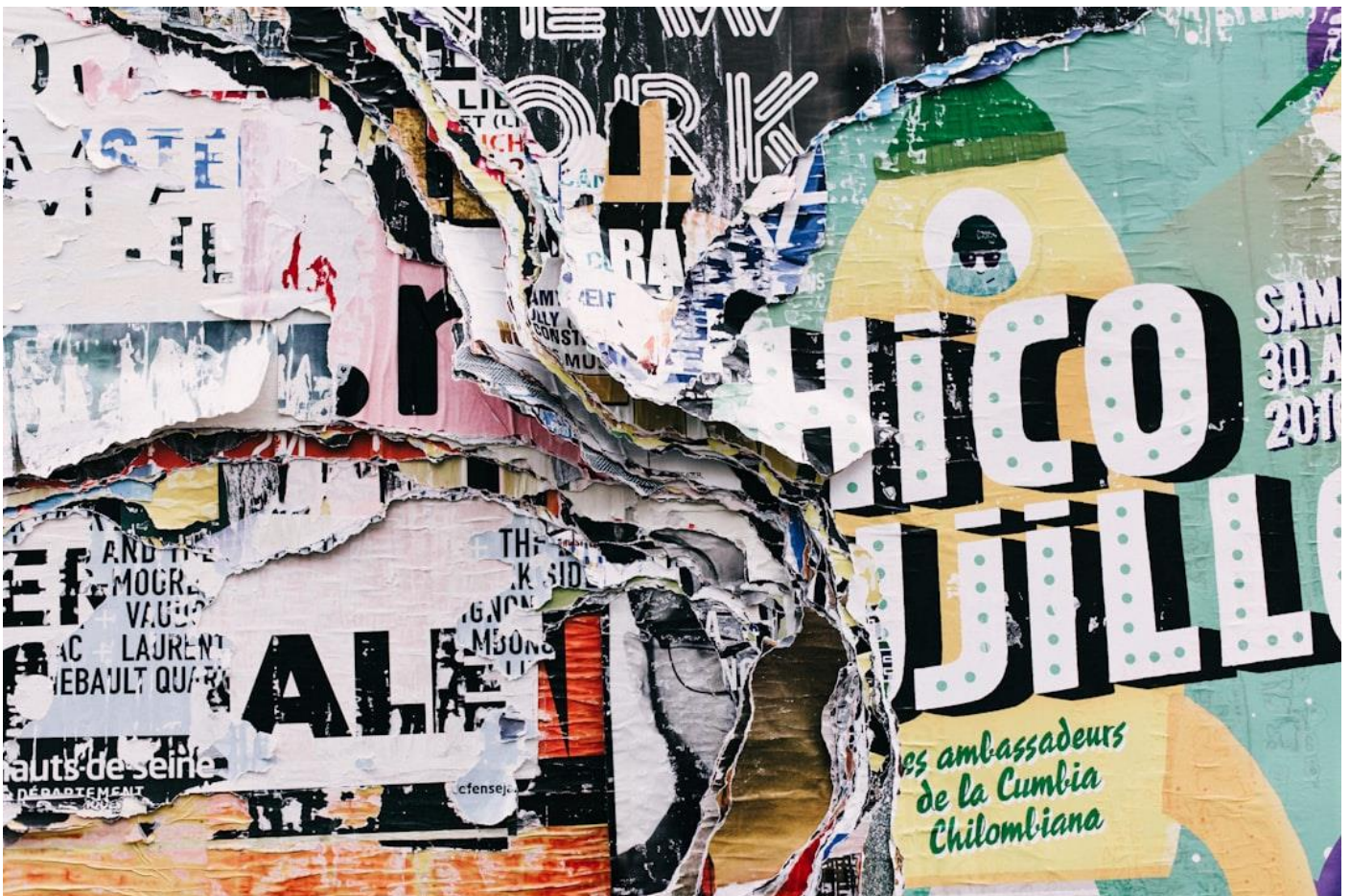




This guide provides essential information for mentors supporting student teachers during Phase 1 of their placement. It outlines your role, key responsibilities, and the structures in place to ensure student teachers receive comprehensive training and support.

