Primary and Early Years Partnership Handbook

Postgraduate Certificate in Education (PGCE) and Undergraduate BA(Hons) with QTS



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1 Welcome and introduction



Welcome to Birmingham City University Initial Teacher Education (ITE) Partnership Handbook, which will provide the essential information about our ITE courses and our partnership. Our vision is to transform the prospects of individuals, organisations, and society through excellence in practice-based education, research, and knowledge exchange and our courses are key contributors to this.

Partnership working is at the centre of ensuring our Associate Teachers receive high quality teaching, learning opportunities and support through close collaboration between Associate Teachers, school and university staff whilst ensuring that the well-being of Associate Teachers and the pupils that they teach within our partnership takes priority. Our dynamic ITE curriculum provides a diverse variety of opportunities that equip BCU Associate Teachers with the essential knowledge and skills to motivate and inspire learners in a wide range of schools. The ITE curriculum clearly identifies the essential and unique subject knowledge that Associate Teachers should learn so that they continuously undergo the cycle of planning, delivering, and evaluating lessons with impact as they consider how their teaching supports the progress of pupils that they teach to overcome disadvantages and barriers to learning.

At Birmingham City University we aim to develop teachers who embody our four professional core values:

Committed to: Being outstanding teachers Creating a vibrant learning environment in which all learners will thrive Meeting the needs of all learners and their communities	**Creative in:** Inspiring and motivating all learners Developing learning and teaching through research and evidence
Confident to: Act as leaders of learning Adapt flexibly and proactively to change	**Collaborative by:** Understanding that authentic and effective collaboration is an essential element of professional practice Working effectively with expert teachers across partner organisations

We value mentoring which is central to bringing together complementary forms of knowledge from the ITE curriculum and practice in the school setting. Multidisciplinary knowledge generation between Associate Teachers, school and university staff enables a co-constructed inclusive, diverse and challenging climate for learning. Mentoring enables Associate Teachers to receive high quality clear and structured feedback from expert colleagues as they apply knowledge and understanding of the evidence in the classroom to understand how practice can be improved.

We value our partnership with your school as a foundation and strength of our ITE courses and look forward to continuing to work with you this year.

Paul Purser
Professional Academic Lead
Primary Education

2 Key Contacts

Academic Lead for Partnerships	kelly.daveynicklin@bcu.ac.uk
Professional Academic Lead (Primary)	paul.purser@bcu.ac.uk
Primary and Early Years PGCE Course Team	primaryandEarlyYearsPGCECourseTeam@bcu.ac.uk
Primary and Early Years BA Education QTS Course Team	primaryandearlyyearsbacourseleads@bcu.ac.uk
Primary and Early Years BA Education QTS Year 1 Team	primaryandearlyyearsbayear1team@bcu.ac.uk
Primary and Early Years BA Education QTS Year 2 Team	primaryandearlyyearsbayear2team@bcu.ac.uk
Primary and Early Years BA Education QTS Year 3 Team	primaryandearlyyearsbayear3team@bcu.ac.uk
Mentor Training Support	ITEMentoring@bcu.ac.uk
Primary Placements Team	anne.whitacre@bcu.ac.uk georgios.Pazaitis@bcu.ac.uk

3 BCU as the Accredited Provider



Responsibilities of the Accredited Provider: Birmingham City University

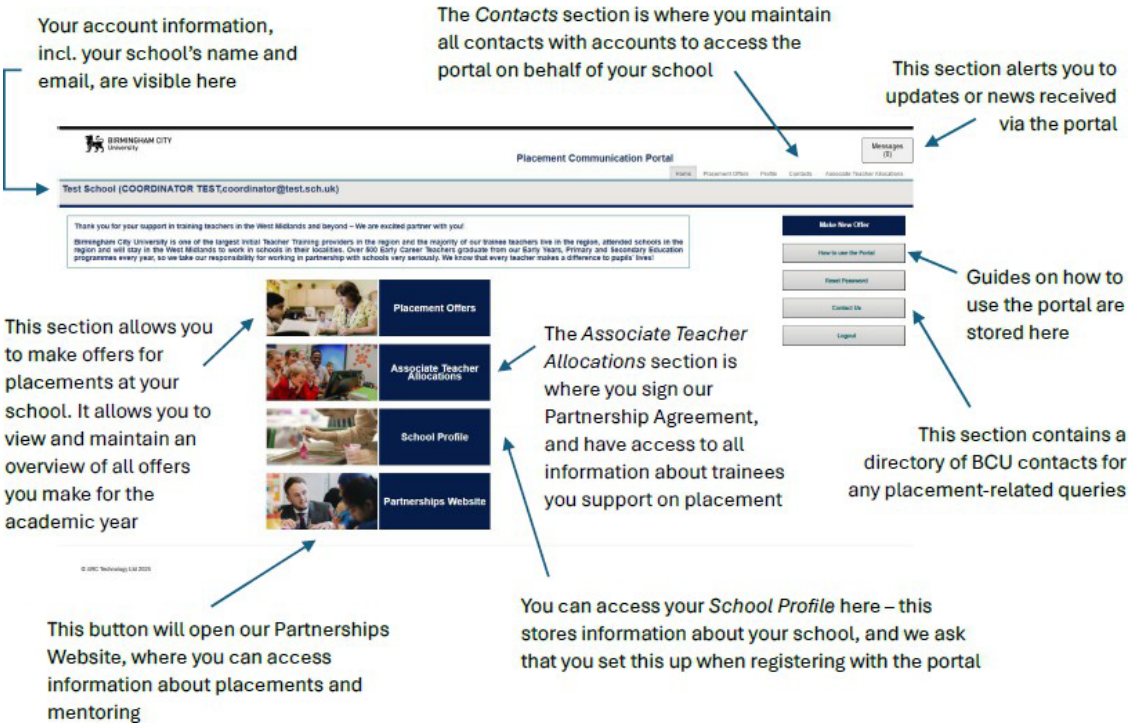
As the accredited provider the university will:

- Be accountable for all aspects of the ITT courses
- Comply with DfE ITT Criteria in the design, the delivery and the quality assurance of the partnership provision
- Provide a rigorous selection and recruitment process that will meet the requirements of the DfE ITT Criteria 2024-25
- Design ambitious research informed, coherent and sequential ITE curriculum to include Intensive Training and Practice, as required, so that it is compliant with the DfE ITT Criteria and the ITTCCF
- Recommend successful Associate Teachers for Qualified Teacher Status (QTS), and ensure that assessment, moderation and standardisation procedures are rigorous and robust so that assessment judgements are consistent and accurate
- Be accountable for all assessment judgements and assessment moderation and standardisation procedures
- Ensure robust quality assurance and governance arrangements are in place and exercised effectively across the Partnership to ensure compliance with legislation and DfE ITT Criteria
- Ensure a robust quality assurance cycle will inform self-evaluation and improvement planning for continuous improvement within courses

- Actively involve partners in the design and delivery of the ITE curriculum and the leadership and management of courses
- Ensure external examiners have relevant expertise to ensure consistency of standards within the partnership and all recommendations will inform self-evaluation and improvement planning
- Establish a system for training and recruiting placement schools
- In conjunction with the placement school, the University will ensure that the ITE provision is compliant with the DfE ITT Criteria
- Provide course and finance administration to include recruitment, safeguarding and ID checks, student finance, course and module validation, finance arrangements that set out distribution of funds
- Work with the placement school to provide reasonable adjustments regarding Associate Teachers with registered disabilities, to take account of the mental health and well-being of Associate Teachers and to ensure a manageable workload for Associate Teachers
- Ensure that effective procedures for communication with placement schools are well established
- Establish a professional network of well-trained Lead Mentors with the expertise in the field of ITE
- Provide a Lead Mentor training programme
- Ensure Placement Mentors are fully informed about the content of the ITTECF Curriculum and understand their role in the delivery of the curriculum in school-based training
- Provide a Placement mentor training programme
- Work in partnership with placement schools to quality assure Lead and Placement Mentors

4 Placements Communication Portal

The Placement Communication Portal (PCP) acts as a 'one-stop-shop' for information related to ITT placements in one convenient location. It is used to facilitate communication between BCU and you, as our school partners.
Please access the portal through this link: Placement Communication Portal
A brief overview of the portal homepage and its sections is provided below:



You will receive a notification from our Partnerships Team when access is configured for your school. One person must register on the portal on behalf of the school.
Upon registration, the portal must be set up by you in order to confirm school details and enable the right level of access for members of school staff who require user accounts.

