



SECONDARY PGCE TEACHER EDUCATION IN PARTNERSHIP WITH BIRMINGHAM CITY UNIVERSITY

Mentoring the next generation of secondary teachers for our region.

Placement information pack 2023/24

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, MFL (School Direct Only) Music, Physical Education, Religious Education and Science (Biology, Chemistry and Physics).
- 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 2023/24.



A WARM WELCOME FROM BCU

Dear School Partners,

Secondary Undergraduate and Postgraduate Teacher Training

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

It continues to be a busy year in the School of Education and Social Work here at BCU and we are now looking forward to 2023/24 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 2023/24.

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



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
Music
PE
Religious Education
Science with Biology
Science with Chemistry
Science with Physics

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PLACEMENT PAYMENTS.

Undergraduate

Year 1 - 30 days - £500

Year 2 - 40 days - £400

Year 3 - 60 days - £700

Year 1 paired placement - £1100

Postgraduate

Home school - 92 days - £650

Contrasting school - 24 days - £350

Gratuity Payments

5 or more associate teachers - £250

10 or more associate teachers - £600

Compatible Placement Models

Model 1 – Year 1 and Year 3 undergrad placements - £1200

Model 2 – Year 1 and Year 2 undergrad placements - £900

Model 3 – PGCE home and contrasting school placements - £1000

Model 1 and 2

We feel that this crossover will be easy for school-based partners to manage and could provide some innovative training opportunities because:

- A Year 1 Associate Teacher has less teaching time than the Year 2 and 3 Associate Teachers as they are only teaching one lesson when both Associate Teachers are on site.
- A Year 1 Associate Teacher could have the same Subject Mentor as the Year 2 or 3 Associate Teachers.
- Schools could timetable the Year 1 Associate Teacher to jointly observe the Year 2 or 3 Associate Teacher on these days outside of their teaching timetable.
- Equally the school could arrange for the Year 2 and 3 Associate Teachers to observe the Year 1 Associate Teacher and encourage them to identify targets to guide the newer Associate Teacher.

Model 3

Partner schools commit to the full academic year within the PGCE school-based partnership. They will be allocated a home school Associate Teacher.

Schools within the partnership will agree to host a different Associate Teacher within the same subject and allocated to the same Subject Mentor for a contrasting school-based placement part way through the academic year (i.e. the start of school-based Module 2 - Spring term 2).

BCU allocates PGCE school-based placements based on availability and location. Very occasionally, location may prevent a Phase 2 contrasting school-based placement allocation being made easily. If a school-based placement swap cannot be made within the locality we will seek a different school within commuting distance for the Associate Teacher. In these circumstances, BCU will communicate the alternative plan and any payment alteration to the home school at the earliest possible point during Module 1.

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

Existing school partners receive a Purchase Order Number - sent to your finance officer - once the end of placement documentation is received.

If you are a new school partner, or one who has not supported BCU Associate Teachers for the last two academic years, we will need the following documentation in order to organise payment. Please submit these in advance of the end of each School-Based training Experience / Phase.

- A completed 'New Supplier Form' (available on the BCU PGCE Partnership Webpage)
- A copy of the school bank details (Sort Code/Account Number) on a letter-headed document.
- A copy of the school's public liability insurance.

Once you are registered as a supplier for BCU, the Education Partnerships Team will issue your PO number when the listed requirements above are submitted.

All the above documents should be returned to education.partnerships@bcu.ac.uk.

Upon receipt of the PO number, you then need to send an invoice to the finance team using the email invoice@bcu.ac.uk

- The invoice must have the PO reference number.
- The invoice must be in PDF format.
- The invoice must have the school's own reference.
- The invoice must have a date.



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 2023/2024 where possible.

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

Week Beg	YEAR 1				
	Mon	Tue	Wed	Thur	Fri
14 Nov	1				
21 Nov	2				
28 Nov	3				
5 Dec	4				
12 Dec	5				
19 Dec					
26 Dec					
2 Jan	BH				
9 Jan	6				
16 Jan	7	8	9	10	11
23 Jan	12				
30 Jan	13				
6 Feb	14				
13 Feb	15				
20 Feb					
27 Feb	16				
6 Mar	17				
13 Mar	18				
20 Mar	19				
27 Mar	20				
3 Apr					
10 Apr					
17 Apr	BH				
24 Apr	21	22	23	24	25
1 May	BH	26	27	28	29
8 May	30				

