                 | Sch 1                           | Sch 1              | Sch 1           | Sch 1           | 5   |               |   |
| 3     | 11/09 | PS S S                                | PS S                            | Ass 1/NUT          | Sch 1           | S S S           | 1   |               |   |
| 4     | 18/09 | S S S S S                             | PS                              | Language Brain Day | Sch 1           | S S S           | 1   |               |   |
| 5     | 25/09 | S S S S                               | S S PS                          | Sch 1              | Sch 1           | S S S           | 1   |               |   |
| 6     | 02/10 | S S S                                 | S S S                           | Sch 1              | School 1        |                 | 4   |               |   |
| 7     | 09/10 | S S S                                 | S S S                           | Sch 1              | School 1        |                 | 4   |               |   |
| 8     | 16/10 | S S S                                 | S S S                           | Sch 1              | School 1        |                 | 4   |               |   |
| 9     | 23/10 | DIRECTED TIME                         |                                 |                    |                 |                 |     | 0             |   |
| 10    | 30/10 | Sch 1 SA1                             | Sch 1                           | Sch 1              | Sch 1           | Sch 1           | 5   |               |   |
| 11    | 06/11 | Sch 1                                 | Sch 1                           | Sch 1              | Sch 1           | EA S S          | 4   |               |   |
| 12    | 13/11 | Sch 1                                 | Sch 1                           | Sch 1              | Sch 1           | Sch 1           | 5   |               |   |
| 13    | 20/11 | Sch 1                                 | Sch 1                           | Sch 1              | Sch 1           | Sch 1           | 5   |               |   |
| 14    | 27/11 | FA1 LA4 S                             | Sch 1                           | Sch 1              | Sch 1           | Sch 1           | 4   |               |   |
| 15    | 04/12 | S S S S                               | S S S                           | Sch 1              | Sch 1           | Sch 1           | 5   |               |   |
| 16    | 11/12 | S S S S                               | S S S                           | HTQT DT S S S      | S S S           | LA2 S S         | 0   |               |   |
| 17    | 18/12 | HOLIDAY - Check school calendar       |                                 |                    |                 |                 |     | 0             |   |
| 18    | 25/12 | HOLIDAY - Check school calendar       |                                 |                    |                 |                 |     | 0             |   |
| 19    | 01/01 | BH                                    | BH                              | Sch 1              | Sch 1           | FA1 Sch 1       | 4   |               |   |
| 20    | 08/01 | S S S S S                             | S S S                           | PS PSHE            | Healthwellbeing | S S S           | 0   |               |   |
| 21    | 15/01 | SA                                    | S S S                           | SEND               | PS S S          | School 2 Induct | 1   |               |   |
| 22    | 22/01 | S S S S                               | Phonobeh DT                     | Sch 2              | Sch 2           | Sch 2           | 3   |               |   |
| 23    | 29/01 | Sch 2                                 | Sch 2                           | Sch 2              | Sch 2           | Sch 2           | 5   |               |   |
| 24    | 05/02 | Sch 2                                 | Sch 2                           | Sch 2              | Sch 2           | FA2 FA2 PS      | 4   |               |   |
| 25    | 12/02 | Sch 2                                 | Sch 2                           | Sch 2              | Sch 2           | Sch 2           | 5   |               |   |
| 26    | 19/02 | DIRECTED TIME (Check school calendar) |                                 |                    |                 |                 |     | 0             |   |
| 27    | 26/02 | Sch 2                                 | Sch 2                           | Sch 2              | LA3 PS EA       | Sch 2           | 4   |               |   |
| 28    | 05/03 | Sch 2                                 | Sch 2                           | Sch 2              | Sch 2           | Sch 2           | 5   |               |   |
| 29    | 12/03 | Sch 2                                 | Sch 2                           | Sch 2              | Sch 2           | Sch 2           | 5   |               |   |
| 30    | 19/03 | Sch 2                                 | Sch 2                           | Sch 2              | Sch 2           | Sch 2           | 5   |               |   |
| 31    | 26/03 | S S S S S                             | S S S                           | DT PS PS           | FA4 S S         | BH              | 0   |               |   |
| 32    | 02/04 | BH                                    | HOLIDAY - Check school calendar |                    |                 |                 |     | 0             |   |
| 33    | 09/04 | HOLIDAY - Check school calendar       |                                 |                    |                 |                 | SA3 | 0             |   |
| 34    | 16/04 | Sch 1                                 | Sch 1                           | Sch 1              | Sch 1           | Sch 1           | 5   |               |   |
| 35    | 23/04 | Sch 1                                 | Sch 1                           | Sch 1              | Sch 1           | Sch 1           | 5   |               |   |
| 36    | 30/04 | Sch 1                                 | Sch 1                           | Sch 1              | Sch 1           | Sch 1           | 5   |               |   |
| 37    | 07/05 | BH                                    | Sch 1                           | Sch 1              | Sch 1           | FA3 PA2 S       | 3   |               |   |
| 38    | 14/05 | Sch 1                                 | Sch 1                           | Sch 1              | Sch 1           | Sch 1           | 5   |               |   |
| 39    | 21/05 | Sch 1                                 | Sch 1                           | Sch 1              | Sch 1           | Sch 1           | 5   |               |   |
| 40    | 28/05 | BH                                    | DIRECTED TIME                   |                    |                 |                 |     | SA3 - LIT REV | 0 |
| 41    | 04/06 | Sch 1                                 | Sch 1                           | Sch 1              | Sch 1           | Sch 1           | 5   |               |   |
| 42    | 11/06 | Sch 1                                 | Sch 1                           | Sch 1              | Sch 1           | Sch 1           | 5   |               |   |
| 43    | 18/06 | Sch 1                                 | Sch 1                           | SA4                | Sch 1           | Sch 1           | 4   |               |   |
| 44    | 25/06 | Sch 1                                 | Sch 1                           | Sch 1              | Sch 1           | Sch 1           | 5   |               |   |
| 45    | 03/07 | SA3 SA3 SA3                           | SA3 SA3 SA3                     | EA PS S            |                 |                 | 0   |               |   |
| 46    | 10/07 | PA3 PA4                               |                                 | Pre exam board     |                 |                 | 136 |               |   |