Further information can be found in the placement guides:

BCU PCP - 1. Registration & Portal Set-up
BCU PCP - 2. Making Placement Offers (Primary)
BCU PCP - 3. Trainee Details & Portal Functions

5 Course Overview

Please use the following section to support your understanding about the three-year BA (Hons) Primary Education with QTS Course and one-year Postgraduate Certificate in Education Primary and Early Years education.

5.1 BA (Hons) Primary Education with QTS Course BAQTS (Hons) Homepage

Guidance for BAQTS School Based Training 1

BA Hons Primary and Early Years Education with QTS SBT1	
Prelims:	2nd, 3rd, 9th, 10th, 13th, 16th, 17th, 18th, 20th, 23rd, 24th, 25th March 2026 13th – 29th April (excluding weekends) 2026 1st May 2026
Block:	5th May – 19th June 2026

1. This can operate as paired or single placement and is designed to develop the Associate Teachers' knowledge and understanding of behaviour management and planning and teaching engaging learning.
2. During the preliminary visits Associate Teachers will complete tasks, enabling them to learn more about teaching across the curriculum,
3. During the block placement the Associate Teachers will plan and teach one lesson per day, building up to a 50% teaching timetable.
4. School based learning will be formatively assessed against the BCU Key Themes.

Intensive Training and Practice

Intensive training and practice (ITaP) are a specific and focused element of the teacher training curriculum. The intention is to consolidate Associate Teachers' knowledge of key evidence-based principles for effective teaching, and to enable them to apply this learning into their developing professional practice. The aim of each ITaP is to strengthen the link between research evidence and classroom practice, therefore some elements of ITaP will take place in a school environment. (DfE, 2023)

Mentors in school play an essential role in engaging Associate Teachers in critical analysis of the application of their learning and in providing focused feedback on their classroom practice.

ITaP Managing Behaviour
Pivotal area: Routines and Transitions
University Days 12th, 19th 26th March 2026
School Days 16th, 20th 23rd, March
ITTECF: Managing Behaviour

BCU Curriculum Key Theme B
Key questions:
How do I use appropriate behaviour management strategies to ensure smooth transitions?
What is the impact of effective routines and transitions on learning?
Practicable skills:

- Learn names and use them
- Project non-verbal confidence
- Project voice calmly and confidently
- Decide expectations in line with school policy
- Communicate expectations - Signal, Pause, insist / signal and movement routines
- Reinforce expectations – positive framing / choices and consequences
- Positive correction
- Sustain expectations

ITaP - Phonics
Pivotal area: Articulating pure sounds and orally blending
University Days 21st, 222nd, 23rd, 30th April
School Days 24th 27th April
ITTECF: Subject and Curriculum
BCU Curriculum Key Theme C
Key question:
How do I articulate pure sound correctly, so that children can develop phonic awareness?
Practicable skills:

- Accurate articulation of pure sounds.
- Oral blending – phase progressive.
- Understand fidelity to phonics terminology used in school practice
- Tackling children's incorrect articulation

Guidance for BAQTS School Based Training 2

BA Hons Primary and Early Years Education with QTS SBT2	
Prelims:	13th – 17th October 2025 20th – 23rd October 2025 3rd, - 7th, 10th November 2025
Block:	12th November – 19th December 2025

1. Associate Teachers build up to planning and teaching for 60% of the timetable.
2. Associate Teachers will develop confidence in using formative assessment to secure children's progress and will become increasingly accountable for children's attainment and progress.

3. This school-based learning is designed to build upon Associate Teachers' knowledge and understanding of teaching and learning, developed through centre-based training and building on School-Based Training.
4. 4. School Based Training will be formatively assessed against the BCU Key Themes.

Intensive Training and Practice

Intensive training and practice (ITaP) continues in the second year. Mentors in school continue to play an essential role in engaging Associate Teachers in critical analysis of the application of their learning and in providing focused feedback on their classroom practice.

ITAP – Modelling and Guided Practice

Pivotal area: Modelling and Guide Practice in Mathematics
University Days: 24th October 6th, 11th November 2025
School Days: 4th 7th November 2025
ITTECF: **Classroom Practice**
BCU Curriculum Theme D
Key question: How do I model and guide pupils to ensure they are successful in their independent practice?
Practicable skills:

- 'MODEL' key strategies and behaviours
- Live modelling (I do)
- Small steps
- Narrate the thinking
- Review the quality and success of the model
- Model alternatives and further examples
- Backward fading
- Guided practice (we do)
- Set tasks based on the models
- Check for success / errors
- Provide further models
- Independent (you do)
- Set tasks based on models.

ITAP – Adaptive Teaching

Pivotal area: Scaffolding
University Days: 20th 28th April 5th May 2026
School Days: 23rd or 24th April 29th or 30th April 6th or 7th May 2026
ITTECF: **Adaptive teaching / Classroom Practice**
BCU Curriculum Theme D and E
Key question: How do I use scaffolds as temporary supports so that pupils can successfully complete tasks that they cannot yet do independently?
All learners including EAL SEND, rapid graspers, lowest 20%.
Practicable skills:

- Map out the components of a task
- Provide scaffolds at a detailed level
- Visual scaffolds
- Verbal scaffolds
- Written scaffolds
- Make decisions about when to remove the scaffolds

Guidance for BAQTS School Based Training 3

BA Hons Primary and Early Years Education with QTS SBT3	
Prelims:	13th – 23rd January 2026
Block:	26th January – 13th February 2026 23rd February – 26th March 2026

1. Associate Teachers start the placement with a minimum teaching commitment of 50%
2. Associate Teachers will complete at least 6 weeks with a teaching commitment of 80%
3. Associate Teachers will participate in all classroom procedures including registration, assessment and tracking, playground duties
4. The final school-based learning will be formatively assessed against the BCU Key Themes and summatively against the Teachers' Standards.

BA (Hons) Primary Education with QTS Overview

This is a **three-year undergraduate course** which awards the professional qualification of Qualified Teacher Status (QTS) and a primary education degree.

Associate Teachers choose to specialise in age phases 3-7 or 5-11, qualifying them to teach in primary schools and early years settings.

The ITTECF Curriculum is sequenced and coherent to ensure Associate Teachers acquire research-led subject, pedagogical and curriculum knowledge, and develop a clear insight into how to implement this knowledge as they develop their teaching skills with the support of school colleagues across the BCU regional partnership.

The ITTECF Curriculum is integrated across the university-based learning and the school-based training. The learning is led by highly experienced tutors who facilitate a wide range of practical experiences and taught sessions designed to encourage reflective and critical evaluation of research, policy, and practice.

The **Intensive Training and Practice (ITaPs)** for Year 1 and Year 2 have been designed to demonstrate and build Associate Teachers' understanding of evidence-based theory and apply it to their practice. Mentors in school play an essential role in

engaging Associate Teachers in critical analysis of the application of their learning and in providing focused feedback on their classroom practice.

Further information can be found in the BA (Hons) Primary Education with QTS Handbook 2025-26

5.2 Primary and Early Years PGCE Course PGCE Homepage

Guidance for PGCE School Based Training 1 Primary PGCE SBT 1

Primary and Early Years PGCE SBT1 **Associate Teachers will usually return to their SBT1 placement school for SBT2**	
Prelims:	6th – 9th October 2025 13th, 14th, 16th, 17th, 21st, 22nd, 23rd, 24th October 2025
Block:	3rd November – 19th December 2025
1. This can operate as a paired placement to support professional development for Associate Teachers. 2. Associate Teachers begin teaching one lesson per day building to a 50% timetable by the end of the placement. 3. Designed to develop Associate Teachers' understanding of the range of teaching, learning and professional skills in the context of one-to-one, small/focus groups and whole class teaching. 4. School Based Training will be formatively assessed against the BCU Key Themes.	
Intensive Training and Practice Intensive training and practice (ITaP) are a specific and focused element of the teacher training curriculum. The intention is to consolidate Associate Teachers' knowledge of key evidence-based principles for effective teaching, and to enable them to apply this learning into their developing professional practice. The aim of each ITaP is to strengthen the link between research evidence and classroom practice, therefore some elements of ITaP will take place in a school environment. (DfE, 2023) Mentors in school play an essential role in engaging Associate Teachers in critical analysis of the application of their learning and in providing focused feedback on their classroom practice. **ITaP – Managing Behaviour** **Pivotal area:** Routines and Transitions **University Days:** 1st, 9th 21st October 2025 **School Days:** 14th 17th October 2025 **ITTCCF: Managing Behaviour** **BCU Curriculum Key Theme B** **Key questions:**	

How do I use appropriate behaviour management strategies to ensure smooth transitions?
What is the impact of effective routines and transitions on learning?

