Initial Teacher Education (ITE) Partnership

Inspiring learners, enriching communities

PRIMARY PARTNERSHIP IN EDUCATION AGREEMENT & HANDBOOK

2019/2020
Updates for 2019/20 - Primary Partnership in Education Agreement and Handbook

Each year we implement general updates to the PiE Handbooks. These include updating staff contact details, the dates for school-based training and mentor training, etc.

In addition to these we would like to draw your attention to the following sections/information which have been updated in response to feedback from the ITE Partnership and to respond to changes to and priorities across the ITE training sector.

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<tr>
<th>Title</th>
<th>New Addition</th>
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<td>Our Partnership Vision</td>
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<td>Partnership Roles and Responsibilities</td>
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<td>Mentor / Trainee Professional Development Meeting Form (PH)</td>
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**Please note:**

This handbook has been produced as early as possible on behalf of the ITE Partnership. Changes may be made to some of the information during the academic year. At the time of publication all information was correct. The Partnership reserves the right to make changes as necessary.
Our Partnership Vision

The School of Education at the University of Brighton is proud to work in partnership with schools across the South East of England and beyond. We are:

- Committed to the holistic development and well-being of all learners
- Underpinned by an enduring commitment to inclusivity and diversity, where all learners are valued, individuality is celebrated and barriers are removed
- Built on a collaborative culture of mutual trust and innovation that engages all stakeholders in evaluation, challenge and meaningful change
- Centred around a cohesive learning community where professional development is transformational and research-based practice is valued and communicated
- Driven by an understanding of local knowledge, regional and national priorities coupled with the agility and capacity to adapt

Keys to Quality

Our Partnership is committed to continually driving improvements to ensure consistency in the quality of training. Representatives from across the Partnership worked together to identify six overarching ‘Keys to Quality’ that are essential to securing high quality school-based provision. These six Keys to Quality act as a shared reference point for all parties engaged in training including mentors, trainees, university tutors and headteachers. All members of the Partnership are expected to commit to and enable the Keys to Quality.

The 6 Keys to Quality:

- A warm welcoming induction, including safeguarding;
- Ongoing and supportive informal guidance and advice;
- Effective regular mentor meetings;
- Individualised training and development opportunities;
- Constructive, personalised verbal and written feedback;
- Accurate assessment using grading descriptors

Safeguarding

The University of Brighton (UoB) and its partner schools are committed to safeguarding and promoting the welfare of children and young people and expect all staff and students to share this commitment. In order to ensure this our recruitment and selection policy is in accordance with national guidance. All entrants onto our ITE courses are subject to satisfactory pre-employment checks, including a satisfactory Enhanced Criminal Records with Barred List check through the Disclosure and Barring Service (DBS). Further information on safeguarding within the UoB ITE Partnership can be found at www.brighton.ac.uk/safeguarding and in section 1.6 of this handbook.
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**Introduction**

Primary School-Based Training Dates 2019-20

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8. Newly Qualified Teacher (NQT) and Recently Qualified Teacher (RQT) Support and Development
School Direct Salaried, EYITT and Apprentice routes are employment-based. Therefore trainees are expected to be in schools and settings for the full academic year. University-based training days are indicated via the programme handbooks.
Introduction

As one of the leading ITE providers in the country our strength lies with our school led Partnership that works to ensure that trainee teachers receive the best possible support and education. Through our partnerships we work closely with 600 schools and colleges in the region. We believe that equipping the next generation of teachers to be outstanding is only possible through an equal and close collaboration between schools, colleges and universities.

We work together at all stages of a trainee’s career: from initial recruitment, through the delivery of teacher training and beyond initial qualification to the continuing professional development of teachers. Each year the Partnership manages approximately 1,200 school-based training placements that vary from two to fifteen weeks. In addition to our PGCE/PGCE School Direct (Tuition) (SDT) primary and secondary routes, we also place trainees from all three years of our primary undergraduate programmes. We also run highly successful, employment-based School Direct (Salaried) (SDS) and Apprenticeship programmes.

We look forward to working with you during 2019/20 and hope that this handbook will provide you with all of the generic information you need relating to trainee school-based training. Supplementary handbooks for trainees and mentors are produced to provide details of the specific requirements and expectation for each period of school-based training. If you have any questions, please do not hesitate to get in touch with a member of Partnership Office staff using the contact details on page 3.

All information contained in this handbook relates to all primary trainees in the School of Education (SoE) at the University of Brighton (UoB), including School Direct and Postgraduate Teacher Apprenticeship.

Terminology – ITT / ITE: Across Government, Ofsted and sector documentation Initial Teacher Education and Initial Teacher Training is used interchangeably.

This handbook alongside all key school-based training resources and guidance is available at http://blogs.brighton.ac.uk/mentors/mentoring-resources/primary/. Alternatively, you can contact the Partnership Office and colleagues will be happy to send you a hard copy.
### Key Contact Details

<table>
<thead>
<tr>
<th>Position</th>
<th>Name</th>
<th>Email</th>
<th>Phone</th>
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<tbody>
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Sarah is the Partnership Coordinator. She leads and manages all aspects of the Initial Teacher Education Partnership and is the Designated Safeguarding Lead (DSL). Feedback about any aspects of Partnership can be provided using the School Led email address schoolled@brighton.ac.uk.

Sheridan is responsible for overall coordination of the School of Education’s Initial Teacher Education programmes.

Nicola is responsible for administrative support for NQTs and alumni. She also supervises the Partnership Office administrative team.

The Partnership Office administrators are responsible for all aspects of administrative support relating to primary school-based training.

Sarah is the administrator for the employment-based programmes. Sarah is responsible for admissions on the employment-based programmes and School Direct (Tuition).

Kathy plays a key role in quality assuring the trainee school-based training experience and leads on mentor training and development.

Ally leads all intervention work with trainees related to school-based training. She works with staff and trainees to remove barriers to learning and development and provide support as necessary.

We provide trainees and SoE staff with technical support for the use and management of the e-Portfolios (PebblePad) (For more information, see section 3.2).

All trainees must use these contact details to get in touch if they are absent from school-based training (see section 3.9 for more information).
1. School-Based Training

1.1 The Partnership Agreement

This Partnership Agreement should be signed by representatives of all schools who work in partnership with the university. If you are a new or existing partner who has not previously completed the form, please sign and submit it to the Partnership Office. The form can be accessed online here: Partnership Agreement

Information about specific roles and responsibilities for partnership stakeholders can be found in section 2 of this handbook (QA and Governance).

Additional Partnership Agreements are signed by those schools involved in School Direct and Postgraduate Teacher Apprenticeship that outline specific individual school/university arrangements.

1.2 Becoming a Training School

If you would like to work with us please contact our Partnership Office and we would be delighted to speak with you by phone, send you further details and visit you at your school.

For schools interested in recruiting and selecting trainees for their schools via the Postgraduate Teacher Apprenticeship, PGCE School Direct (Tuition) or School Direct (Salaried) route, please contact Sarah McGillivary (S.McGillivary@brighton.ac.uk, 01273 643320). Further information can be found on our dedicated School Direct Website.

1.3 How School-Based Training is allocated

Trainees complete an Information form to help us to match them with schools. The Partnership Office team will contact schools in the summer term to discuss matching and will invite them to make their offers online here: http://blogs.brighton.ac.uk/education/about-us/primary-school-based-training-form-201920/.

We will provide information to the trainees about the location of school-based training placements in a timely manner (i.e. at least two working weeks in advance of the start date).

When allocating school-based training, we consider the profile of the trainee, for example previous experiences, skills and expertise, travelling distances, age phases taught and current needs of the trainee.

The requirements of partnership schools also take high priority in the matching process, for example, teacher supply and priority improvement areas are considered alongside trainee need.

The trainee arranges travel to and from the training school and the university normally pays a contribution to travel costs. For more information, please visit the Travel Claims section of the Partnership website.

For Employment-Based Routes, PGCE School Direct Tuition and Postgraduate Teacher Apprenticeship:

Participating schools and the university work collaboratively to arrange school-based training as outlined in the relevant Partnership Agreements.
1.4 UoB ITE Partnership: ITT Criteria and Supporting Advice (DfE, February 2018): Compliance Overview

<table>
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<th>Criteria</th>
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<tr>
<td><strong>1. Entry Criteria</strong></td>
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<tr>
<td>C1.1 GCSE Grade 4 or equivalent in English and mathematics. GCSE Grade 4 or equivalent in science for those teaching 3-11.</td>
<td>The Partnership procedures for recruitment/selection are reviewed regularly to ensure that they meet all relevant DfE entry requirements (ITT Criteria and Supporting Advice sections C1-4). For example, original certificates are viewed, interview procedures promote equality of opportunity and checks (DBS / prohibition / disqualification) are undertaken to ensure that applicants are deemed suitable to train to teach.</td>
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<tr>
<td>C1.2 First degree of a UK HEI or equivalent qualification (for all graduate programmes).</td>
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<td>C1.3 Entrants participate in a rigorous selection procedure designed to assess their suitability to train to teach.</td>
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<tr>
<td>C1.4 Entrants have passed the professional skills tests prior to entry.</td>
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| **2. Training Criteria** | |
| C2.1 The contents, structure, delivery and assessment of programmes are designed to: | Training criteria are met through programme design and guidance for partners, tutors and trainees. Assessment practices are quality assured through ongoing internal and external monitoring processes and procedures. |
| a) Enable trainees to meet all the Standards for QTS across the age range of training. | |
| b) Ensure that no trainee is recommended for the award of QTS until they have met all of the Standards for QTS. | |
| C2.2 Prepare trainees to teach within one of the following age phases: Ages 3-11 (primary) Ages 7-14 (middle) Ages 11-19 (secondary) | |
| C2.3 Sufficient time being trained in schools, EYS or FE settings in order to demonstrate that they meet all the Standards for QTS. Typically: 120 days for 1, 2 or 3 year undergraduate and primary/secondary graduate programmes. For employment-based programmes as determined by the training programme. | |
| C2.4 That each trainee teacher has taught in at least two schools | |

| **3. Management and quality assurance criteria** | |
| C3.1 The ITT management structure ensures the effective operation of the training programme. | Agreed with partners, published in the Partnership in Education (PiE) Handbooks and reviewed regularly to ensure that partners are fully aware of their duties under all relevant legislation. Overseen by the Partnership in Education Strategic Committee and assured through internal and external monitoring including Self-Evaluation Documents and Improvement Plans. |
| C3.2 The Partnership Agreement sets out the roles and responsibilities of each partner. Non school-led provision must assure the significant role of schools in recruiting, selecting, training and assessing trainees. | |
| C3.3 Comply with all current legislation relevant to ITT. | |
| C3.4 All aspects of provision are monitored, evaluated and moderated rigorously to secure improvements in the quality of training/assessment of trainees. | |

| **4. Employment-based criteria** | |
| C4.1 For the period of training all applicants must be employed as unqualified teachers at a school, and (except applicants employed in academies or independent schools) must be paid in accordance with at least point one on the unqualified teachers’ pay scale for the period of their training. | The Partnership ensures employment-based criteria are met through joint agreements with employing schools and settings and ongoing reviews of trainee experience and progress conducted by relevant committees (PIESC, Further Education and Training and Early Years Initial Teacher Training). |
| C4.2 Applicants are only admitted to employment-based programmes by either the DfE or by an accredited provider. | |
| C4.3 No applicant will be required to perform more than 90% of the teaching duties normally required of a full-time qualified teacher. | |
| C4.4 All entrants to the OTT programme must have successfully completed a programme of professional training for teachers outside the UK (and recognised as such by that country). | |

1.5 Assessing School-Based Training

*Please read this section in conjunction with the DfE Teachers' Standards guidance. The Teachers’ Standards are also included as appendix 1.*

School-based training experience plays a major part in enabling trainees to meet the Teachers’ Standards. The assessment pattern for these experiences is designed so that competences are achieved with a level of understanding and judgement that is appropriate to a graduate profession.

In each period of school-based training, trainees will be expected to demonstrate their professionalism and understanding through:

- Personal and professional conduct;
- Impact on pupil progress;
- Completion of tasks.
1.6 Safeguarding

Safeguarding relates to the actions taken to promote the welfare of children and learners and protect them from harm and is the responsibility of everyone who works with children and learners.

Safeguarding is defined in *Working Together to Safeguard Children* (Gov.uk, 2018) as:

- protecting children and learners from maltreatment
- preventing impairment of children’s and learners’ health and development
- ensuring that children and learners grow up in circumstances consistent with the provision of safe and effective care
- taking action to enable all children and learners to have the best outcomes

*Keeping Children Safe in Education* (Department for Education, 2019) identifies the following issues for those working in schools and other educational settings to be aware of:

- abuse (multiple forms of)
- bullying including cyberbullying
- child sexual exploitation (CSE)
- children missing education
- children missing from home or care
- criminal exploitation of children and vulnerable adults
- domestic abuse
- drugs
- fabricated or induced illness
- faith based abuse
- female genital mutilation (FGM)
- forced marriage
- upskirting
- children in the court system
- (so called) honour based violence
- gangs and youth violence
- gender-based violence/violence (VAWG)
- hate
- mental health
- missing children and adults
- preventing radicalisation
- private fostering
- relationship abuse
- sexual violence and sexual harassment between children in schools and colleges
- sexting
- trafficking and modern slavery
- peer on peer abuse
- child criminal exploitation (county lines)
- children with family members in prison
- homelessness

The UoB ITE Partnership is committed to ensuring trainees are aware and able to act upon their safeguarding duties as members of school and setting communities. Our Partnership Agreement states that **every trainee**:

- Receives safeguarding training and induction in each training setting which is recorded on the Record of Mentor Meeting form (PH)
- Is fully briefed upon and signs the Partnership’s ‘Code of Personal and Professional Conduct’ that includes the following duties for trainees:
  - become familiar with, respect and adhere to all relevant statutory frameworks, university policies and documentation and the policies and practices of partnership settings/schools in which they teach
  - prioritise the health, welfare and education of the children in their care
- Is fully briefed on the Partnership’s policy on the ‘Use of Social Media’, this includes full guidance on the use of electronic communication, appropriate use of social media and what to do if they have any concerns.
- Engages in university-based study where additional support and guidance related to safeguarding takes place. For example, online units such as the Home Office Prevent training: [https://www.elearning.prevent.homeoffice.gov.uk/](https://www.elearning.prevent.homeoffice.gov.uk/)
- Is made aware of key safeguarding policies and practice guidance through our safeguarding web page [www.brighton.ac.uk/safeguarding](http://www.brighton.ac.uk/safeguarding)

University tutors are supported with safeguarding updates.
1.7 **Spiritual, Moral, Social and Cultural Development (SMSC) and Fundamental British Values**

As part of schools’ responsibility to support the SMSC development of their pupils, teachers are expected to actively promote fundamental British values of:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect
- Tolerance of those with different faiths and beliefs

All UoB ITE trainees are supported to consistently promote fundamental British values as part of pupils’ spiritual, moral, social and cultural development. During university-based training trainees receive input on fundamental British values and their importance. During school-based training we ask that settings induct trainees by sharing policies and approaches to fundamental British values to support their achievement of part two of the Teachers’ Standards (personal and professional conduct). Trainees may demonstrate their learning and engagement through a variety of means, for example:

- Understanding the Prevent Duty and providing a safe environment for debating controversial issues
- Involvement in pupil councils and pupil voice projects
- Understanding and promotion of e-safety
- Promoting reading materials that have themes of tolerance, mutual respect and democracy
- Taking part in assemblies where British values are made relevant to all pupils

In doing so our trainees are supported to reflect upon the kind of society we aspire to have, the kind of world we aspire to create, and the kind of education we aspire to provide.

Resources related to SMSC and Fundamental British Values are available by following this link: [https://www.brighton.ac.uk/current-students/my-studies/placements/resources-for-trainee-teachers.aspx](https://www.brighton.ac.uk/current-students/my-studies/placements/resources-for-trainee-teachers.aspx)
1.8 General Data Protection Regulation (GDPR)

The General Data Protection Regulations were introduced in May 2018. The purpose of GDPR is to ensure fundamental rights are respected with regard to privacy and the use of personal data. Personal data is defined as “any information relating to an identified or identifiable natural person” and includes text, photos, voice recordings, emails, mark books and videos. Particular care is needed with sensitive personal data related to an individual’s race, ethnic origin, politics, religion, trade union membership, genetics, biometrics, health, sex life or sexual orientation.

GDPR applies to the pupils and learners with whom our trainees work as well as the trainees themselves. Key information about trainees is shared across the Partnership (e.g. names, training route, individual professional development needs) in order to support training needs. However we ensure that such information is shared on a need to know basis. Information about disability, medical conditions and individual learning needs is shared with relevant partnership staff based on the recommendations of the UoB Disability and Dyslexia team.

In order to support trainees to follow the terms of GDPR (set out in our introductory guidance for trainees - appendix 5) key expectations of schools/settings and trainees are as follows:

**School-based training providers:** Schools/settings share GDPR policies and practices with trainees as part of their induction. Schools/settings provide a point of contact for responding to questions and concerns. We also recommend that if it is not made clear through their privacy policy that schools/settings inform parents/learners that trainees will be working with learners’ data.

**Trainees:** Following induction into GDPR policies trainees should take the time to familiarise themselves with their school/setting’s policies and practices. They should raise questions and concerns around the use of data and information to their mentors and named contacts immediately. Trainees are expected to follow the principles set out in the introductory guidance in appendix 5 and also refer to the Information Commissioner guidance (link below) as the need arises.

2. Quality Assurance and Governance

2.1 Partnership in Education Strategic Committee

The Partnership in Education Strategic Committee (PiESC) is a school-led, strategic committee comprised of representatives from EYITT, primary, secondary, FET, Postgraduate Teacher Apprenticeship, special schools and governors from across the Partnership. These colleagues work alongside tutors from the university to implement innovative responses to policy changes and drive improvement. PiESC ensures high levels of consistency are maintained across the Partnership and facilitates the sharing of effective practice and the identification of areas for improvement.