25<sup>th</sup> May Date - notification of confirmed placements      Mentor Budding

Second placement school experience (4-6 weeks and in the second spring term for a minimum of 30 days): Gives opportunity for schools to exchange trainees and for trainees to experience different school environments.

There is a requirement for 20 hours Sixth Form experience and 6 hours Primary experience to be completed by the end of your placement year.

Training placements can be in partner schools or any other school outside of the partnership, particularly for second placements.

## HEADTEACHER RESPONSIBILITY

Headteacher (School)

- The Headteacher's commitment to ITT and School Direct is essential.
- The Headteacher has a responsibility to ensure that the school is an appropriate setting for effective training, with trainees having access to support, good practice and necessary

resources, including those made available through appropriate management of the partnership budget.

- Identifying suitable and experienced staff for recruitment, selection and interviewing applicants
- Will be responsible for identifying suitably experienced and trained mentors who are able to model good/outstanding practice for trainees.
- Will provide appropriate monitoring of quality assurance processes including ITE Ofsted Inspections.
- Is responsible for providing written notification to the University of Worcester of changes to the school's Ofsted classification resulting from a school inspection.

## WHAT IS THE ROLE OF SUBJECT/CLASS MENTOR?

Is responsible for the day-to-day supervision of the trainee teacher(s) in their school, in particular: -

- observing, and monitoring teaching by the trainee on a regular basis and provide verbal and written feedback on lessons observed, using the University lesson observation forms
- ensuring that 3 lesson observations per week are carried out by the subject/mentor class teachers and co-ordinate feedback from these in line with partnership documentation
- arranging regular and undisturbed discussion and feedback sessions each week to review progress and set targets for further development
- ensuring that the trainees is aware of schemes of work in their subject
- assessing and reviewing the trainee's progress towards the Teachers' Standards (2013)
- facilitating the trainee's school-based assignments within the classroom, liaising with other teachers if appropriate
- liaising with the Subject Tutor (university) during each visit
- participating in quality assurance processes
- completing the school report in discussion with trainee and Professional Mentor and return by the relevant deadline date
- attending subject development meetings
- Subject/class mentor takes responsibility for individual trainees