Practicable skills:

- Learn names and use them
- Project non-verbal confidence
- Project voice calmly and confidently
- Decide expectations in line with school policy
- Communicate expectations - Signal, Pause, insist / signal and movement routines
- Reinforce expectations – positive framing / choices and consequences
- Positive correction
- Sustain expectations

ITaP - Modelling and Guided Practice
Pivotal area: Modelling and Guided Practice in Mathematics
University Days: 21st 28th November 3rd December 2025
School Days: 25th November 1st December 2025
ITTECF: Classroom practice
BCU Curriculum Key Theme D
Key question: How do I model and guide the pupils to ensure they are successful in their independent practice?
Practicable skills:

- 'MODEL' key strategies and behaviours
- Live modelling (I do)
    - Small steps
    - Narrate the thinking
    - Review the quality and success of the model
    - Model alternatives and further examples
    - Backward fading
- Guided practice (we do)
    - Set tasks based on the models
    - Check for success / errors
    - Provide further models
- Independent (you do)
    - Set tasks based on models.

Guidance for PGCE School Based Training 2 Primary PGCE SBT2

Primary and Early Years PGCE SBT 2	
Prelims:	14th, 15th, 20th, 21st, 22nd, 26th, 27th, 28th January 2nd, 3rd, 4th February 2026
Block:	9th February – 27th March 2026

1. Trainees will start with a 50% teaching timetable building up to 60%.
2. School Based Training will be formatively assessed against the BCU Key Themes.

ITaP - Adaptive Teaching
Pivotal area: Scaffolding
University Days: 19th 29th January 2026
School Days: 26th January 2nd February 2026
ITTECF: Adaptive teaching / Classroom Practice
BCU Curriculum Key Theme: D and E
Key question: How do I use scaffolds as temporary support so that pupils can successfully complete tasks that they cannot yet do independently?
All learners including EAL SEND, rapid graspers, lowest 20%.
Practicable skills:

- Map out the components of a task
- Provide scaffolds at a detailed level
    - Visual scaffolds
    - Verbal scaffolds
    - Written scaffolds
    - Make decisions about when to remove the scaffolds

ITaP - Assessment
Pivotal area: Questioning
University Days: 6th 13th 18th March 2026
School Days: 10th, 16th March 2026
ITTECF: Adaptive teaching / Classroom Practice
BCU Curriculum Key Theme: D and E
Key question: How do I use effective questioning to assess pupils understanding and plan next steps in learning?
Practicable skills:

- Plan for effective questioning
- Manage the questioning process and pupils' responses:
- Cold calling
- No opt out
- Think, Pair, Share
- Show-me boards (mini-whiteboards)
- Check for understanding
- Questioning to extend understanding - Say it again, better
- Hinge questions
- Probing questions

- Process questions
- Allow thinking time
- Make decisions based on pupils' responses:
- Re-teach
- Defer
- Move on

Guidance for PGCE School Based Training 3 Primary PGCE SBT3

Primary and Early Years PGCE SBT 3 **Associate Teachers will usually return to their SBT1 placement school for SBT3**	
Prelims:	27th – 30th April 1st, 5th, 6th, 7th, 8th May 2026
Block:	11th May – 10th July 2026

1. Associate Teachers start the placement with a minimum teaching commitment of 50%
2. Associate Teachers will complete at least 6 weeks with a teaching commitment of 80%
3. Associate Teachers will participate in all classroom procedures including registration, assessment and tracking, playground duties
4. The final School Based Training will be formatively assessed against the BCU Key Themes and summatively against the Teachers' Standards.

Primary and Early Years PGCE Overview Primary PGCE Homepage

The PGCE Primary and Early Years course is a 1-year course leading to a Postgraduate Certificate in Education with Qualified Teacher Status. Associate Teachers choose to specialise in age phases 3-7 or 5-11, qualifying them to teach in primary schools and early years settings. The course is unique in that it also offers subject specialisms in Mathematics, Physical Education and Special Educational Needs and Disabilities. All information is included in the PGCE Primary and Early Years Course Handbook 2025-26

The **Intensive Training and Practice (ITaPs)** for PGCE has been carefully designed to demonstrate and build Associate Teachers' understanding of evidence-based theory and apply it to their practice. Mentors in school play an essential role in engaging Associate Teachers in critical analysis of the application of their learning and in providing focused feedback on their classroom practice.

5.3 BCU ITE Curriculum

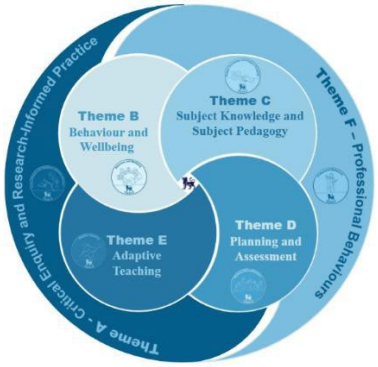
The Birmingham City University Curriculum encompasses the full entitlement described in the DfE Initial Teacher Training Early Careers Framework (ITTECF, 2024) as well as integrating additional analysis and critique of theory, research and expert practice. We recognise that it is an entitlement for all trainees to work with, and learn from expert colleagues, as they practise, rehearse and refine approaches. We give high importance to mentoring that ensures trainees receive high quality, clear and well-structured feedback from expert colleagues in faculty and across the BCU regional partnership. We believe that the quality of teaching is the most important factor in improving outcomes for pupils, and the quality of training enables quality trainees to achieve this.

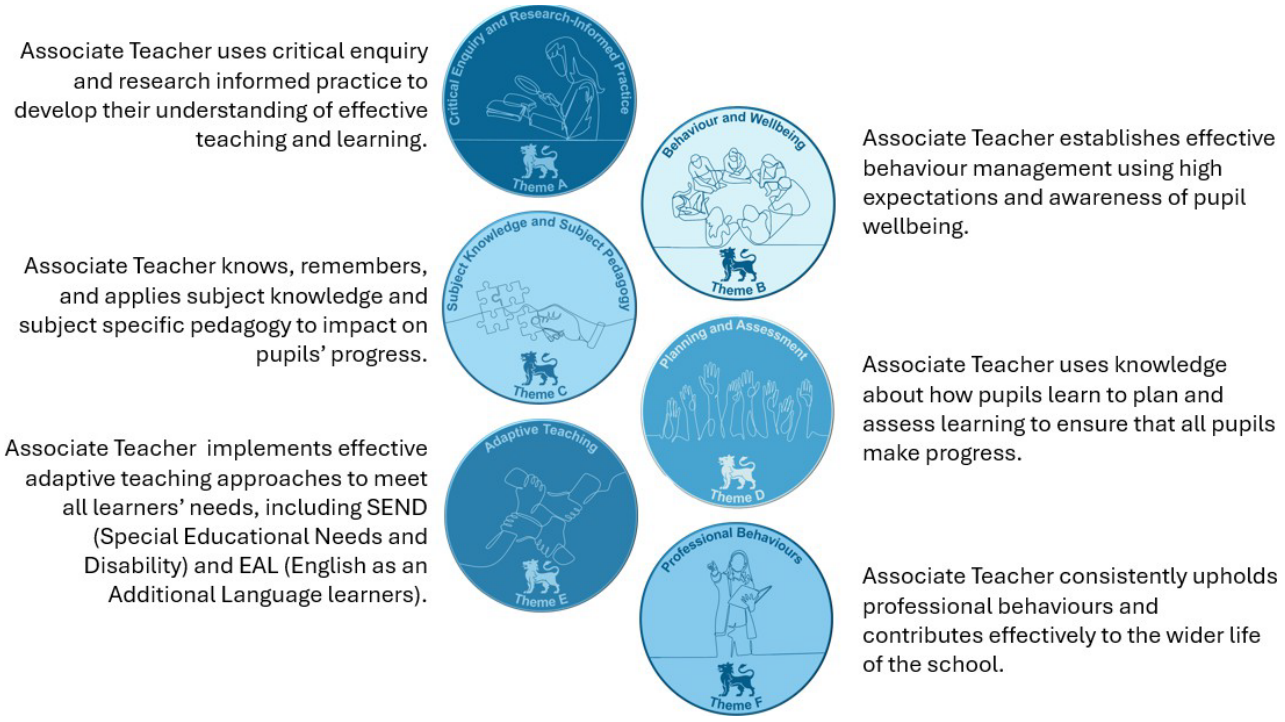
The ITTECF curriculum enables trainees to engage in critical analysis of theory, research (including, where appropriate their own) and expert practice. Component elements of the planned curriculum must be closely integrated throughout with 21 appropriate opportunities to ensure that trainees have sufficient feedback and support from expert mentors/colleagues to understand, apply, reflect upon, and develop their teaching practice. The ITTECF curriculum closely informs taught components, independent learning, teaching practice and feedback.