2.2 Monitoring, Evaluating and Improving Partnership Provision

The UoB ITE Partnership is committed to ongoing review and development to secure improvements in the quality of training using the following key mechanisms:

- **School-based Training Evaluations**: Trainees evaluate their experience of school-based provision;
- **Partnership Survey**: School-based colleagues feedback upon their experiences of working in the Partnership;
- **NQT Survey**: Former trainees feedback on their overall training experience and preparation for employment;
- **Primary Link Tutor Record**: Primary Link Tutors collate feedback from schools identifying strengths of provision as well as areas for development;
- **External Examiners**: Colleagues from other ITE Partnerships annually review the quality and consistency of our provision;
- **Internal moderation of assessment**: University tutors work alongside school-based colleagues to ensure the consistency of trainee assessment;
- **Ongoing feedback**: We use a variety of other formal and informal methods to review training and support for colleagues. We also invite feedback through schoolled@brighton.ac.uk in order for all members of our Partnership to contribute their voice.

Our monitoring and evaluation is used to drive Partnership improvements by informing the Self Evaluation Document (SED) and the resulting improvement priorities. These themes are communicated to all members of the Partnership at training events, through posters and online documentation. The overall themes from different surveys and evaluations are shared with school-based colleagues and where specific examples of best practice and/or potential areas for development are identified these are communicated as the need arises.
2.3 Admissions Policy for Initial Teacher Education Programmes

The admissions procedure provides an excellent way for colleagues across the ITE Partnership to collaborate in the shared exercise of recruiting and selecting the very best trainees. A summary of our recruitment policy is as follows:

- The process for admissions is co-ordinated by the university but relies heavily on school representatives and their involvement;
- Any changes to policies and procedures are agreed at PiESC and discussed at mentor meetings;
- Bespoke induction will be provided for those school/college staff new to the process. We ask partner schools to nominate colleagues who can take part in this process;
- Interview dates are set by the university and shared with partner schools as early as possible;
- Candidates are selected on the basis of their application forms, the interview itself (including a written task), and decisions following the interview.

For PGCE School Direct (Tuition), School Direct (Salaried) and Postgraduate Teacher Apprenticeship routes:

The process for admissions for employment-based routes is co-ordinated by the lead school and involves collaboration and agreement with the university on application, interview, final selection and quality assurance processes and procedures. Further information can be found on our School Direct Website and Postgraduate Teacher Apprenticeship Website.

2.4 Equality and Diversity

The University’s Equality and Diversity Policy is based upon the Equality Act (2010) and fully supported by the Board of Governors. If any incidents of discrimination occur during school-based training, please contact the Deputy Head of School: Partnership and Engagement (S.Fitzjohn-Scott@brighton.ac.uk).

Some important points to note:

- Trainees comply with, and are protected by the university's equal opportunities policies as well as those in place in schools whilst engaging in school-based training;
- The Partnership seeks to recruit and support trainees from under-represented groups;
- The University is sensitive to personal and religious beliefs and trainees are allowed two days religious observance during a period of school-based training. Trainees must tell the school and Partnership Office in advance. Please see section 3.9 on absence for more information;
- The Disability and Dyslexia team provide support for trainees with disabilities. Trainees are able to seek advice from the partnership coordinator or a student support and guidance tutor (SSGT);
- When trainees have a specific learning need a Learning Support Plan (LSP) is put in place with recommendations for any adjustments to the training programme that would best support their professional learning;
- In order to support schools in their need to work with the Equality and Diversity Act, programme teams collaborate with trainees to inform schools of any circumstances or information that may impact on their school-based training.

For Employment-Based Routes:

In addition to the above trainees are advised to become familiar with the school’s policies for Equality and Diversity.
2.5 **Suitability**

The UoB operates robust selection procedures that are designed to assess applicants’ suitability to train to teach as detailed in the ITT Criteria and Supporting Advice (February 2018).

2.5.1 **Disclosure and Barring Service (DBS)**

The UoB has regard to the ‘Keeping Children Safe in Education’ statutory guidance when carrying out our duty to safeguard and promote the welfare of children.

All trainees are subject to appropriate pre-selection checks, including obtaining and considering DBS criminal records checks and children’s barred list information (NB. further checks are carried out for those candidates who have lived and worked outside the UK).

*In accordance with all requirements, including those from Ofsted, schools should not request access to DBS Certificates.* However, when placing a trainee, the university will confirm with the school that all relevant checks, including a DBS Enhanced Disclosure, have been cleared.

*For employment-based routes, it is the responsibility of the employer, rather than the university, to undertake all DBS checks for these trainees. In accordance with the statutory requirements, the university does not ask for access to employment-based trainee’s DBS certificates but employers are required to confirm that all of the above checks have been completed and cleared prior to the start of the training.*

2.5.2 **Other Background Checks**

The UoB checks that candidates are not:

- Subject to a prohibition order issued by the Secretary of State;
- Prohibited to teach in another country or the European Economic Area (EEA).

The UoB also has regard for the Disqualification under the Childcare Act 2006 statutory guidance and related obligations under the Childcare Act 2006.

*For employment-based routes, it is the responsibility of the employer to ensure they comply with the legislation. If a trainee is, or becomes, disqualified from a childcare role the school must inform the UoB.*

2.5.3 **Health and Physical Capacity to Teach**

The UoB has a responsibility to ensure that trainees have the health and physical capacity to teach and will not put children and young people at risk of harm. On entry to the programme, trainees are cleared as ‘fit to teach’ by Brighton and Sussex University Hospitals NHS Occupational Health service. If trainees have not been cleared, they cannot start their school-based training. Trainees must inform the university immediately if their health deteriorates or changes during training.

*For employment-based routes, it is the responsibility of the employer to ensure that trainees have the health and physical capacity to teach employment-based trainees before the training year commences.*

2.5.4 **Teacher Registration Number (TRN)**

The university will share TRNs with trainees’ training schools. Professional bodies (including Schools, the DfE, Ofsted, Teacher Training Institutions) can use the TRN to get information about the individuals’ eligibility to teach (whether they have QTS, have completed their induction, have been barred from the profession, etc). This information is made available by the Department for Education through a secure website and is not available to the general public.
2.6 Policy and Guidance for Pregnant Trainees, Maternity and Parental Leave

Under the Equality Act (2010), the ITE Partnership supports pregnant trainees and those on parental leave. The following applies:

- Maternity is defined as including all stages of pregnancy and up to 26 weeks after the birth of a child;
- Pregnant trainees should talk to the partnership coordinator and headteacher (if on school-based training) as soon as they are able;
- The partnership coordinator or appropriate nominee will discuss pregnancy health and safety in school and arrange a risk assessment;
- The headteacher may inform the respective management teams and other colleagues about the pregnancy;
- Pregnant trainees are allowed to attend antenatal care;
- Absence due to pregnancy, maternity or paternity should not normally exceed six days;
- Regular health and safety reviews may be necessary to take account of changes as the pregnancy develops. By law, the mother must remain absent from work for two weeks immediately after the birth;
- Absence, including parental leave, would normally be agreed following discussions with the headteacher/professional tutor, trainee teacher and partnership coordinator.

For Employment-Based Routes:

Employment-based trainees must note the above and abide by the terms and conditions of their contract with the school.

2.7 Partnership Resource

Please see below for an overview of how the Partnership is funded.

Distribution of Initial Teacher Education School-Based Training Funding 2018/19

The distribution of resources is discussed and agreed annually with partner representatives at the Partnership in Education Strategic Committee (PiESC).
2.8 Keys to Quality

Please read the following descriptions of roles and responsibilities in conjunction with the Partnership’s 6 Keys to Quality:

- A warm welcoming induction, including safeguarding;
- Ongoing and supportive informal guidance and advice;
- Effective regular mentor meetings;
- Individualised training and development opportunities;
- Constructive, personalised verbal and written feedback;
- Accurate assessment using grading descriptors.

For Employment-Based Routes:

Please also refer to the ‘Partnership Roles and Responsibilities’ sections in the relevant handbooks.

2.8.1 National Mentor Standards

National Standards for School-Based Initial Teacher Training (ITT) Mentors (July 2016)

The following is a set of non-statutory Standards devised by the Teaching Schools Council in response to an invitation from the Secretary of State for Education. This followed on from a key recommendation made from Sir Andrew Carter’s review of ITT. These Standards are to be used to foster consistency in the effective practices of mentors and to raise the profile of mentoring so as to acknowledge the crucial role that mentors play in supporting trainee teachers. The Standards below set out the minimum expectations for those working as school-based ITT mentor.

Standard 1 - Personal qualities

Establish trusting relationships, modelling high standards of practice and understand how to support a trainee through initial teacher training

The mentor should:

- Be approachable, make time for the trainee, and prioritise meetings and discussions with them;
- Use a range of effective interpersonal skills to respond to the needs of the trainee;
- Offer support with integrity, honesty and respect;
- Use appropriate challenge to encourage the trainee to reflect on their practice;
- Support the improvement of a trainee’s teaching by modelling exemplary practice in planning, teaching and assessment.
Standard 2 – Teaching

Support trainees to develop their teaching practice in order to set high expectations of all pupils and to meet their needs

The mentor should:

- Support the trainee in forming good relationships with pupils, and in developing effective behaviour and classroom management strategies;
- Support the trainee in developing effective approaches to planning, teaching and assessment;
- Support the trainee with marking and assessment of pupil work through moderation or double marking;
- Give constructive, clear and timely feedback on lesson observations;
- Broker opportunities to observe best practice;
- Support the trainee in accessing expert subject and pedagogical knowledge;
- Resolve in-school issues on the trainee’s behalf where they lack the confidence or experience to do so themselves;
- Enable and encourage the trainee to evaluate and improve their teaching;
- Enable the trainee to access, utilise and interpret robust educational research to inform their teaching.

Standard 3 – Professionalism

Set high expectations and induct the trainee to understand their role and responsibilities as a teacher

The mentor should:

- Encourage the trainee to participate in the life of the school and understand its role within the wider community;
- Support the trainee in developing the highest standards of professional and personal conduct;
- Support the trainee in promoting equality and diversity;
- Ensure the trainee understands and complies with relevant legislation, including that related to the safeguarding of children;
- Support the trainee to develop skills to manage time effectively.

Standard 4 – Self-development and working in partnership

Continue to develop their own professional knowledge, skills and understanding and invest time in developing a good working relationship within relevant ITT partnerships.

The mentor should:

- Ensure consistency by working with other mentors and partners to moderate judgements;
- Continue to develop their own mentoring practice and subject and pedagogical expertise by accessing appropriate professional development and engaging with robust research.
### Partnership Roles and Responsibilities – Professional relationships and partnerships

<table>
<thead>
<tr>
<th><strong>The Headteacher:</strong></th>
<th><strong>The Senior Mentor / Professional Tutor:</strong></th>
<th><strong>The Mentor:</strong></th>
<th><strong>The Class Teacher:</strong></th>
</tr>
</thead>
</table>
| Gracefully coordinates with the partnership coordinator over provision of school-based training and allocates trainees across alliances (where appropriate). Participates, where possible, in the recruitment and selection of trainees. | Liaises with the Headteacher and partnership coordinator over provision of school-based training and allocation of trainees to classes. | Liaises with the class teacher to ensure the trainee has opportunities to fulfil all requirements of school-based training. The mentor should:  
- Jointly observe the trainee with the university tutor to review progress;  
- Hold regular mentor meetings with the trainee;  
- Undertake additional observations (at least 1) to review trainee progress;  
- Work with the class teacher to support the trainee’s development. | Liaises with the mentor to facilitate fulfilment of school-based training requirements. |
| Appoints mentors who are responsible for training and supervising trainees using the National Standards for Mentors to guide the process. Promotes the role of mentor as an opportunity for professional development. | Supports school’s selection of mentors using the National Standards for Mentors to guide the process. | Engages with the National Standards for Mentors  
**Standard 1** – Personal qualities:  
Establish trusting relationships, modelling high standards of practice, and understand how to support a trainee through initial teacher training.  
**Standard 4** – Self-development and working in partnership:  
Continue to develop their own professional knowledge, skills and understanding and invest time in developing a good working relationship within relevant ITT partnerships. | Has an awareness of the National Standards for Mentors. Ensures that the trainees is aware of the needs of individuals and groups including, for example, disadvantaged learners and those with special educational needs. |
| Seeks and promotes opportunities for ways in which their school can lead and participate within the ITE Partnership. | Attends university training and development and seeks opportunities for ways in which their school can lead and participate within the ITE Partnership. Co-ordinates university tutor visits and the programme of training, progress review and assessment of trainees. Consults with senior management and mentors to facilitate planning, development and evaluation of school-based ITE. | Attends university training and development and seeks opportunities for ways in which their school can lead and participate within the ITE Partnership. Inducts trainee(s) on the first visit and ensure that they are fully aware of all key policies including the school’s safeguarding protocols and strategy for diminishing difference for disadvantaged learners. Ensures that appropriate documentation is circulated to the class teacher and meets with them regularly to discuss the trainee’s progress. | Familiarises themselves with relevant documentation. |
## Partnership Roles and Responsibilities – Professional relationships and partnerships

<table>
<thead>
<tr>
<th>The Headteacher:</th>
<th>The Senior Mentor / Professional Tutor:</th>
<th>The Mentor:</th>
<th>The Class Teacher:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Liaises with the primary link tutor and/or partnership coordinator when a Need for Enhanced Support is identified (or delegates to other).</td>
<td>Consults with mentors and class teachers when the Need for Enhanced Support is identified.</td>
<td>Ensures that the Partnership Office and primary link tutor is contacted if a trainee is identified as needing Enhanced Support or additional intervention.</td>
<td>Helps to support and guide trainees in addressing target areas.</td>
</tr>
</tbody>
</table>
# Partnership Roles and Responsibilities - Professional development towards Teachers’ Standards (part 1 & 2)

<table>
<thead>
<tr>
<th>The Headteacher:</th>
<th>The Senior Mentor / Professional Tutor:</th>
<th>The Mentor:</th>
<th>The Class Teacher:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ensures that mentors are able to attend training provided by the university and/or use the materials provided online: <a href="http://blogs.brighton.ac.uk/mentors/mentoring-resources/primary/">http://blogs.brighton.ac.uk/mentors/mentoring-resources/primary/</a>.</td>
<td>Ensures that mentors are trained and refresh their training regularly.</td>
<td>Takes part in training and development provided by the UoB and/or use the materials provided online: <a href="http://blogs.brighton.ac.uk/">http://blogs.brighton.ac.uk/</a> Engages with the National Standards for Mentors <strong>Standard 2</strong> – Teaching: Support trainees to develop their teaching practice in order to set high expectations of all pupils and to meet their needs (including enable the trainee to access, utilise and interpret robust educational research to inform their teaching). <strong>Standard 3</strong> – Professionalism: Set high expectations and induct the trainee to understand their role and responsibilities as a teacher.</td>
<td>Negotiates class contact, timetable and teaching contact in relation to school-based training requirements.</td>
</tr>
<tr>
<td>Ensures that mentors have appropriate time and resource to meet with trainees regularly.</td>
<td>Places trainees in appropriate classes, allowing them opportunities to meet the requirements for the school-based training and the Teachers’ Standards.</td>
<td></td>
<td>Guides and supports the trainee’s preparation and planning (with the mentor and subject coordinator(s) where appropriate).</td>
</tr>
<tr>
<td></td>
<td>Provides opportunities for trainees to teach the breadth of the curriculum including their specialist subject.</td>
<td></td>
<td>Discusses daily teaching, planning and assessment with the trainee including written plans and assessments.</td>
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<td></td>
<td></td>
<td></td>
<td>Ensures that trainees are inducted into the use of school marking policies and takes part in joint marking and assessment meetings where possible.</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Provides trainees with data about pupils’ needs, progress and attainment (including SEND, Pupil Premium and EAL).</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Inducts the trainee into administrative practices in the classroom and shares the assessment/record keeping processes.</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Supports trainees to interpret and utilise relevant data to support pupil progress and develop understanding of effective data management practice.</td>
</tr>
</tbody>
</table>
### Partnership Roles and Responsibilities – Monitoring, assessment and feedback

<table>
<thead>
<tr>
<th>The Headteacher:</th>
<th>The Senior Mentor / Professional Tutor:</th>
<th>The Mentor:</th>
<th>The Class Teacher:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Ensures mentors and class teachers are adequately prepared to develop a trainee teacher and provides them with a balanced and appropriate timetable.</td>
<td>Is familiar with the trainee’s school-based training handbook and e-Portfolio (PebblePad).</td>
<td>Is familiar with the tasks and expectations in the trainee’s school-based training handbook.</td>
</tr>
</tbody>
</table>
| Approves trainee school reports and adds comments (if necessary). | Has overall responsibility for quality assurance:  
Ensures the consistency of mentoring.  
Ensures that all trainees across the school are being assessed using the UoB grading descriptors and according to SBT expectations. | Undertakes at least two formal progress reviews of the trainee recording them on form PA, one of which is joint with the university tutor.  
Arranges the interim evaluation meeting between the trainee, class teacher and themselves and completes the interim report (PB).  
Agrees the assessment of trainees with the university tutor, using the grading descriptors.  
Writes the final report (PC) in collaboration with the class teacher.  
Checks and initials the trainee’s record of attendance and contacts the Partnership Office if the trainee does not attend school for three consecutive days. | Works as a colleague with the trainee, providing regular and consistent informal feedback using the PK form as appropriate.  
Liaises closely with the mentor on trainee progress and provides evidence to inform written feedback.  
Participates in the interim evaluation meeting (PB) to review progress and set additional targets.  
Participates in the final assessment (PC).  
Meets with the university tutor when they visit the trainee teacher in school. |
## Partnership Roles and Responsibilities – Professional relationships and partnerships

Both the Primary Link Tutor and University Tutor strive to establish and maintain excellent relationships with all stakeholders in the Partnership. They are committed to professional development and are able to offer support and challenge with openness, integrity and respect.

