SECONDARY SCHOOL-BASED TRAINING BROCHURE 2018/19

Shaping the next generation of teachers together

University of Brighton
School of Education
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.

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Find out more about mentoring: blogs.brighton.ac.uk/mentors/
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 critically evaluate our processes and our programmes, 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 the Partnership’s school-based training 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 the current and future 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 degree programmes. Many candidates are interviewed by partnership colleagues 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
The 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 Early Years Initial Teacher Training (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 partnerships we work closely with 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 between schools, settings and universities. We collaborate at all stages of trainees’ careers 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 15 weeks.

HOSTING OUR TRAINEES
We are looking for school-based training in key stages 3 and 4. Our undergraduate and postgraduate trainees complete their school-based training at contrasting secondary schools over the duration of their programme. Departments may offer training for two or more trainees at the same time. This allows our trainees to work collaboratively, develop ideas and discuss their own learning with the full support of both their partner and mentor.

UNDERGRADUATE TRAINEES
We have a four year undergraduate BA(Hons) with QTS programme specialising in Physical Education (see page 11).

POSTGRADUATE TRAINEES
Secondary PGCE trainees are part of an intensive teacher training programme and are able to undertake school-based training in consistent block patterns.

We have secondary PGCE trainees training to teach in the following subjects:
- Art and Design
- Biology
- Chemistry
- Dance
- English
- Geography
- Mathematics
- Modern Foreign Languages
- Physics
- Physical Education
- Physics with Mathematics
- Religious Studies.
OUR PARTNERSHIP

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

Communication with schools is excellent and extremely encouraging. The University of Brighton tutors are very hands-on and have a ‘can do’ approach. Paperwork is manageable and the students from Brighton have been very good trainee teachers who are independent and just get on with it! They are also wonderful, self-reflective practitioners.

Professional Tutor

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 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 bring with them fresh and innovative ideas and an awareness and understanding of current government priorities.

Closing the achievement gap is a priority for our school; the trainees have helped us to work with our disadvantaged students with great success. Their successful phases of school-based training have enabled our staff to focus on those with greater need and the trainees have been involved in offering extra-curricular experiences for those who need it most.

Trainees sent to us are of a good calibre which suggests that the interview and selection processes are robust.

Professional Tutor

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

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, focusing on particular year groups and subjects 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. This can play 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).

The calendar on page 12 indicates when the different phases of school-based training will take place throughout the academic year.

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.

Proactive, focused and reflective ... the maths trainees that Brighton sent us this year were of the highest quality. We had no hesitation in offering them full-time posts at the school from September. The ITT programme is helping us to build capacity year on year... fantastic!

Secondary Head Teacher

The best ITT programmes develop teachers for today, whereas the team at University of Brighton grow the teachers for tomorrow. Working in close collaboration with the university we have created a model of succession planning to match the needs of trainees and to meet our recruitment challenge.

Secondary Head Teacher
This course leads to the award of Qualified Teacher Status (QTS) alongside study for a Postgraduate Certificate in Education (PGCE) that equips trainees with the skills to become confident and competent secondary school teachers. Trainees may be eligible for a bursary or scholarship of up to £28,000 to support them while they train.

**SCHOOL-BASED TRAINING PHASE ONE**
Trainees will initially observe and assist experienced subject teachers, gradually taking on greater responsibility for teaching. As a guide, trainees should be taking on responsibility for some whole-class teaching by the end of October. Trainees will also be attached to a form/tutor group.

**SCHOOL-BASED TRAINING PHASE TWO**
During the final phase of school-based training, targets and actions from the first phase should be used to devise an action plan. This will be subject to ongoing revision as trainees proactively look for ways to maximise their professional development.

It is expected that trainees will commence teaching in the second week. Timetabled teaching commitment should not normally exceed 60% of the school/college timetable. Trainees will also take increased responsibility for a form/tutor group.

Non-teaching time should be used for:
- observations of lessons including targeted observations of outstanding classroom practice
- learning support activities within lessons
- planning and preparation for teaching
- completion of directed tasks and postgraduate level study
- meeting the Teachers’ Standards using the (PebblePad) e-portfolio.

**Block school-based training**
- Full-time from 25 Feb – 24 May 2019
- Leading to a 60% teaching timetable

**Non-teaching activities**
- Observations of lessons including targeted observations of outstanding classroom practice
- Learning support activities within lessons
- Planning and preparation for teaching
- Completion of directed tasks and postgraduate level study
- Meeting the Teachers’ Standards using the (PebblePad) e-portfolio.
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. If you would like to become a School Direct partner, please contact us to discuss opportunities available to your school.

