SECONDARY INITIAL TEACHER EDUCATION

in partnership with Birmingham City University

Mentoring the next generation of secondary teachers for our region.

Placement information pack 2024/25

The Secondary ITE courses at BCU provide the sector with the highest number of Associate Teachers across the West Midlands region. We run two successful Secondary ITE programs:

- PGCE with a wide range of subjects: Art and Design, Computer Science, Design and Technology (Food, Product Design and Textiles), Drama, English, History, Geography, Mathematics, Modern Foreign Language, Music, Physical Education, Religious Education, Science (Biology, Chemistry and Physics) and Social Science (Psychology, Sociology and Health and Social Care).

- Undergraduate BA/BSc (Hons) with QTS in Biology and Physical Education.

We are very keen to secure the support of new and existing partners to meet the challenge of securing high quality School-Based Training Placements for 2024/25.

A WARM WELCOME FROM BCU

Dear School Partners,

We send you our very best wishes for the spring and summer terms.

It continues to be a busy year for Education and Social Work here at BCU and we are now looking forward to 2024/25 and considering how we can continue our important work in training and educating beginner teachers. Due to our valuable partnerships with your schools and your assistance in providing placements, BCU has been able to support many Associate Teachers into employment in the sector. We would like to take this opportunity to thank everyone in your school for their contribution to this work.

We are delighted to see that so many of our PGCE Secondary and BA/BSc Secondary Associate Teachers remain in the region following completion of their training programme and securing ECT posts. This is a real strength of our partnership, and we are very proud to be working with you to train the next generation of secondary school teachers.

We are committed to developing effective and strategic teacher education partnerships. This includes offering CPD opportunities to partners, and includes accredited mentor training, support for Early Career Teachers and, most importantly, the opportunity to contribute to the design and delivery of our ITE curriculum. We advertise all partnership events in monthly newsletters, which are available on our partnership webpages.

The high standard of support that our associate teachers receive in your school is a significant element of our shared vision for excellence and we are looking forward to developing this further as we continue to work with you in 2024/25.

To reflect the changes brought about by the new ITT requirements, and recognise the additional contributions of expert colleagues in schools to the ITaP element, placement payments have been increased accordingly.

Please take some time to look at this pack and to consider the ways in which you can continue to work with us during the next academic year. We look forward to continuing our partnership with you.

Best wishes

KA McGrath

Karen McGrath
Head of Department: Secondary and PCET

SUBJECTS AND NUMBERS

We require undergraduate school-based placements in the following subject areas only:

» Science with Biology

» Physical Education

We require postgraduate PGCE school-based placements in the following subject areas only:

» Art and Design

» Computer Science

» D&T: Food Technology specialism

» D&T: Product Design specialism

» D&T: Textiles specialism

» Drama

» English

» Geography

» History

» Mathematics

» Modern Foreign Languages

» Music

» PE

» Religious Education

» Science with Biology

» Science with Chemistry

» Science with Physics

» Social Science

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PLACEMENT PAYMENTS

To reflect the changes brought about by the new ITT requirements, and recognise the additional contributions of expert colleagues in schools to the ITaP element, placement payments have been increased accordingly.

Undergraduate

Year 1 - 30 days - £550

Year 2 - 40 days - £450

Year 3 - 60 days - £750

Year 1 paired placement - £1,200

Postgraduate

School 1 - £500

School 2 - £800

Gratuity Payments

5 or more associate teachers - £250

10 or more associate teachers - £600

PAYMENTS TO SCHOOLS

School-Based Training:

Payment to schools will be made after the scheduled end date for the placement. Payment will be made electronically into your school's bank account when the relevant documentation is submitted by email.

Relevant documentation will include the following documents:

- Completed and signed End of Placement Report for each Associate Teachers from Birmingham City University attending the school for a placement.

- Completion of the online mentor survey (an online survey link is sent out towards the end of each placement).