The ITTECF curriculum provides the opportunity for trainees to consolidate fundamental components of knowledge, understanding and practice, before they begin to deliver longer sequences of teaching (which themselves draw on a range of knowledge, skills, and behaviours). As trainees move towards more complex, composite sequences and scenarios, they must have sufficient opportunity to identify, re-visit, and isolate areas which require further consolidation.

BCU ITE Curriculum Themes

Our spiral curriculum model is an iterative revisiting of identified topics, subjects and themes throughout the BCU Primary and Early Years with QTS courses. This spiral curriculum supports a deepening of understanding of the topic considered with each successive encounter building on the previous one.





The ITTECF Curriculum at BCU comprises six themes which are embedded throughout the university-based sessions and the school-based training modules. Each module within the ITEECF Curriculum ensures that Associate Teachers acquire research-led subject, pedagogical and curriculum knowledge, and 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.

As part of our ITTECF Curriculum we have embraced a series of Intensive Training and Practice (ITaP) opportunities to focus on specific, foundational, or pivotal areas of the ITTECF curriculum. It demonstrates and builds on the interplay between evidence-based theory and practice, engaging trainees in critical analysis, application of learning to classroom practice, and focused feedback on such practice (DfE ITT Criteria 2024 25).

The structure of each ITaP is informed by Grossman's (2018) model of introduce, analyse, prepare, enact, and assess. Each ITaP is divided between time at the university in workshops and seminars and then time observing and enacting in a school setting. Each ITaP experience will include additional placement days and training will be provided for mentors through Brightspace, school briefing sessions and from lead Mentors.

Associate Teachers are assessed against the BCU ITTECF Curriculum using the BCU ITE Assessment Tracker. This document is used to track Associate Teacher progress from the beginning of the course until the final stages of the course when Associate Teachers are summatively assessed against the Teachers' Standards for the award of Qualified Teacher Status (QTS).

6 Mentoring

6.1 Brightspace

Our asynchronous mentor training will be delivered on Brightspace, a platform that facilitates learning through short videos, written content and reflective activities. An account will be set up for all mentors using their agreed email address. The platform can be accessed on laptops, phones and computers to allow the flexibility for mentors to complete training at a time that fits around their workload. The platform is very easy to navigate and can be completed at a pace to suit mentors, whether this be in short bursts of activity or lengthier progression through each unit. For mentors who have completed NPQs or similar courses through asynchronous online platforms, the layout and structure of our content will be similar, providing reassurance for mentors that the workload is manageable.

Please use the information and link below to join Brightspace.

Step 1 Log on here log into Birmingham City University

Step 2 If you are new or have forgotten your password click on forgotten password:

Step 3 You will receive a link to join BS, so when you receive that you need to put in: Username is: First name dot surname as in karen.mcgrath and choose a password.

Step 4: Take a photo or make a note of your log on details, so you do not forget your details.

If you have any further queries, please contact: ITEMentoring@bcu.ac.uk

Please select the 2025 section of Brightspace for this year's material. New mentors will need to complete the Course Induction, New Mentor Training and Annual Refresh. Existing mentors, which is those who completed the training last year, will need to complete the Annual Refresh. There is now also a short unit for Professional Mentors to help them support their mentors. Everyone will receive a certificate at the end of each unit. RPL is possible if mentors have completed the new mentor training with an institution that is part of the West Midland ITE group.

My Courses

All 2024 2025



Initial Teacher Education Mentor Support Programme 2025-26

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Visual Table of Contents Widget



Course Introduction

0/3 Topics Completed



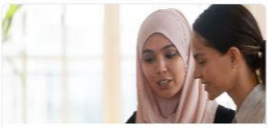
New Mentor Training

0/6 Topics Completed



Annual Refresh

0/12 Topics Completed



The Professional Mentor

0/6 Topics Completed

6.2 Mentor Roles and Responsibilities



Placement Mentor

- School Induction to include: -
    - the child protection policy,
    - the staff behaviour policy (sometimes called a code of conduct),
    - information about the role of the designated safeguarding lead,
    - Health and Safety policy,
    - Safeguarding policy,
    - reference to Keeping Children Safe in Education.
- Guide and support Associate Teacher's professional development and subject specific pedagogical knowledge in line with the BCU ITE Curriculum.
- Set targets and provide feedback that are subject specific in weekly observations using the BCU Observation Form and the BCU subject prompts.
- Provide day to day support for the Associate Teacher including guidance on teaching, planning, accessing resources and other responsibilities.
- Arranging which pupils, the Associate Teacher will be working with (e.g. groups/ whole class).
- Advise on classroom systems and procedures.
- Discuss targets for placement before the Associate Teacher begins block placement.
- Support Associate Teacher with pre-placement tasks and arrange for Associate Teacher to observe other colleagues, if possible.
- Check and sign pre-placement checklist.
- Hosting weekly meetings with Associate Teacher to discuss the Associate Teacher's reflections on their week of teaching, to review previous week's targets. and to set targets for the week ahead.
- Observe the Associate Teacher and provide feedback verbally using the BCU Mentor Coach Model and on the relevant BCU Lesson Observation Form.

- There will be one joint observation during the placement alongside the University Lead Mentor.
- If an Associate Teacher requires a Rapid Improvement Target (RIT) this will be completed by the Lead Mentor in conjunction with the Placement Mentor. Where needed, the Lead Mentor will provide support.
- Work with the Lead Mentor to understand the 'learn that' and 'learn how' statements as part of the BCU ITE Curriculum.
- Attend Placement Mentor School Based Training Briefing either live or recorded.
- Use the Primary Partnership Website to access all BCU documentation.

For Placement Mentors of PGCE and BA Year 1 and BA Year 2 Associate Teachers

- Understand the role and purpose of Intensive Training and Practice (ITaP)
- Engage with supporting documentation available on Brightspace.

Professional Mentor

- Support with school induction. Liaise with other colleagues where applicable including the Lead Mentor.
- Share the Brightspace log on details with Placement Mentors.
- Arrange for Associate Teacher to observe other colleagues.
- Discuss targets for placement before the Associate Teacher begins block placement.
- Support with pre-placement tasks. Liaise with Placement Mentor and Lead Mentor where applicable.
- Check and sign pre-placement checklist.
- Weekly meetings are usually held between the Placement Mentor and Associate Teacher; however, the Professional Mentor may want to hold a joint meeting with the mentor and Associate Teacher. During the weekly meeting discuss the Associate Teacher's reflections on their week of teaching and set targets for the week ahead. Review of previous week's targets.
- Observations of the Associate Teacher. These will be undertaken by the Placement Mentor and/or the Professional Mentor. Observations of the Associate Teacher should ideally be once a week.
- Joint observation. There will be one joint observation during the placement alongside the Lead Mentor.
- If an Associate Teacher requires a Rapid Improvement Target (RIT) this will be completed by the Lead Mentor in conjunction with the Professional and/or Placement Mentor.
- Use the Primary Partnership Website to access all BCU documentation:

Supporting Placement Mentors of PGCE and BA Year 1 and BA Year 2 Associate Teachers

- Ensure Placement Mentors, where applicable are registered on Brightspace.
- Support the in school ITaP learning
- Encourage Placement Mentors to complete Brightspace CPD Mentor Training.