Key

- University day
- Holiday
- BH Bank holiday
- Placement day

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
29 Aug					Enrolment
5 Sept	Research Engagement Week (Including directed tasks)				
12 Sept	Initial School Engagement Week				
19 Sept	BCU	BCU	BCU	BCU	BCU
26 Sept	BCU	BCU	BCU	BCU	BCU
3 Oct	BCU	BCU	BCU	BCU	BCU
10 Oct	BCU	BCU	BCU	BCU	BCU
17 Oct	BCU	BCU	BCU	SBT A	SBT A
24 Oct	BCU	BCU	Study day	Study day	Study day
31 Oct	BCU	SBT A	SBT A	SBT A	SBT A
07 Nov	BCU	SBT A	SBT A	SBT A	SBT A
14 Nov	BCU	SBT A	SBT A	SBT A	SBT A
21 Nov	BCU	SBT A	SBT A	SBT A	SBT A
28 Nov	BCU	SBT A	SBT A	SBT A	SBT A
5 Dec	BCU	SBT A	SBT A	SBT A	SBT A
12 Dec	BCU	SBT A	SBT A	SBT A	SBT A
19 Dec	Christmas Break				
26 Dec	Christmas Break				
2 Jan	BH	SBT A	SBT A	SBT A	SBT A
9 Jan	BCU	SBT A	SBT A	SBT A	SBT A
16 Jan	BCU	SBT A	SBT A	SBT A	SBT A
23 Jan	BCU	SBT A	SBT A	SBT A	SBT A
30 Jan	BCU	SBT A	SBT A	SBT A	SBT A
6 Feb	BCU	SBT A	SBT A	SBT A	SBT A
13 Feb	BCU	SBT B	SBT B	SBT B	SBT B
20 Feb	Reading/Study Week				
27 Feb	BCU	SBT B	SBT B	SBT B	SBT B
6 Mar	BCU	SBT B	SBT B	SBT B	SBT B
13 Mar	BCU	SBT B	SBT B	SBT B	SBT B
20 Mar	BCU	SBT B	SBT B	SBT B	SBT B
27 Mar	BCU	SBT B	SBT B	SBT B	SBT B
3 Apr	Easter Break				
10 Apr	Easter Break				
17 Apr	BCU	SBT A	SBT A	SBT A	SBT A
24 Apr	BCU	SBT A	SBT A	SBT A	SBT A
1 May	BH	SBT A	SBT A	SBT A	SBT A
8 May	BCU	SBT A	SBT A	SBT A	SBT A
15 May	BCU	SBT A	SBT A	SBT A	SBT A
22 May	BCU	SBT A	SBT A	SBT A	SBT A
29 May	Reading/Study Week				
5 Jun	SBT A	SBT A	SBT A	SBT A	SBT A
12 Jun	SBT A	SBT A	SBT A	SBT A	SBT A
19 Jun	SBT A	SBT A	SBT A	SBT A	SBT A
26 Jun	SBT A	SBT A	SBT A	SBT A	SBT A
3 Jul	BCU	BCU	BCU	BCU	BCU

Key

- University day
- Holiday
- BH Bank holiday
- Placement day

THE BCU ASSOCIATE TEACHERS

A BCU Associate Teacher will have signed a commitment to uphold professional conduct when on the PGCE course – you can view this agreement online at: www.bcu.ac.uk/secondary-partnerships

In addition, Associate Teachers will be guided throughout the BCU PGCE course to embody our four professional core values: being committed, creative, confident and collaborative. As a school, supporting teacher training in partnership with BCU, you can expect to work with individuals who are:

Committed to:

- Being outstanding teachers
- Creating a vibrant learning environment in which all learners will thrive
- Addressing the needs of all learners and their communities
- Taking responsibility for their own professional development and learning
- Developing excellent subject and pedagogical knowledge

Creative in:

- Engaging, inspiring, and motivating all learners
- Informing learning and teaching through research and evidence
- Overcoming disadvantage and barriers to learning
- Reflecting on the impact of their professional practice

Confident to:

- Act as leaders of learning
- Respond flexibly and proactively to change
- Communicate effectively with all partners in learning
- Accept responsibility and be accountable for their professional actions and decisions

Collaborative by:

- Understanding that authentic and effective collaboration is an essential element of professional practice
- Working effectively with expert teachers across partner organisations
- Working with peers and subject / phase experts to develop effective curricula
- Embody the ethos and vision of partner organisations in their professional role
- In-practice discourses which develop and deepen critical reflection within a community of professional learning

We believe that through these principles, which underpin our programmes, we can equip beginning teachers to be both aspirational in their professional goals and well-prepared to manage the complexity of demands faced within secondary teaching.



BCU ITE CURRICULUM

The ITE BCU curriculum is cyclical in nature to enable content to be learnt, revisited and applied. Our PGCE Associate Teachers will experience this through the phases as shown in the diagram below, and for our Undergraduate Associate Teachers across their three year course.