PAYMENT PROCESS

Purchasing placement process

By completing in the new supplier form we will have the correct placement and bank information but to ensure that the process is conducted in a smooth and efficient manner please note the following purchasing process.

BCU will send a Purchase Order directly to the School/Academy where the placement is taking place. The format of the email address will be similar to **efur.fa.sender@wrkflow.mail.em.oraclecloud.com**. Placement providers should be in a position to receive such emails so Purchase Orders can be received. Invoices should be sent to BCU accounts payable at **invoice@bcu.ac.uk**. It's important that the information on the purchase order and the invoice match so that payments can be made smoothly. Invoices should be sent in a timely manner so that the process from PO to payment is smooth and efficient.

Incomplete forms

Please note that any forms that are not completed and returned could result in delays to the payments process. Please be sure to pass this form on to the relevant person so that we can ensure all information on the form is complete, accurate and payments can be made efficiently.

Changes in circumstances

If your supplier details should change its important that you keep us up to date. Change notifications should be directed to the following email address: **purchasingadmin@bcu.ac.uk.**

Form returns

Completed forms should be returned to the below email only with requested supporting documents (insurance and bank details). All completed supplier forms must be sent to: **placementsuppliersetups@bcu.ac.uk**. All enquiries regarding placements must go to: **helsplacementpayments@bcu.ac.uk**.

By completing the supplier request form, you are ensuring that BCU have the correct supplier information, with payments going to the correct bank accounts, which will make for efficient payments and a better working relationship.

SECONDARY – UNDERGRADUATE SCHOOL BASED TRAINING

The information contained in the timetable section is an example of timetables from previous years. We aim to deliver similar structures for 2024/2025 where possible.

Here are example timetables for Undergraduate Year 1, 2 and 3 placements.

Week Beg	YEAR 1				
	Mon	Tue	Wed	Thur	Fri
18 Nov	1				
25 Nov	2				
2 Dec	3				
9 Dec	4				
16 Dec	ITAP	ITAP	7	8	9
23 Dec	Christmas Break				
30 Dec					
6 Jan	10	11	12	13	14
13 Jan	15	16	17	18	19
20 Jan	20				
27 Jan	21				
3 Feb	22				
10 Feb	23				
17 Feb	Feb Half-Term				
24 Feb	24				
3 Mar	25				
10 Mar	26				
17 Mar	27				
24 Mar	28				
31 Mar	29				
7 Apr	ITAP	ITAP			
14 Apr	Easter Break				
21 Apr					
28 Apr	32				
5 May	BH	33	34	35	36
12 May	37	38	39	40	41

Week Beg	YEAR 2				
	Mon	Tue	Wed	Thur	Fri
5 May	BH	1	2	3	4
12 May	5	6	7	8	9
19 May	10	11	12	ITAP	ITAP
26 May	May Half-Term				
2 June	15	16	17	18	19
9 June	20	21	22	23	24
16 June	25	26	27	28	29
23 June	30	31	32	33	34
30 June	35	36	37	38	39
7 July					
14 July					
21 July					
28 July					

Week Beg	YEAR 3				
	Mon	Tue	Wed	Thur	Fri
13 Jan	1	2	3	4	5
20 Jan	6	7	8	9	10
27 Jan	11	12	13	14	15
3 Feb	16	17	18	19	20
10 Feb	21	22	ITAP	ITAP	UNI
17 Feb	Feb Half-Term				
24 Feb	25	26	27	28	29
3 Mar	30	31	32	33	34
10 Mar	35	36	37	38	39
17 Mar	40	41	42	43	44
24 Mar	45	46	47	48	49
31 Mar	50	51	52	53	54
7 Apr	55	56	57	58	59
14 Apr	Easter Break				
21 Apr					

Key

☐	University day	**BH**		Bank holiday
☐	Holiday	☐		Placement day

ITAP - Intensive Training and Practice

SBT - School-based Training

CBT - Centre-based Training

SECONDARY PGCE – POSTGRADUATE SCHOOL BASED TRAINING

Here is an example timetable for the postgraduate placements. SCT A is the home school placement and SCT B is the contrasting school placement.