Lead Mentor (University)

- Communication with school and Lead Mentor will be through email and through Microsoft Teams. A phone call may be requested by the school.
- First point of contact for the Associate Teacher's placement.
- Contact school before Associate Teacher begins block placement to discuss arrangements and offer guidance, as required.
- Meet online with Associate Teacher before block placement begins. Sign placement targets. Check that pre-placement tasks are completed, and that the Associate Teacher is ready to start their block placement.
- Attend Review and Progress Meetings.
- If an Associate Teacher requires a Rapid Improvement Target (RIT) this will be completed by the Lead Mentor in conjunction with the Professional and/or Placement Mentor.
- Provide additional support such as attending a weekly meeting or support with Rapid Improvement Targets.
- In school joint observation with the Placement/Professional Mentor of the Associate Teacher. This may be in conjunction with a Review or Progress Meeting or be a stand-alone visit.
- Support Mentors to understand the BCU ITEECF Curriculum 'learn that' statements and how these impact on the 'learn how' statements as part of Associate Teachers' school-based practice.
- Quality assurance – to ensure all systems and processes as outlined in the school briefing process support the development of our Associate Teachers in schools.
- Support Professional Mentors responsible for mentoring by leading **optional** training.
- Support Professional Mentors responsible for mentoring to ensure their mentors in school understand and engage with our BCU ITE Curriculum.

Supporting Placement Mentors of PGCE and BA Year 1 and BA Year 2Associate Teachers

- Ensure Placement Mentors have access, if applicable to Brightspace.
- Discuss the mentor CPD training with school colleagues and arrange additional support in school as identified to maintain high quality mentoring.
- Support the in school ITaP learning.

Associate Teacher

- Adhere to the BCU Associate Teacher Code of Conduct
- Maintain a high level of professionalism whilst on placement including following school policy and procedures.
- Follow absence reporting procedures for placement (following guidance in progress journal)
- Keep the SBT online progress journal up to date (this should be saved as a One Drive file) and ensure it is shared with the Placement Mentor and the Lead Mentor.

- Complete the pre-placement tasks.
- Meet with Lead Mentor before block placement to discuss pre-placement tasks and ensure they are signed off.
- Keep an online School Based Training file (see pre-placement checklist for details of what to include)
- For formal observations, provide a copy of the planning for the observer/s
- Ensure that lessons to be taught are planned for a prepared for in a timely manner.
- Complete weekly reflection in Progress Journal, in readiness to discuss at weekly meeting.
- Gather supporting evidence and complete proforma for Critical Incident in readiness for Review/Progress Meetings
- Meet with Professional Development Tutor (PDT) at the end of placement to discuss outcomes, achievements, targets for development.

Mentor Roles and Responsibilities – Placement

The placement school will:

- Identify mentors with expertise in phase and subject specific approaches to teaching and learning
- Ensure mentors receive enough time to attend the required training and discharge the mentoring entitlements to support the Associate Teacher
- Contribute to the partnership quality assurance processes
- Provide reasonable adjustments regarding Associate Teachers with registered disabilities
- Take account of the mental health and well-being of Associate Teachers
- Ensure a manageable workload for Associate Teachers
- Maintain accurate records of the number of hours training Professional and Placement Mentors complete

For Mentors of PGCE and BA Year 1 Associate and BA Year 2 Teachers

- Encourage Placement Mentors to be registered and access Brightspace
- Encourage Placement Mentors to engage with BCU's high quality mentor CPD package
- Support the in school ITaP learning.

6.3 BCU Mentor Coach Model

The BCU ITE Mentoring Model has been created by connecting what we hope to be familiar existing models, with the purpose of appearing coherent across a range of settings, subject areas and phases. Essentially, this is one model that fits every need of the mentoring relationship. To paraphrase JRR Tolkien, this is one model to rule them all. Firstly, you will recognise the reflective model created by Borton (1970) and developed further through the work of Driscoll (1994) and Rolfe (2001), that of What, So What and Now What.

This standard of reflective practice serves to situate our model within a familiar cycle of inquiry and practice, allowing both mentor and mentee to follow a well-structured but simple path of reflection.

The further elements of the model are designed in such a way that experienced mentors will recognise the individual stages and be able to align our approach to their own mentoring knowledge and expertise. We also recognise that the model itself maps across Knight's Instructional Coaching model, familiar with those supporting Early Career Teachers.

Likewise, if a school is hosting Associate Teachers from other ITE providers, this model will not further complicate expectations, instead offering a universal approach to all settings and scenarios.

Added to the What, So What and Now What structure, we have incorporated Bambrick-Santoyo's Coaching model (2018) to support more detailed approaches to investigating the development of practice.

This offers step by step guidance to support both mentor and mentee in moving through the intricate stages of identifying areas for development, discussing potential strategies for improvement and supporting effective practice that will result in positive outcomes for all.

We recognise however that many existing reflective, mentoring or coaching models do not offer or explain an essential element of the process required to support a developing teacher through the requirements of an ITE course. Mentor models rarely make a connection to the Initial Teacher Education requirements of recording, tracking and monitoring progress over time.

To ensure that our mentors and mentees are supported at this stage of the development process, we have extended each model to represent the need for recording progress and offering opportunity to recognise the impact that our actions have made on the range of areas that such a course is based upon.

The What, So What and Now What model is supplemented with an additional layer exploring What Impact this work has made the associate teachers progress, while the See it, Name it, Do it model has been extended to include the Review it stage, to capture and enhance the impact and opportunities for reflection following any number of interactions across the courses (see next page).

What?

the descriptive stage

- recognise success
- identify next step
- signpost expectation

See it

- Offer specific praise
- Ask simple follow-up questions
- Identify the gap or development area
- Encourage the AT to identify their next step
- Show a model of the expected action
- See what highly effective teaching looks like

So What?

the interpretive stage

- name the 'what'
- name the 'why'
- name the 'how'

Name it

- Encourage the AT to name the target
- What will they work on?
- Elicit the reason behind this target
- Discuss the impact it might have
- Set out the approach to improve
- How will the AT do this?

Now What?

the activity stage

- perfect the plan
- practise the action
- follow up & feedback

Do it

- ATs create a plan, script the action
- Compare this with their mentor's version
- Create a simulation of the targeted area
- Model and practise the action
- Set dates for review
- Plan for 'in-observation' feedback

What Impact?

the evaluation stage

- assess the impact
- discuss development
- reflect on progress

Review it

- Consider the impact of the completed target
- How effectively was the action step completed?
- Discuss what has emerged in their teaching
- How has this improved the classroom environment?
- Consider what lesson has been learnt
- How will they take this forward into future practice?

Mentor Training Dates

BA Year 1 (Visiting Days) Attend one of the MS Teams meetings outlined below

BA1 School Mentor Briefing	Tuesday 24 February	4.00 pm	Join meeting here
BA1 School Mentor Briefing	Wednesday 25 February	4.00 pm	Join meeting here

Part 2 School Mentor Briefing (Block Placement) Attend one of the MS Teams meetings outlined below

BA1 School Mentor Briefing	Tuesday 28 April	4.00 pm	Join meeting here
BA1 School Mentor Briefing	Wednesday 29 April	4.00 pm	Join meeting here

BA Year 2 Attend one of the MS Teams meetings outlined below

BA2 School Mentor Briefing	Monday 6 October	4.00 pm	Join meeting here
BA2 School Mentor Briefing	Wednesday 8 October	4.00 pm	Join meeting here

BA Year 3 Attend one of the MS Teams meetings outlined below

BA3 School Mentor Briefing	Tuesday 6 January	4.00 pm	Join meeting here
BA3 School Mentor Briefing	Wednesday 7 January	4.00 pm	Join meeting here

PGCE - SBT1. Attend one of the MS Teams meetings outlined below

PGCE School Mentor Briefing 1	Monday 29 Sept	4.00 pm	Join meeting here
PGCE School Mentor Briefing 1	Tuesday 30 Sept	4.30 pm	Join meeting here

PGCE - SBT2. Attend one of the MS Teams meetings outlined below

PGCE School Mentor Briefing 2	Thursday 8 January	4.00 pm	Join meeting here
PGCE School Mentor Briefing 2	Monday 12 January	4.30 pm	Join meeting here

PGCE - SBT3. Attend one of the MS Teams meetings outlined below

PGCE School Mentor Briefing 3	Tuesday 21 April	4.00 pm	Join meeting here
PGCE School Mentor Briefing 3	Thursday 23 April	4.30 pm	Join meeting here

7 Working with Associate Teachers

7.1 Preliminary Visits Support

School Induction procedures should include:

Information about the context and ethos of the school. An overview of the school's priorities for teaching and learning and arrangements for the Associate Teacher's placement.

A tour of the school and the school's facilities.

Safeguarding: Prior to the placement the Associate Teacher is required to complete Level One Safeguarding training, plus an online Safeguarding Quiz and the Home Office Prevent training. Please discuss this with the Associate Teacher. Provide the Associate Teacher with access to the school's Child Protection and Safeguarding information, including local safeguarding priorities that are currently impacting on the school.