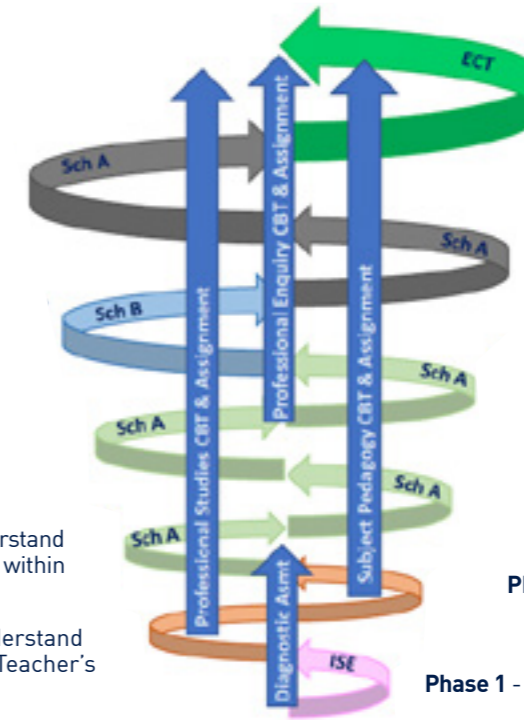
Phase 10 - Sustained independent professional practice – embedding composite teaching practice

Phase 8 - Remember, compare and apply knowledge of teaching and learning strategies within a new school environment

Phase 6 - Remember and apply an understanding of how to implement curricula in the classroom – planning, teaching and reflecting

Phase 4 - Know, remember and understand how to meet the needs of all learners within your wider role within a school

Phase 2 - Know, remember and understand how pupils learn and the Associate Teacher's role in the process



Phase 11 - Becoming an Early Career Teacher and sustaining your professional development

Phase 9 - Consolidation of critically reflective and inclusive teaching practice

Phase 7 - Remember and apply an understanding of how to meet the needs of all learners

Phase 5 - Remember and apply ways to set high expectations, and ways to manage behaviour

Phase 3 - Know, remember and understand how to plan for curriculum delivery that meets the needs of all learners

Phase 1 - Preparing to become an Associate Teacher

This 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:

- Associate teacher uses critical enquiry and research informed practice to develop their understanding of effective teaching and learning
- Associate teacher's classroom practice establishes effective behaviour management using high expectations and awareness of pupil wellbeing
- Associate teacher knows more, remembers more and applies subject knowledge and subject-specific pedagogy to impact on pupils' progress
- Associate Teacher uses knowledge about how pupils learn to plan and assess learning to ensure that all pupils make progress
- 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.
- Associate Teacher demonstrates professional behaviours and contributes effectively to the wider life of the school.

PLACEMENT COMMITMENTS

- During the first weeks of a school-based placement, Associate Teachers will observe a range of teaching, both in their specialist subject and in other subjects, to become familiar with departmental policies and procedures and the department's schemes of work and assessment processes.
- Associate Teachers will negotiate and finalise their timetable, collect pupil information for the classes that they will be teaching and begin to take on the role of form tutor. This will continue for the remainder of their placement.
- Associate Teachers will teach a range of Key Stages 3 and 4 and they will actively observe in lessons led by expert teachers. Associate Teachers should also have the opportunity to teach in Key Stage 5 if available (additional experience with a local Key Stage 5 provider can be arranged in the summer term if neither placement enables this opportunity).
- Associate Teachers will also undertake the range of additional duties and responsibilities expected of an Early Career Teacher including form tutoring, break duties, opportunities to report to and meet parents, attending meetings, contributing to the wider life and ethos of the school.
- Associate Teachers are expected to plan inclusively, including adaptive teaching strategies that enable progression for all pupils. Associate Teachers will also undertake assessment and marking in line with school policy. In addition, they need to gain experience of assessing examination coursework.
- Associate Teachers will undertake further observations of other teachers, attend appropriate staff briefings, school INSET days and other meetings such as parents' evenings and target setting days.

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

Building from 7 to 10 individual teaching hours each week.

Postgraduate

Placement 1 (October – February)

Build up to 7 hours individual teaching hours each week of classes across KS3/4.

Placement 2 (February – April)

Build up to 9 hours individual teaching hours each week across KS3/4.

Placement 3 (April – June)

Build up to 14 hours individual teaching hours each week across KS3/4/ 5 if available and appropriate.



SECONDARY PARTNER SCHOOL COMMITMENTS:

Schools will identify a Professional Mentor who will oversee Associate Teachers within their school. They will liaise with subject departments to identify where schools have the capacity to train and support Associate Teachers.