## Criteria and expectations of mentors – UW

- Programme of events/training for mentors at UW or GITEP
- Pastoral support of trainees
- Link with NQT mentors programme
- QA provision in school for candidates
- Transparency through provision of data and Ofsted reports

- UW tailor made mentor training for school mentors and beyond e.g. any classroom teacher who wanted mentor training that could be used for LM within a Department or a potential SD trainee in future (succession planning)
- UW would offer Professional Mentor training or Professional Mentor service
- Lead school mentor should visit second school mentor to ensure no disparity between judgements and all aware of the target are for second placement and then into third/return placement
- Shared observations both the University Subject Mentor and the School's Professional Mentor to QA the training

## WHAT IS THE ROLE OF PROFESSIONAL MENTOR?

- Professional mentor takes overall responsibility for trainees and programme
- Role of the professional mentor or ITT Co-ordinator is to take responsibility for all trainees and the ITT programme and for setting up the Professional studies programme
- QA procedure of mentors
- To negotiate issues arising from unsatisfactory progress in some trainees – there would be a joint decision between UW and school - neither can unilaterally withdraw a trainee but a trainee can withdraw themselves. We would sign up for UW procedures regarding 'not on target' trainees and communicate that to the Alliance and the University

## Lead/Professional Mentor (School) is responsible for:

- the overall welfare and supervision of trainee teachers whilst the trainees are in school
- the organisation and quality assurance of the school experience
- maintaining communication with the university
- undertaking professional training and development appropriate to the programme
- ensuring mentors have Qualified Teacher Status
- ensuring that all school staff who have not had a trainee from UW before attend mentor training

### In particular:

- ensuring that the trainee is introduced and made aware of relevant school documentation, including schemes of work and inducted into appropriate procedures
- providing a suitable timetable in order to facilitate a phased placement for the trainee
- liaising with the Subject Tutor (University) and the Subject Mentor (school) on the initial needs assessment of the trainee against the Teachers' Standards (2013) and the areas of development
- observing and monitoring teaching by the trainee on a regular basis (recommended once a term in each placement) and providing verbal and written feedback on lessons observed, using the university lesson observation forms

- ensuring that 3 lesson observations per week are carried out by the Subject Mentors and co-ordinate feedback from these in line with partnership documentation
- arranging regular and undisturbed discussion and feedback sessions each week to review progress and set targets for further development
- assessing and reviewing the trainee's progress towards the Teachers' Standards (2013)
- facilitating the trainee's school-based assignments within the classroom, liaising with other teachers if appropriate
- liaising with the Subject Tutor (University) during each tutor visit
- quality assuring school reports
- organising the delivery of the professional studies sessions in the school
- attending Professional Mentor development meetings and ensure Subject Mentors attend the Subject Mentor development meetings

## TRAINEE TEACHERS

Trainee teachers are expected to behave as teachers, maintaining a professional stance at all times (i.e. to



“During my training year, Whitecross High School and Specialist Sports College has been instrumental in my rapid progression as a developing practitioner. The support I have received has been amazing; the school has worked hard with The University of Worcester to put together a bespoke programme, utilising the comprehensive experience and expertise of many of its staff as mentors – I feel entirely ready to take on the challenge of my NQT year because of it!” **School Direct student 2015/16**

meet the Teachers' Standards (2013) parts 1 and 2. Part 2 refers to the personal and professional conduct expected of a teacher. All trainees are required to sign the Secondary PGCE Trainee Teacher Code of Conduct.

<http://www.worcester.ac.uk/discover/education-secondary-partnership-placement-information.html>

## THE SCHOOL DIRECT YEAR: WHAT ARE THE KEY DATES IN THE SD YEAR?

- Recruitment starts through UCAS at the end of October
- Interviews take place as applications come in.
- Applications are accepted up to the end of the summer term
- Second Placements for existing trainees are in the Spring Term

## TRAINING MEETINGS

Trainees will be expected to attend all training sessions held by both the UW and the Placement Schools as required.

## WHAT HAPPENS AT THE END OF MY TRAINING?

- Apply for position as an NQT (covered in joint training sessions during School Direct training)
- Guaranteed interview with partner schools who have vacancies
- Start your NQT Year for which Wigmore Teaching School are the Appropriate Body in Herefordshire (covered in joint training sessions during School Direct Training)