Health and Safety: Health and Safety Induction information gathering from the relevant H&S Policies.

Policies: Access to relevant policies including Behaviour Management; SEND; Assessment, Marking and Feedback; Teaching and Learning; Curriculum Subjects

Staffing: Overview of staff including roles and responsibilities.

School's expectations: Outline of the school's expectations including time keeping, dress code, online safety, GDPR, use of social media, engaging with parents/carers.

Confirm arrangements for any meetings: Outline of the opportunities in school for Associate Teachers, e.g. as applicable; involvement in an extra-curricular activity, CPD. Identify staff meetings/training that Associate Teacher should attend during the School Based Training. Unless advised otherwise by the school, Associate Teachers should attend ALL whole school/phase meetings and training.

Observing colleagues: Discuss protocol when observing/ shadowing teachers. When observing a teacher, Associate Teachers will complete an observation form (a copy is in their Progress Journal), making notes to inform their own practice.

Confirm arrangements for playtime, lunchtimes, breaks, start and end of day: Information about the school day, including children's arrival times, playtime(s), lunchtime, moving around the school and leaving school at the end of the day. Expected time of arrival in school and departure of staff and Associate Teachers, including any phased timings.

During the preliminary visits: Associate Teachers gather a range of information about the school and class as well as getting to know the children. They will be asking a variety of questions about the following aspects:

Expectations for Planning:

- Procedures and identification of topics/subjects to be taught during the placement.
- Negotiating the timetable to be taught between Placement Mentor and Associate Teacher: e.g. team teaching, teaching of small groups, 1:1 intervention, etc.
- Discuss school's arrangements for catch up support and any input to be given by the Associate Teacher
- Discuss the school's medium/weekly term planning for the areas the Associate Teacher will be teaching.
- Identify resources to support learning and teaching, including where relevant, online materials to support learning and teaching.
- Associate Teacher complete lesson planning for the groups being taught in the first week.
- Discuss the BCU ITE Curriculum Key Themes to identify the Associate Teacher's subject/pedagogical development needs.
- Adult support in the class - how it is used to support learning and when it is available.
- Provision for children with Special Educational Needs and Disabilities.
- Behaviour Management – policy/practical approaches and general classroom routines.
- Phonics and Early Reading - identify opportunities to teach phonics or observe if teaching is not appropriate.
- Assessment: please discuss assessment for learning strategies and summative and statutory assessment procedures. Provide meaningful opportunities for the Associate Teachers to use and become fully conversant with assessment tracking software and to use this as part of their practice.
- Facilitate opportunities for the Associate Teacher to observe teaching to develop their understanding of good practice.

- Associate Teachers would benefit from getting to know the class by teaching small groups, introducing a lesson, leading on plenaries etc. before the block placement begins.

- If possible, Associate Teachers would appreciate the chance to discuss job applications/interview technique and undertake a mock interview with a relevant member of staff.

7.2 Pre-placement Tasks

Before the Block Placement begins the Placement Mentor will need to:

- Discuss Associate Teacher's targets and generate strategies for in-school support.

- Develop an appropriate teaching timetable for the Associate Teacher for the placement. Discuss any arrangements for teaching, e.g. team teaching, teaching of small groups, 1:1 intervention.

- Support planning as appropriate and sign off the planning/preparation, if satisfactory, to confirm the Associate Teacher is ready to start their School Based Training. As part of this, Associate Teachers must identify subject knowledge needs and appropriate activities/resource ideas.

- Identify a schedule for Weekly Meeting and Target Setting with Placement Mentor.

- Map out observation dates/ times across the placement.

- Discuss, with the Associate Teacher, relevant staff meetings that should be attended, as applicable, including any online meetings or training.

- If, for any reason, you feel that the Associate Teacher is not ready to start the practice, contact your named Lead Mentor immediately, and the relevant course team.

- In line with school's procedures, agree arrangements for non-teaching time.

7.3 Pre-placement approval Checklist

Before placement can begin the Pre-Placement Checklist in the Associate Teacher's School Based Training Progress Journal needs to be signed. This is completed by the Placement Mentor and discussed at a sign-off meeting with the University Lead Mentor.

7.4 Reporting Absence

Associate Teachers are reminded it is their professional responsibility to inform schools of any absence as outlined in their Progress Journal and school absence reporting requirements. Associate Teachers must notify their absence to MySRS by 8.30 am an keep their School Placement Mentor, University Lead Mentor and Professional Development Tutor updated of each day of absence in a timely manner. Associate Teachers also complete a weekly attendance report which is automatically emailed to the Placement Mentor via the Participation Communications Portal.

7.5 Associate Teacher Workload

The university are committed to reducing the workload of ITE Associate Teachers and are following the advice of the DfE.
(https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/753502/Addressing_Workload_in_ITE.pdf)

Based on the DfE advice and in line with school policy; to support our Associate Teachers in school consideration should be given to the following:

- Associate Teachers are undertaking tasks which contribute directly to pupil outcomes and their own development.
- In line with school's guidance, protected non-contact time (For example: Associate Teacher planning alongside colleagues, support from subject leaders).
- In line with school's guidance, planned professional development opportunities.
- Short term planning must be completed by the Associate Teacher for all sessions taught in a format agreed with the school. Providing opportunity for Associate Teachers to use existing high-quality resources, such as schemes of work, textbooks, to enable them to plan a sequence of lessons. The focus should be on planning a series of lessons.
- Provide planning support. This may be from the class teacher/ year group colleagues or another designated staff member.
- If Associate Teachers are using existing school planning, this will need to be annotated and adapted to meet the needs of the children the Associate Teachers are teaching, to demonstrate how they are developing and adding their own ideas and approaches. This is transposed to the BCU planning proforma and added to the Associate Teacher's One Drive folder for Lead/Professional/Placement Mentor to access.

7.6 School Based Training (SBT) 1, 2 and 3

School Based Training 1

- From the start of the block placement Associate Teachers teach one lesson per day.
- By the end of the placement, in negotiation with the Placement Mentor, Associate Teachers should each teach a 50% timetable.
- Teaching can include whole class teaching, team teaching, teaching of small groups, 1:1 intervention.

School Based Training 2

- By week three Associate Teachers should be teaching 60% of the time whether that is whole class, intervention groups or one to one intervention.
- This school-based learning is designed to build upon Associate Teachers' knowledge and understanding of teaching and learning, assessment and behaviour management strategies developed through the taught programme and from previous School Based Training.
- Associate Teachers have had input on research informed practice and some experience of:
    - planning and assessing the core and the foundation subjects
    - the national curriculum and the challenges that schools face in developing planning and assessment processes
    - theories related to behaviour management strategies, learning, formative and summative assessment processes, safeguarding, SEN
    - planning, teaching, and assessing small groups, one to one interventions and whole classes.

- Associate Teachers on 3-7 route will have had experience of teaching, planning and assessment in EYFS.

School Based Training 3

- Associate Teachers should be teaching a 50% teaching timetable during week 1 quickly moving to a 60% teaching timetable.
- Associate Teachers should then progress towards an 80% teaching timetable for the last six weeks of the placement.
- This can be a mixture of whole class, intervention groups or one to one intervention.

7.7 School Based Training Support Models: Formal Observations of Associate Teachers

Ideally Associate Teachers will have one observation per week covering a range of teaching activities across the school curriculum (depending on their scheduled teaching timetable).

Joint observation – a joint observation will be completed once per placement by the Lead Mentor and the Professional/Placement Mentor.

Please note: Joint observations count as one observation only.

In consultation with the Associate Teacher identify when formal lesson observations will take place.

The first observation should ideally be undertaken by the Placement Mentor, within 7 working days of the placement starting. The observation should be focused on the impact of the Associate Teacher's teaching on children's behaviour for learning, learning and progress.

Observations should ideally be on a weekly basis with sufficient time in between for Associate Teachers to address any targets they need to focus on.

For lesson observations a lesson plan should be available for the observer. Associate Teachers to follow the school's planning format. Where existing planning is available, the Associate Teacher needs to demonstrate how they are developing and adding their own ideas and approaches to the plan.

Formal observations should be recorded on the University's lesson observation form electronically. Observation forms can be found in the Associate Teacher's One Drive or on the Primary Partnership Website Lesson Observations and Subject Prompts

Verbal feedback from the observation should be shared within 24 hours of the observation taking place.

