

Placement Overview: PGDE/PGCE Secondary

Teaching expectations in Phase 1 (Home school)

Please note these are guidelines only and should be adapted. For instance within some School Direct consortia, where training also takes place in school and the number of teaching days is thus reduced.

Trainees are expected to arrive *at least* 30 minutes before the start and remain on site until *at least* 30 minutes after the end of the school day – under the direction of the Professional and ITT Mentor. They should shadow their ITT Mentor for at least the first two weeks of the phase and agree a Phase 2 timetable by the end of Week 4. Where appropriate, trainees should attend all staff meetings during the phase, including briefings, staff meetings and departmental meetings.

Classroom based activity (weekly)

Activity	Requirement	Notes
Observing	3-5 hours per week	Formally recorded lesson observations within the host department (subject).
Supporting	2-4 hours per week	When a trainee is not undertaking team teaching or formal observation, they should focus on supporting individuals and groups under the direction of the classroom teacher
Team Teaching	3-5 hours per week	Under the direction of the ITT Mentor, trainees should expect to begin to deliver elements of lessons (e.g. demonstrations, starter and/or plenary activities, etc.).
Solo Teaching	1 hour per week	Trainees' timetables should not include regular solo teaching during Phase 1. However, by the end of the Phase trainees should have taught at least 2 full lessons.
Pastoral	2-4 hours per week	During Phase 1 trainees should be attached to a form (usually that of the ITT Mentor) and participate in all form activities, including form periods, assemblies, PSHE lessons, etc.
PPA	2-3 hours per week	Trainees should have regular time on their timetable for planning, preparation and assessment (PPA).
Weekly Meeting	1 hour per week	Trainees will meet with the ITT Mentor each week for formal mentoring and coaching.
Training	1 hour per week	School-based training programme coordinated by the Professional Mentor.
Phase 1 Timetable	15-18 hours per week	The Phase 1 timetable must include a <u>minimum</u> of 15 hours per week (directed by the Mentor), four days per week, from the above activities.

During the times where a trainee is not formally timetable for classroom-based activities, they should divide their time between:

- Working on their Subject Knowledge Development
- Gathering resources and preparing for teaching the school's schemes/units of work in Phase 2, including simulation and practice of learning activities for the classes that they will teach.
- Participating in activities directed by Mentors
- During Phase 1, trainees should if possible shadow a KS3 / 4 learner for a full day (following their timetable for period 1/registration to the end of the day), on at least one occasion during Phase 1.

Teaching expectations in Phase 2a (Home School)

Trainees are expected to arrive *at least* 30 minutes before the start and remain on site until *at least* 30 minutes after the end of the school day – under the direction of the Professional and ITT Mentor. By the end of Week one of Phase 2, trainees should be following the timetable set with the ITT Mentor during Phase 1. Trainees should fully participate in the school life and culture, including attending events outside of the normal school day.

Classroom based activity (weekly)

Activity	Requirement	Notes
Solo Teaching	7-9 hours per week	Trainees should begin to solo teach (across the key stages) under the direct supervision of the ITT Mentor or a suitably qualified and trained class teacher (minimum of 2 formally recorded observations by the ITT Mentor – using the LJMU Lesson Analysis form). Note: ITT Mentors should phase teaching up to the maximum hours, using their professional judgement as to the capability and readiness of the trainee. The full solo teaching timetable should normally be taken up by the third week of Phase 2a.
Team Teaching	1-3 hours per week	Continue to team teach with the ITT Mentor (or suitably qualified and trained class teacher) to develop pedagogical skills and share in good practice.
Supporting	1-3 hours per week	During Phase 2, identify an individual or group in one class and act as a learning assistant or offer technical support during the whole Phase 2a (Home School) placement – focusing on inclusion .
Pastoral	2-4 hours per week	Continue to participate in the form assigned during Phase 1 throughout the whole placement in the Home School, taking a lead in form activities under the direction of the form tutor.
PPA	1-2 hours per week	Trainees should have regular time on their timetable for planning, preparation and assessment (PPA).
Observing	1 hour per week	Continue to formally and informally observe good practice within (or outside) the host department/faculty, as determined by personal target setting or as directed by the ITT Mentor (minimum of one per week)
Weekly Meeting	1 hour per week	Trainees will meet with the ITT Mentor each week for formal mentoring and coaching.
Training	1 hour per week	School-based training programme coordinated by the Professional Mentor.
Phase 2a Timetable	15-18 hours per week	The Phase 2a timetable must include a <u>minimum</u> of 15 hours per week (directed by the Mentor), four days per week, from the above activities.