<table>
<thead>
<tr>
<th>The Primary Link Tutor</th>
<th>The University Tutor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meets with the Headteacher and Senior Mentor / Mentor at three points during the</td>
<td>Supports professional development and critical reflection of each trainee throughout</td>
</tr>
<tr>
<td>year; identifying support required, building Partnership collaboration and encouraging</td>
<td>school-based training, helping them to unpick and deliver effective teaching and</td>
</tr>
<tr>
<td>the school to further develop the 6 Keys to Quality</td>
<td>learning.</td>
</tr>
<tr>
<td>Contacts school, trainee and University Tutor at the start of each school-based</td>
<td>Develops positive relationships with partnership schools, working closely with</td>
</tr>
<tr>
<td>training, outlining the format of UT progress visits and highlighting key dates to be</td>
<td>mentors to ensure each trainee receives quality training in line with UoB</td>
</tr>
<tr>
<td>aware of.</td>
<td>expectations. Supports and challenges schools and trainees appropriately.</td>
</tr>
<tr>
<td>Attends and supports with the SBT induction meetings in schools which are working</td>
<td>Liaises with the school and PLT to identify and monitor the Need for Enhanced</td>
</tr>
<tr>
<td>with large numbers of trainees.</td>
<td>Support process; supporting the mentor, class teacher and trainee as needed.</td>
</tr>
<tr>
<td>Provides ongoing liaison and support for the University Tutor and Senior Mentor or</td>
<td>Develops school-based training by identifying areas of expertise and/or training</td>
</tr>
<tr>
<td>mentor during each SBT. Is available to the school and UT to discuss questions as</td>
<td>needs, working with the PLT and school to further improve provision</td>
</tr>
<tr>
<td>they arise. Ensures that school-based training requirements are being fulfilled.</td>
<td></td>
</tr>
<tr>
<td>Is informed of any issues relating to trainees, mentors and UTs and takes appropriate</td>
<td>Is the first point of contact for mentors or trainees with queries about the school-</td>
</tr>
<tr>
<td>action for resolution in line with UoB protocols and procedures.</td>
<td>based training. Informs the relevant contact at the UoB, making sure that issues</td>
</tr>
<tr>
<td>Attends twilight training sessions. Identifies and provides specific localised training</td>
<td>are addressed and resolved.</td>
</tr>
<tr>
<td>to mentors and schools where needed.</td>
<td></td>
</tr>
<tr>
<td>Liaises with the UT and mentor when the Need for Enhanced Support is identified.</td>
<td>Attends regular meetings and training at the UoB to develop skills and knowledge</td>
</tr>
<tr>
<td></td>
<td>and ensure an up to date understanding of the Partnership’s vision, priorities,</td>
</tr>
<tr>
<td></td>
<td>protocols and procedures.</td>
</tr>
</tbody>
</table>
**Partnership Roles and Responsibilities – Professional development towards Teachers’ Standards (part 1 & 2)**

<table>
<thead>
<tr>
<th>The Primary Link Tutor (PLT)</th>
<th>The University Tutor (UT)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organises additional support and visits when need is identified by the UT or mentor.</td>
<td>Makes a minimum of one progress visit to a trainee during each phase of school-based training, carrying out an observation of their teaching. Provides trainees with verbal and written developmental feedback and individual targets related to the Teachers’ Standards during and after each visit. Meets with the mentor during a progress visit to discuss a trainee’s progress.</td>
</tr>
<tr>
<td>Works with the UT and mentor to provide intervention to trainees if required in conjunction with the UoB intervention team.</td>
<td>Accesses a trainee’s targets in their e-Portfolio (PebblePad) prior to each progress visit. Provides developmental feedback on the e-Portfolio.</td>
</tr>
<tr>
<td>Where appropriate, delivers additional, focussed support sessions for groups of trainees to ensure they make good progress towards the Teachers’ Standards.</td>
<td>Works with the mentor to identify when additional support may be needed and liaises with PLT to organise next steps, including extra progress visits if appropriate.</td>
</tr>
<tr>
<td>Monitors progress reviews (PA, PB, PC forms) ensuring trainees’ targets relate to the Teachers’ Standards and learning outcomes for the specific SBT.</td>
<td>During progress visits, scrutinises the trainee’s professional file (planning and evaluation, observation of teaching and oral and written feedback), identifying progress made and ways forward. Ensures that school-based training requirements are being provided.</td>
</tr>
</tbody>
</table>
## Partnership Roles and Responsibilities – Monitoring, assessment and feedback

<table>
<thead>
<tr>
<th>The Primary Link Tutor (PLT)</th>
<th>The University Tutor (UT)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Works with senior school-based training supervisor to secure the consistency of quality mentorship provision in partnership schools.</td>
<td>Quality assures and agrees the mentor’s assessment of each trainee in relation to the school-based training learning outcomes and the grading descriptors.</td>
</tr>
<tr>
<td>Obtains trainee voice through an evaluation relating to the Partnership Keys to Quality. Completes an end of year review form to identify ways to develop mentorship in the future and help further develop the Partnership.</td>
<td>Reviews the school’s final assessment of the trainee as part of the moderation process.</td>
</tr>
<tr>
<td>Liaises with UTs to quality assure grading of trainees, ensuring judgements are accurate and consistent. Carries out annual moderation through joint trainee progress visits.</td>
<td>Carries out annual moderation through a joint trainee progress visit with either the PLT or another UT.</td>
</tr>
</tbody>
</table>
### 2.9.1 Trainee

<table>
<thead>
<tr>
<th><strong>Key responsibilities:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Prioritises the well-being and progress of the pupils at all times.</td>
</tr>
<tr>
<td>Adheres to the Partnerships Code of Conduct and Part Two of the Teachers’ Standards to ensure that their personal and professional conduct is judged to be consistently high.</td>
</tr>
<tr>
<td>Reads, understands and follows procedures for safeguarding and GDPR.</td>
</tr>
<tr>
<td>Familiarises themselves with data about individual pupil’s needs, including specific groups and individuals such as those with special educational needs and/or disabilities, those for whom English is an additional language and those identified as disadvantaged. Seeks out information about the school’s policies and approaches to diminishing difference.</td>
</tr>
<tr>
<td>Familiarises themselves with the tasks and expectations in the relevant school-based training handbook, managing their time effectively to ensure these are completed when required.</td>
</tr>
<tr>
<td>Is proactive in their own professional development. Takes responsibility for improving their practice, identifying their strengths and areas for improvement and working with colleagues to set targets to ensure progress is made towards the Teachers’ Standards.</td>
</tr>
<tr>
<td>Keeps their e-Portfolio up to date, uploading all required paperwork as outlined in the relevant handbook.</td>
</tr>
<tr>
<td>Works collaboratively, knowing when to ask for support whilst adopting a constructive approach to feedback, responding professionally and positively to advice from more experienced colleagues.</td>
</tr>
<tr>
<td>Incorporates each individual school’s policies into their teaching and with support from school staff adapts their practice to reflect the school’s ethos and approach to learning.</td>
</tr>
<tr>
<td>Takes responsibility for planning, teaching and evaluating lessons in accordance with University requirements detailed in programme specific handbooks. Uses specified forms to record lesson plans, evaluations and reflections.</td>
</tr>
<tr>
<td>Engages fully with the professional development cycle. Uses targets and associated actions to focus their professional development and make progress towards the embedding the Teachers’ Standards.</td>
</tr>
<tr>
<td>Develops an understanding of effective assessment procedures, learning how to assess attainment and progress, recording and analysing relevant data to support pupil progress.</td>
</tr>
<tr>
<td>Prepares in advance for weekly mentor meetings, reflecting upon their own achievements and professional development and the impact this has had on pupils’ progress. Keeps records of discussions and agreements from each mentor meeting (PH forms).</td>
</tr>
<tr>
<td>Ensures that the record of attendance is checked and countersigned by the mentor.</td>
</tr>
<tr>
<td>Seeks advice from the university tutor (in the first instance) should any difficulties arise.</td>
</tr>
</tbody>
</table>
### 2.9.2 Senior School-based Training Supervisor (Quality Assurance)

<table>
<thead>
<tr>
<th>Roles and Responsibilities:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quality assures school-based training which may include visits to schools, meetings with appropriate staff, monitoring trainees’ school-based training evaluations.</td>
</tr>
<tr>
<td>Investigates and judges if the Enhanced Support/Likely to Fail procedure has been followed and confirms (or otherwise) that suitable systems and judgements are being made. Makes a recommendation to the partnership coordinator as outlined in Enhanced Support procedures.</td>
</tr>
<tr>
<td>Supports the evaluation and development of partnership and school-based training documentation through regular review meetings with the partnership coordinator.</td>
</tr>
<tr>
<td>Contributes to management group meetings and PiESC as appropriate.</td>
</tr>
</tbody>
</table>

### 2.9.3 Roles and Responsibilities: External Examiners

<table>
<thead>
<tr>
<th>All the university's programmes are subject to scrutiny by external examiners who report on areas such as:</th>
</tr>
</thead>
<tbody>
<tr>
<td>The general standard of the work assessed, assessment against Ofsted’s criteria and comparability with similar levels of work nationally.</td>
</tr>
<tr>
<td>The overall performance of trainees in relation to their peers in other institutions and the Teachers’ Standards.</td>
</tr>
<tr>
<td>The overall strengths and weaknesses of trainees.</td>
</tr>
<tr>
<td>The overall quality of knowledge and skills (both general and subject-specific) demonstrated by trainees.</td>
</tr>
<tr>
<td>The structure, organisation, design and marking of all assessments.</td>
</tr>
<tr>
<td>The quality of the training programme as indicated by trainee teacher performance.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>External Examiners will:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Look at samples of trainees’ written work and assessments. These include a range of trainee attainments and are dependent on trainee availability and the practicalities of arranging an itinerary.</td>
</tr>
<tr>
<td>Review trainee documentation, observe trainees teach and discuss the lesson with the trainee and mentor.</td>
</tr>
</tbody>
</table>
2.10 Mentor Selection Guidance for Schools (including Mentor Training Dates)

The importance of the mentoring role in supporting trainees to become the best teachers they can be is well understood. Research (e.g. Hobson et al., 2009; Hobson et al., 2012; Hobson et al., 2015) shows that the opportunity to engage with appropriate mentoring can have a significant impact and enhance trainees’:

- Induction and socialisation into the profession and the particular institution in which they are employed;
- Professional learning and development;
- Teacher effectiveness;
- Well-being and retention.

It is the responsibility of the school/setting partner to establish rigorous mentor selection processes in order to select suitable mentors that have the ability and capacity to fulfil their role as defined in the relevant Partnership agreement and handbook. The Partnership is committed to finding supportive strategies that continue to raise the status of mentoring so that it improves the consistency of provision. Effective mentor/trainee relationships play a significant part in successful trainee outcomes.

To support this continued drive for consistency it is therefore strongly recommended that all schools utilise the National Standards for Mentors (July 2016) to inform mentor selection processes. The Standards can also be used to identify areas for development for ongoing Continuing Professional Development (CPD) for mentors. The university provides access to training and development for mentors and is responsible for monitoring and evaluating Partnership provision in order to sustain high quality outcomes for trainees.

In addition to using the Mentor Standards to inform mentor selection the Partnership recommends that mentors:

- Have sufficient time to fulfil their role
- Are released to carry out joint progress visits with university tutors
- Have at least 2 years teaching experience
- Hold Qualified Teacher Status (QTS)

2.11 Mentor Training

2.11.1 Mentor Training Events

Details and dates of programme specific mentor training events at Falmer campus are available here: http://blogs.brighton.ac.uk/mentors/mentoring-resources/primary/

2.11.2 Online Mentor Training

Following consultation with representatives from our Partnership, new and refresher mentor training can now be accessed via an online module. All mentors will need to undertake this training (approximately 40 minutes) in order for payments to be made to schools. Once completed this can be used as evidence for professional development and will be available to return to should queries arise. Primary Link Tutors and University Tutors will be available for face to face clarification and further training on request and the Partnership Office team will be happy to answer any queries either by phone or email.


<table>
<thead>
<tr>
<th>Form</th>
<th>Completed by</th>
<th>When?</th>
<th>Purpose</th>
<th>Distribution</th>
</tr>
</thead>
<tbody>
<tr>
<td>PA Progress Report</td>
<td>Mentor x 2, University tutor x 1 as a minimum, Class teacher as necessary</td>
<td>Completed at agreed progress review points, staggered through the school-based training, includes an observation of teaching. Suggested points – one before PB, one between form PB and PC.</td>
<td>Reviews progress and improvements made in relation to meeting the Standards: • Reviews learning and teaching with attention to pupil progress, attainment and behaviour in relation to the observed lesson, other evidence such as assessment and the last formal review point; • Reviews Part 2 of the Standards and the Code of Conduct; • Identifies ways forward and actions including amendments to the action plan; • Ensures the accuracy of the ITE Partnership’s assessment of trainees; • Triggers the Need for Enhanced Support process for a trainee graded 4 against any aspect of the Teachers’ Standards.</td>
<td>Trainee: Upload to e-Portfolio (PebblePad) Mentor and university tutor: copy for records</td>
</tr>
<tr>
<td>PB Interim Report on Teaching and professional competence</td>
<td>Mentor, in collaboration with the class teacher</td>
<td>Midway through the school-based training following a meeting between trainee, class teacher and mentor.</td>
<td>• Reviews current progress and indicates potential by the end of the school-based training against the Standards including part 2; • Identifies interventions and targets; • Determines the trainee’s amendments to the action plan; • Identifies additional intervention and targets with review dates for a trainee graded 3 on final school-based training; • Triggers the Need for Enhanced Support process for a trainee graded 4 against any Standard.</td>
<td>Trainee: Upload to e-Portfolio (PebblePad) Mentor: email form to: <a href="mailto:educationprimaryreports@brighton.ac.uk">educationprimaryreports@brighton.ac.uk</a> and university tutor Mentor: Copy to school colleagues where appropriate</td>
</tr>
<tr>
<td>Form</td>
<td>Completed by</td>
<td>When?</td>
<td>Purpose</td>
<td>Distribution</td>
</tr>
<tr>
<td>------</td>
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</tr>
<tr>
<td>PC  Final Assessment on Teaching Competence</td>
<td>Mentor, in collaboration with the class teacher Authorised by the senior mentor / professional tutor Approved by the university tutor</td>
<td>At the end of the formal assessed period of the school-based training.</td>
<td>• A summative report to record the trainee’s overall progress against the Standards including part 2; • Final year trainees graded 3 for any Standard will require clear intervention/targets and, in negotiation with the school, may be required to extend their school-based training; • Used to complete the practical teaching report on trainees’ references; • Determines an overall fail should a trainee be graded 4 for any Standard.</td>
<td>Trainee: Upload to e-Portfolio (PebblePad) Mentor: share and discuss with trainee and headteacher / ITE Coordinator / Senior Mentor Mentor: email form to <a href="mailto:educationprimaryreports@brighton.ac.uk">educationprimaryreports@brighton.ac.uk</a> and university tutor</td>
</tr>
<tr>
<td>PD  Need for Enhanced Support / Likely to Fail</td>
<td>Mentor, in collaboration with the class teacher</td>
<td>At any point during the school-based training when insufficient progress is being made. Reviewed normally 5 days later.</td>
<td>• Identifies issues relating to a trainee’s progress; • Determines what support from the Partnership will be provided and identifies priority areas for development for the trainees attention; • Identifies a review date, where the trainee may no longer require Enhanced Support; or may be informed that they are likely to fail; • For further guidance please see section 3.6.</td>
<td>Trainee: Upload to e-Portfolio (PebblePad) Mentor: email form to <a href="mailto:educationprimaryreports@brighton.ac.uk">educationprimaryreports@brighton.ac.uk</a> and university tutor</td>
</tr>
<tr>
<td>PH  Record of Mentor Meeting</td>
<td>Trainee</td>
<td>In preparation for and following any meeting between mentor and trainee.</td>
<td>• Reviews evidence of progress on specific targets; • Records professional dialogue between the mentor and trainee; • Drives the cycle of critical reflections, targets and action planning.</td>
<td>Trainee: Upload to e-Portfolio (PebblePad)</td>
</tr>
<tr>
<td>Form</td>
<td>Completed by</td>
<td>When?</td>
<td>Purpose</td>
<td>Distribution</td>
</tr>
<tr>
<td>-----------------------------</td>
<td>--------------------------------------------------</td>
<td>------------------------------------------------</td>
<td>--------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------</td>
</tr>
<tr>
<td>PI Record of Attendance</td>
<td>Trainee (but signed by the mentor)</td>
<td>Ongoing throughout the school-based training.</td>
<td>• Records the trainee’s attendance on school-based training;</td>
<td>Trainee: Store in teaching file</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Is kept updated and available on request to everyone involved in the training process.</td>
<td></td>
</tr>
<tr>
<td>PK Lesson Observation</td>
<td>Mentor/school colleagues and the university tutors</td>
<td>Optional or according to programme specific guidance in handbooks.</td>
<td>Used by the mentor/school colleagues and university tutors:</td>
<td>Trainees can choose to upload to e-Portfolio (PebblePad) as evidence or distribute according to programme specific guidance</td>
</tr>
<tr>
<td></td>
<td>Trainee</td>
<td></td>
<td>• To provide focussed developmental feedback;</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Support the development of trainee targets;</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• For intervention purposes in relation to subject knowledge (can be used with accompanying guidance).</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>Used by the trainee:</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• To record their observations of best practice.</td>
<td></td>
</tr>
</tbody>
</table>
## 2.13 Form Submission Dates

<table>
<thead>
<tr>
<th>Course</th>
<th>PB due date</th>
<th>PC due date</th>
</tr>
</thead>
<tbody>
<tr>
<td>BA Primary Year 1</td>
<td>N/A</td>
<td>15/05/20</td>
</tr>
<tr>
<td>BA Primary Year 2</td>
<td>28/02/20</td>
<td>20/03/20</td>
</tr>
<tr>
<td>BA Primary Year 3</td>
<td>17/01/20</td>
<td>14/02/20</td>
</tr>
<tr>
<td>PGCE Primary &amp; PGCE School Direct (Tuition)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School-Based Training 1</td>
<td>N/A</td>
<td>School-Based Training 1</td>
</tr>
<tr>
<td>School-Based Training 2</td>
<td>28/02/20</td>
<td>School-Based Training 2</td>
</tr>
<tr>
<td>School-Based Training 3</td>
<td>15/05/20</td>
<td>School-Based Training 3</td>
</tr>
<tr>
<td>School Direct (Salaried)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Host School-Based Training 1</td>
<td>25/10/19</td>
<td>Host School-Based Training 1</td>
</tr>
<tr>
<td>Second School School-Based Training 2</td>
<td>14/02/20</td>
<td>Second School School-Based Training 2</td>
</tr>
<tr>
<td>Host School-Based Training 3</td>
<td>15/05/20</td>
<td>Host School-Based Training 3</td>
</tr>
<tr>
<td>Postgraduate Teacher Apprenticeship</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Refer to the Postgraduate Teacher Apprenticeship Handbook for form submission dates.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Submission dates are set so that assessments and predictions are recorded in time for support and intervention to take place and for the University Examination Boards.