As a mentor, you play a crucial role in bridging theoretical learning with practical classroom experience. This guide will help you provide structured support while ensuring student teachers meet the required standards and competencies.

## Contents

|                                                       |    |
|-------------------------------------------------------|----|
| Phase 1 Expectations and Timetable .....              | 2  |
| Induction into Home School.....                       | 3  |
| Phase 1 Professional Studies .....                    | 4  |
| Phase 1 Subject Studies .....                         | 5  |
| Phase 1 Intensive Training and Practice (ITAP) .....  | 6  |
| Mentor Meetings.....                                  | 7  |
| Setting Effective Targets .....                       | 8  |
| Phase 1 Subject Example Targets .....                 | 10 |
| Phase 1 Subject Observation Guidance .....            | 11 |
| Student Teacher Progress, Wellbeing and Support ..... | 12 |

## Phase 1 Expectations and Timetable

All aspects of education and training for student teachers must align with the Secondary Phased Expectations.

These expectations are structured around ten curriculum questions, each containing three components with clearly defined expectations for each phase. Rather than serving as a checklist, these expectations provide a comprehensive picture of expected student teacher progress by the end of each phase.

You can find the full phased expectations here: <https://itt-placement.com/pgce-secondary/course-overview.php>

### Purpose of Phase 1

Phase 1 primarily focuses on providing student teachers with opportunities to observe, develop awareness, and begin practicing teaching skills in a supportive, low-stakes environment.

### Required Experiences

By the end of Phase 1, student teachers should have completed:

- Observations of multiple teachers with varied teaching styles
- One-to-one work with individual pupils
- Small group instruction
- Planning components of lessons

- Delivering specific lesson segments (such as starters and activities)
- Teaching one or two complete lessons

### **Timetabling Requirements**

Student teachers require a timetable that supports these experiences, including a minimum of 15 hours of mentor-directed activity.

While there is no prescribed number of lessons that student teachers must teach by the end of Phase 1, it is essential that they gain experience leading various activities within lessons and deliver at least one or two complete lessons independently.

## **Induction into Home School**

A comprehensive induction is essential for all student teachers, regardless of their prior experience in school settings.

### **Week One Requirements**

By the end of the first week on placement, please ensure student teachers have completed:

- An initial meeting with both Subject Mentor and Professional Mentor to discuss expectations for student teachers within the school
- Introductions to key departmental staff
- A tour of school facilities
- Introduction to the SENDCo
- Introduction to the Designated Safeguarding Lead and completion of school-specific safeguarding briefing/training\*
- Health and Safety briefing
- Overview of the school's behaviour management systems and procedures
- Briefing on absence reporting procedures and expectations

\*Note: All student teachers will have completed the Hayes Level 2 Safeguarding Certificate prior to placement.

## Phase 1 Professional Studies

Professional Studies introduces student teachers to key aspects of professional practice through a combination of lectures and mixed-subject workshops.

Below is a summary of the Phase 1 Professional Studies curriculum.

**Week One: 8th–11th September** All student teachers attend the following sessions at LJMU:

- Introduction to Professional Standards
- How Pupils Learn
- Reflective Practice
- Planning for Learning
- Introduction to SEND
- Trauma-Informed Practice
- Teaching for Educational Advantage
- Safeguarding Level 2 (online certificate)

### **Week Two: Variable Delivery**

*University-Led (Core) Route:* Sessions at LJMU, 15th–18th September

*School-Led Route:* Sessions delivered within Lead Schools between September and December. For queries about School-Led professional studies, please contact your School-Led Lead.

