PRIMARY AND EARLY YEARS
SCHOOL-BASED TRAINING BROCHURE
2018/19

Shaping the next generation of teachers together
INSPIRING LEARNERS, ENRICHING COMMUNITIES

The University of Brighton’s ITE Partnership is one of the UK’s largest providers of education and training for teachers and other learning and development professionals. Our programmes and research span all phases of learning and development, from the early years through to adult education.

We have been educating teachers for more than 100 years and have a permanent teaching and research team of more than 90 experts. At any time we have around 1,200 trainees registered on courses with the school.

Our model of higher education is based on a spirit of enquiry and the active generation of knowledge amongst university and school-based staff and trainees, in relation to learning, teaching and research.

KEY STAFF AND CONTACT DETAILS:

Partnership Coordinator and Deputy Head of School (Partnership and Engagement)
Sarah Fitzjohn-Scott
01273 643374
s.fitzjohn-scott@brighton.ac.uk

Deputy Head (Academic and Professional Education)
Andy Davies
01273 641941
a.j.davies@brighton.ac.uk

Chair, Partnership in Education Strategic Committee
Kay Taylor, ITT Lead, Millais Teaching School Alliance and Assistant Head, Davison High School

Placements, Employability and Alumni Officer
Debbie Unsworth
01273 643951
d.unsworth@brighton.ac.uk

Partnership Office Administrators
educationplacements@brighton.ac.uk
01273 643411
01273 641985
CONTENTS

Introduction 04
A shared responsibility for Initial Teacher Education 05
Our Partnership 06
Selecting your trainees and mentors 08
Undergraduate BA(Hons) with QTS Year 1 09
Undergraduate BA(Hons) with QTS Year 2 10
Undergraduate BA(Hons) with QTS Final year 11
PGCE Primary Education 12
Early Years Initial Teacher Training and School Direct 13
School-based training calendar for 2018/19 14
How your school can offer trainee school-based training 15
Support for trainees and schools 16
Support for NQTs and RQTs 18
Bespoke education and training programmes 19

Find out more about mentoring: blogs.brighton.ac.uk/mentors/
INTRODUCTION

This brochure is designed to give you an overview of the school-based training opportunities available throughout the next academic year, highlighting our programmes and key dates.

WHAT WE HAVE ACHIEVED
In 2010, Ofsted judged the overall quality of our initial teacher training to be ‘Outstanding’. Since then we’ve continued to rigorously evaluate our processes, programmes, content and outcomes implementing improvements across the ITE Partnership.

EMPLOYMENT RATES
Our post-qualification employment rates remain consistently above the sector average.

HIGH-QUALITY SCHOOL-BASED TRAINING
Trainees consistently evaluate our school-based training in our Partnership highly.

COMPLETION RATES
There has been a steady increase in the number of trainees who complete their training.

INTEGRATED PROGRAMMES
Programmes are subject to ongoing review and enhancement by our partnership in order to maximise school-led contributions, to strengthen links between different aspects of training and to ensure trainees are fully prepared for their NQT year and the ongoing needs of the profession. School-based colleagues take an active leadership role in the design and delivery of courses.

RIGOROUS RECRUITMENT PROCESSES
Senior staff from partnership schools take a lead role in selecting candidates for the university’s ITE degree programmes. The majority of candidates are interviewed by Head Teachers and we review our recruitment process annually. External examiners, partnership schools and employers regularly comment on the very high calibre of trainees recruited to our programmes.

GOVERNANCE FOR INCREASED CONSISTENCY
Our Partnership in Education Strategic Committee (PiESC) consisting of representatives from primary, secondary and special schools from across the Partnership was formed in 2012. In addition school partners lead on the EYITT and School Direct Steering Groups.

Alongside the Initial Teacher Education Strategic Committee (ITESC) these structures help to ensure high levels of consistency across the Partnership, and facilitate the sharing of best practice and the identification of common areas for improvement.
As one of the leading ITE providers in the country our strength lies with our school-led partnership, one that works to ensure trainee teachers receive the best possible support and education. Through our partnership we work closely with over 600 schools and colleges in the region.

COLLABORATING TO TRAIN THE NEXT GENERATION OF TEACHERS

We believe that equipping the next generation of teachers to be outstanding is only possible through an equal and close collaboration as an ITE partnership. We collaborate at all stages of a trainees’ career from initial recruitment, through the delivery of teacher training and beyond qualification to the continuing professional development of teachers.