To access electronic copies of these forms, please visit the [School-Based Training Blog](#).
3. **Supporting Trainees to meet the Teachers' Standards**

3.1 **Trainee Well-being**

The well-being of our trainees is of paramount importance to all members of our Partnership. This is the essential foundation for successful outcomes for learners, a cohesive and happy school community and building the resilience necessary for a long-term career in teaching.

We are aware that trainee teachers' performance can suffer as a result of a range of mental and physical health problems. Consequently, the UoB Partnership provides trainees with bespoke support and a range of services should they experience difficulties, be they at their school/setting or elsewhere.

In order for us to offer this support, we ask that when trainees or school-based colleagues have any concerns about issues related to well-being they contact primaryeducationplacements@brighton.ac.uk at the earliest possible opportunity. By contacting us through this email address we are able to ensure that appropriate, sensitive help and guidance is offered.

Information about advice and support services at the UoB can be viewed here: [https://www.brighton.ac.uk/current-students/my-student-life/index.aspx](https://www.brighton.ac.uk/current-students/my-student-life/index.aspx)

3.2 **The Purpose and use of the e-Portfolio (PebblePad)**

The e-Portfolio (PebblePad) is a professional development tool. All ITE trainees have an e-Portfolio (PebblePad). This is an electronic system that allows them to evidence and reflect on their professional development against the Teachers’ Standards. This evidence will be based on the forms described in section 2.12 above.

The e-Portfolio (PebblePad) can be accessed from various devices, so can be used by tutors in school and university, and should be accessed during weekly mentor meetings. This supports robust monitoring across the ITE Partnership and allows colleagues to work in closer partnership, identifying when intervention strategies need to be put in place. A link to each trainee’s e-Portfolio (PebblePad) workbook is sent to the new training school prior to the start of a training period to aid transition.

The e-Portfolio (PebblePad) also supports career advancement: it is retained at the end of the training programmes thus facilitating a smooth transition to the NQT year.

Regardless of their route to achieving QTS every trainee’s e-Portfolio (PebblePad) includes the following:

| Pen Portrait | A short CV, updated before each school-based training that contains details of prior qualifications/experiences; previous school school-based trainings; grades against the Teachers’ Standards. This is updated at the end of the programme to aid transition into the NQT year. |
| DfE Teachers’ Standards and Grading Descriptors | For reference. |
| School-Based Training Section(s) | See section 2.12 above. Two or more sections for Report / Assessment / Feedback forms. Trainees are required to upload all completed report / assessment / feedback forms promptly. |

*NB.* Individual school-based training handbooks reflect the specific programme requirements.
3.3 Targets and the Action Plan

Meeting targets for improvement is central to trainees' progress. Targets are focussed on improving the quality of trainees' teaching and its contribution to pupil progress and learning over time.

Targets for trainees can arise from:

- trainee self-evaluation and longer-term targets from previous school-based training;
- progress review points including lesson feedback and weekly mentor/trainee professional development meetings: short term and more immediate targets;
- interim and formal/summative review points: longer term targets;
- end of programme assessment: NQT targets to be shared with the employing school/setting through the Career Entry Profile.

Targets and actions are recorded in the weekly mentor/trainee professional development meeting (PH). This is a key part of the trainee's experience and professional development, which is continually amended and updated during school-based training.

The weekly mentor/trainee professional development meeting forms are;

- stored in the e-Portfolio (PebblePad) and refer to the Standards;
- used to review progress; identifying strengths and priorities for development;
- discussed by the mentor and trainee;
- used to inform and guide trainee professional practice;
- used in conjunction with other written feedback, to confirm (and provide evidence of) trainee strengths and future development needs.

---

**Action Planning Cycle**

1. Targets
2. Action
3. Professional Activity
4. Evaluation
5. Self Review
6. Development and Review

---
3.4 Grading Trainees

3.4.1 UoB ITE Partnership: Grading Trainees against the Teachers' Standards

All trainees are assessed against the Teachers’ Standards (Parts 1 and 2). This is a DfE requirement and sets the minimum level of professional practice and conduct for trainees to achieve qualified teacher status (QTS).

- Trainees are graded at all stages of their training. This is so that they understand their progress and take an active role in their professional development.
- Trainees keep a record of their school-based training grades within their e-Portfolio (PebblePad). These grades are accessible to university and school-based tutors who support and enhance trainees’ progress.
- Grades are recorded on the Partnership database and in university programme tracking sheets.
- The ITE Partnership monitors progress and achievements of whole cohorts of trainees (by subject, gender, etc.) in order to inform improvement planning at all levels.

All grades are awarded using the UoB grading descriptors. These are published in the PiE Handbooks and are also available on the mentor website: http://blogs.brighton.ac.uk/mentors/mentoring-resources/primary/

<table>
<thead>
<tr>
<th>Progress Report (PA form)</th>
<th>Trainee progress is reviewed and targets are set in relation to meeting the Teachers’ Standards (Parts 1 and 2). An overall grade is awarded for Part 1 and an assessment of Part 2 is made.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interim Assessment Grades (PB form)</td>
<td>Trainees receive a ‘current’ and ‘potential’ grade against each of the 8 Teachers’ Standards with a comment and target. An assessment of Part 2 is made.</td>
</tr>
<tr>
<td>Final Assessment Report Grades (PC form)</td>
<td>Trainees receive a final “best fit” grade against each of the 8 Teachers’ Standards. An assessment of Part 2 is made. Grades are used by trainees to target professional development for their subsequent SBT or NQT year. Final assessment reports are moderated by University Tutors to ensure consistency across the Partnership.</td>
</tr>
</tbody>
</table>

Trainees are graded against the UoB grading descriptors relating to the Teachers’ Standards Part 1 (Grades 1-4) (see appendix 1). Grades awarded are best fit and relative to the expectations of the stage of school-based training.

To be awarded QTS at final assessment, trainees must meet the Teachers’ Standards (Part 1) at a minimum of grade 3.

Trainees are also assessed against Part Two of the Standards (personal and professional conduct) (see appendix 1).

To be awarded QTS at final assessment, trainees must demonstrate ‘consistently high’ personal and professional conduct.

Final assessment reports are moderated by University Tutors to ensure consistency across the Partnership.

Final Overall Grade (awarded at the end of the programme) On completion of the programme a final overall grade is awarded. The Partnership Coordinator oversees the calculation and moderation process.

Overall grades support monitoring and evaluation of trainee outcomes and are used to inform ITE improvement planning.

All trainees are expected to ‘exceed the minimum’ (grade 3) level of practice from the point of being awarded QTS. Therefore, those awarded an overall grade 3 should also evidence features of good (grade 2) practice.
1. **Calculation of ‘final grade’ where 5 or more grades are the same**

All trainees must be assessed as ‘consistently high’ for personal and professional conduct (TS Part 2) and have no grade 4s (fail) for any Standard.

**For a trainee’s final overall grade to be 1:**

- minimum of five Standards graded 1 overall;
- no grade 3 for any Standard.

**For a trainee’s final overall grade to be 2:**

- minimum of five Standards graded 2 overall.

**For a trainee’s final overall grade to be 3:**

- minimum of five Standards graded 3 overall.

2. **Moderation of ‘final grade’ where 4 grades are the same**

All trainees must be assessed as ‘consistently high’ for personal and professional conduct (TS Part 2) and have no grade 4s (fail) for any Standard.

**For a trainee’s final overall grade to be 1:**

- four Standards graded 1 overall;
- sufficient features of grade 1 in remaining Standards.

**For a trainee’s final overall grade to be 2:**

- four Standards graded 2 overall;
- sufficient features of grade 2 or above in remaining Standards.

**For a trainee’s final overall grade to be 3:**

- four Standards graded 3 overall;
- insufficient features of grade 2 or above.

Where there is a spread of grades e.g. 333221 a ‘best fit’ judgement will need to be made.

3.4.2 **Moderation**

Planned moderation processes that ensure accuracy of grading take place throughout each period of school-based training.

University tutors and school/setting-based colleagues scrutinise reports, tracking and e-Portfolios to ensure accuracy and appropriate best-fit judgements.

Where trainees have been awarded four Grade 1s and four Grade 2s for example, text is matched to the Sub-Standards and grades are moderated as appropriate using the calculation set out above.
3.5 Tracking and Intervention

All trainees are monitored rigorously from the point of interview and throughout the programme, so they are supported to become, at least, good teachers. There is a shared understanding of the need for secure tracking and swift, timely intervention. A supportive, staged process is implemented if issues are identified which provides clear targets for improvement. Trainees play a proactive role in this process and contribute to their ongoing professional development.

All stakeholders across the ITE Partnership are required to signpost when intervention is needed. For example, at the interim review stage (PB) a trainee’s overall potential grade is a 3. The relevant supervising staff must be alerted and immediate intervention, including sharply focused short and long term targets for the trainee, should be agreed. Explicit training actions should be defined, monitored and recorded. The intervention is designed to secure progress to Grade 2 (good). This may continue beyond the end of the initial training programme and into the NQT year.

Intervention can also be triggered when the trainee’s teaching, for any reason, is not developing as expected; for example, if a trainee ‘plateaus’ and there is no evidence of further progress or development in the quality of their teaching.

Examples of intervention strategies include: enabling trainees to observe additional outstanding practice; supplementary visits from a university tutor; coaching; recording and analysing practice, subject specialist support. Intervention also includes additional input centrally, for example, workshops, tutorials, lesson planning support.

All interactions with trainees are recorded in a central tracking database. This provides a clear picture of trainee progress across all areas (school-based training, assignments, attendance, etc). The database is held centrally and online. This allows university colleagues access to trainee details when they are in school.

3.6 Need for Enhanced Support and Likely to Fail (Grade 4)

This is a developmental and supportive process that is led by the school and fully supported by university staff. The Need for Enhanced Support process is initiated if a trainee teacher is not making sufficient progress in relation to the Teachers’ Standards or expectations of the school-based training (Grade 4). It can also be initiated if a trainee teacher fails to demonstrate high standards of personal and professional conduct (Part Two: Personal and professional conduct). For instance, a Need for Enhanced Support could be identified if pupils are not making expected progress, or the personal and professional conduct demonstrated by the trainee is not consistently high.

The Need for Enhanced Support can be initiated at any stage during school-based training. It is recorded on form PD (see appendix 3) and shared with the University. It is essential to initiate the process as soon as concerns about trainees’ progress or professionalism are identified. There may be particular reasons or circumstances why the university and its partner institutions may need to depart from this framework and in these instances, the ad hoc framework will be clarified.

At all stages of the Enhanced Support process school-based colleagues are asked to ensure timely communication in order for support to be actioned.
The Need for Enhanced Support / Likely to Fail Process

1. Arrangements are made to meet and discuss the nature of the concern(s) with the trainee as soon as practically possible. This is usually coordinated by the mentor and may involve a visit from the university tutor if requested.

2. A PD form is completed, indicating the nature of the concern, with reference to the Part 1/Part 2 of the Teachers’ Standards and or the Code of Professional Conduct alongside the UoB Grading Descriptors.

3. A supportive course of action should be recorded on the PD form and agreed with the trainee, which identifies:
   (i) Targets for action with a review date which is normally within five clear working days;
   (ii) Success criteria for each target for the purposes of clarity and review;
   (iii) A programme of Enhanced Support to scaffold trainee progress;
   (iv) If a progress review (PA) is planned during this 5 day period it could be postponed or become a supportive visit with a focus on the PD targets. This observation can be recorded on a PK form and is not graded. No additional targets should be given to the trainee while on Enhanced Support;
   (v) If a PB is due during this 5 day period it should still be completed with the target areas on the PD being recorded in the appropriate box on the PB form.

4. The trainee records a response on form PD and it is signed by all present (electronic signatures are accepted). Email the form via educationprimaryreports@brighton.ac.uk to the Partnership Office. The trainee, mentor and university tutor also need to have an electronic copy. The trainee will then upload the PD to the e-Portfolio (PebblePad).

5. On the review date, if the trainee teacher has met the success criteria against the targets set, the mentor uses the check box on form PD to confirm that the trainee no longer needs Enhanced Support. A copy of the signed form PD is emailed to the Partnership Office and the trainee updates the PD on PebblePad with the completed version.

6. If, by the review date, the trainee has not met the success criteria against the targets set, the next cycle of Enhanced Support (Likely to Fail) will need to be initiated. A PD form will be completed, indicating that the trainee is now likely to fail. Points 2, 3 and 4 are now repeated, making explicit the necessary progress required and the success criteria that need to be met.

7. The final review process will be moderated by a member of staff from the University for QA purposes.

8. If the trainee has met the success criteria against the targets set, the mentor uses the check box on form PD to confirm that the trainee is no longer likely to fail. A copy of the signed form PD is emailed to the Partnership Office and the trainee updates the PD on the e-Portfolio (PebblePad).

9. If, by the review date, the trainee has not met the success criteria against the targets set, the school-based training is considered to be failed. A Final Assessment Report on Teaching Competence (PC) is written by school-based staff (usually the mentor) highlighting the areas that are Grade 4. A meeting to discuss next steps will be arranged between the trainee and a senior member of university staff.

10. Exceptionally, at the review date, the school and university may agree that a trainee can be offered an additional and/or extended period of Enhanced Support.

11. When appropriate, the Senior School-based Training Supervisor (Quality Assurance) carries out an investigation, and confirms (or otherwise) that suitable systems and judgements were made.
    A recommendation is made to the partnership coordinator.
3.7 Failed School-Based Training

3.7.1 Exceptional circumstances

In exceptional cases the Partnership has the right to terminate training without initiating the Need for Enhanced Support Process. This will result in the school-based training being failed.

Such cases are likely to be when the trainee has deviated from the Code of Conduct and Part 2 of the Standards and/or brought the school, university or profession into disrepute.

Examples of exceptional cases are:

- The trainee has put the health and safety of the pupils at serious risk;
- The trainee repeatedly responds negatively to feedback and will not accept advice;
- The trainee has made inappropriate use of social media.

3.7.2 Repeating failed school-based training

Trainees are normally offered an opportunity to repeat school-based training should they have failed if all of the following criteria have been met:

1. The trainee has made progress towards meeting targets identified on the PD form (even if these have not been fully achieved by the end of the school-based training)

2. The trainee has adopted a constructive approach and has followed the advice received from their mentor and other school staff, university staff and/or the partnership coordinator in relation to their targets and progress towards the Standards for QTS

3. No evidence that the trainee has deviated from the behaviour which is commensurate with the Code of Personal and Professional Conduct for Trainee Teachers stated in the Partnership Agreement and Handbook and Part 2 (Personal and Professional Conduct) of the Teachers’ Standards 2012

The following should also be noted when considering whether a trainee can repeat their school-based training:

- When trainees withdraw from school-based training the criteria are considered in the context of the trainee’s performance at the point immediately before withdrawal.

- If trainees repeat an SBT, a learning agreement will be produced in liaison with the trainee and reviewed after the first 3 weeks of the SBT.

  The trainee will normally retake the SBT in full and are normally charged a repeat fee for this.

- Trainees can apply for mitigating circumstances if the failure was for reasons outside of their control. Trainees should contact educationmitcircs@brighton.ac.uk for more information.

- Decisions about repeat opportunities are always ratified by the Examination Board. Trainees are not able to appeal these decisions.
3.7.3  Process for failed school-based training

Partnership coordinator compiles a report in liaison with the following, as relevant: the mentor, university tutor(s) and senior school-based training supervisor (quality), outlining if the trainee has met the criteria above.

If the criteria have been met, the trainee will be offered a repeat school-based training period, subject to ratification by the Examination Board.

Repeating trainee organises a tutorial with their year/route/programme leader before the repeat school-based training period begins.

A learning agreement will normally be developed and agreed (copied to the repeat school-based training school and reviewed at agreed points).

If the criteria have not been met, the following process will be implemented.

Report and evidence is considered by the School-Based Training Sub-Committee.

The committee will review the report/evidence and will recommend whether the trainee is allowed to repeat the school-based training period to the Examination Board.
3.8 Number of days of School-Based Training

Our ITE programmes meet ITT statutory criteria guidance and are designed to provide trainees with sufficient time being trained in schools to enable them to demonstrate that they have met all the Standards for QTS. Therefore our programmes are structured to include the following periods of time being spent training in schools:

- A one, two or three year undergraduate programme - minimum of 120 days
- Primary PGCE/School Direct (Tuition) programme - minimum of 120 days
- Employment-based programmes - fulfil the requirements of the contract and training programme

Absences are recorded on the Partnership database and monitored by the Partnership Office. A review process and meeting is triggered should a trainee reach 5 days absent. These days exclude absence due to interviews or school closure (NB. days do not have to be consecutive and half days contribute to the total). Prior to final assessment on a one year programme overall absence data is also reviewed.

At the review meeting a decision will be made that may include one of the following outcomes:

- No action needed at present (new review date set as appropriate)
- Extension of SBT
- Completion of SBT at a later date
- Termination (failed) SBT

The outcome will depend upon consideration of the following factors:

- The reason(s) for absence and where these relate to medical grounds, whether the trainee is fit to recommence;
- The trainee teacher’s performance and potential thus far;
- The potential benefits and/or consequences of extending the training in relation to the overall programme.

3.9 Absence

If a trainee is absent, they must observe the following:

- Phone the school at the start of the day and inform the Partnership Office via EducationPlacementAbsence@brighton.ac.uk or 01273 641041, a 24 hour answerphone;
- Where possible, set appropriate work for those lessons that they miss;
- Check with the school in the event of unexpected closure (e.g. adverse weather).

If a trainee does not contact the school in the event of absence, the mentor/class teacher/university tutor should contact the Partnership Office.

Should a trainee fail to contact either both the school and the Partnership Office in the event of absence the trainee is in breach of both the UoB Code of Personal and Professional Conduct for Trainee Teachers and Part 2 of the Teachers’ Standards. This breach may result in a fail.

For Employment-Based Routes: If a trainee is absent, they must observe the following:

- Inform the Partnership Office (EducationPlacementAbsence@brighton.ac.uk / 01273 641041 (this is a 24 hour answerphone));
- Follow employing host or second school procedures.