Sessions include:

- Key Stage 2 Transition
- Early Reading and Phonics
- Anti-racism and Teaching
- Pastoral Care and the Form Tutor
- AI and the Classroom
- Principles of Oracy and Dialogic Teaching
- Inclusive Classroom and Adaptive Teaching
- Student Teacher Wellbeing

## Phase 1 Subject Studies

All student teachers will have attended the following subject studies sessions during Phase 1. The full subject curriculum map can be found <https://itt-placement.com/pgce-secondary/course-overview.php>.

| Date    | Learning Outcomes                                                                                                                                                       | Mentor follow-up                                                                                                                                                                                                                                                                                                                                                                                                                 |
|---------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 8.9.25  | Student teachers will be able to articulate the values and purpose of Art, Craft and Design education, and explain how these underpin their role as beginning teachers. | Discuss the ideology that underpins the art department schemes of work at KS3.<br>Discuss the values that inform the subject content and delivery of the art curriculum.<br>Student teacher to engage effectively with the art department (attend meetings, shadow lessons, etc.)                                                                                                                                                |
| 12.9.25 | Student teachers will analyse the National Curriculum, explore the role of NSEAD, and evaluate the importance of critical and contextual studies.                       | Explain the department's choice of examination boards and how this shapes KS4 & 5 course content.<br>Outline how critical and contextual studies are integrated into each unit.<br>Show how pupils' knowledge of art, craft, and design informs their thinking and practical work.<br>Observe and record an art teacher introducing an artist, movement, or theme, noting how questioning engages pupils in interpreting images. |
| 19.9.25 | Student teachers will investigate the role of drawing, apply the principles of planning and prepare for assignment and placement expectations.                          | Explain how drawing is integrated into units for different purposes.<br>Recognise that pupils' negative attitudes toward drawing can be a barrier and identify strategies teachers use to engage all learners.<br>Analyse schemes of work to see how drawing is introduced across KS3–5, ensuring tasks provide appropriate challenge.                                                                                           |
| 26.9.25 | Student teachers will develop behaviour management strategies, refine drawing skills, and apply approaches to planning.                                                 | Follow ITAP guidance                                                                                                                                                                                                                                                                                                                                                                                                             |
| 3.10.25 | Student teachers will integrate health and safety considerations into planning and demonstrate                                                                          | Share the health and safety policy for the school and department with the student teacher.<br>Consider the implications for teaching in an art classroom.                                                                                                                                                                                                                                                                        |

|          |                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                   |
|----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|          | skills through a drawing micro-teach.                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                   |
| 10.10.25 | Student teachers will evaluate literature in Art & Design, apply inclusive practices, experiment with drawing in wire, and investigate contemporary practice.              | Share the schools SEND policy. Consider the implications for SEND pupils in the classes the student teacher will teach. Observe teachers in the department and how they utilise adaptive teaching strategies.                                                                                                                                     |
| 17.10.25 | Student teachers will build on ITAP strategies, examine curriculum progression in Art & Design and develop approaches to teaching sketchbooks through practical exemplars. | Pupils use knowledge of assessment objectives to guide their progress and develop independence.<br>Explore how formative assessment supports attainment in the art classroom.<br>Observe how teachers use exemplars and modelling to demonstrate techniques and success criteria.                                                                 |
| 24.10.25 | Student teachers will analyse curriculum progression, apply Rosenshine's principles in practice, and critically debate the relationship between Art and Craft.             | Explore Adaptive teaching across schemes of work, what are the implications for individual learner needs in the classes the student teacher will be teaching?<br>Observe how art, craft, and design is taught in the placement school.<br>Reflect on the curriculum and its implications for the student teacher's subject knowledge development. |

## Phase 1 Intensive Training and Practice (ITAP)

ITAP is a compulsory component of teacher education that introduces student teachers to foundational aspects of teaching practice. Through lectures and seminars, student teachers explore the relationship between theory and practice and deconstruct examples of practice.

### Placement Expectations During ITAP

Student teachers will attend their placement as usual during ITAP periods. However, they must **not** follow their regular placement timetable. Instead, they will complete a structured series of activities focused on the specific aspect of practice being studied.

### Mentor Responsibilities

As a mentor, you must ensure student teachers can complete all ITAP activities, which include:

- Focused observations of practice

- Planning specific aspects of practice
- Implementing their planning in classroom settings

## **Phase 1 ITAP Schedule**

The following ITAPs occur during Phase 1:

- ITAP 1: Behaviour Management
- ITAP 2: Introduction to Assessment

Detailed guidance for supporting student teachers during each ITAP is available at:

<https://itt-placement.com/pgce-secondary/course-overview.php>

## **Mentor Meetings**

### **Weekly Mentor Meetings**

Student teachers must meet with their mentor once per week throughout the programme. These meetings are essential for monitoring progress and maintaining consistent support.