Week	Mon	Tue	Wed	Thur	Fri
2 Sept	Pre-course Tasks	Pre-course Tasks	Pre-course Tasks	Pre-course Tasks	CBT
9 Sept	CBT	CBT	CBT	CBT	CBT
16 Sept	CBT	CBT	CBT	CBT	CBT
23 Sept	CBT	CBT	CBT	CBT	CBT
30 Sept	CBT	CBT	School 1 induction	School 1 induction	School 1 induction
7 Oct	ITAP	ITAP	ITAP	ITAP	ITAP
14 Oct	CBT	CBT	SBT 1	SBT 1	SBT 1
21 Oct	CBT	CBT	SBT 1	SBT 1	SBT 1
28 Oct	School Half-Term				
4 Nov	CBT	SBT 1	SBT 1	SBT 1	SBT 1
11 Nov	CBT	SBT 1	SBT 1	SBT 1	SBT 1
18 Nov	ITAP	ITAP	ITAP	ITAP	ITAP
25 Nov	CBT	SBT 1	SBT 1	SBT 1	SBT 1
2 Dec	CBT	SBT 1	SBT 1	SBT 1	SBT 1
9 Dec	CBT	SBT 1	SBT 1	SBT 1	SBT 1
16 Dec	CBT	SBT 1	SBT 1	SBT 1	SBT 1
23 Dec	Christmas Break				
30 Dec					
6 Jan	ITAP	ITAP	ITAP	ITAP	ITAP
13 Jan	CBT	SBT 1	SBT 1	SBT 1	SBT 1
20 Jan	CBT	SBT 1	SBT 1	SBT 1	SBT 1
27 Jan	CBT	SBT 1	SBT 1	SBT 1	SBT 1
3 Feb	CBT	SBT 1	SBT 1	SBT 1	SBT 1
10 Feb	CBT	SBT 1	SBT 1	SBT 1	SBT 1
17 Feb	School Half-Term				
24 Feb	CBT	CBT	CBT	SBT 2	SBT 2
3 Mar	CBT	SBT 2	SBT 2	SBT 2	SBT 2
10 Mar	CBT	SBT 2	SBT 2	SBT 2	SBT 2
17 Mar	ITAP	ITAP	ITAP	ITAP	ITAP
24 Mar	SBT 2	SBT 2	SBT 2	SBT 2	SBT 2
31 Mar	SBT 2	SBT 2	SBT 2	SBT 2	SBT 2
7 Apr	SBT 2	SBT 2	SBT 2	SBT 2	SBT 2
14 Apr	Easter Break				
21 Apr					
28 Apr	CBT	SBT 2	SBT 2	SBT 2	SBT 2
5 May	Bank Hol	SBT 2	SBT 2	SBT 2	SBT 2
12 May	SBT 2	SBT 2	SBT 2	SBT 2	SBT 2
19 May	SBT 2	SBT 2	SBT 2	SBT 2	SBT 2
26 May	School Half-Term				
2 Jun	SBT 2	SBT 2	SBT 2	SBT 2	SBT 2
9 Jun	SBT 2	SBT 2	SBT 2	SBT 2	SBT 2
16 Jun	SBT 2	SBT 2	SBT 2	SBT 2	SBT 2
23 Jun	SBT 2	SBT 2	SBT 2	SBT 2	SBT 2
30 Jun	SBT 2	SBT 2	SBT 2	SBT 2	SBT 2
7 July	CBT	CBT	CBT	CBT	CBT

Key

	University day
	Holiday
BH	Bank holiday
	Placement day

ITAP - Intensive Training and Practice

SBT - School-based Training

CBT - Centre-based Training

INTENSIVE TRAINING AND PRACTICE (ITAP)