If a trainee does not contact the school in the event of absence, the mentor/class teacher should contact the Partnership Office.
3.10 Training Needs and Age Phases / Key Stages

Dates for school-based training are published at the beginning of each academic year. We endeavour to provide information about the location of school-based training placements in a timely manner (i.e. at least two working weeks in advance of the start date).

In allocating school-based training a range of needs are taken into consideration, for example ensuring that trainees learn to teach in the appropriate age phase / key stages for their training route and that they experience contrasting schools and settings. When placing trainees we also consider:

- The location of trainees and travel times to schools
- Trainees access to transport (e.g. proximity to bus / train routes / having a car)
- Any specific learning needs or declared medical conditions
- Preferences and requests from school partners

We are always seeking to evaluate and improve our processes; if you have any feedback about the allocation of school-based training placements please share them via:
primaryeducationplacements@brighton.ac.uk

3.11 Experience of at least Two Schools

All trainees experience school-based training in at least two schools. The allocation of the complimentary experiences is quality assured by the Partnership Coordinator in collaboration with programme teams. In addition to the schools complimenting each other to enable trainees to progress, we also identify contrast in order that they experience and understand the different challenges provided by different schools, in different contexts, serving different communities to enable them to meet all the Standards for QTS.

The following are examples of differences considered when quality assuring schools for school-based training:

- % disadvantaged pupils
- Number on roll
- Type of school, e.g. Academy, Grammar, Special
- Most recent Ofsted grade
- Faith schools
- Age phases catered, for e.g. Junior, Nursery
- Curriculum, e.g. specialist schools

3.12 Industrial Action

Trainee members of teaching unions cannot go on strike or participate in industrial action in any way as they are not employed by the school, were not balloted about strike action, nor are they members of the teachers’ pension scheme. Consequently trainees should go into school provided that it remains open and that those colleagues responsible for the supervision of trainees are confident they can engage in training activities. However, trainees must not be used to cover a striking teacher and should not be left unsupervised.

If the headteacher closes the school or if there is a picket line at the school and trainees do not wish to cross this, they should inform the headteacher that they will be working from home. Trainees will not need to make up this day nor will their progress on their training programme be jeopardised. If trainees wish to seek further advice, they are encouraged to contact their union/professional association.

For Employment-Based Routes:
These trainees are directly employed by the school and subject to the school’s terms and conditions. Therefore, staff at the university are not in a position to offer advice about their contract of employment. Trainees may wish to seek further advice from their union or professional association.
4. Guidance given to trainees prior to School-Based Training

All trainees receive a school-based training handbook which includes guidance specific to the ITE programme they are enrolled on. These handbooks also contain the following generic guidelines which are applicable for all ITE trainees.

4.1 Professionalism

4.1.1 All trainees are required to sign and adhere to the Code of Personal and Professional Conduct for Trainee Teachers (see appendix 2).

4.1.2 Trainees must also refer to appendix 4: Use of Social Media: Guidance for Trainees and NQTs.

4.1.3 Procedures - Trainees must:

- Have arrangements in place to enable them to be on site at their school-based training for a full working day (typically from at least 8.00 am until 5.00 pm);
- Contact their school before the training starts, to check where and at what time they should arrive;
- Engage with the school’s safeguarding policies and procedures;
- Adhere to all school policies including data protection and the use of social network sites;
- Always refer to staff members or fellow trainees by their title and surname in front of pupils, unless told otherwise by the school. Trainees must not discuss other members of staff with pupils;
- Be aware of the procedures for photocopying and use of resources/equipment/ICT;
- Not consume alcohol during the school day. It is not acceptable for them to smoke close to school buildings or on school grounds;
- Refer to national and local policies relating to GDPR when using telephones, computers or taking images in school;
- Seek permission from the school to retain samples of children’s work which should be anonymous;
- Maintain confidentiality regarding information shared in school and on the e-Portfolio (PebblePad). All references to stakeholders must be anonymised.
Appendices

Appendix 1

Teachers' Standards with University of Brighton ITE Partnership Grading Descriptors
(Adapted from NASBTT: Training and Assessment Toolkit (April 2015) p.19-37)

Teachers’ Standards, Part One: Teaching grading descriptors

The quality of trainees’ teaching over time will be assessed through the impact they make on the learning and progress of pupils. The assessment should be informed by all aspects of their teaching and pupil learning and progress and with reference to the Teachers’ Standards, including Part 2 and the Sub-Standards.

Grades awarded should be best fit and relative to the expectations of the school-based training period.

The Teachers’ Standards and the sub-headings have been set out with grading descriptors which closely reference the Ofsted criteria for assessing outcomes for trainees in the ‘Initial teacher education inspection handbook’.

The grading descriptors have an essential role in ensuring and monitoring the accuracy and consistency of judgements of trainees’ progress, achievement and final attainment, and provide a shared language to discuss trainees’ progress through their training programme and into their NQT year.

The grading descriptors are intended to enable trainees and their mentors to:

- discuss and track the trainees’ progress over time against the Teachers’ Standards and their sub-headings at weekly meetings;
- make informed judgements at review points;
- secure accurate formative and summative assessment at review points when mapping progress against all of the Teachers’ Standards;
- support the rigorous use of evidence;
- provide a formal mechanism for recording trainees’ progress.

Using the grading descriptors

- Weekly meetings should:
  - identify evidence of pupil progress and learning over time using the full range of evidence, including lesson observations;
  - discuss what impact the trainees’ teaching has made and why;
  - identify areas of strength and areas for development for the trainees;
  - be mapped to the Teachers’ Standards and the grading descriptors;
  - review and identify short and longer term targets to improve the quality of the trainees’ teaching and the impact they have on pupils’ progress and learning over time.

  Trainees should bring evidence of their progress and of their impact on pupils’ progress and learning for discussion and appraisal at these meetings.

- Interim review points (PB):
  - review and record overall progress against the Teachers’ Standards and grade descriptors in full;
  - identify achievement and set targets.

- Final Review points (PC)
  - review and record overall progress against the Teachers’ Standards and grade descriptors in full;
  - identify achievement and set targets.

- End of programme:
  - support the identification of strengths and areas for development in order to ensure a smooth transition from the training programme into the NQT year and induction.
Appendix 1: Teachers’ Standards with UoB ITE Partnership Grading Descriptors

Teachers’ Standards, Part One: Teaching grading descriptors

Please note: Words in italics are directly from the ‘Initial teacher education inspection handbook’ March 2015; column headings reproduce the overall outcome criterion.

1. Set high expectations which inspire, motivate and challenge pupils
   a. establish a safe and stimulating environment for pupils, rooted in mutual respect
   b. set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
   c. demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

<table>
<thead>
<tr>
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<th>Trainees achieve the Standard at Grade 2 when Much of the quality of trainees’ teaching over time is Grade 2; some may be Grade 1.</th>
<th>Trainees achieve the Standards at Grade 3 when The quality of trainees’ teaching over time is Grade 3 as it is not yet Grade 2.</th>
<th>Trainees do not achieve the Standard and are Grade 4 when Trainees fail to meet the minimum level of practice.</th>
</tr>
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<tr>
<td>a establish a safe and stimulating environment for pupils, rooted in mutual respect</td>
<td>Consistently uses innovative strategies to establish a safe and stimulating environment for pupils, rooted in mutual respect, which motivates and inspires pupils to learn and enjoy the subject.</td>
<td>Uses a range of strategies to establish a safe environment which, much of the time, is stimulating and rooted in mutual respect.</td>
<td>Is able to establish a safe and stimulating environment for pupils, rooted in mutual respect.</td>
<td>Is unable to establish a safe and stimulating environment for pupils.</td>
</tr>
</tbody>
</table>
| b set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions | • Consistently sets goals that stretch, challenge and motivate pupils.  
• Use effective strategies to support the learning and progress of underperforming groups. | • Sets goals that stretch, challenge and motivate pupils.  
• Use strategies to support the learning and progress of underperforming groups. | Is able to set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions. | Is unable to set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions. |
| c demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils | Consistently and effectively demonstrates and models the positive attitudes, values and behaviour which are expected of pupils. | Consistently demonstrates and models the positive attitudes, values and behaviour which are expected of pupils. | Is able to demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils. | Is unable to demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils. |
Appendix 1: Teachers' Standards with UoB ITE Partnership Grading Descriptors

2. Promote good progress and outcomes by pupils
   a. be accountable for pupils' attainment, progress and outcomes
   b. be aware of pupils’ capabilities and their prior knowledge, and plan teaching to build on these
   c. guide pupils to reflect on the progress they have made and their emerging needs
   d. demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
   e. encourage pupils to take a responsible and conscientious attitude to their own work and study.

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<tr>
<td>a  be accountable for pupils' attainment, progress and outcomes</td>
<td>Is consistently accountable for pupils' attainment, progress and outcomes.</td>
<td>Is accountable for pupils' attainment, progress and outcomes.</td>
<td>Is able to take accountability for pupils' attainment, progress and outcomes.</td>
<td>Is unable to take accountability for pupils’ attainment, progress and outcomes.</td>
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</table>
| b  be aware of pupils’ capabilities and their prior knowledge, and plan teaching to build on these | • Has a detailed understanding of the pupils’ capabilities and their prior knowledge.  
• Demonstrate through their planning and teaching that their pupils, including those who are disabled and those who have special educational needs, make good progress. | • Has a good understanding of the pupils’ capabilities and their prior knowledge.  
• Assess pupils’ achievement and plan and teach lessons that enable pupils, including those who are disabled and those who have special educational needs, to make at least expected progress. | Is aware of pupils’ capabilities and their prior knowledge, and plans teaching to build on these. | Is unable to demonstrate an awareness of pupils’ capabilities and their prior knowledge, and is unable to plan teaching to build on these. |
| c  guide pupils to reflect on the progress they have made and their emerging needs    | Pupils are consistently offered high quality intervention and feedback which enables them to identify the progress they have made and understand what they need to do to improve. | Pupils are offered intervention and feedback which, much of the time, enables them to identify the progress they have made and understand what they need to do to improve. | Is able to guide pupils to reflect on the progress they have made and their emerging needs. | Is unable to guide pupils to reflect on the progress they have made and their emerging needs. |
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<td></td>
<td><em>Much of the quality of trainees’ teaching over time is Grade 1 and never less than consistently Grade 2.</em></td>
<td><em>Much of the quality of trainees’ teaching over time is Grade 2; some may be Grade 1.</em></td>
<td><em>The quality of trainees’ teaching over time is Grade 3 as it is not yet Grade 2.</em></td>
<td><em>Trainees fail to meet the minimum level of practice.</em></td>
</tr>
<tr>
<td><strong>d</strong> demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching</td>
<td>Is consistently and effectively able to use knowledge and understanding of how pupils learn to improve their teaching.</td>
<td>Much of the time makes good use of knowledge and understanding of how pupils learn to inform their teaching.</td>
<td>Is able to demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching.</td>
<td>Is unable to demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching.</td>
</tr>
<tr>
<td><strong>e</strong> encourage pupils to take a responsible and conscientious attitude to their own work and study</td>
<td>Consistently and effectively encourages pupils, by setting specific high expectations, to take a responsible and conscientious attitude to work and study.</td>
<td>Much of the time encourages pupils, to take a responsible and conscientious attitude to work and study by setting expectations.</td>
<td>Is able to encourage pupils to take a responsible and conscientious attitude to their own work and study.</td>
<td>Is unable to encourage pupils to take a responsible and conscientious attitude to their own work and study.</td>
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Appendix 1: Teachers’ Standards with UoB ITE Partnership Grading Descriptors

3. Demonstrate good subject and curriculum knowledge

a. have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils’ interest in the subject, and address misunderstandings
b. demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
c. demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher’s specialist subject
d. if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics (primary)
e. if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies (primary).

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<td><strong>a</strong> have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils’ interest in the subject, and address misunderstandings</td>
<td>• Consistently teach exceptionally well, demonstrating: - strong subject and curriculum knowledge; - phase expertise. • Is confident to work within the current and new curriculum. • Demonstrates the ability to address misunderstandings and maintain pupils’ interest.</td>
<td>• Teach well, demonstrating: - good subject and curriculum knowledge; - phase expertise. • Works within the current and new curriculum arrangements. • Much of the time demonstrates the ability to address misunderstandings and maintain pupils’ interest.</td>
<td>Has a secure knowledge of the relevant subject(s) and curriculum areas, fosters and maintains pupils’ interest in the subject, and addresses misunderstandings.</td>
<td>Does not have a secure knowledge of the relevant subject(s) and curriculum areas, does not foster and maintain pupils’ interest in the subject, and does not address misunderstandings.</td>
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<td>b</td>
<td>Much of the quality of trainees’ teaching over time is Grade 1 and never less than consistently Grade 2.</td>
<td>Much of the quality of trainees’ teaching over time is Grade 2; some may be Grade 1.</td>
<td>The quality of trainees’ teaching over time is Grade 3 as it is not yet Grade 2</td>
<td>Trainees fail to meet the minimum level of practice.</td>
</tr>
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<td>c</td>
<td>Effectively demonstrates consistent and critical understanding of developments in the subject and curriculum areas.</td>
<td>Consistently and effectively promotes the value of scholarship.</td>
<td>Demonstrates, much of the time, critical understanding of developments in the subject and curriculum areas.</td>
<td>Is able to demonstrate a critical understanding of developments in the subject and curriculum areas, and promotes the value of scholarship.</td>
</tr>
<tr>
<td></td>
<td>Consistently demonstrates a thorough understanding of how to teach reading, writing, communication ... effectively to enhance the progress of pupils they teach.</td>
<td>Consistently demonstrates an understanding of and takes responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher’s specialist subject.</td>
<td>Demonstrates a good understanding of how to develop the reading, writing, communication ... skills of the pupils they teach.</td>
<td>Is unable to demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher’s specialist subject.</td>
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<td></td>
<td>Consistently demonstrates an understanding of and takes responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher’s specialist subject.</td>
<td>Much of their teaching demonstrates an understanding of and takes responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher’s specialist subject.</td>
<td>Much of their teaching demonstrates an understanding of and takes responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher’s specialist subject.</td>
<td>Is unable to demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher’s specialist subject.</td>
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<td><strong>if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics</strong> (primary)</td>
<td>Much of the quality of trainees’ teaching over time is Grade 1 and never less than consistently Grade 2.</td>
<td>Much of the quality of trainees’ teaching over time is Grade 2; some may be Grade 1.</td>
<td>The quality of trainees’ teaching over time is Grade 3 as it is not yet Grade 2</td>
<td>Trainees fail to meet the minimum level of practice.</td>
</tr>
<tr>
<td><strong>d</strong></td>
<td>Trainee can teach early reading, systematic synthetic phonics, communication and language development … confidently and competently so that pupils make good or better than expected progress. Consistently demonstrates a thorough understanding of the role of systematic synthetic phonics in the teaching of early reading.</td>
<td>Trainee can teach early reading, systematic synthetic phonics, communication and language development … with increasing confidence and competence so that pupils make at least expected progress. Demonstrates a good understanding of the role of systematic synthetic phonics in the teaching of early reading.</td>
<td>Is able to, if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics.</td>
<td>Is unable to, if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics.</td>
</tr>
<tr>
<td><strong>e</strong></td>
<td>Trainee can teach primary mathematics … confidently and competently so that pupils make good or better than expected progress. Consistently demonstrates a thorough understanding of appropriate teaching strategies for the teaching of early mathematics.</td>
<td>Trainee can teach primary mathematics … with increasing confidence and competence so that pupils make at least expected progress. Demonstrates a good understanding of strategies for the teaching of early mathematics.</td>
<td>Is able to, if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.</td>
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*The current ‘Initial teacher education inspection handbook’ frequently replaces ‘early’ with ‘primary’*
### 4. Plan and teach well structured lessons

- a. impart knowledge and develop understanding through effective use of lesson time
- b. promote a love of learning and children’s intellectual curiosity
- c. set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- d. reflect systematically on the effectiveness of lessons and approaches to teaching
- e. contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

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<tr>
<td>a.</td>
<td>Consistently and effectively imparts knowledge and develops understanding through using lesson time to great effect.</td>
<td>Much of the time imparts knowledge and develops understanding through using lesson time to good effect.</td>
<td>Is able to impart knowledge and develop understanding through effective use of lesson time.</td>
<td>Is unable to impart knowledge and develop understanding through effective use of lesson time.</td>
</tr>
<tr>
<td>b.</td>
<td>Consistently and effectively promotes a love of learning and children’s intellectual curiosity.</td>
<td>Much of the time promotes a love of learning and children’s intellectual curiosity.</td>
<td>Is able to promote a love of learning and children’s intellectual curiosity.</td>
<td>Is unable to promote a love of learning and children’s intellectual curiosity.</td>
</tr>
<tr>
<td>c.</td>
<td>Consistently and effectively plans differentiated, purposeful homework/out-of-class activities that consolidates and extends existing knowledge and understanding.</td>
<td>Much of the time plans differentiated homework/out-of-class activities that consolidates and extends existing knowledge and understanding.</td>
<td>Is able to set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired.</td>
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<td>d reflect systematically on the effectiveness of lessons and approaches to teaching</td>
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<td>The quality of trainees’ teaching over time is Grade 3 as it is not yet Grade 2.</td>
<td>Trainees fail to meet the minimum level of practice.</td>
</tr>
<tr>
<td></td>
<td>• Is systematically and critically reflective in analysing, evaluating and improving their practice (paraphrased).</td>
<td>• Is systematically able to reflect in order to improve their practice. • Is able to judge the effectiveness of their lessons and impact on all groups of pupils.</td>
<td>Is able to reflect systematically on the effectiveness of lessons and approaches to teaching.</td>
<td>Is unable to reflect systematically on the effectiveness of lessons and approaches to teaching.</td>
</tr>
<tr>
<td>e contribute to the design and provision of an engaging curriculum within the relevant subject area(s)</td>
<td>Consistently makes effective contributions to the design and provision of an engaging curriculum within the relevant subject area(s).</td>
<td>Makes good contributions to the design and provision of an engaging curriculum within the relevant subject area(s).</td>
<td>Is able to contribute to the design and provision of an engaging curriculum within the relevant subject area(s).</td>
<td>Is unable to contribute to the design and provision of an engaging curriculum within the relevant subject area(s).</td>
</tr>
</tbody>
</table>
5. Adapt teaching to respond to the strengths and needs of all pupils
   a. know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
   b. have a secure understanding of how a range of factors can inhibit pupils’ ability to learn, and how best to overcome these
   c. demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils’ education at different stages of development
   d. have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