Each year the Partnership hosts approximately 1,200 trainees in school and setting-based training that varies from 2 to 12 weeks.

As proactive members of the University of Brighton ITE Partnership we welcome trainees to our school. Not only is the training of future teachers vital for the profession, it has a positive influence on learner progress.

Primary Head Teacher

HOSTING OUR TRAINEES

Our partnership provides school-based training in all key stages from nursery to Year 6. Our undergraduate trainees complete three phases of school-based training in contrasting schools during their degree. Our PGCE and SDT trainees complete two phases of school-based training in contrasting schools. Our EYITT trainees on our employment-based route work in their ‘host’ settings, an alternative setting and in key stage 1 at a school.

A number of our undergraduate and postgraduate school-based training phases are paired, with two trainees allocated to each class. This allows our trainees to work collaboratively, develop ideas and discuss their own learning with the full support of both their partner and mentor.
Our partner schools are at the heart of preparing trainees to become outstanding teachers and colleagues when they enter this dynamic and vital profession. We hope that you will welcome trainees into your schools to offer them high-quality training experiences whilst benefitting from all that they have to offer.

**OUR VISION**

The quality of the training is outstanding. Students are provided with a broad, rich curriculum. Training is practical and relevant and gives students the skills they need to be effective teachers. The key ITE priorities are fully embedded through the programme.

_External Examiner_

96% of primary respondents agreed that the quality of ITE delivered by the University of Brighton Partnership is very good.

_University of Brighton Partnership Survey_

The Partnership’s vision statement sets out the aspirational and distinctive features that characterise University of Brighton trainees. This statement informs provision and improvement across the partnership.

Our partnership trains teachers who are:
- highly committed to their pupils’ learning and progress and ambitious in what they want to help them achieve
- inquisitive, critically reflective and motivated to keep learning and improving their own practice
- quick to adapt to different learning contexts and confident to challenge inequalities
- an asset to the profession, willing to share their knowledge and experience and to collaborate with others
- well prepared for the realities of teaching, with the confidence, resilience and skills to be innovative, take risks and be creative.

**OUR GOALS**

The ITE Partnership Five Year Strategic Plan 2015-2020

The University of Brighton ITE Partnership will:
- lead innovative and outstanding school-led ITE across the South-East and beyond
- meet Partnership teacher supply needs through rigorous recruitment, outstanding training and bespoke school-based experiences
- improve outcomes for learners across all phases, with particular attention to closing the gap for disadvantaged learners
- enhance retention via robust support networks and services, including high-quality opportunities for continuing professional development
- be driven by the priorities of Partnership schools and settings to extend and develop practice via robust educational research at all levels
- enhance learning and progress for learners and trainees through an informed use of digital technologies.
A POSITIVE IMPACT ON PUPIL PROGRESS
Trainees across our programmes make a positive impact on pupil progress through their teaching and also through their intervention work supporting individuals and groups. This enables qualified teachers to spend more time with pupils who need additional support and assists with diminishing difference for disadvantaged learners.

STAFF DEVELOPMENT
Mentoring trainees provides your school staff with an excellent tool for performance management and will also enhance teachers’ training and coaching skills.

ADDITIONAL RESOURCE
In addition to providing extra help in the classroom from trainees who are on a dedicated ITE programme, hosting trainees also attracts financial remuneration.

TEACHER SUPPLY AND DEMAND
You will have the opportunity to be involved in interviewing and selecting high-calibre trainees and can take a lead role in developing outstanding staff for the future. Many of our trainees are employed in schools where they have completed successful phases of school-based training.

We advertise posts free of charge for our partnership schools on our dedicated blog. Please e-mail NQT@brighton.ac.uk with your advert and details.

IDEAS AND ENTHUSIASM
Our trainees engage with a high quality programme taught by tutors with academic research expertise as well as years of classroom experience.

Our trainees are enthusiastic, willing to learn and ready to apply and develop their theoretical knowledge in the classroom. They will bring with them fresh and innovative ideas and an awareness and understanding of current government priorities.

Since the beginning of the relationship, we have now been able to attract back significant numbers of the University of Brighton trainees that have had a placement with us to work as NQTs. Not only is this desirable for us, we are also highly delighted with the quality of teachers that these past trainees are developing into. Impact has been considerable.