Professional Mentors will:

- Identify an experienced colleague in the Associate Teacher's specialist subject who will be their Subject Mentor over the training year.
- Ensure that the BCU partnerships team have a current name and email address for all Subject Mentors working with BCU Associate Teachers.
- Prepare an induction for incoming Associate Teachers which covers safeguarding requirements and core policies.
- Create a timetable for the BCU Associate Teachers in line with training phase expectations.
- Identify dates for PGCE additional school-based experience (SEND, Primary Experience and Post 16 experience).
- Ensure that Subject Mentors have a protected 1-hour slot for their weekly mentor meetings with the Associate Teacher.
- Attend termly BCU Mentor CPD Events.
- Ensure all Subject Mentors attend BCU Mentor CPD Events.
- Be familiar with the BCU ITE Curriculum and how it is used to assess the development of BCU Associate Teachers.
- Quality assure Subject Mentor observations and assessments at least once in the academic year.
- Support the Associate Teacher with any requests relating to their training during their training year/s.
- Notify BCU the secondary course leadership team of any well-being or performance concerns relating to their BCU Associate Teacher.
- Accommodate a visit from an allocated PLT (Placement Link Tutor) from BCU who will support their Professional Mentor role.



Subject Mentors will:

- Guide and support the Associate Teacher's professional development and subject-specific pedagogical knowledge in line with the BCU ITE Curriculum.
- Attend termly BCU Mentor CPD.
- Use the BCU Mentor Handbook as a guide to your role.
- Access course specific paperwork related to the role from the BCU Secondary Partnership web pages.
- Meet with the Associate Teacher for one hour a week to discuss progress and set weekly targets.
- Observe the Associate Teacher teaching twice each week and provide written formative feedback.
- Review planning, lesson reflections and address assessment requirements with the Associate Teacher weekly.
- Liaise with the Associate Teacher's BCU subject tutor – conducting joint observations and joint mentor meetings whenever possible.
- Update the school's Professional Mentor on the Associate Teacher's progress each half-term.
- Complete formative and summative assessments aligned to the BCU ITE Curriculum.

BCU Secondary Partnerships Team will:

- Liaise with Professional Mentors to set up all school-based placements.
- Run regular Mentor CPD events each term to ensure that expectations and mentor development is clearly communicated across the partnership.
- Complete school-based placement checks.
- Maintain the Secondary Partnership web pages to ensure that all information pertinent to successful SBT is readily available to all partners.
- Send partnership information to Professional Mentors at regular intervals.
- Signpost tutor / leadership support in response to any issues relating to SBT.
- Ensure that financial processes are clearly communicated with Professional Mentors and intervene to resolve any financial queries relating to school-based placement.

BCU Tutors will:

- Maintain contact with the Subject Mentor and discuss any issues regarding school-based placement in a timely manner.
- Organise face-to-face and online visits to school, and maintain an email link with Subject Mentors.
- Develop a good working relationship with the Associate Teacher and Subject Mentor.
- Signpost all BCU Mentor CPD Events and Subject Mentor drop-in sessions to support mentors' practice.
- Confirm that there is a schedule of formal observations of the Associate Teacher's teaching carried out by the Subject Mentor.
- Guide Associate Teachers and Subject Mentors through the ITE Core Curriculum delivery and assessment.
- Signpost all relevant BCU ITE resources for the Associate Teachers and Subject Mentors to use during the training year.
- Meet with the Associate Teacher during the assessment period to discuss and evaluate progress.
- With reference to school-based reports manage the formative and summative assessment points for the Associate Teachers.
- Liaise over decisions about the Associate Teachers' attainment and support the Subject Mentor in their role as supervisor and assessor through email or online call contact.
- Undertake a joint observation of the Associate Teacher teaching with the Subject Mentor.
- If issues or concerns have been raised by school staff, keep a written record to provide information should a placement end prematurely.
- Inform the course leadership team of any Associate Teacher who is a cause for concern.
- Work with the Subject Mentor to start the Rapid Improvement Targets process for any Associate Teacher who is a cause for concern.
- Assist in the organisation of any visits by external examiners and moderators.



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.

Accreditation

We offer fully funded online Level 7 credits in Coaching and Mentoring to all BCU Partner Schools. We also run a series of mentoring training sessions which will include for 2023/24 both online and face to face each term to support mentor development.

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 2022/23. 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 PGCE 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 7175** or via email at education.partnerships@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 7175
education.partnerships@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 – Grant Huddleston
Grant.Huddleston@bcu.ac.uk

Grant is programme lead for the BA/BSc (Hons) with QTS. He oversees the curriculum and operation of the course. He 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:
education.partnerships@bcu.ac.uk
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