<table>
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</thead>
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<tr>
<td>a know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively</td>
<td>Consistently and effectively differentiates appropriately using timely approaches which enable pupils to be taught effectively.</td>
<td>Much of the time differentiates appropriately using approaches which enable pupils to be taught effectively.</td>
<td>Knows when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively.</td>
<td>Does not know when and how to differentiate appropriately.</td>
</tr>
<tr>
<td>b have a secure understanding of how a range of factors can inhibit pupils’ ability to learn, and how best to overcome these</td>
<td>Understand the causes of low achievement; challenge and motivate pupils where attainment is low; and use effective strategies to support underperforming groups.</td>
<td>understand how to challenge and motivate pupils where attainment is low and use strategies to support underperforming groups.</td>
<td>Has a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these.</td>
<td>Does not have a secure understanding of how a range of factors can inhibit pupils’ ability to learn, and how best to overcome these.</td>
</tr>
<tr>
<td>c demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils’ education at different stages of development</td>
<td>Consistently and effectively demonstrates clear awareness of the physical, social and intellectual development of pupils and, much of the time, adapts teaching to support pupils’ education at different stages of development.</td>
<td>Demonstrates an awareness of the physical, social and intellectual development of pupils and, much of the time, adapts teaching to support pupils’ education at different stages of development.</td>
<td>Is able to demonstrate an awareness of the physical, social and intellectual development of children, and knows how to adapt teaching to support pupils’ education at different stages of development.</td>
<td>Is unable to demonstrate an awareness of the physical, social and intellectual development of children, and does not know how to adapt teaching to support pupils’ education at different stages of development.</td>
</tr>
</tbody>
</table>
### Appendix 1: Teachers’ Standards with UoB ITE Partnership Grading Descriptors

<table>
<thead>
<tr>
<th>Standard sub-headings</th>
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<tr>
<td></td>
<td>Much of the quality of trainees’ teaching over time is Grade 1 and never less than consistently Grade 2.</td>
<td>Much of the quality of trainees’ teaching over time is Grade 2; some may be Grade 1.</td>
<td>The quality of trainees’ teaching over time is Grade 3 as it is not yet Grade 2</td>
<td>Trainees fail to meet the minimum level of practice.</td>
</tr>
<tr>
<td>d</td>
<td>- Consistently and effectively evaluates and adapts teaching to meet the needs of all pupils, including those with special educational needs, high ability (including Gifted and Talented), English as an additional language, disabilities and pupils eligible for the pupil premium (including Free School Meals).&lt;br&gt; - challenge and motivate pupils where attainment is low; and use effective strategies to support underperforming groups.&lt;br&gt; - Consistently and effectively uses and evaluates distinctive teaching approaches to engage and support pupils.</td>
<td>- Much of the time evaluates and adapts teaching to support all pupils, including those with special educational needs, high ability (including Gifted and Talented), English as an additional language, disabilities and pupils eligible for the pupil premium (including Free School Meals).&lt;br&gt; - understand how to challenge and motivate pupils where attainment is low and use strategies to support underperforming groups.&lt;br&gt; - Much of the time uses and evaluates distinctive teaching approaches to engage and support pupils.</td>
<td>Has a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and is able to use and evaluate distinctive teaching approaches to engage and support them.</td>
<td>Does not have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and is not able to use and evaluate distinctive teaching approaches to engage and support them.</td>
</tr>
</tbody>
</table>
6. Make accurate and productive use of assessment
   a. know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
   b. make use of formative and summative assessment to secure pupils’ progress
   c. use relevant data to monitor progress, set targets, and plan subsequent lessons
   d. give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

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<tr>
<td>a know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements</td>
<td>accurately assess achievement and attainment in relevant subject and curriculum areas, including statutory assessment requirements, using new curricula … examinations and assessment arrangements.</td>
<td>assess pupils’ achievement in the relevant subject and curriculum areas, including statutory assessment requirements.</td>
<td>Knows and understands how to assess the relevant subject and curriculum areas, including statutory assessment requirements.</td>
<td>Does not know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements.</td>
</tr>
<tr>
<td>b make use of formative and summative assessment to secure pupils’ progress</td>
<td>Consistently and effectively uses formative, continuous assessment and summative tests to great effect to secure progress for all pupils, through a sequence of lessons over time.</td>
<td>Much of the time uses formative, continuous assessment and summative tests to secure progress through a sequence of lessons over time.</td>
<td>Is able to make use of formative and summative assessment to secure pupils’ progress.</td>
<td>Is unable to make use of formative and summative assessment to secure pupils’ progress.</td>
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| c use relevant data to monitor progress, set targets, and plan subsequent lessons | - Consistently and effectively uses a range of relevant data, including school progress data, to monitor pupil progress and learning over time.  
- Records of pupil progress and learning and attainment are accurate and up-to-date and used to inform future planning and target setting. | - Uses a range of relevant data including school progress data to monitor pupil progress and learning over time.  
- Records of pupil progress and learning and attainment are accurate and up-to-date and, much of the time, are used to inform future planning and target setting. | Is able to use relevant data to monitor progress, set targets, and plan subsequent lessons. | Is unable to use relevant data to monitor progress, set targets, and plan subsequent lessons. |
| d give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback | - Consistently uses a range of effective methods to give pupils regular and constructive feedback and the opportunity to respond to it.  
- Accurate and timely marking and oral feedback contributes to pupil progress and learning over time. | - Uses a range of methods to give pupils regular feedback and the opportunity to respond to it.  
- Accurate and regular marking and oral feedback contributes to pupil progress and learning over time. | Is able to give pupils regular feedback, both orally and through accurate marking, and encourages pupils to respond to the feedback. | Is unable to give pupils regular feedback, both orally and through accurate marking, and does not encourage pupils to respond to the feedback. |
Appendix 1: Teachers’ Standards with UoB ITE Partnership Grading Descriptors

7. Manage behaviour effectively to ensure a good and safe learning environment
   a. have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour in classrooms and around the school, in accordance with the school's behaviour policy
   b. have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
   c. manage classes effectively, using approaches which are appropriate to pupils’ needs in order to involve and motivate them
   d. maintain good relationships with pupils, exercising appropriate authority, and act decisively when necessary.

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<td>a.</td>
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</table>
|                       | In accordance with the school's behaviour policy:  
|                       | • takes responsibility for and has the knowledge, understanding and skills to promote and manage behaviour effectively and create an excellent climate for learning.  
|                       | • actively encourages pupils to behave well in the classroom and around the school and display high levels of courtesy and co-operation.  
|                       | • can effectively tackle bullying, including cyber and prejudice-based (and homophobic) bullying. | In accordance with the school's behaviour policy:  
|                       | • takes responsibility for and is able to promote and manage behaviour in the classroom well to ensure a good and safe learning environment.  
|                       | • encourages pupils to behave well in the classroom and around the school and display good levels of courtesy and co-operation.  
|                       | • is able to tackle bullying, including cyber and prejudice-based (and homophobic) bullying. | Has clear rules and routines for behaviour in classrooms, and takes responsibility for promoting good and courteous behaviour in classrooms and around the school, in accordance with the school's behaviour policy. | Does not have clear rules and routines for behaviour in classrooms, and does not take responsibility for promoting good and courteous behaviour in classrooms and around the school, in accordance with the school's behaviour policy. |
## Appendix 1: Teachers’ Standards with UoB ITE Partnership Grading Descriptors

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| **b** have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly | - Consistently sustains high expectations of behaviour.  
- Establishes and maintains or applies the school’s framework for discipline consistently and fairly, using a wide range of effective strategies. | - Sustains high expectations of behaviour.  
- Establishes and maintains or applies the school’s framework for discipline, using a range of strategies. | Has high expectations of behaviour, and establishes a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly. | Does not have high expectations of behaviour, and does not establish a framework for discipline with a range of strategies. |
| **c** manage classes effectively, using approaches which are appropriate to pupils’ needs in order to involve and motivate them | Consistently manages a high level of pupil motivation and involvement using a range of effective approaches appropriate to the pupils’ needs. | Manages a good level of pupil motivation and involvement using a range of approaches appropriate to the pupils’ needs. | Is able to manage classes effectively, using approaches which are appropriate to pupils’ needs in order to involve and motivate them. | Is unable to manage classes effectively. |
| **d** maintain good relationships with pupils, exercising appropriate authority, and act decisively when necessary | Consistently demonstrates strong and effective relationships with pupils exercising appropriate authority, and acts decisively when necessary. | Demonstrates good relationships with pupils and exercises appropriate authority, and acts decisively when necessary. | Is able to maintain good relationships with pupils, exercising appropriate authority, and acts decisively when necessary. | Is unable to maintain good relationships with pupils, does not exercise appropriate authority and/or act decisively when necessary. |
Appendix 1: Teachers’ Standards with UoB ITE Partnership Grading Descriptors

8. Fulfil wider professional responsibilities
   a. make a positive contribution to the wider life and ethos of the school
   b. develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
   c. deploy support staff effectively
   d. take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
   e. communicate effectively with parents with regard to pupils’ achievements and well-being.

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<td>Trainees fail to meet the minimum level of practice.</td>
</tr>
<tr>
<td>a  make a positive contribution to the wider life and ethos of the school</td>
<td>Is consistently proactive and makes a positive contribution to the wider life and ethos of the school.</td>
<td>Is proactive and makes a positive contribution to the wider life and ethos of the school.</td>
<td>Is able to make a positive contribution to the wider life and ethos of the school.</td>
<td>Is unable to make a positive contribution to the wider life and ethos of the school.</td>
</tr>
</tbody>
</table>
| b  develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support | • Professional relationships with colleagues are consistently effective.  
• Consistently and effectively consults with colleagues as appropriate, knowing when and how to draw on their advice and specialist support. | • Professional relationships with colleagues are good.  
• Consults with colleagues as appropriate, knowing when and how to draw on their advice and specialist support. | Is able to develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support. | Is unable to develop effective professional relationships with colleagues, and does not know how and when to draw on advice and specialist support. |
| c  deploy support staff effectively                                                  | Consistently and effectively deploys support staff to maximise the learning of pupils. | Deploys support staff effectively to support the learning of pupils. | Is able to deploy support staff effectively. | Is unable to deploy support staff. |
## Appendix 1: Teachers’ Standards with UoB ITE Partnership Grading Descriptors

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<td>Trainees fail to meet the minimum level of practice.</td>
</tr>
<tr>
<td><strong>d</strong> take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues</td>
<td>• Is consistently proactive in taking full responsibility for improving their own teaching through professional development. • Effectively uses the advice and guidance offered by colleagues to secure improvements in practice.</td>
<td>• Takes responsibility for improving their own teaching through professional development. • Respects and responds to the advice and guidance offered by colleagues.</td>
<td>Is able to take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues.</td>
<td>Is unable to take responsibility for improving teaching through appropriate professional development, and is unable to respond to advice and feedback from colleagues.</td>
</tr>
<tr>
<td><strong>e</strong> communicate effectively with parents with regard to pupils’ achievements and well-being</td>
<td>Proactively and consistently communicates effectively with parents and carers about pupils’ achievements and well-being.</td>
<td>Communicates effectively with parents and carers about pupils’ achievements and well-being.</td>
<td>Is able to communicate effectively with parents with regard to pupils’ achievements and well-being.</td>
<td>Is unable to communicate effectively with parents with regard to pupils’ achievements and well-being.</td>
</tr>
</tbody>
</table>
Appendix 1: Teachers’ Standards with UoB ITE Partnership Grading Descriptors

Teachers’ Standards, Part Two: Personal and professional conduct

Trainees are expected to demonstrate consistently high standards of personal and professional conduct in order to be recommended for QTS.

The Personal and Professional Conduct of UoB ITE Partnership trainees is of the utmost importance.

As per DfE guidance all trainees need to demonstrate “consistently high” personal and professional conduct before they can be recommended for QTS. If their personal and professional conduct has not been “consistently high” during the final phase of school-based training the placement is failed.

Trainees may be assessed as “needs further development” before the final phase in order that intervention and support can be put in place. The descriptors below outline the expectations at the three levels of consistently high, needs further development and Enhanced Support.

Please note that if trainees are not meeting the minimum expectations as outlined in “Enhanced Support/Likely to Fail” that the Need for Enhanced Support procedure needs to be followed. If trainees are failing to meet these on a significant level please follow process for suspending SBT and contact the Partnership Coordinator (S.Fitzjohn-Scott@brighton.ac.uk) to consider whether the SBT needs to be terminated under exceptional circumstances.

<table>
<thead>
<tr>
<th>Interview:</th>
<th>Personal and professional conduct is included as a focus for discussion as part of the interview process;</th>
</tr>
</thead>
<tbody>
<tr>
<td>Induction:</td>
<td>The requirements for Part Two of the Teachers’ Standards is introduced and discussed in detail to include consideration of each aspect and its implications for trainees and teachers. Trainees are required to sign the University of Brighton Code of Personal and Professional Conduct for Trainee Teachers and in doing so they agree to adhere to high standards of personal and professional conduct;</td>
</tr>
<tr>
<td>At the start of school-based training:</td>
<td>Trainees familiarise themselves with the individual school’s codes of conduct and safety policies, including safeguarding, and ensure they understand and adhere to them;</td>
</tr>
<tr>
<td>At each review point:</td>
<td>The trainees’ ability to consistently maintain high standards of personal and professional conduct are discussed. Any areas for development are addressed and appropriate targets set;</td>
</tr>
<tr>
<td>At any time:</td>
<td>Should issues arise in relation to the appropriateness of the trainees’ conduct, action will be taken which may lead to a Need for Enhanced Support/Likely to Fail procedure being instigated.</td>
</tr>
</tbody>
</table>
Appendix 1: Teachers’ Standards with UoB ITE Partnership Grading Descriptors

Part Two: Personal and professional conduct

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher’s career.

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
  - treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher’s professional position
  - having regard for the need to safeguard pupil’s well-being, in accordance with statutory provisions
  - showing tolerance of and respect for the rights of others
  - not undermining fundamental British values, including: democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
  - ensuring that personal beliefs are not expressed in ways which exploit pupils’ vulnerability or might lead them to break the law.

- Teachers must have proper and professional regard to the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.

- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.
Appendix 1: Teachers’ Standards with UoB ITE Partnership Grading Descriptors

<table>
<thead>
<tr>
<th>Teachers’ Standard: Part Two descriptor</th>
<th>Consistently high</th>
<th>Needs further development</th>
<th>Enhanced support/likely to fail</th>
</tr>
</thead>
<tbody>
<tr>
<td>i) Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| • Treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position. | • Demonstrates a consistent commitment to upholding the high standards of the teaching profession, within and outside school  
• Develops consistently appropriate professional relationships with colleagues and pupils | • Demonstrates a commitment to upholding the high standards of the teaching profession, within and outside school  
• Develops appropriate professional relationships with colleagues and pupils | • Does not demonstrate a commitment to upholding the high standards of the teaching profession, within and outside school  
• Requires assistance to develop appropriate professional relationships with colleagues and pupils |
| • Having regard for the need to safeguard pupil’s well-being, in accordance with statutory provisions. | • Proactively safeguards pupils’ well-being, in accordance with statutory provisions | • Safeguards pupils’ well-being, in accordance with statutory provisions | • Is beginning to safeguards pupils’ well-being, in accordance with statutory provisions |
| • Showing tolerance of and respect for the rights of others. | • Understands and consistently commits to the school’s requirement to develop pupils’ wider understanding of social and cultural diversity, tolerance for others and respect for different faiths and beliefs, in line with the maintenance of fundamental British values* | • Understands that schools are required to develop pupils’ wider understanding of social and cultural diversity, tolerance for others and respect for different faiths and beliefs, in line with the maintenance of fundamental British values* | • Does not understand that schools are required to develop pupils’ wider understanding of social and cultural diversity, tolerance for others and respect for different faiths and beliefs, in line with the maintenance of fundamental British values* |
| • Not undermining fundamental British values, including: democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs. | • Understands and consistently commits to the challenges of teaching in modern British schools *  
• Consistently demonstrates an awareness of the Prevent strategy and its implications * | • Understands the challenges of teaching in modern British schools *  
• Shows awareness of the Prevent strategy and its implications * | • Does not understand the challenges of teaching in modern British schools *  
• Is not yet aware of the Prevent strategy and its implications * |
| • Ensuring that personal beliefs are not expressed in ways which exploit pupils’ vulnerability or might lead them to break the law. | • Consistently demonstrates the responsibility teachers hold in relation to the expression of personal beliefs and the impact these could have on pupils and their consequent actions*  
• Consistently and effectively adheres to the school’s and provider’s VLE/internet safety policy, including the safe and responsible use of social media | • Understands the responsibility teachers hold in relation to the expression of personal beliefs and the impact these could have on pupils and their consequent actions*  
• Understands and adheres to the school’s and provider’s VLE/internet safety policy, including the safe and responsible use of social media | • Needs help to understand the responsibility teachers hold in relation to the expression of personal beliefs and the impact these could have on pupils and their consequent actions*  
• Does not understand and adhere to the school’s and provider’s VLE/internet safety policy, including the safe and responsible use of social media |
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<td>ii) Teachers must have proper and professional regard to the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality</td>
<td>The trainee’s conduct demonstrates a highly professional approach to teaching, understanding and demonstrating that their own conduct is appropriate at all times.</td>
<td>The trainee reads, understands and applies school policies at all times, e.g. health and safety, risk assessments before trips, homework, etc.</td>
<td>The trainee’s language and dress are highly professional and in line with school policy.</td>
</tr>
<tr>
<td></td>
<td>Displays consistently high standards of personal and professional behaviour, inside and outside school, including attendance and punctuality at all times</td>
<td>Consistently and effectively applies the range of policies that support school practice and act on these in their planning, teaching and wider involvement in the life of the school</td>
<td>Takes consistently effective appropriate responsibility for their own and pupils’ well-being in the classroom and during off-site activities or visits</td>
</tr>
<tr>
<td></td>
<td>Does not display high standards of personal and professional behaviour, inside and outside school, including attendance and punctuality most of the time</td>
<td>Understands and applies the range of policies that support school practice and act on these in their planning, teaching and wider involvement in the life of the school</td>
<td>Takes some responsibility for their own and pupils’ well-being in the classroom and during off-site activities or visits</td>
</tr>
<tr>
<td></td>
<td>Does not display high standards of personal and professional behaviour, inside and outside school, including attendance and punctuality most of the time</td>
<td>Understands but does not independently apply the range of policies that support school practice and act on these in their planning, teaching and wider involvement in the life of the school</td>
<td>Takes limited responsibility for their own and pupils’ well-being in the classroom and during off-site activities or visits</td>
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<td>iii) Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.</td>
<td>• Consistently acts in the context of the professional duties of teachers as set out in the statutory School Teachers’ Pay and Conditions document</td>
<td>• Shows awareness of and trainee acts in the context of the professional duties of teachers as set out in the statutory School Teachers’ Pay and Conditions document</td>
<td>• Does not show awareness of and act in the context of the professional duties of teachers as set out in the statutory School Teachers’ Pay and Conditions document</td>
</tr>
<tr>
<td>• The trainee is able to articulate, and abide by, the roles and responsibilities of the teacher in relation to statutory frameworks.</td>
<td>• Engages fully with relevant training in Child Protection/safeguarding</td>
<td>• Has received relevant training in Child Protection/safeguarding</td>
<td>• Has not engaged with relevant training in Child Protection/safeguarding</td>
</tr>
<tr>
<td>• The trainee is aware of their responsibilities in relation to, for example, equality legislation, duties and safeguarding.</td>
<td>• Consistently and effectively articulates the training school’s policy if reporting a safeguarding concern</td>
<td>• Can articulate the training school’s policy if reporting a concern</td>
<td>• Is not aware of the training school’s policy to report a concern</td>
</tr>
<tr>
<td>• The trainee is able to judge when they may need advice and help in matters of Child Protection or confidentiality.</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

* Note: Maintained schools have obligations under Section 78 of the Education Act 2002 to provide a broad and balanced curriculum, to promote SMSC (Spiritual, Moral, Social and Cultural awareness), and the mental and physical development of pupils at the school and of society. The emphasis is placed on actively promoting Fundamental British Values.