Primary Head Teacher

Where students have been in place in Year 6 since Christmas, rates of progress have almost doubled in the Spring Term from the Autumn Term. This is due to the high quality of the students and their independence which has allowed the class teachers to run additional intervention groups.

Primary Deputy Head Teacher
SELECTING YOUR TRAINEES AND MENTORS

We will work with you to provide a manageable balance of school-based training across the academic year.

We recognise that for small rural schools with mixed age classes, trainee numbers may be limited. Where we work with large primary schools we welcome the opportunity to send larger groups of trainees across age phases.

Many schools make their school-based training offers with reference to their School Improvement Plan, pupil progress data and succession planning for the year ahead, focussing on particular year groups at specific times of the year.

All trainees will need to be inducted into school life at the start of each phase of school-based training with the following as a minimum requirement:

- safeguarding
- behaviour
- pupil progress and data.

Partnership schools identify when teaching staff are ready for mentorship and this plays a key role in CPD and performance management.

The National Standards for school-based ITT mentors – self evaluation and audit tool will help with selection.

More information can be found at blogs.brighton.ac.uk/mentors/national-mentor-standards/

The skills of effective mentorship are transferable and the contribution mentors make to trainees and subsequently their colleagues practice will help raise standards and in turn improve the quality across the profession, leading to improved outcomes for children.(National Standards for school-based ITT mentors, 2016).

KEYS TO QUALITY
Our partnership school-based mentors worked together to devise six keys to quality essential to the mentoring role:

- a warm welcoming induction, including safeguarding
- ongoing and supportive informal guidance and advice
- effective regular mentor meetings
- individualised training and development opportunities
- constructive verbal and written feedback
- accurate assessment using grading descriptors.

Working with the University of Brighton has become a key partnership for us since becoming an academy. We have a strong relationship with them at all levels and they ensure that the trainees that they send us are of a very high quality. Being a school that has a challenging cohort, we are particularly impressed with the way that the university matches their students to us to ensure we have the character traits that we feel are necessary to work in our school.

Primary Head Teacher

The calendar on page 14 indicates when the different types of school-based training will take place throughout the academic year.
Trainees complete two terms of intensive study and training in preparation for their first school-based experience in the summer term.

- Two days per week from 25 Feb - 2 April 2019
- Full-time from 23 April – 24 May 2019
- Paired school-based training
- Leading to a 50% teaching timetable

THE ROLE OF THE TRAINEE
In their first phase of school-based training the role of the trainee is to support and collaborate with teachers to secure pupil progress. They begin by working with individuals and groups as directed by the class teacher and will engage in professional and practice relating to planning, teaching, learning progress, assessment and behaviour.

As they develop skills and confidence trainees will experience some elements of whole-class teaching, perhaps leading introductions to lessons or collaborating to plan a range of activities or facilitating the plenary.

Under the guidance of the class teacher they can build up to taking responsibility for planning and delivering a full lesson in a subject appropriate for both the class and trainee. The paired trainees and class teacher will work with groups of children to support the learning during this time.

There is no need for the class teachers to leave trainees on their own at any stage. The first year of school-based training focuses on support and collaboration.

PROMOTING PUPIL PROGRESS - A PARTNERSHIP PRIORITY
In order to maximise pupil progress, improving university and school-based training in TS2, TS5 and TS6 is a priority.

This first phase of school-based training provides trainees with the opportunity to develop their knowledge and understanding of the professional role of the teacher in a school setting. The education of pupils is their first concern and they are accountable for achieving the highest possible standards in their work and conduct in order to make a positive impact on pupil progress.

The quality of training enables trainees to use a range of teaching methods to promote pupils’ learning. By the end of their first phase of school-based training trainees must be able to demonstrate the capacity to work collaboratively and as an effective member of a team, to make a positive contribution to learners’ attainment and their enjoyment of learning.

Schools in the partnership have initiated a range of effective projects to boost pupil progress led by our first year trainee teachers.
Trainees experience further interaction with the core curriculum and foundation subjects. Trainees on the 3-7 and 5-11 routes will have selected a subject specialism and all trainees will have begun to focus upon their specialist subject in more detail.

- Full-time from 28 Jan – 29 March 2019
- Paired school-based training
- Leading to a 50% teaching timetable

Starting after the Christmas break and running up to Easter, the trainees will be fully immersed in school life.