The written feedback should be discussed to identify strengths, areas for development and suggest strategies and relevant research the Associate Teacher may use to enhance their professional practice and subject knowledge. Please be as detailed and clear as possible. Typically, this should be within 24 hours (maximum of 5 working days). To support you, please access the relevant Subject prompt, available on the Primary Partnership Website Subject Prompts

Targets should be negotiated with the Associate Teacher and clearly recorded and reviewed as appropriate and where applicable, these are subject specific. As much informal feedback as possible will also be beneficial to the Associate Teacher.

Copies of the lesson observation feedback should be emailed to the Lead Mentor, by the Associate Teacher and uploaded to their One Drive Folder.
Any **Rapid Improvement Target** (RIT) should be clearly identified on the observation form against the relevant BCU Curriculum Key Themes. It should be completed and returned to the Lead Mentor, the relevant Course Team or Year Group Leads within 48 hours of issue and review.

7.8 Weekly Targets

Associate Teachers will complete a weekly review (in their online School Based Training Progress Journal). Their review should focus on the impact of their teaching on the pupils' learning and progress considering key aspects of their professional practice and linked to the BCU ITTECF Core Curriculum and specific subject knowledge needed.

Following discussion with the Placement Mentor targets for the week ahead will be set. Clear areas of strength and development should be identified.

Associate Teachers must engage in Weekly Meeting and Target Setting with the Placement Mentor to review progress, discuss issues and identify targets for the following week. Associate Teacher should record outcomes in their online School Based Training Progress Journal and gather evidence to inform their Critical Incidents.



Associate Teachers will be responsible for the organisation and content of their Associate Teacher OneDrive folder. They will share with the Placement Mentor, University Lead Mentor and Professional Development Tutor.

The OneDrive folder contains:

1. Course booklets
2 Subject Specific Development Journal
3 Progress Journal
4 SBT training folders; assessment records, learning observations, mentor observations, planning and evaluation documents, resources.
5 Relevant Intensive Training and Practice (ITaP) workbooks (PGCE, BA 1 and BA Year 2 only)
6 Primary and Early years Handbook; Lesson observation template, observation template.

8 Assessing Associate Teachers – Development Discussions

8.1 Review and Progress Meetings

These meetings will be attended by the Associate Teacher, Lead Mentor, and the Professional/Placement Mentor.

Review Meeting must be completed by the midpoint of the placement.

- The Review Meeting is an essential part of the Associate Teacher's formative assessment to consider their progress against the initial targets and to set targets for the remainder of the placement. The judgement will be based on the BCU Assessment Tracker placed at the end of the Progress Journal.

- Observation feedback: this will take the form of a discussion between the Associate Teacher, Placement mentor and Lead Mentor.

- Associate Teachers will discuss their Critical Incident and share supporting evidence.

- For weaker Associate Teachers the Review Meeting may be carried out slightly earlier than the actual date if needed, to enable the Associate Teacher maximum time to implement strategies and enhance their potential to succeed. Liaise with the Lead Mentor if this is required.

- When making a formative judgement for the **Review Meeting** consider the Associate Teacher's overall performance to date and make a 'best fit 'judgement based upon performance against the BCU Assessment Tracker

- Review Associate Teacher's progress and attainment against Part 2 of the Teachers' Standards and Professional Behaviours.

Review Meeting 1 (SBT1)

Associate Teachers who are **on track** to be awarded QTS at the end of the course will be demonstrating their competence in **at least 50%** of each BCU Curriculum Theme at **Working Towards** level.

Associate Teacher **requiring improvement** is not able to demonstrate their competence in **less than 50%** of each BCU Curriculum Theme at **Working Towards** level and/or not fully engaged or responding to advice and feedback. The Associate Teacher will be subject to the Rapid Improvement process and targets and strategies for improvement will be identified and a Rapid Improvement Targets (RIT) form will be completed.

Review Meeting 2 (SBT2)

Associate Teachers who are **on track** to be awarded QTS at the end of the course will be demonstrating their competence in **100%** of each BCU Curriculum Theme at the **Working Towards** level.

Associate Teachers **requiring improvement** are demonstrating their competence in **less than 100%** in each BCU Curriculum Theme at **Working Towards** level and/or not fully engaged or responding to advice and feedback. The Associate Teacher will be subject to the Rapid Improvement process and targets and strategies for improvement will be identified and a Rapid Improvement Targets (RIT) form will be completed.

Review Meeting 3 (SBT 3)

Associate Teachers who are on track to be awarded QTS at the end of the course will be demonstrating their competence in **100% Working Towards** level and in at least **50%** in each BCU Curriculum Theme at the **Working At** Level.

If the Associate Teacher is not able demonstrate competence in in **all** the BCU Curriculum Themes at the **Working Towards** Level and 50% in the **Working At** Level their progress is judged as requiring improvement. The Associate Teacher will become subject to the Rapid Improvement process and targets and strategies for improvement will be identified and a Rapid Improvement Targets (RIT) form will be completed.

Progress Meetings must be completed in the final week of the practice.

- Associate Teachers will need to discuss a new Critical Incident and share supporting evidence.

- At Progress Meetings the areas of strength and development are identified using all available evidence, including the BCU Assessment Tracker and a judgement made about the Associate Teacher's level of achievement at the end of the School Based Training. **The judgement will be informed by on-going formative assessments against the BCU Assessment Tracker.**

- When making a judgement for the **Progress Meeting** consider the Associate Teacher's overall performance to date and make a 'best fit 'judgement based upon progress made within the BCU Curriculum Key Themes

- **Rapid Improvement Targets** can be reviewed during the Progress Meeting.

- Review the Associate Teacher's progress and attainment against Part 2 of the Teachers' Standards.

Progress Meeting 1 (SBT 1) – Associate teachers who are **on track** to be awarded QTS at the end of the course will be demonstrating their competence in **75%** of each BCU Curriculum Theme at the **Working Towards** level.

Associate Teachers **requiring improvement** are demonstrating their competence in less than 75% of each of the BCU Curriculum Themes at **Working Towards** level and/or not fully engaged or responding to advice and feedback. The Associate Teacher will be subject to the Rapid Improvement process and targets and strategies for improvement will be identified and a Rapid Improvement Targets (RIT) form will be completed to be shared with the next placement school.

Associate Teachers not demonstrating their competence in at least 75% of elements in each of the BCU Curriculum Themes at **Working Towards** level and/or not fully engaged or responding to advice and feedback will have **failed SBT1**.

Progress Meeting 2 (SBT2) – Associate Teachers who are on track to be awarded QTS at the end of the course will be demonstrating their competence in **all elements all** the BCU Curriculum Themes at the **Working Towards** level and at least **25%** of each BCU Curriculum Theme at **Working At** Level.

Associate Teachers **requiring improvement** are demonstrating their competence in **all elements of all** the BCU Curriculum Themes at **Working Towards** level or less than **25%** of each BCU Curriculum Theme at **Working At** and/or not fully engaged or responding to advice and feedback. The Associate Teacher will be subject to the Rapid Improvement process and targets and strategies for improvement will be identified and a Rapid Improvement Targets (RIT) form will be completed to be shared with the next placement school.

Associate Teachers not demonstrating their competence in **100%** of each BCU Curriculum Theme at the **Working Towards** level and at least **25%** of each BCU Curriculum Theme at **Working At** and/or not fully engaged or responding to advice and feedback will have **failed SBT2**.

Progress Meeting 3 (SBT 3) –. Associate Teachers who are **on track** to be awarded QTS at the end of the course will be demonstrating their competence in **all** elements of **all** the BCU Curriculum Themes at the **Working At** Level.

Associate Teachers demonstrating their competence at the **Working Beyond** level can be deemed to have made **very good progress** in readiness for their ECT year.