### **Purpose of Weekly Meetings**

Weekly meetings provide structured opportunities to:

- Review progress against Phase 1 expectations
- Discuss observations and teaching experiences from the previous week
- Set specific, achievable targets for the coming week
- Address any concerns or challenges
- Plan upcoming teaching opportunities

### **Meeting Structure**

Each meeting should:

- Last approximately 45-60 minutes
- Take place at a consistent time each week where possible
- Be documented with brief notes on progress and agreed targets
- Focus on developmental feedback linked to the Phase 1 expectations

## Setting Effective Targets

Targets are one of the primary mechanisms for ensuring student teachers make progress against the phased expectations and subject studies curriculum. Effective target-setting drives development and provides clear direction for improvement.

### SHARP Target Framework

All targets must follow the SHARP framework:

- **Specific** – What exactly needs to be achieved? Is the target clearly defined? Does it use the language of the phase expectations?
- **How** – How will the target be achieved? What actions will need to be taken?
- **Achievable** – Is the target achievable within the timescale? Is there an opportunity to complete the target?
- **Related** – Is the target related to the LJMU ITE Curriculum questions and associated phase expectations so that progress can be tracked?
- **Progressive** – Is the target pitched in a progressive manner and appropriate for the current phase of training?

### Target Requirements

Set a maximum of three targets each week, using the language of the phase expectations. Each phase has a distinct focus that should shape your targets:

- **Phase 1 – Observation and awareness:** Targets focus on watching, noticing, understanding
- **Phase 2 – Practice and collaboration:** Targets focus on trying strategies with support, working with others
- **Phase 3 – Confident application and evaluation:** Targets focus on independent implementation and assessing impact

Student teachers should review their targets before each weekly meeting and complete a self-evaluation on the weekly meeting form. Following discussion and review of the week's experiences, establish new targets with associated actions.

### Drafting SHARP Targets: Four-Step Process

**Step 1:** Identify the area for improvement from recent lesson observations or discussions with the student teacher.

**Step 2:** Ensure the proposed target aligns with the appropriate phased expectation. All education and training (University and School-based) must align with phased expectations to ensure sustained, consistent progress.

**Step 3:** Check the Mentor Curriculum Guide to confirm what the student teacher has covered at University. For example, before setting a target about supporting EAL pupils, verify the student teacher has encountered EAL content at University.

**Step 4:** Ensure the 'actions' section includes specific tasks the student teacher will complete related to the target.

### **Example Target**

**Area identified:** Improve questioning

**Phase Expectation link (Secondary Q5, Phase 2):** "I can implement questioning techniques that prompt deepening understanding."

**Target:** In classes 7b and 8a this week, use the 'Think-Pair-Share' questioning technique to deepen understanding at least twice per lesson.

### **Actions:**

- Plan key questions for TPS and highlight them on plan
- Reflect on potential responses and prepare follow-up questions to deepen responses
- Reflect on effectiveness and be ready to discuss in next meeting

# Phase 1 Subject Example Targets

## **1. Evaluate the Importance of Critical and Contextual Studies**

Analyse how critical and contextual studies support pupils' making by observing 4-6 lessons across Key Stage 3. Complete observations which focus on the integration of critical and contextual studies. Write a short reflection on how departmental staff integrate critical and contextual studies by x date.

## **2. Investigate the Role of Drawing**

Investigate how drawing supports the development of ideas and experimentation by observing 2-4 lessons across Key Stage 3-4. Read departmental guidance on progression in drawing skills and write notes on how this can inform your planning. Identify any gaps in your drawing knowledge and technical skills and add these to your Subject Knowledge Audit action plan.

## **3. Apply Principles of Planning**

Observe 2- 4 lessons across Key Stage 3-5. Complete lesson observation forms focused on the clarity of learning objectives. Create learning objectives for 2 lessons you will be teaching.