Through the academic year 24/25, our postgraduate and undergraduate curricula will be enriched with four areas of intensive training and practice (ITaP). As you can see from the grid below, each of these areas of focus is supported by key questions to encourage our Associate Teachers (ATs) to develop an enquiring and critical approach to these foundational professional issues, first a broad consideration of the issue and then more specifically the relevance within their own subject. The structure of each ITaP is informed by Grossman's (2018) model of introduce, analyse, prepare, enact, and assess. For our PGCE ATs, this will be a week within their curriculum while our undergraduate ATs will benefit from a strategic sequenced series of days across a number of weeks. As we continue to plan and resource these sessions our tutor team are aware of the necessary focus on ATs practising recommended practice, observing expert practice, and receiving feedback on their developing practice.

If you or any of your colleagues in school would like to be involved with the planning or delivery of any of the ITaPs then please get in touch as we always look forward to working with colleagues across the partnership.

Focus	Key Questions	Teaching window
Behaviour: Rules, Routines, and Relationships	**Q.** How can rules and routines help me to set the context for learning? **Q.** How can rules and routines help me to support behaviour for learning in my subject?	UG Year 1 Term 1 PG October
Inclusive Teaching: Modelling and Scaffolding	**Q.** How do I use scaffolded opportunities to ensure all pupils make progress? **Q.** How do I plan modelling opportunities to support learning in my subject?	UG Year 2 Term 3 PG November
Language: Language for Learning in your subject	**Q.** How do I promote high quality oracy and literacy to support pupil learning? **Q.** How do I support multilingual pupils with language for learning in my subject?	UG Year 1 Term 2/3 PG January
Assessment: Questioning and Verbal Feedback	**Q.** How do I use effective questioning techniques to support pupil progress? **Q.** What does high quality verbal feedback look like in my subject?	UG Year 3 Term 1/2 PG March

BCU ITE CURRICULUM

The ITE BCU curriculum is cyclical in nature to enable content to be learnt, revisited and applied. Our PGCE and Undergraduate Associate Teachers will experience this across their three year course.

The spiral curriculum is not simply the repetition of any topic taught. It also requires the deepening of it, with each successive encounter building on the previous one. Each module within the Secondary ITE Curriculum ensures that associate teachers acquire research-led pedagogical and curriculum knowledge, and moreover, develop a clear insight into how to implement this knowledge as they develop their teaching skills with the support of expert colleagues across the BCU regional partnership.

BCU Core Curriculum Themes ensure that BCU Associate Teachers:

A. Associate teacher uses critical enquiry and research informed practice to develop their understanding of effective teaching and learning.

B. Associate teacher's classroom practice establishes effective behaviour management using high expectations and awareness of pupil wellbeing.

C. Associate teacher knows more, remembers more and applies subject knowledge and subject-specific pedagogy to impact on pupils' progress.

D. Associate Teacher uses knowledge about how pupils learn to plan and assess learning to ensure that all pupils make progress.

E. Associate Teacher implements effective adaptive teaching approaches to meet all learners' needs, including SEND (Special Educational Needs and Disability) and EAL (English as an Additional Language) learners.

F. Associate Teacher demonstrates professional behaviours and contributes effectively to the wider life of the school.

TEACHING COMMITMENTS

Undergraduate

Year 1
Building to one individual teaching hour a day.

Year 2
Building from 5 to 10 individual teaching hours each week.

Year 3
Build to teaching 80% of a timetable across KS3/4/5 for the last six weeks of the placement if available and appropriate.

Postgraduate

Placement 1 (October – February)
Build up to 7 hours individual teaching hours each week of classes across KS3/4.

Placement 2 (February to June)
Build to teaching 80% of a timetable across KS3/4/5 for the last six weeks of the placement if available and appropriate.