Teaching expectations in Phase 2b (Alternate Placement)

The Alternate Placement (in Phase 2b) is within a new placement institution that complements the experiences offered by the Home School. There is scope for flexibility in arrangements for this placement as the main purpose is for trainees to ensure that trainees gain experiences, which are not available to them in their home school. Timetables should be personalised in response to individual needs. Trainees are expected to arrive *at least* 30 minutes before the start and remain on site until *at least* 30 minutes after the end of the school day – under the direction of the Professional and ITT Mentor. By the end of Week 1, trainees should have begun solo teaching. Trainees should fully participate in the school life and culture, including attending events outside of the normal school day. The placement experience week steps up to five days per week in Phase 2b.

Classroom based activity (weekly)

Activity	Requirement	Notes
Solo Teaching	7-9 hours per week	Following an induction period (max. 5 days), trainees should begin to solo teach (across the key stages) under the direct supervision of the ITT Mentor or a suitably qualified and trained class teacher (minimum of 2 formally recorded observations by the Mentor – using the LJMU Lesson Analysis form). At this stage, trainees will begin writing or adapting Units of Work for the classes that they teach.
Team Teaching	1-3 hours per week	Identify lesson to team teach with the ITT Mentor (or suitably qualified and trained class teacher) to develop pedagogical skills and share in good practice
Supporting	1-3 hours per week	During Phase 2, identify an individual or group in one class and act as a learning assistant or offer technical support during the whole Phase 2b placement – focusing on inclusion .
Project	3-5 hours per week	During the Phase 2 Alternate Placement, all trainees must identify and agree a project equivalent to 3-5 hours per week, which has the potential to have impact learners. This project can be undertaken as an individual or part of a group; and could have a subject or whole-school focus.
Pastoral	2-4 hours per week	Engage with a form group during the Alternate Placement, taking a lead in form activities under the direction of the form tutor.
PPA	1-2 hours per week	Trainees should have regular time on their timetable for planning, preparation and assessment (PPA).
Observing	1 hour per week	Formally and informally observe good practice within (or outside) the host department/faculty, as determined by personal target setting or as directed by the ITT Mentor (minimum of one per week)
Weekly Meeting	1 hour per week	Trainees will meet with the ITT Mentor each week for formal mentoring and coaching.
Training	1 hour per week	School-based training programme coordinated by the Professional Mentor.
Phase 2b Timetable	18-22 hours per week	The Phase 2b timetable must include a <u>minimum</u> of 18 hours per week (directed by the Mentor), five days per week, from the above activities.

Teaching expectations in Phase 3 (Home School)

Trainees are expected to arrive at least 30 minutes before the start and remain on site until at least 30 minutes after the end of the school day – under the direction of the Professional and ITT Mentor. By the end of Week 1, trainees should have begun solo teaching. Trainees should fully participate in the school life and culture, including attending events outside of the normal school day. In Phase 3 trainees will be expected to use data effectively to inform teaching and maintain assessment records for all of the class that they solo teach. **The trainee's Phase 3 timetable should be constructed to complement and supplement prior experiences. Trainees are required to teach key stages 3 and 4 (note: 'teaching' at key stage 4, includes team teaching and supporting in the 14-16 age range).**

Classroom based activity (weekly)

Activity	Requirement	Notes
Solo Teaching	11-13 hours per week	By the second week of Phase 3, trainees must be solo teaching between 11 and 13 hours per week of lessons (across the key stages) under the direct supervision of the ITT Mentor or a suitably qualified and trained class teacher (minimum of 2 formally recorded observations by the ITT Mentor – using the LJMU Lesson Analysis form).
Team Teaching	1-2 hours per week	During Phase 3, appropriate team teaching opportunities with the ITT Mentor (or suitably qualified and trained class teacher) will be identified to respond to target setting and develop specific aspects of a trainee's practice.
Supporting	1-2 hours per week	During Phase 3, identify an individual or group in one class and act as a learning assistant or offer technical support during the whole Phase 3 (Home School) placement – focusing on inclusion.
Pastoral	2-4 hours per week	Continue to participate in the form assigned during Phase 1 throughout the whole placement in the Home School, taking a lead in form activities under the direction of the form tutor.
PPA	1-2 hours per week	Trainees should have regular time on their timetable for planning, preparation and assessment (PPA).
Observing	1 hour per week	Formally and informally observe good practice within (or outside) the host department/faculty, as determined by personal target setting or as directed by the ITT Mentor (as appropriate).
Weekly Meeting	1 hour per week	Trainees will meet with the ITT Mentor each week for formal mentoring and coaching.
Training	1 hour per week	School-based training programme coordinated by the Professional Mentor.
Phase 3 Timetable	19-23 hours per week	The Phase 3 timetable must include a <u>minimum</u> of 18 hours per week (directed by the ITT Mentor), five days per week, from the above activities.

