



LIVERPOOL
JOHN MOORES
UNIVERSITY



MENTORING
MEMOS

PGCE Secondary: Week 7 (w/c 19th October 2026)

Focus this Week	ITAP 4 – How do I deploy a subject-specific pedagogy effectively? By the end of this week, student teachers should begin to be able to: • Use subject-specific pedagogy to support pupil knowledge • Promote the use of appropriate subject-specific vocabulary • Recognise and respond to common pupil misconceptions associated with learning my subject
	We have made it to the final ITAP! As it says on the tin, ITAPs have been a period of intense focus and training for our student teachers, as they start moving towards their first full lessons. This ITAP is all about subject specialism. Subject Leads at LJMU have decided the subject-specific focus that student teachers must follow for this week. You can find that in the subject specific guidance here under Intensive Training and Practice Information: LJMU ITT Placement : PGCE Secondary : Programme Information. As with previous ITAPs, please remember the following: • Student teachers should have an ITAP timetable, which resembles the exemplar found here. • Student teachers should not be completing the usual mentor meeting form. All the need to do is complete the booklet. • Student teachers should be teaching elements of lessons as required in the ITAP booklet. Confident student teachers may teach their first full lesson this week, but it is not required. • Remember to focus on the literature in the mentor meeting. Ask the student teachers what they have read, how this relates to what they have observed, and what their takeaways are for their practice. You can find a summary of the subject literature they would have read in the subject guidance linked above. If in doubt, reach out to your Lead Mentor.

Updates

Routine full lessons should commence in Phase 2a. Give student teachers as much notice about what they will be teaching so they can use half-term to prepare. All student teachers should use the new lesson plan in Phase 2a onwards. [LJMU ITT Placement : PGCE Secondary : Planning & Learning Activities](#).

There are no changes to the teaching expectations for Phases 2 and 3. As a reminder, they can be found under Curriculum and Phased Expectations > Teaching Requirements here: [LJMU ITT Placement : PGCE Secondary : Programme Information](#).

Phase 1 Review

The Phase 1 Review deadline is Thursday 22nd October (unless you have an extended half term). The phase review form will:

- Ask you to confirm all school induction activities have been completed
- Ask you to confirm the student teacher has completed all the activities associated with each ITAP
- Ask you to confirm the student teacher has met the learning outcomes associated with each ITAP

There are three options at the end of the form:

To pass this phase, student teachers need to meet **all the following**:

- Completed all induction activities.
- Completed all ITAP activities.
- Met all ITAP learning outcomes.
- No concerns about progress or personal and professional conduct.

To pass with an ASF, student teachers need to meet **all the following**:

- Completed all induction activities.
- Completed all ITAP activities.
- Met most ITAP learning outcomes**
- No/minor concerns about progress or personal and professional conduct

** by most, we mean that a student teacher can pass the phase if they have completed all ITAP elements but perhaps haven't met the learning outcomes in one or two of them. Remember, the learning outcomes are about *beginning* to be able to do certain things. We are not looking for the finished product!

To fail this phase, any point below should apply. Student teacher:

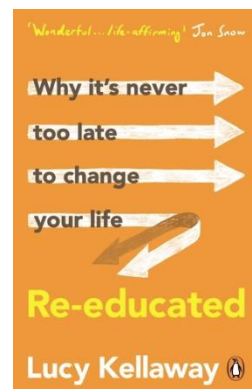
- Did not completed induction activities.
- Did not complete all ITAP activities.
- Did not meet most ITAP learning outcomes.
- Major concerns about progress or personal and professional conduct.

This week, all general mentors should have a discussion with professional mentors about this phase review. We envisage most student teachers passing the phase.

If you feel as though the student will pass with an ASF or fail the phase, you must discuss this with your Lead Mentor early this week. This gives us time to discuss this with you and support your decision.

EXTENDED HALF TERM

- **School-Led:** If your school has an extended half-term, ITAP 4 will be completed w/c 2nd November. The Phase 1 Review Deadline will be Thursday 5th November.

	• University-Led: If your school has an extended half-term, ITAP 4 will be completed w/c 9th November. The Phase 1 Review Deadline will be Thursday 12th November. If you have any questions or concerns about completing the phase review form, please contact your Lead Mentor and/or the Partnership Office (EDN-WBL@ljmu.ac.uk).
Reminders for Students	Focus on ITAP The only activities you should be completing this week are ITAP 4 related. By the end of this week, the entire ITAP booklet should be completed. If you have any concerns or questions about that, please contact your general or lead mentor.
Reminders for Mentors	Planning for Phase 2a Please ensure student teachers know which lessons they will be teaching in the first few weeks of Phase 2a before the half-term, giving them plenty of time to begin their planning.
Key Dates	• Thursday 22nd October – Phase 1 Review Deadline EXTENDED HALF TERM • School-Led: If your school has an extended half-term, ITAP 4 will be completed w/c 2nd November. The Phase 1 Review Deadline will be Thursday 5th November. • University-Led: If your school has an extended half-term, ITAP 4 will be completed w/c 9th November. The Phase 1 Review Deadline will be Thursday 12th November. • From Monday 9th November – all student teachers begin Phase 2a • Thursday 12th November 15:30 – 16:30 – online subject general mentor training. Link and information to follow.
Education Updates	Schools Week: Accessible assessment: a strategic imperative for school and college leaders - link – Cambridge OCR have written a helpful article on the importance of accessibility in assessments.
Recommended Reading	Re-educated, by Lucy Kellaway With half-term ahead, something lighter. Lucy Kellaway's <i>Re-educated</i> is the memoir of a former FT columnist who retrained as a maths teacher in her late fifties and ended up in a challenging London school. It's funny and candid about how hard the early lessons were, which makes it a welcome reminder of how the profession feels when you're new to it. 

Wellbeing

As we approach the autumn and winter terms, and the accountability of student teachers begins to increase, we want to make sure we don't forget the building blocks of good mental wellbeing.

[Here is a guide for to help create healthy habits and a lifestyle that supports your mental wellbeing at your own pace.](#)

If you have any concerns about student teacher wellbeing, please contact lead mentos asap. Student teachers can also talk to a Wellbeing Advisor using these links:

- [Book an appointment online](#)
- Visit our drop-in sessions: Monday to Friday, 10am until 4pm in the Student Life Building.
- Contact us by phone: **0151 231 3664** or email: studentwellbeing@ljmu.ac.uk