ITT MENTOR TRAINING 2024 25

The ITT Criteria 2024/25 requires that ITT Mentors understand the trainees' ITT curriculum, the relevant research base which informs it and their role in supporting its implementation. ITT Mentors will ensure that school-based training experiences are aligned to the ITT curriculum and that trainees have opportunities for purposeful practice in relation to key concepts and high-quality feedback. The ITT Criteria 2024/25 requires all mentors undertake 20 hours of training. Birmingham City University ITT Mentor Training Programme will comprise training modules delivered via synchronous online sessions and asynchronous online training. Mentors with an NPQ qualification or a similar recognised qualification will be eligible for accreditation of this prior learning and will reward reduced mentor training hours, as agreed with the University.

Module	Title	Hours of Training	Section	Tier	APL Opportunity
0	Audit Assessment of Prior Learning	1	General Mentoring	Tier 1	Yes Some Mentors may be able to APL all or part of this prior learning if: • They have a Tier 1 WM Provider Group Certificate • They have completed other relevant qualifications (to be agreed by the University)
1	Effective Mentoring	2			
2	Mentoring and Coaching	2			
3	Mentor and Coaching Conversations	2			
					Total = 7 Hours
4	Initial Subject/ Phase Mentoring	3	Subject Phase Mentoring	Tier 2	Yes Some Mentors may be able to APL this module if: • They have a Tier 2 Initial Subject/Phase Mentor Module • Certificate that has been awarded by a partner HEI (BCU, Newman, Wolverhampton, University of Birmingham)
					Total = 3 Hours
5	The BCU Mentor/ Coach Model	2	Bespoke BCU Mentoring	Tier 3	No This training will consist of: • Brightspace asynchronous content • MS Teams synchronous content • School visit support
6	The BCU Approach to Mentoring	3			
7	The BCU Subject/ Phase Curriculum	3	Subject/ Phase Mentoring	Tier 2	
8	Intensive Training and Practice (ITaPs)	2			
9	Mentor Diagnostic of Knowledge and Skills				
					Total = 10 Hours

Funding for Mentor Training

Schools will be eligible for up to £876 payment for each mentor that completes the 20 hours mentor training as per the ITE Reform Funding Guidance. If a mentor undertakes fewer than 20 hours of training, the funding is calculated at £43.80 per hour. Schools will be able to claim this funding at the end of the 2024/25 academic year and will be paid between September 2025 and January 2026.

For a school to claim this funding, the mentor must:

- undertake up to 20 hours of initial mentor training.
- mentor at least one associate teacher.

EXTENDING THE PARTNERSHIP

Recognition

All BCU ITE partner schools are informed of a range of opportunities available to them through the BCU Teacher Education Partnership Recognition process. We will issue all partner schools with a BCU Partnership certificate, which serves to recognise their contribution and commitment to ITE in the BCU programme. School Mentors will be invited to annual celebration events at BCU, which are further opportunities to consult with the secondary team and explore a range of opportunities within the BCU Teacher Education Partnership.

Admissions and recruitment

Core to our recruitment processes is the input of school mentors when we are interviewing applicants for the PGCE course. If any mentors can join subject leads to support our interview days or if we could perhaps bring a group of applicants to your school for interviewing, please let us know.

Pedagogical subject development

In partnership with schools, we will offer subject specific support across the region. Our tutors will engage regularly with subject mentors to review research and BCU ITE curriculum content. From these discussions we hope to start developing Partnership CPD events, with input from expert colleagues across the partnership. We see these partnerships as further opportunities to develop meaningful research partnerships in schools.

Early Career Teacher Support

We ran a series of online support hubs for beginning teachers across the region during 2023/24. This extra layer of support for Associate Teachers who have qualified amid the pandemic has been well-received. This programme will now be a regular offer within our partnership as a tool to aid your Early Career CPD sessions - any beginning teacher in your schools can access these sessions through our Partnership webpages. BCU will also be working as a delivery partner for Capita and UoB to deliver their DfE accredited Early Career Framework - this will provide regional expertise and focus for all new teachers within the region.