THE ROLE OF THE TRAINEE
The trainees, guided by the teacher, will carry out focus group teaching and assessment within the class. They will undertake collaborative teaching while also building up to taking sole responsibility for planning, teaching and evaluating a series of lessons.

They are also expected to help support the school’s general policies and practices and contribute to the life of the school by engaging in wider professional activities such as educational visits and extracurricular clubs.

The trainees will discuss with the class teacher how the school uses data to ensure pupil progress, and provide evidence against making effective use of a range of formative assessment strategies including questioning and verbal and written feedback to assess, monitor and record pupils’ progress.

Trainees will demonstrate confident judgement in planning for pupil progress, within individual lessons and over time, and will be able to articulate a clear and well-justified rationale for learning building on prior achievement.

Training in SEND enables trainees to accurately assess achievement and enable pupils to make good progress. This is supported by the Partnership Inclusion Steering Group, led by university tutors and teachers from mainstream and special schools.

The trainees can take part in effective communication with parents and carers and support those pupils who are learning English as an additional language.

Our undergraduate BA Year 2 trainees this year were graded by us as ‘outstanding’. Given that this is a particularly challenging year group, the impact they had on pupils’ enjoyment and attitude to learning, their influence was significant. Again, progress levels have accelerated since their arrival and we were particularly impressed with the impact they had on pupils on a one-to-one basis as part of their course.

Deputy Head
UNDERGRADUATE BA(HONS) WITH QTS
FINAL YEAR

Primary Education (3-7 years) BA(Hons) with QTS, Primary Education (5-11 years) BA(Hons) with QTS, Primary English Education BA(Hons) with QTS, Primary Mathematics Education BA(Hons) with QTS

This final phase of school-based training provides trainees with a sustained opportunity to draw together the range of their knowledge, skills and experiences on their programme and to demonstrate that they are fully prepared for their NQT year.

Trainees from all routes have:
• undertaken a minimum of two phases of school-based training (in contrasting schools and age phases)
• been successful in core, foundation subjects and education studies modules
• studied a specialist area/subject study
• been proactive in developing themselves both academically and professionally through engagement with the e-Portfolio (PebblePad).

THE ROLE OF THE TRAINEE

Trainees will have received a rich input from the academic team at the university and have had a range of experiences across their chosen age phase. They will have studied the full breadth of the primary National Curriculum and will demonstrate their strengths in the core subjects including the use of systematic synthetic phonics, setting problem solving tasks in mathematics, and creative and effective approaches to science.

They will assess their impact on pupil progress and will consider strategies to further help them develop into outstanding practitioners.

This is the final school-based experience prior to qualification, and trainees will be expected to teach a 75% teaching timetable. They will demonstrate autonomy in leading planning and teaching, adopt the role of the class teacher, use the school’s systems for assessment and ensure all other staff they are working with are effectively briefed.

By the end of this phase of school-based training and in relation to grade 1 in the grading descriptors, our aspiration is for all trainees to ensure that the majority of pupils make very good progress and that they:
• assume a high level of responsibility for the attainment, progress and outcomes of the pupils they teach
• demonstrate confident judgement in planning for pupil progression, both within individual lessons and over time, and are able to articulate a clear and well-justified rationale as to how they are building on prior achievement
• actively promote engaging and effective methods that support pupils in reflecting on their learning
• set appropriately challenging tasks, drawing on a sound knowledge of the pupils’ prior attainment, which has been obtained through systematic and accurate assessment
• regularly create opportunities for independent and autonomous learning.

FINAL year trainees
• Full-time from 26 Nov 2018 – 8 March 2019
• Single school-based training
• Leading to a 75% teaching timetable
The PGCE programme is designed to focus on the development of pedagogic, subject and curriculum knowledge with school-based training focussed in two key stages and in two contrasting schools.

SCHOOL-BASED TRAINING – ONE (SCHOOL A)
The school-based training programme will promote trainees intellectual and professional development. Central to the training is engagement with issues and dilemmas in teaching and developing responsibility for professional learning, target setting and self-evaluation. Ongoing university-based training opportunities to apply and reflect on pedagogy link to experiences and learning in school.

My class teacher was absolutely fantastic and my mentor was very supportive and helpful. They took the time to give me well-explained, targeted advice coupled with demonstrating techniques to enable me to be more effective in making an impact on pupil progress.