TRAINING OPTIONS
There are two separate School Direct options:

**School Direct Training Programme (Tuition)** is a school-led route to achieving the award of a PGCE with QTS. With university support, schools recruit trainees who will then spend the majority of their school-based training time in those schools. Students on the School Direct Tuition route follow the full PGCE programme of study, receiving school-based training and academic support from university tutors.

School Direct (tuition) trainees have a slightly different school-based training pattern, which can be seen in the calendar on page 12.

Trainees may be eligible for a bursary or scholarship of up to £28,000 to support them while they train.

**School Direct Training Programme (Salaried)** is employment-based and requires the trainee to be employed by a school as an unqualified teacher.

Trainees receive face-to-face sessions at the university as well as a programme of online webinars over the course of the year, but the majority of training is organised and delivered by the school. In school, trainees are not required to be supernumerary and will increase their contact time incrementally towards 80% of a teacher’s timetable in the summer term.

This route is aimed at high-quality graduates with three or more years’ worth of career experience.
We have a long history of sport-related courses. Our combination of excellent sports facilities and a network of training schools provides trainees with high-quality academic education and excellent teaching experience.

Trainees take a range of qualifications and extracurricular activities during their course, including a number of NGB (National Governing Body) awards, sports competitions and the opportunity to perform with the university’s KICK-START and FIDGET dance companies. Years 3 and 4 offer a combination of practical school-based training and classroom-based learning, with a short period of school-based training at the end of Year 2.

**INITIAL PHASE OF SCHOOL-BASED TRAINING**
This initial phase of two-week school-based training occurs at the end of trainees’ second year. It is an opportunity for trainees to familiarise themselves with the school, PE department, facilities and staff before returning to the same school for their intermediate phase of school-based training in the autumn term. It also allows trainees the opportunity to research any activities they will be teaching during the intermediate phase of school-based training.

**INTERMEDIATE PHASE OF SCHOOL-BASED TRAINING**
This phase of school-based training is undertaken in the autumn term of trainees’ third year. Trainees will be working towards meeting the Teachers’ Standards (DfE, 2012).

Trainees will initially undertake observation of experienced subject teachers, building to assisting in lessons, before taking on responsibility for planning and teaching whole lessons. As a guide, trainees should be taking over responsibility for their allocated classes by the end of October. The trainees’ teaching commitment should not exceed 50% of the school/college timetable and should predominantly focus on teaching KS3.

**FINAL PHASE OF SCHOOL-BASED TRAINING**
This phase of school-based training occurs in the spring/summer term of their fourth year and provides trainees with a sustained opportunity to draw together the range of experiences gained throughout the programme.

Targets and actions from trainees’ intermediate phase of school-based training should now be used to devise an action plan, which will be subject to ongoing revision as trainees proactively look for ways to maximise their professional development. In particular, there is a greater focus on accredited courses. It is expected that trainees will commence teaching in the second week. Timetabled teaching commitment should not exceed 50% of the school/college timetable. This phase of school-based training represents the final school-based experience prior to qualification.
SECONDARY SCHOOL-BASED TRAINING CALENDAR 2018/19

* Brighton and Hove schools will break up for 2 weeks commencing from 22 October 2018
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 subject trainees determined by the development plan, pupil progress and succession planning for teacher supply.

MULTIPLE TRAINING OPPORTUNITIES WITHIN DEPARTMENTS AND ACROSS THE SCHOOL

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 bespoke support.

- 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.
- Payments can be enhanced to your school.
- We will enable a member of university staff to undertake additional visits as required.

Having PGCE or School Direct trainees in our school enriches the teaching and learning environment. It is a privilege to work with brand new enthusiastic entrants to our profession, who are really excited about secondary education.

Professional Tutor

SCHOOL-BASED TRAINING OFFER FORM

Please complete the school-based training offer form on our website: www.brighton.ac.uk/secSBTofferform

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/

My school-based training was fantastic and I had a really positive experience there. Feedback from my mentor was delivered in a consistently positive and constructive manner and was key to the progress I made throughout my school-based training. The professional studies programme was very thorough and will set a solid foundation for my teaching career. Staff were very willing to give up their time to lead sessions.

Trainee
SUPPORT FOR TRAINEES AND SCHOOLS

We provide trainees, school staff, mentors and professional tutors 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 PGCE SBT1 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.

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.

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

Partnership Survey

Carter Review of Initial Teacher Training

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.
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 placement.

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 additional 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 the annual 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.

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

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!

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. A copy can be found at blogs.brighton.ac.uk/nqts/
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
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 gives them 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 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.
This publication is available in alternative formats on request.

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