Strategic input

The Secondary ITE Strategic Partnership Committee meets termly and is a key part of our continuous improvement in the training of BCU primary teachers in both our undergraduate and postgraduate courses. Our Strategic Partnership Committee is made up of mentors and senior leaders from across the region, so if you would like to be involved please let us know.

Delivery on the BCU programme

We have a number of different modules across our Secondary programmes covering the Subject Pedagogy, Professional Enquiry and Professional Studies. We would like to encourage input on these from school-based colleagues. If you have a specific area of professional interest, a role in school, or are keen to support subject-specific activities with our Associate Teachers here at BCU, please get in touch. You could be involved in contributing to the planning of the modules or teaching sessions or both.

FREQUENTLY ASKED QUESTIONS

Q: Our school is not yet able to confirm some/all of the available teaching placements for the next academic year. What should we do?

A: We understand that some schools may not yet be able to confirm some or all of the available placements within school for the next academic year. In this event, we would be grateful if you could complete as much of the school and mentor details in the 'Placement Offers Form' noting any potential available placements and return these forms to us. Please attach a note to say that you are not yet able to confirm all of the available placements, and if possible, provide an appropriate time later in the term/earlier next term for us to contact you regarding this. Alternatively, please contact BCU Partnerships Team as soon as you are able to confirm any further available placements.

Q: We are unable to confirm the names of the mentors who will be mentoring associate teachers for the next academic year. What should we do?

A: Please complete as much of the 'Placement Offers Form' as possible. Indicate in the relevant places on the form if you are unable to confirm who will be mentoring associate teachers within that subject for the next academic year. Please contact the BCU Partnerships Team as soon as you are able to confirm the name and contact details of the relevant professional and/or subject mentor(s).

Q: Have all Associate Teachers received an enhanced Disclosure and Barring Service (DBS) check prior to starting their placement?

A: All of our associate teachers have an enhanced DBS check carried out and cannot fully enrol on the course until they have received this check and are deemed fit for practice.

Q: Where can I find further information on the partnership and the secondary course?

A: Please visit our Secondary Partnerships webpage at www.bcu.ac.uk/secondary-partnerships-overview

Here you will find links to our Partnership Handbook, the relevant Placement Assessment and Observation documentation and many other pieces of useful information.

If you cannot locate the information you require on website, please contact Education Partnerships on **0121 331 7105** or via email at **Hels.placements@bcu.ac.uk.**

CONTACTS

Should you have any questions regarding the school-based placements, please get in touch with one of our Education Partnerships Team on:

0121 331 7105

Hels.placements@bcu.ac.uk

Our Secondary Education Partnerships Team manages the administration elements of the programme. A key element of their work is in sourcing placements and managing payments for partner schools.

BA/BSc (Hons) with QTS

Course Leader – Gemma Taylor

Gemma.Taylor@bcu.ac.uk

Gemma is programme lead for the BA/BSc (Hons) with QTS. She oversees the curriculum and operation of the course. She also monitors the overall progress of Associate Teachers on the course.

Secondary PGCE

Course Leader – Kelly Davey Nicklin

Kelly.DaveyNicklin@bcu.ac.uk

Kelly is programme lead for the PGCE Secondary programme. She oversees the curriculum and operation of the course. She also monitors the overall progress of Associate Teachers on the course.

Secondary Partnership Lead

Helen Lowther

Helen.Lowther@bcu.ac.uk

Helen leads on developing and managing strategic partnerships for the secondary. She works closely with school partners, ensuring that the programme meets their needs as well as those of our associate teachers.

For more information regarding our Secondary Partnership:

Visit our website: www.bcu.ac.uk

Visit our Partnerships handbook:
www.bcu.ac.uk/partnerships-and-collaborations

Contact our Partnership Team:
hels.placements@bcu.ac.uk
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