## **4. Integrate Health and Safety Considerations**

Read the school & departmental health and safety policy. Create a classroom plan for each of the classrooms you will be teaching in, identify the risks and strategies to mitigate against any harm to pupils. Incorporate safe practices into all lesson plans.

## **5. Apply Inclusive Practices**

Identify how lessons are adapted to meet specific pupil needs by observing 2- 4 lessons in Key Stage 3. Complete observations which focus on scaffolding strategies and identify techniques which you can use in your own teaching, be prepared to share your findings in our next mentor meeting.

# Phase 1 Subject Observation Guidance

## Key Questions for student teachers when they are observing Art and Design lessons

- |    |                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|----|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1  | <b>Is the learning intention/outcome clear?</b> ...is the teacher clear what the pupils will be learning in the lesson?                                                                                                                                                                                                                                                                                                                 | <b>Is the learning outcome</b> carefully considered and connected to prior learning. How does the teacher consider previously encountered knowledge and skills linked to the learning that is taking place in the lesson.                                                                                                                                                                                                                                                                                                                            |
| 2  | <b>Lesson design and delivery,</b> including sequencing and appropriate choice of teaching methods. Is there knowledge, skills and understanding evident because of pedagogical choices?                                                                                                                                                                                                                                                | What teaching approaches support pupil progress. Modelling, explanations, worked examples, guides and scaffolds. Instructional practice. Have misconceptions been addressed.                                                                                                                                                                                                                                                                                                                                                                         |
| 3  | <b>Practical knowledge and work:</b> How does the lesson design/teaching support pupils to make personal progress.                                                                                                                                                                                                                                                                                                                      | For example: pupils will learn that two primary colours make a secondary colour and will practice this. Are pupils getting first-hand experience through purposeful activity, are they engaged in meaningful practical activity. <b>(Knowledge and skills)</b>                                                                                                                                                                                                                                                                                       |
| 4. | <b>Making connections – is this encouraged?</b> - Which theoretical (knowledge of artists and process) or disciplinary (discussions about art) concept is being explored in addition to practical knowledge and skills if appropriate.<br><br><b>Literacy, vocabulary, and high-quality classroom talk.</b> Are skills, techniques and practices underpinned by specialist subject specific vocabulary, is this modelled and used well. | For example: When painting: pupils will make connections to practical work through theoretical knowledge (tell me about the process, meaning or connections?) and disciplinary approaches (why do artists produce work this way?) <b>(Knowledge and skills)</b><br><br>Have the children been given an opportunity to engage in artistic thinking and talking regarding their artwork. How is <b>theoretical or disciplinary understanding</b> being developed or secured? Does the lesson allow <b>pupils to articulate their understanding and</b> |

**experience** more confidently. Can pupils explain their artistic influences.

5. **Is the lesson successfully adapted** to the pupils' stage of creative development?

**Adaptive practice.** Careful planning considers pupil expertise, and subject specific adaptations are made through pupils who need new content further broken down. Formative assessment supports adaptations.

6. **Questioning/Feedback/formative assessment** Does feedback address how to build on strengths and review and refine work?

**(Understanding)** Can pupils recall previous information and build upon this with new learning? Can pupils reflect on their own skills? (Disciplinary knowledge is grounded in questions e.g., why do we make art?)

## Student Teacher Progress, Wellbeing and Support

Phase 1 represents a significant adjustment period for student teachers. For some, this marks their first professional experience, while others may find it intellectually and emotionally challenging.

Providing comprehensive support for student teachers' wellbeing is essential during this transition period, and mentors should maintain heightened awareness of their needs.

### Available Support Resources

All student teachers have access to the 'I Need Help' page on Canvas (our virtual learning environment), which directs them to appropriate support services.

### Raising Concerns

If you have concerns about a student teacher's wellbeing or welfare, please:

1. Contact your Lead Mentor in the first instance
2. Where appropriate, direct the student teacher to the LJMU student advice page:

[Student advice and wellbeing | Discover | Liverpool John Moores University](#)