Pupils are expected to have knowledge and understanding about freedom to choose and hold other faiths and beliefs which are protected in law and an acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated and should not be the cause of prejudicial or discriminatory behaviour.
Appendix 2

University of Brighton
School of Education

Code of Personal and Professional Conduct for Trainee Teachers:

Excellence in Professionalism

This Code of Conduct covers school and university-based training for all trainee teachers within the University of Brighton ITE Partnership. It is underpinned by and supplements Part 2 of the Teachers’ Standards (DfE, 2012) and the University of Brighton Student Charter: www.brighton.ac.uk/studentcharter.

All trainee teachers within the University of Brighton Initial Teacher Education (ITE) Partnership are expected to demonstrate consistently high standards of personal and professional conduct by:

1. Becoming familiar with, respecting and adhering to all relevant statutory frameworks, university policies and documentation and the policies and practices of Partnership schools in which they teach;
2. Prioritising the health, welfare and education of the pupils in their care;
3. Demonstrating respect for others: including pupils, colleagues, all school and university staff, staff from other agencies, parents and carers;
4. Promoting equality of opportunity, challenging stereotypes, opposing prejudice and respecting individuals regardless of age, disability, gender identity, parental status, marital status, race, ethnicity, religion, sex, social class, or sexual orientation;
5. Acting with honesty and integrity and ensuring that any activity in one’s personal life, including use of any social networking sites, does not risk bringing the teaching profession or the ITE Partnership into disrepute;
6. Maintaining high standards of attendance, punctuality and engagement in both school and university-based training and strictly adhering to procedures for informing the university and Partnership schools of any absences;
7. Maintaining high professional standards of dress and appearance whilst working in schools;
8. Maintaining appropriate professional relationships with pupils, parents, carers and all staff working in schools and to work effectively with colleagues in professional teams;
9. Taking responsibility for their own learning and responding positively to and acting upon advice and feedback from university tutors, mentors and school based staff;
10. Reporting information honestly and accurately on entry on the Suitability Self-Declaration Form and Occupational Health questionnaire and notifying the university promptly if there are any changes to this information during the programme.

_________________________________________________________________________________

Declaration

I have read, understood and agree to abide by this Code of Personal and Professional Conduct for Trainee Teachers. I understand that failure to comply with this Code may lead to the termination or suspension of school-based training and actions being taken under the University of Brighton’s Fitness to Practise procedures.

Trainee Name: ________________________________
Programme: ________________________________
Student Number: ________________________________
Trainee Signature: ________________________________ Date: ____________
Appendix 3: Pro formas

Pro formas:

These should be read in conjunction with the table in section 2.12

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>PA</td>
<td>Progress Report</td>
</tr>
<tr>
<td>PB</td>
<td>Interim Report on Teaching and Professional Competence</td>
</tr>
<tr>
<td>PC</td>
<td>Final Assessment Report on Teaching Competence</td>
</tr>
<tr>
<td>PD</td>
<td>Need for Enhanced Support</td>
</tr>
<tr>
<td>PH</td>
<td>Record of Mentor Meeting</td>
</tr>
<tr>
<td>PI</td>
<td>Record of Attendance</td>
</tr>
<tr>
<td>PK</td>
<td>Lesson Observation</td>
</tr>
</tbody>
</table>

Please note:

- When completing a form electronically, checkboxes can be changed from ☐ to ☑ by double clicking on the checkbox and selecting the 'Checked' option from the menu that appears.
- Typing your name/electronic signatures are acceptable when completing these forms.
## Progress Report

<table>
<thead>
<tr>
<th>Trainee teacher:</th>
<th>Programme:</th>
<th>SBT:</th>
</tr>
</thead>
<tbody>
<tr>
<td>School/setting:</td>
<td>Year group:</td>
<td>Subject:</td>
</tr>
<tr>
<td>Mentor:</td>
<td>University Tutor:</td>
<td>Joint review: Yes No</td>
</tr>
</tbody>
</table>

### 1. Progress – Please include trainee impact on pupil progress over time, reference to marking and feedback, planning and subject knowledge

### 2. Lesson Feedback – Focus on TS2, pupil progress, with reference to how this is supported by all Teachers’ Standards

<table>
<thead>
<tr>
<th>Grade for trainee at this point taking into account 1 and 2 above (best fit against the grading descriptors and relative to the expectations of the school-based training)</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Grade 1</td>
</tr>
</tbody>
</table>

In discussion with the trainee teacher comment upon:

- Part 2 of the Standards and the Code of Personal and Professional Conduct

With reference to the Partnership’s Code of Conduct and **Part Two** of the Teachers’ Standards (2012), the **personal and professional conduct** demonstrated by the trainee:

- Is consistently high ☐ Needs further development ☐ Needs Enhanced Support ☐ *(Please complete form PD)*

In discussion with the trainee teacher, identify **targets with actions**

I confirm that this report has been seen and discussed with the (please tick as appropriate):

- ☐ Headteacher ☐ Mentor ☐ Class teacher ☐ Trainee teacher

Completed by: Role: Date Completed:

**TRAINEE ACTION:** (1) Upload to e-Portfolio (PebblePad) (2) Distribute to school mentor/university tutor as necessary
Interim Report on Teaching and Professional Competence

- In relation to the expectations of the school-based training and grading descriptors, please tick the appropriate boxes. Moderation must take place between the trainee, mentor and class teacher.
- Grades should indicate current and potential attainment for the school-based training.

<table>
<thead>
<tr>
<th>Part One</th>
<th>Working towards:</th>
<th>CURRENT</th>
<th>POTENTIAL</th>
<th>Please write a comment and target against each Standard</th>
<th>Need for Enhanced Support (4)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(tick appropriate box)</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>TS1: Setting high expectations which inspire, motivate and challenge pupils</td>
<td>Comment:</td>
<td>Target:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TS2: Promoting good progress and outcomes by pupils</td>
<td>Comment:</td>
<td>Target:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TS3: Demonstrating good subject and curriculum knowledge</td>
<td>Comment:</td>
<td>Target:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>In relation to English/SSP</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>In relation to mathematics</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TS4: Plan and teach well-structured lessons</td>
<td>Comment:</td>
<td>Target:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TS5: Adapting teaching to respond to the strengths and needs of all pupils</td>
<td>Comment:</td>
<td>Target:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TS6: Making accurate and productive use of assessment</td>
<td>Comment:</td>
<td>Target:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TS7: Managing behaviour effectively to ensure a good and safe learning environment</td>
<td>Comment:</td>
<td>Target:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TS8: Fulfilling wider professional responsibilities</td>
<td>Comment:</td>
<td>Target:</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

With reference to the Partnership’s Code of Conduct and Part Two of the Teachers’ Standards (2012), the personal and professional conduct demonstrated by the trainee:

- [ ] Is consistently high
- [ ] Needs further development
- [ ] Needs Enhanced Support (please complete form PD)

Number of full/half days absent: /

Comment:

I confirm that this report has been seen and discussed with the:  
- [ ] Headteacher  
- [ ] Mentor  
- [ ] Class Teacher  
- [ ] Trainee Teacher

Completed by: ______________________ Role: ______________________ Date completed: ______________________

ACTION: (1) Mentor to email to educationprimaryreports@brighton.ac.uk and university tutor  
(2) Upload to Trainee e-Portfolio (PebblePad) within 24 hours
Appendix 3: Pro formas

Final Assessment Report on Teaching Competence

<table>
<thead>
<tr>
<th>Trainee teacher</th>
<th>School/setting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Programme/year</td>
<td>Class/age</td>
</tr>
<tr>
<td>Date</td>
<td>Mentor</td>
</tr>
</tbody>
</table>

Information given may be used in a reference and to assist in the continuing professional development of the trainee teacher either on a subsequent period of school-based training or as a newly qualified teacher. Please acknowledge success and identify aspects that require further development.

In relation to the expectations of the school-based training and grading descriptors, please tick one grade against each Standard. Grade 4 against any Standard will result in a fail.

**TS1: Setting high expectations which inspire, motivate and challenge pupils**
- Grade 1
- Grade 2
- Grade 3
- Grade 4 (fail)

Exemplification for grade awarded:

**TS2: Promoting good progress and outcomes by pupils**
- Grade 1
- Grade 2
- Grade 3
- Grade 4 (fail)

Exemplification for grade awarded:

**TS3: Demonstrating good subject and curriculum knowledge**
- Grade 1
- Grade 2
- Grade 3
- Grade 4 (fail)

Exemplification for grade awarded:

In relation to English/SSP:
- Grade 1
- Grade 2
- Grade 3
- Grade 4 (fail)

Exemplification for grade awarded:

In relation to mathematics:
- Grade 1
- Grade 2
- Grade 3
- Grade 4 (fail)

Exemplification for grade awarded:

**TS4: Plan and teach well-structured lessons**
- Grade 1
- Grade 2
- Grade 3
- Grade 4 (fail)

Exemplification for grade awarded:
Appendix 3: Pro formas

**TS5: Adapt teaching to respond to the strengths and needs of all pupils**
- Grade 1
- Grade 2
- Grade 3
- Grade 4 (fail)

*Exemplification for grade awarded:*

**TS6: Make accurate and productive use of assessment**
- Grade 1
- Grade 2
- Grade 3
- Grade 4 (fail)

*Exemplification for grade awarded:*

**TS7: Manage behaviour effectively to ensure a good and safe learning environment**
- Grade 1
- Grade 2
- Grade 3
- Grade 4 (fail)

*Exemplification for grade awarded:*

**TS8: Fulfil wider professional responsibilities**
- Grade 1
- Grade 2
- Grade 3
- Grade 4 (fail)

*Exemplification for grade awarded:*

---

With reference to the Partnership’s Code of Conduct and Part Two of the Teachers’ Standards (2012), the personal and professional conduct demonstrated by the trainee:

- Is consistently high
- Needs further development

**Target:**
- Fail

**Targets for the next period of training / NQT year, as applicable (with reference to the Teachers’ Standards):**

**Recommended Result:**
- PASS
- FAIL

**Number of full/half days absent:**

**Reasons other than illness:**

I confirm that this report has been seen and discussed with the (tick as appropriate):
- Headteacher
- Trainee teacher
- Mentor
- University tutor

Completed by: __________________________ Role: __________________________ Date Completed: __________________________

---

**ACTION:**
1. Mentor to email to educationprimaryreports@brighton.ac.uk and university tutor
2. Upload to Trainee e-Portfolio (PebblePad) within 24 hours
## Need for Enhanced Support

### Date issued:

<table>
<thead>
<tr>
<th>Trainee teacher:</th>
<th>Programme:</th>
</tr>
</thead>
<tbody>
<tr>
<td>School-setting:</td>
<td>Year group:</td>
</tr>
<tr>
<td>Concerns raised by:</td>
<td>Role:</td>
</tr>
</tbody>
</table>

If the trainee is at the stage where they are *likely to fail* please tick this box: ☐

### NATURE OF CONCERN:

- [ ] Pupil Progress
- [ ] Personal and professional conduct

Further comments:

---

Targets, success criteria and support necessary (referenced to the Teachers' Standards). Repeat as necessary, with no more than three targets.

**Target 1 (TS...)**

**Success criteria:**
- 
- 
- 

**Support:**
- 
- 
- 

Trainee’s response:

---

- Have the reasons for Enhanced Support been clearly explained to you? Yes ☐ No ☐
- Has the process been clearly explained to you? Yes ☐ No ☐
- Do you fully understand the targets/support above? Yes ☐ No ☐
- Is there any further support that you might find useful? Yes ☐ No ☐

*Please record your queries/suggestions below.*

---

I confirm that this report has been seen and discussed with the professional tutor or other relevant senior staff:

- Signed (trainee teacher): Date:
- Signed (mentor): Date:
- Signed (Lead mentor / university tutor): Date:

---

Review date/meeting (normally 5 working days): __________________________

I confirm that:
- [ ] The above targets have been met to a satisfactory standard and the trainee no longer needs Enhanced Support
- [ ] The above targets have not been met and therefore a new PD will be put in place
- [ ] The trainee has failed (to be ratified by the Exam Board)

Mentor signature: __________________________ Date: __________________________

---

**ACTION:**

1. Mentor to email to educationprimaryreports@brighton.ac.uk and university tutor
2. Upload to trainee e-Portfolio (PebblePad) within 24 hours
### Section A: Trainee reflection on professional learning

#### Step 1. Trainee completes this section prior to the mentor meeting.
You may wish to use the structure of ‘what’ (action) ‘so what’ (impact) and ‘now what’ (next steps) to frame these reflections.

- a) Review progress against targets and where possible make links to evidence of pupils’ response and learning.
- b) If relevant reflect on any additional learning that is unrelated to your targets.

#### Step 2. Share and review evidence with mentor.

- Q. Has sufficient progress been made for this to no longer be a priority target? **Y/N**
- Q. Where can the evidence be found?
## Appendix 3: Pro formas

### Section B: Record of discussion

**Step 3.**

- a) Draw from ‘suggestions for consideration and discussion’ list provided.
- b) Are there any other areas that need to be discussed?
- c) Record key discussion points below.

### Section C: Professional Action Plan

<table>
<thead>
<tr>
<th>Step 4. Agree and record targets (maximum of 3 and usually weekly)</th>
<th>Teachers’ Standard/s</th>
<th>Step 5. Agree and record actions for targets - action plan menus are a useful resource found here: <a href="http://blogs.brighton.ac.uk/mentors/action-plan-menus/">http://blogs.brighton.ac.uk/mentors/action-plan-menus/</a></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### SUGGESTIONS FOR CONSIDERATION AND DISCUSSION (FOR STEP 3)

1. **Well-being and managing workload:**
   - Have we considered strategies for managing any increase in teaching workload as relevant to the expectations for this stage of the training?
   - Have we used the SBT Handbook guidance to plan this including any learning outcomes for the specific SBT?
   - Have we considered and demonstrated consideration for each other’s well-being?
   - Have we reviewed and checked if we are using the mentor meetings effectively to support professional development and well-being?

2. **Trainee feedback:**
   - Have we considered any formal progress reviews (PA / PB forms) and informal feedback from other teachers from the past week?

3. **Planning for pupil progress:**
   - Has planning for next week been discussed?
   - Is planning based on assessments of pupil progress and pupil needs?
   - Have we discussed lesson evaluations and how to use these effectively to plan ahead?
   - Is feedback on trainee’s professional action plan targets informing planning decisions?

4. **Pupil progress:**
   - Is it being effectively tracked and monitored?
   - What impact is being made?
   - Is there effective communication and collaboration with support staff?

5. **Inclusion:**
   - Are pupil needs being assessed, planned for and reviewed to support progress?
   - Is emotional development and well-being being considered?
   - How are the needs of disadvantaged learners being met?

6. **Wider professional issues:**
   - Have we discussed any forthcoming key stage/school events?
   - Are there any opportunities for communication with parents and carers?
   - Is relevant research being utilised to inform teaching decisions?
   - Have we discussed your developing ideas/theories about teaching, and how these are being realised or challenged?
   - Do we need to discuss attendance?

7. **Personal and professional conduct:**
   - Using the Partnership’s Code of Conduct and Part Two of the Teachers’ Standards, have we reviewed the trainee’s personal and professional conduct in relation to the descriptors?

8. **Developmental targets and actions:**
   - Have we set achievable targets for the coming week?
   - Are trainee targets focused on relevant learning outcomes?
   - Have we discussed how these targets might be met and what actions to take?
   - Have we recorded the Standard and noted possible actions?
   - Have we utilised the grading descriptors in target setting?