PGCE Primary Trainee

SCHOOL-BASED TRAINING – TWO (SCHOOL B)
Trainees will further develop insights into pupils’ learning and demonstrate increasing autonomy through phases of whole-class teaching. By comparing, contrasting and further developing knowledge of school policy and practice, trainees will act upon improvement planning and target setting from school-based training one. Designated time for a professional enquiry will enable a specific focus on an aspect of pedagogy informed by the trainee’s professional targets and the school’s improvement priorities.

SCHOOL-BASED TRAINING – FINAL PHASE (SCHOOL A)
This phase of school-based training will extend trainees intellectual and professional development through a prolonged experience where they will develop self-sufficiency and autonomy. The trainee will assume the role of class teacher for the majority of the training period in preparation for their NQT year.

SBT Induction day: 11 Oct 2018
Full-time from 15 Oct - 19 Dec 2018 except university days on 26 and 27 Nov
75% class based timetable
Single school-based training

SBT Induction days 3, 4 and 5 April 2019
Full-time from 23 April - 3 July 2019 except a university day on 3 June
Leading to a 75% teaching timetable
Single school-based training

My class teacher was absolutely fantastic and my mentor was very supportive and helpful. They took the time to give me well-explained, targeted advice coupled with demonstrating techniques to enable me to be more effective in making an impact on pupil progress.

PGCE Primary Trainee
EARLY YEARS INITIAL TEACHER TRAINING (EYITT)

Trainees on this part-time employment-based route are skilled graduates who are already working with children aged from birth to five.

THE ROLE OF THE TRAINEE
Trainees will gain further experience and development to demonstrate the Teachers’ Standards (Early Years) and gain Early Years Teacher Status (EYTS) alongside a solid understanding of the continuum to Key Stage 1. They will complete a series of set tasks and will use observation forms to record their reflections. They will engage in opportunities to work with small groups of learners and this will enable the trainee to develop greater understanding of the curriculum and how this is supported in a school context.

Trainees qualifying with EYTS will be able to take on higher level and leadership roles to improve the experiences and life-chances of young children, providing them with the best start in life. We work in partnership with the trainees current employer to provide training and support.

SCHOOL DIRECT

We are a training provider for the School Direct programme. This one-year programme enables schools to recruit and select their own trainees.

Trainees spend the majority of their time within their schools but receive academic teacher training through the university. A number of schools have chosen the University of Brighton as their School Direct partner.

TRAINING OPTIONS
There are two School Direct training options:

School Direct Training Programme (tuition) is available to high quality graduates once recruited through the school and university. These trainees follow the PGCE training programme in collaboration with the school that has selected them and are awarded QTS.

School Direct Training Programme (salaried) is an employment-based route available to high-quality graduates with at least three years’ work experience who are paid a salary while they train. Trainees are awarded QTS on successful completion of the programme.

If you would like to become a School Direct training partner, please contact us to discuss opportunities.

- Full-time 25 April –15 May 2019
- Days of attendance can be negotiated between the trainee, university and school
- School-based training is specifically set to enable trainees to meet S3.3 of the Teachers’ Standard (Early Years)
- There is no requirement for trainees to engage in whole-class teaching during school-based training. The majority of time will be spent observing and supporting pupil progress through small group work.
# PRIMARY SCHOOL-BASED TRAINING CALENDAR 2018/19

<table>
<thead>
<tr>
<th>PGCE Primary &amp; SDT</th>
<th>BA Primary Year 1</th>
<th>BA Primary Year 2</th>
<th>BA Primary Year 3</th>
<th>EYITT</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>w/c</strong></td>
<td><strong>M</strong></td>
<td><strong>T</strong></td>
<td><strong>W</strong></td>
<td><strong>Th</strong></td>
</tr>
<tr>
<td>03 Sep</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10 Sep</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17 Sep</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>24 Sep</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>01 Oct</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>08 Oct</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15 Oct</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>22 Oct</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>29 Oct</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>05 Nov</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12 Nov</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>19 Nov</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>26 Nov</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>03 Dec</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10 Dec</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17 Dec</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>24 Dec</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Christmas Hol</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>31 Dec</td>
<td>BH</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>07 Jan</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14 Jan</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>21 Jan</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>28 Jan</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>04 Feb</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11 Feb</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>18 Feb</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>25 Feb</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>04 Mar</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11 Mar</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>18 Mar</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>25 Mar</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>01 Apr</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>08 Apr</td>
<td>BH</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15 Apr</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>22 Apr</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>29 Apr</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>06 May</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13 May</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>20 May</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>27 May</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>03 Jun</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10 Jun</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17 Jun</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>24 Jun</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>01 Jul</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
HOW YOUR SCHOOL CAN OFFER TRAINEE SCHOOL-BASED TRAINING

You can offer school-based training for our trainees in a variety of ways. Many schools like to plan the year ahead allocating different types of trainees across different key stages and year groups.