During the times where a trainee is not formally timetable for classroom-based activities, they should divide their time between:

- Participating in activities directed by the Professional Mentor.
- Seek opportunities to engage with (and lead) learning outside the classroom.
- Contributing to department life (e.g. developing learning resources).

Expectation for the Triangulation and Final Focus period (Home School)

During the 'Triangulation and Final Focus' period, at the end of Phase 3, trainees may negotiate an alternative timetable and programme with their ITT Mentor (approved by the Professional Mentor) in order to ensure that all Teachers' Standards are met.

Trainees who are on the Additional Support Framework (ASF) procedures must continue to teach their normal Phase 3 timetable until their targets have been met and they have been 'signed off' by their ITT Mentor and Personal/Liaison Tutor. Trainees who not fully met the minimum expectation benchmark descriptors for the LJMU ITT Tracker should retain a solo teaching timetable of at least 10 hours per week; in order to provide the opportunity to achieve recommendation for QTS at Triangulation and the successful completion of the Phase 3 Final Review.

Enrichment activities

In addition to this trainees may use the opportunity to gain experiences that they have had limited opportunity during Phase 1 to 3, such as:

- Working with SEN learners and the SENCO;
- Engaging with primary/secondary transition;
- Working with EAL learners;
- Developing resources to enhance and support the Home School and host department/faculty, etc.

External placements

Where appropriate enrichment experiences (linked to target setting and the *Phase 3 Final Review Form*) cannot be delivered within the Home School setting, trainees may arrange *up to a maximum* of 5 days of experience in another institution/organisation. Permission must be gained from the Professional Mentor (Home School) *prior* to negotiating external enrichment placements and a rationale clear, evidence-based, rationale must be presented; and the Personal Tutor and Liaison Tutor should be informed (or consulted where appropriate) once an action plan has been agreed with ITT Mentors. It is expected that *only* trainees who have successfully met the minimum expectation benchmark descriptors from the LJMU ITT Tracker will be given permission to undertake enrichment activities outside of the Home School.

Note: it is the responsibility of the trainee to identify enrichment needs, and to explore and organise activities for themselves.

Trainee Files

During every school placement trainees are required to keep two professional files:

1. A **Placement Experience File**, which will contain lesson plans, evaluations, units of work, assessment records and other documentation related to day-to-day teaching in school
2. A **QTS Training and Development File**.

During the later phases of training, trainees should compile and maintain evidence to support the TRACKER audit against the Teachers' Standards. Trainees can expect school-based and university-based tutors to formatively review files and to provide support in the selection of evidence to demonstrate that the Teachers' Standards have been met (for recommendation for QTS). Files are also examined as part of University Liaison visits and in tutorials with the Personal Tutor and the One Drive link to both files should be shared with appropriate staff,

The QTS Training and Development File (see Section A)

The Placement Experience File (see also Section A)

Trainees are expected to manage their planning, resources and records for all of their solo lesson. The following points outline the contents and structure. We recommend electronic file(s), but please make sure these are backed up. You should include:

- The current teaching timetable
- The Unit/Scheme of Work (your own and/or the school's)
- Lesson plans, with evaluations (arranged in chronological order)
- Teaching and learning resources (including assessment)
- Education, Health and Care (EHC) plans, where appropriate, for learners with Special Educational Needs and/or Disabilities (SEND), etc.
- Appropriate Assessment Records (including key data, such as baseline assessments, targets, attendance, attitude to learning, achievement, attainment, etc.)

Note: trainees must handle all confidential school data, such as class lists and photographs, in accordance with school policy.