**ACTION:** (1) Trainee completes and stores on e-Portfolio (PebblePad) on a weekly basis
Appendix 3: Pro formas

Record of Attendance
(Evidence of Completion of School-Based Training)

<table>
<thead>
<tr>
<th>Trainee teacher:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>School/setting:</td>
<td>Programme:</td>
</tr>
</tbody>
</table>

**Please indicate attendance/absence as follows:**  
- **P** = present;  
- **A** = absent;  
- **C** = school closed

<table>
<thead>
<tr>
<th>Week commencing</th>
<th>M</th>
<th>T</th>
<th>W</th>
<th>T</th>
<th>F</th>
<th>Reason for absence</th>
<th>Mentor's initials</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>

I certify that the above is a true record of my attendance:

Signed (trainee teacher):  
Signed (mentor):  

I certify that the above record is correct:

Signed (mentor):  

ACTION: (1) Keep at front of teaching file
Lesson Observation

(Used by the mentor/school colleagues and university tutors to provide focussed developmental feedback, support the development of trainee targets and for intervention purposes in relation to subject knowledge [can be used with accompanying guidance].

Used by the trainee to record their observations of best practice).

<table>
<thead>
<tr>
<th>Trainee:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>School/setting:</td>
<td>Observer(s):</td>
</tr>
<tr>
<td>Subject:</td>
<td>Year group:</td>
</tr>
</tbody>
</table>

Agreed focus for trainee development:

Feedback/observation notes:

Next steps for trainee development:

Completed by:
- [ ] Headteacher
- [ ] Trainee teacher
- [ ] Mentor
- [ ] University tutor
- [ ] Class Teacher
- [ ] Other, please specify:

**TRAINEE ACTIONS (OPTIONAL):**
(1) Upload to trainee e-Portfolio (PebblePad) (2) Provide mentor and university tutor a copy for records.
### Lesson Observation – Subject Knowledge Guidance for Observers

<table>
<thead>
<tr>
<th>Has the trainee teacher demonstrated an understanding of:</th>
<th>Look for evidence of:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- The key concepts, language and skills relevant to the subject area?</td>
<td></td>
</tr>
<tr>
<td>- Progression in the subject area?</td>
<td></td>
</tr>
<tr>
<td>- Connections to other topics?</td>
<td></td>
</tr>
<tr>
<td>- Methods of assessment for this topic?</td>
<td></td>
</tr>
<tr>
<td>- Planning shows key points to be delivered (could be through outcomes);</td>
<td></td>
</tr>
<tr>
<td>- Key vocabulary identified;</td>
<td></td>
</tr>
<tr>
<td>- Vocabulary displayed around room;</td>
<td></td>
</tr>
<tr>
<td>- Objectives relate to key concepts and skills;</td>
<td></td>
</tr>
<tr>
<td>- Lesson plan shows links to prior learning;</td>
<td></td>
</tr>
<tr>
<td>- Prior learning is referred to in lesson;</td>
<td></td>
</tr>
<tr>
<td>- Plan shows progression in learning and level of task through lesson;</td>
<td></td>
</tr>
<tr>
<td>- Links are made to other areas pupils have studied or to where this topic will help with other areas;</td>
<td></td>
</tr>
<tr>
<td>- Trainee explains how the lesson relates to the ‘bigger picture’;</td>
<td></td>
</tr>
<tr>
<td>- Pupils can see the ‘learning journey’;</td>
<td></td>
</tr>
<tr>
<td>- Assessment opportunities identified on plan;</td>
<td></td>
</tr>
<tr>
<td>- Assessment methods are clearly explained and used appropriately;</td>
<td></td>
</tr>
<tr>
<td>- Assessment links to objectives (could be in plenary).</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Has the trainee teacher displayed:</th>
<th>Look for evidence of:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- A range of appropriate teaching skills and strategies?</td>
<td></td>
</tr>
<tr>
<td>- An ability to plan appropriate activities using appropriate resources?</td>
<td></td>
</tr>
<tr>
<td>- An understanding of the appropriate use of ICT for this topic?</td>
<td></td>
</tr>
<tr>
<td>- An awareness of common errors and misconceptions?</td>
<td></td>
</tr>
<tr>
<td>- Different teaching strategies are planned for and demonstrated;</td>
<td></td>
</tr>
<tr>
<td>- A range of skills are used (e.g.: modelling, explaining, questioning, scaffolding);</td>
<td></td>
</tr>
<tr>
<td>- The activities chosen enable pupils to meet learning objectives;</td>
<td></td>
</tr>
<tr>
<td>- The resources are appropriate to topic, ability level (including extension work and support work);</td>
<td></td>
</tr>
<tr>
<td>- ICT is used in teaching appropriately to enhance the learning experience. The benefits of pupils using ICT are explained;</td>
<td></td>
</tr>
<tr>
<td>- Lesson plan identifies common misconceptions or areas that can lead to error.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Has the trainee teacher demonstrated:</th>
<th>Look for evidence of:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- An ability to make the topic accessible to all pupils?</td>
<td></td>
</tr>
<tr>
<td>- An ability to support pupils in overcoming errors and misconceptions?</td>
<td></td>
</tr>
<tr>
<td>- An ability to ask an appropriate range of questions in relation to the topic?</td>
<td></td>
</tr>
<tr>
<td>- Lesson plan shows awareness of needs of individuals;</td>
<td></td>
</tr>
<tr>
<td>- Level of vocabulary is accessible to pupils;</td>
<td></td>
</tr>
<tr>
<td>- Subject specific vocabulary introduced at appropriate point;</td>
<td></td>
</tr>
<tr>
<td>- All pupils are engaged in learning;</td>
<td></td>
</tr>
<tr>
<td>- Trainee picks up pupil errors;</td>
<td></td>
</tr>
<tr>
<td>- Errors and misconceptions are either pre-empted by explanation or are corrected when demonstrated by pupils. This is done in a manner appropriate to pupil;</td>
<td></td>
</tr>
<tr>
<td>- Sequences of questions are planned and shown on lesson plan;</td>
<td></td>
</tr>
<tr>
<td>- Open and closed questions are used;</td>
<td></td>
</tr>
<tr>
<td>- Questions are at appropriate level;</td>
<td></td>
</tr>
<tr>
<td>- Responses lead to further appropriate questions.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Has the trainee teacher:</th>
<th>Look for evidence of:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Displayed an enthusiasm for the subject?</td>
<td></td>
</tr>
<tr>
<td>- Conveyed the relevance of the subject?</td>
<td></td>
</tr>
<tr>
<td>- Displayed confidence in responding to pupils’ questions?</td>
<td></td>
</tr>
<tr>
<td>- Trainee is well prepared for lesson;</td>
<td></td>
</tr>
<tr>
<td>- Style of presentation engages pupils;</td>
<td></td>
</tr>
<tr>
<td>- Trainee displays enthusiasm through use of voice;</td>
<td></td>
</tr>
<tr>
<td>- Trainee displays enthusiasm through facial and body language;</td>
<td></td>
</tr>
<tr>
<td>- Pupils are aware of why the topic is being taught, where it links with overall learning;</td>
<td></td>
</tr>
<tr>
<td>- Practical applications explained as appropriate;</td>
<td></td>
</tr>
<tr>
<td>- Pupils’ questions are answered or developed appropriately;</td>
<td></td>
</tr>
<tr>
<td>- Trainee can support pupils in finding answers for their questions;</td>
<td></td>
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<tr>
<td>- Trainee can use their own experiences to add interest and information.</td>
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Use of Social Media: Guidance for Trainees and NQTs

How can teachers minimise risk when using electronic communication and social networking?

As a teacher you should:

- Always maintain a formal, courteous and professional tone when communicating with pupils, ensuring that professional boundaries are maintained;
- Use only official channels of communication at work. Be aware of and comply with policies and guidance;
- Not exchange private text, phone numbers, personal email addresses or photos of a personal nature with pupils;
- Firmly decline trainee-initiated ‘friend’ requests from pupils and parents/carers and do not instigate any yourself. Use your own discretion when dealing with friend requests from parents. It is acceptable to decline these and remind parents of the available channels;
- Operate online in a way which would not call into question your position as a professional;
- Realise that pupils will be curious about your personal life and may try to find out about this;
- Manage your privacy settings and keep them under review. These are particularly important in regard to photos, and remember that no privacy mechanism is 100% guaranteed;
- Ensure your settings prohibit others from tagging you without your permission;
- Audit and re-evaluate the information about you and who has access to it;
- Be aware that potential employers may try and view your online social media profiles;
- Consider that online conversations may not be private. Be aware of who may have access;
- Assume that information you post can be accessed and altered;
- Not discuss pupils, colleagues, parents or carers online or criticise your employer or others within the school community;
- Respect pupil privacy and confidentiality at all times;
- Use strong passwords and change them regularly. Protect your mobile phone/smart phone/tablet computer with a PIN, especially when in school;
- Bring the matter to the attention of your employer using the proper procedures, if you are the victim of cyber bullying or uncomfortable with comments, photos or posts made by pupils of or about you.

How can teachers minimise risk for their pupils when using electronic communication and social networking?

As a teacher you should:

- Report the matter to your manager using the appropriate procedures if you are aware of inappropriate use of electronic communication/social networking by, or concerning a pupil;
- Alert your pupils to and encourage them to use appropriate and safe online behaviour;
- Be aware of and comply with your employer’s rules and policy in regard to taking and sharing photos of children.

In conclusion

Before posting materials online stop and ask yourself:

- Might it reflect poorly on you, your school, employer or the teaching profession?
- Is your intention to post this material driven by personal reasons or professional reasons?
- Are you confident that the comment or other media in question, if accessed by others, (colleagues, parents, etc.) would be considered reasonable and appropriate?
GDPR (the EU’s General Data Protection Regulation) Guidance for Trainees

Get Ready: Familiarise yourself with the information below, on the Information Commissioner’s Office (https://ico.org.uk/) and the policies and practices of your school / setting as part of induction.

Dispose: Dispose of any information that you hold where the original purpose it was intended or used for has gone or if it is no longer needed. Clear email regularly.

Paperwork: Treat confidential/sensitive paperwork with the utmost of care. If keeping documents store them away securely. If disposing of documents use a shredder or confidential waste bin.

Remove: Remove non-compliant software from use, only use secure (password protected) platforms or systems for storing information. Avoid using memory sticks to store high risk data.

Data Handling Advice

| THINK | Before you work with or use data think:  
| • What will I do with the data; will I be sharing it and where will it be kept? Does it need to be kept?  
| • How will I keep it safe? Don’t leave information lying around. If away from your workspace, lock or shut down your computer and ensure hardcopy documents are not left out for others to see. |
| CHECK | Before you use, send by email or print information of any kind be clear about:  
| • Whether individuals who provided the data given their consent for it to be shared;  
| • How it will be used:  
| • Who will be able to access it or use it;  
| • Who it is going to and are they authorised to see it. If given in person check the recipient’s ID;  
| • Whether any information is sensitive and should not be shared. |
| SECURE & SHARE | • Secure data or use passwords/encryption (inc. for portable drives & mobile devices).  
| • Avoid keeping individual passwords in places where others can see or get access to these.  
| • Take extra care when dealing with information that is confidential, sensitive or has copyright protection. If you are ever in any doubt do not share it.  
| • For storing your own data using online/cloud storage be careful. It is an offence to share data outside of the EEA without permitted safeguards. If you are in doubt do not use these services. |
| DISPOSE | Dispose of any information that you hold:  
| • Where the original purpose it was intended or used for has gone;  
| • When it is no longer needed.  
| This includes:  
| • Information stored on old equipment no longer used e.g. PC, laptop, tablet, mobile, etc.;  
| • Paper records with sensitive information (use a shredder or confidential waste bin);  
| • Old emails stored in your inbox. |

Be Aware

Personal Information  
• Always treat personal information with the utmost of care. Follow the policies of your school/setting to remain.  
• Individuals can request all information held on them by an organisation for free, including any emails in which they are discussed. Always think carefully about what you write down/email.  
• When uploading information to your e-Portfolio (PebblePad) avoid including personal information and data related to pupils. Take care when sharing the e-Portfolio link.

High Risk Data  
High risk/confidential information can be in the following forms:  
• Printed – e.g. lists with names and/or addresses and phone numbers; purchase orders; CVs.  
• Electronic – e.g. data/mailing lists with names, addresses and/or phone numbers; student record information.

Phishing/Scams  
Always be suspicious of emails asking (phishing) for bank details, passwords or personal information. Move these to the ‘Report Spam’ folder in your inbox. Always delete suspicious texts, scams, etc.
Appendix 6: UoB ITE Partnership Lesson Planning: The Core Elements

Overview

Following a pilot across different programmes and phases and consultation with key stakeholders, a revised approach to lesson planning has been adopted across our Partnership from 2017/18 onwards. The revisions to our approach are a response to feedback from partners and trainees and the recommendations of the Independent Teacher Workload Review Group (DfE, 2016) on lesson planning. The overriding principle in this revised approach is that trainees develop effective and efficient lesson planning practices whilst still maintaining exacting standards when planning; aspects of practice that are essential during training and subsequently during professional careers.

Our new approach is designed to allow flexibility to use different planning pro formas (including those covering a sequence of lessons) as trainees’ development of skills and experience in this area grows. To enable this a set of ‘core elements’ of planning have been developed. These core elements (see box below) set out the essential areas that all trainees must address in their planning regardless of the specific template in use. These elements address the areas specified on the established lesson planning template and have been designed to ensure that trainees’ professional development, as supported by weekly mentor meetings and the action planning process, remains an integral part of the planning process.

Use of the Core Elements

Within the use of the core elements, expectations for trainees to engage in high quality planning have not been reduced; we believe careful planning is a pre-requisite for pupil learning and progress. Our aim is that trainees will engage in this process as efficiently as possible whilst maintaining high standards. The core elements will continue to be refined annually based on feedback from partners and trainees as well as careful review of the impact of trainees’ planning on pupil learning and progress.

While the core elements are the same for all University of Brighton trainees, they are employed by our programmes and phases in differing ways based on careful consideration of the route to QTS, specialism and the individual trainee’s progress and skill. Programme teams will communicate specific expectations to trainees and school partners clearly within documentation and mentor training sessions.

Programmes will continue to structure and deliver support for lesson planning based on knowledge of the trainees they work with and their specific needs. Programme teams will introduce the core elements in different forms based on the developmental needs of trainees. Within the use of these elements, there will be a common expectation across different routes of the expectations around planning to develop so that trainees take on increasing autonomy and independence.

The core elements are not a pro forma to be used on their own but are a means to allow trainees to utilise different approaches, enabling structured discussions between mentors and trainees focussed on lesson planning. The use of the core elements will also support trainees to develop skills of weekly planning / planning across a sequence of lessons whilst ensuring the essentials that support pupils’ learning and their own progress are fully addressed and considered.
**TEACHER DEVELOPMENT FOCUS** *for example:* What specific aspects of your practice are you seeking to improve in this lesson? What actions will you take to ensure this happens? Use your action plan targets to guide you.

**LESSON CONTEXT** *for example:* What are the broader learning aims within the unit/topic/sequence to which this lesson contributes? How will you build on previous learning and enable progress towards these aims?

**OBJECTIVES & OUTCOMES** *for example:* What do you intend pupils to learn? What evidence of learning will enable you to evaluate pupils’ progress?

**PRIOR KNOWLEDGE/SKILLS** *for example:* What prior knowledge/skills are pupils bringing to this lesson? What steps do they need to take to get to the learning outcomes? Which aspects might they find challenging?

**LEARNING PLAN** *for example:* What will you and the pupils be doing at each stage in the lesson? How will these activities contribute directly to the learning outcomes? Think about how you will ensure effective classroom management at all stages of the lesson.

**MEETING INDIVIDUAL NEEDS** *for example:* How will you differentiate to ensure every pupil is making good progress? How will support staff contribute to this? Draw upon data and knowledge of pupils to guide you.

**ASSESSMENT** *for example:* How will you assess and provide feedback to inform the progress of all pupils within this lesson and over time? How will you use the outcomes of assessment to track pupil progress and inform ongoing teaching and learning?

**EVALUATION & REFLECTION** *for example:* Who learned what, how do you know, and what are the implications of this for your teaching in the future? How did your teacher development actions impact on pupil learning? What next steps emerge for your professional development?
Appendix 7: Ofsted Information for Trainee Teachers

Ofsted has published materials for trainees, NQTs and former trainees about the Common Inspection Framework. The Partnership recommends that all trainees review the relevant slide show to support their professional learning and development.

Information about Ofsted for early years ITT trainees: https://www.slideshare.net/Ofstednews/earlyyearsITT

Information about Ofsted for primary and secondary QTS trainees: https://www.slideshare.net/Ofstednews/information-for-primary-and-secondary-qualified-teacher-status-trainees-and-nqts

Information about Ofsted for FET trainees: https://www.slideshare.net/Ofstednews/information-about-ofsted-for-further-education-itt-trainees
Appendix 8

Newly Qualified Teacher (NQT) and Recently Qualified Teacher (RQT) Support and Development

The University of Brighton ITE Partnership is committed to supporting its alumni to enjoy successful careers in teaching. Our offer for alumni is set out below:

Career Entry Plans
To support the transition from training to first post all trainees complete a Career Entry Plan (CEP). The CEP is based on trainees’ performance in their final phase of school-based training and communicates their achievements, strengths, areas for development and the proposed targets and actions that will support their transition.

The CEP is stored on trainees’ e-Portfolios (PebblePad) and trainees are instructed to share this document with induction mentors at employing schools. This is to ensure that professional development support at the start of their careers is targeted at the areas where most help is needed.

To support the process of achieving targets our Springboard Blog (see below) includes action plan menus designed for trainees and induction mentors to use.

Springboard - Early Career Teachers Blog
Our Springboard Blog (http://blogs.brighton.ac.uk/nqts/) is an open resource to support induction mentors and to support NQTs/RQTs during their early career development. It provides information about professional development opportunities, further study and resources designed to enable NQTs/RQTs to overcome key challenges that many new teachers face in their first few years of working as a qualified teacher.

NQT Conference
Our annual NQT conference is taking place in October 2019 at our Falmer campus in Brighton. It is open to all of our alumni as well as NQTs from our partner schools. A wide range of workshops will be offered that are designed specifically for the demands of the NQT year and are arranged by age phase to provide practical advice and support. There will also be opportunities to network with fellow NQTs.

Intervention Support
Should NQT/RQT progress be slower than expected or cause any concern, we can offer mentoring/coaching and, where appropriate, visits to provide additional support. Please email us at NQT@brighton.ac.uk with information about the area of support needed so we can direct you to the right person as quickly as possible.