MULTIPLE TRAINING OPPORTUNITIES

Where multiple school-based training opportunities are offered throughout the academic year, the Partnership Coordinator would be very happy to visit your school to speak with you at a time that is convenient.

How your school manages trainees is completely up to you, however a planning meeting can be organised to help you plan where the trainees might be placed, and to arrange specific support. This can enable qualified teachers to spend more time with pupils who need additional support or present challenges in addition to building the management and leadership expertise in your school.

Our trainees can be utilised across your school to make a positive impact on pupil progress.
• We can tailor the trainees’ profiles to suit your needs and requests.
• We will enable a member of university staff to undertake additional visits as required.

SCHOOL-BASED TRAINING OFFER FORM

Please complete the school-based training offer form on our website: www.brighton.ac.uk/primarySBTofferform and indicate the number of classes within each year group where trainees would be beneficial to your school.

We will match our trainees to their school-based training at various points throughout the year and communicate names and additional information to schools on a regular basis.

School-based training fees are paid to schools by BACS.

PARTNERSHIP AGREEMENT

Schools offering training for one or more of our trainees are asked to read and sign the Partnership Agreement.

Complete online form at blogs.brighton.ac.uk/education/about-us/partnership-agreement/

Our primary school benefits a great deal from having multiple PGCE placements in the school. The trainees from the University of Brighton are of a very high quality and enhance our provision. By having multiple placements we are able to accelerate pupil progress, provide professional mentoring opportunities for the staff and offer our children an enriched educational experience.

Primary Head Teacher
SUPPORT FOR TRAINEES AND SCHOOLS

We provide trainees, school staff, mentors and Head Teachers with extensive support, for example:

• trainees devise clear, personalised targets in consultation with tutors to share with their mentors at the start of each phase of school-based training
• targeted intervention prior to, during and post training enables our trainees to achieve their full potential
• the initial weeks of the first undergraduate phase of training is organised part-time in schools, facilitating a high level of support for our trainees
• bespoke handbooks written by our partnership are given to all trainees and mentors prior to the school-based training
• university tutors visit each trainee at least twice during each phase of school-based training to review progress
• the e-portfolio and partnership database enables tracking and intervention to take place quickly and efficiently.

Liaison is excellent as too is the support for trainees on school-based training. Paperwork is clear and user-friendly. If there are any concerns, the response is positive and immediate.

To find out more about support please go to: blogs.brighton.ac.uk/mentors/

THE E-PORTFOLIO (PEBBLEPAD)

For all ITE programmes, the e-portfolio is a developmental learning tool for trainees to reflect on their professional development and collate evidence against the Teachers’ Standards. Trainees, mentors and university tutors are able to access the e-portfolio at any time, enabling stakeholders to interact and view materials uploaded by trainees. The e-portfolio supports dialogue within the Partnership and enables tracking, early intervention and supports career advancement.

Additionally, trainees are able to retain their e-portfolio account for their NQT year and beyond. This facilitates a smooth transition from the point of being awarded QTS to the NQT year.

The University of Brighton has developed an e-portfolio, which is tailored to suit each ITT route as well as individuals’ training needs. It allows trainees to evaluate their progress and collate evidence drawn from university and school-based training against the Teachers’ Standards. As an online learning space, it enables all those involved to interact and view the materials remotely and monitor and track trainee progress. It strengthens dialogue between partners and is useful for early tracking and intervention strategies that support trainee development. Trainees have found this a really effective way of storing evidence of meeting the Teachers’ Standards electronically, without creating excessive amounts of paperwork. By uploading work to their e-portfolio, trainees always have access to their work and the file, as well as staff, despite being miles apart. Trainees have found this an incredibly useful interactive resource, which has supported their development.

Carter Review of Initial Teacher Training
We pride ourselves on providing a high level of support for our partner schools. Our dedicated Partnership team will offer support with all aspects of administration and organisation of school-based training.

For example we provide:
• clear and timely communication, responding promptly to any queries you may have
• mentor training for your staff, including exemplar documentation and face-to-face training
• online documentation for each phase of school-based training
• intervention and support as necessary
• financial administration for all payments.

SCHOOL-LED PROVISION
The voice of the entire ITE Partnership is vital to developing and sustaining outstanding teacher practice. You can contact us regarding any aspect of training through our dedicated email address schoolled@brighton.ac.uk, via the university tutor, by phone and through engaging with working groups and committees.

Ways in which our partners regularly contribute to the partnership:
• suggestions for revised school-based training tasks to further enable pupil and trainee progress
• comment to inform partnership policies and procedures – including comments on areas that are considered to be working particularly well
• selecting high-quality trainees at the recruitment stage
• shaping and evaluating programme structure.

All paper work, procedures and expectations are clearly laid out in the handbook. Mentor training is good and the visits from the link tutors and others from the university are good and supportive for the mentor and trainee.

Partnership Survey
SUPPORT FOR NQTs AND RQTs

Our partnership with schools and our alumni extends beyond the end of the training programmes. NQTs and RQTs are encouraged to keep in contact with the university in order to influence how our training can be developed further and how we can support their professional development.

Examples of activity undertaken this year to support NQTs include:

- an NQT conference held at the university which included guest speakers and networking opportunities
- a dedicated email address to enable NQTs to make requests for future events and bespoke guidance: NQT@brighton.ac.uk
- ongoing improvement following our NQT survey.

Schools who employ NQTs trained at the University of Brighton are also able to access support and intervention if they feel that the NQT would benefit.

“Wow, what an opportunity to engage in so many excellent workshops to support my professional development. It was great to see my fellow NQTs too! Thanks University of Brighton.

NQT conference delegate

“"It was an excellent opportunity to re-connect with other colleagues and to continue with my CPD. The keynote speaker was great. I enjoyed the opportunity to share ideas and techniques with peers. The whole event was a really good confidence boost and it put things back in perspective.

NQT conference delegate

EASING THE TRANSITION TO THE NQT YEAR

All trainees in our ITE Partnership complete a Career Entry Plan (CEP) for a smooth transition from training to employment and the NQT year.

The CEP summarises trainee achievements, strengths and areas for development to provide NQT mentors with a rough picture of new teachers and how to best support all University of Brighton trainees. Completed at the end of training, the CEP is shared with employing schools.

Our NQT Support and Guidance PDF answers key questions about next steps, and explains how we will continue to support NQTs through the next phase of their teaching career. Find at copy at blogs.brighton.ac.uk/nqta/
BESPOKE EDUCATION AND TRAINING PROGRAMMES

Whether you need a one-off workshop or a long-term professional development programme for your staff, we have the knowledge to help you.

WORKFORCE DEVELOPMENT FOR SCHOOLS
We have many years’ experience in work-based learning, adapting our postgraduate professional development framework and developing bespoke workshops and training programmes for schools, both in the UK and abroad.

BUILT AROUND THE NEEDS OF YOUR SCHOOL
Our workshops, courses or bespoke training can:
• focus on your School Improvement Plan
• enhance subject-specific knowledge and skills of your teachers
• develop the skills of your teaching support staff
• build the management and leadership expertise in your school
• support an action research project.

WORK-BASED LEARNING FOR SUPPORT STAFF
We have designed our courses to give support staff the opportunity to gain professional qualifications while working full-time.

PROFESSIONAL DEVELOPMENT FOR TEACHERS
For individual teachers, our postgraduate professional development framework provides the opportunity to study a range of general or specialist modules part-time.

We offer a range of university and school-based Postgraduate Certificates and MA Education programmes for those with ‘advanced standing’ (M credits) as well as for those wishing to start their MA journey. We offer a 10% fee discount to alumni for the MA programme.

We can deliver these as stand-alone training, which your teachers can in turn count towards official postgraduate qualifications.

DEVELOPING TRAINING IN PARTNERSHIP
We believe that the way to develop successful and sustainable professional development programmes for schools is to work as partners.

We will work with you to assess your needs, then advise you on the content and structure of the programme and develop the necessary course materials. We can also identify staff within your school who are qualified, or could become qualified, to deliver parts of the programme.

This can make your professional development programme more sustainable and cost-effective in the long term. If your training is accredited or award-bearing, we will continue to support you by providing quality assessment, evaluation and monitoring.