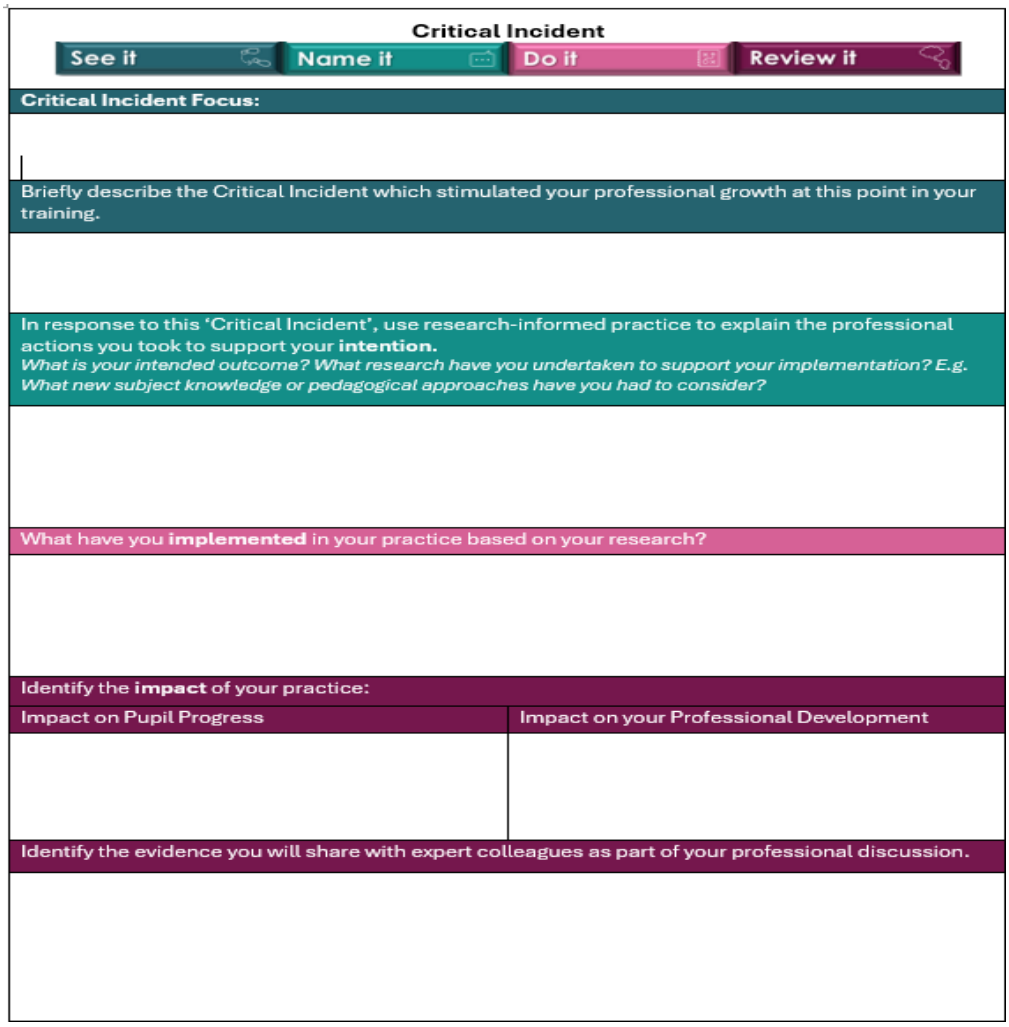
Associate Teachers not demonstrating their competence in all the BCU Curriculum Themes at **Working At** level and/or not fully engaged or responding to advice and feedback will have **failed SBT3**.

The Teachers' Standards have been mapped to the BCU ITE Assessment Tracker so Associate Teachers judged to have met all the statements within the **Working At** column will have been judged to be eligible for the award of QTS.

Evidence as part of Review/Progress Meetings

- Prior to each Review/Progress Meeting Associate Teachers will need to prepare a Critical Incident.
- These will be part of their online School Based Training Folder, and they should select a maximum of 5 pieces of evidence that demonstrate their progress against the BCU ITTECF Core Curriculum to date.
- They can present evidence digitally or as a hard copy.
- During the Review/Progress Meetings Associate Teachers should be supported to reflect upon their Critical Incident, focussing on their relevance regarding intention, implementation, and impact.

The Critical Incident form located in the Progress Journal is prepared for Review and Progress Meetings and follows the BCU Mentor Coach Model.



Critical Incident

See it | Name it | Do it | Review it

Critical Incident Focus:
Briefly describe the Critical Incident which stimulated your professional growth at this point in your training.
In response to this 'Critical Incident', use research-informed practice to explain the professional actions you took to support your **intention.** *What is your intended outcome? What research have you undertaken to support your implementation? E.g. What new subject knowledge or pedagogical approaches have you had to consider?*
What have you **implemented** in your practice based on your research?
Identify the **impact** of your practice:

Impact on Pupil Progress	Impact on your Professional Development

Identify the evidence you will share with expert colleagues as part of your professional discussion.

8.2 Assessing Associate Teacher's Progress: Important considerations

1. The ongoing assessment of Associate Teachers should be largely formative and be used to check that Associate Teachers are gaining, applying, and refining the knowledge and skills set out in the ITE curriculum. Formative assessment is also essential to help Associate Teachers to embed knowledge and use it fluently.

2. Formative assessment of Associate Teachers will focus on subject and phase specific dimensions so will take account of how pupils can be taught to acquire expertise in each subject and phase.

3. Formative assessment will support mentors in giving subject and phase specific feedback and targets by focusing on:

    a. the scope and richness of the knowledge that pupils can acquire in each subject and how to plan and resource lesson sequences within specialist subject(s) in their phase, and to understand how sequences fit into and serve wider goals for that subject
    b. teaching that ensures that pupils integrate new knowledge into larger concepts or accounts and pupils remember and/or practise components of knowledge and skills
    c. Associate Teachers developing sufficient subject knowledge to identify and evaluate content for their teaching, considering matters of scope, coherence, sequencing and rigour
    d. teaching that promotes inclusion and supports pupils overcome barriers to learning
    e. adapting teaching, while maintaining high expectations, identifying misconceptions and correcting these through planning teaching and feedback
    f. assessment of what pupils have learned e.g.by looking for fluent recall or deployment to establish whether pupils have embedded a concept or procedure, as intended
    g. behaviour management that includes setting and securing high standards of behaviour, creating an environment that allows pupils to focus on learning, and establishing classroom routines.

4. Formative assessment will be used by partnership leaders to evaluate the impact of the education and training offered to Associate Teachers by assessing whether Associate Teachers know more and remember more of the intended curriculum and apply that knowledge to their practice.
5. 'The Teachers' Standards need to be applied as appropriate to the role and context within which an Associate Teacher or teacher is practising. Providers of initial teacher training (ITT) should assess Associate Teachers [at the end of their training) against the standards in a way that is consistent with what could reasonably be expected of an Associate Teacher prior to the award of QTS.' ('Teachers' Standards', Paragraph 6) The Teachers' Standards have been mapped to the BCU ITE Assessment Tracker so Associate Teachers judged to have met all the statements within the **Working At** column will have been judged to be eligible for the award of QTS.

8.3 Rapid Improvement Target Process

The **Rapid Improvement Targets Process** (RIT) is initiated after a discussion between mentors and the Associate Teacher. A RIT will ensure that all Associate Teachers are supported and offered intervention where necessary to make satisfactory progress on the course.

Rapid Improvement Targets can be initiated at any stage of the ITE programme and:

- Can relate to an Associate Teacher's engagement with, and attendance, at the taught elements of the programme
- Can be initiated if an associate teacher fails to demonstrate high standards of personal or professional conduct. (See Appendix 1 for examples)
- Can relate to specific aspects of the associate teacher's teaching and be characterised by a lack of expected progress by the pupils (See Appendix 1 for examples)
- Can identify gaps in performance aligned against the BCU ITE Assessment Tracker and/ or the ITT Core Content Framework (DfE, 2019)
- Can be initiated if Associate Teacher's teaching, for any reason, is not developing as expected; for example, if an Associate Teacher 'plateaus' and there is no evidence of further progress or development in the impact of their teaching
- Can be initiated if Associate Teacher has not received the necessary support from the placement school, at which point the university will intervene and offer additional support
- Can be initiated if an Associate Teacher needs support with well-being or workload management.

Rapid Improvement Targets will:

- outline the concerns
- set clearly articulated and precise targets aligned to the BCU ITE Curriculum
- outline concrete actions for the associate teacher to achieve
- identify which stakeholder is responsible for monitoring each target
- identify intervention strategies
- signpost training needs
- explain existing support strategies, and
- agree review deadlines.

In Rapid Improvement Target meetings:

- the Associate Teacher must attend
- a mentor will attend
- targets will be monitored by the Lead Mentor responsible for quality assuring the Associate Teacher's progress
- be overseen by the Course Team on the Associate Teacher's course

The Rapid Improvement Target Process is an intervention strategy and will result in an agreed increase in school and / or university support and monitoring to ensure the

Associate Teacher has an opportunity to address the targets requiring immediate action.

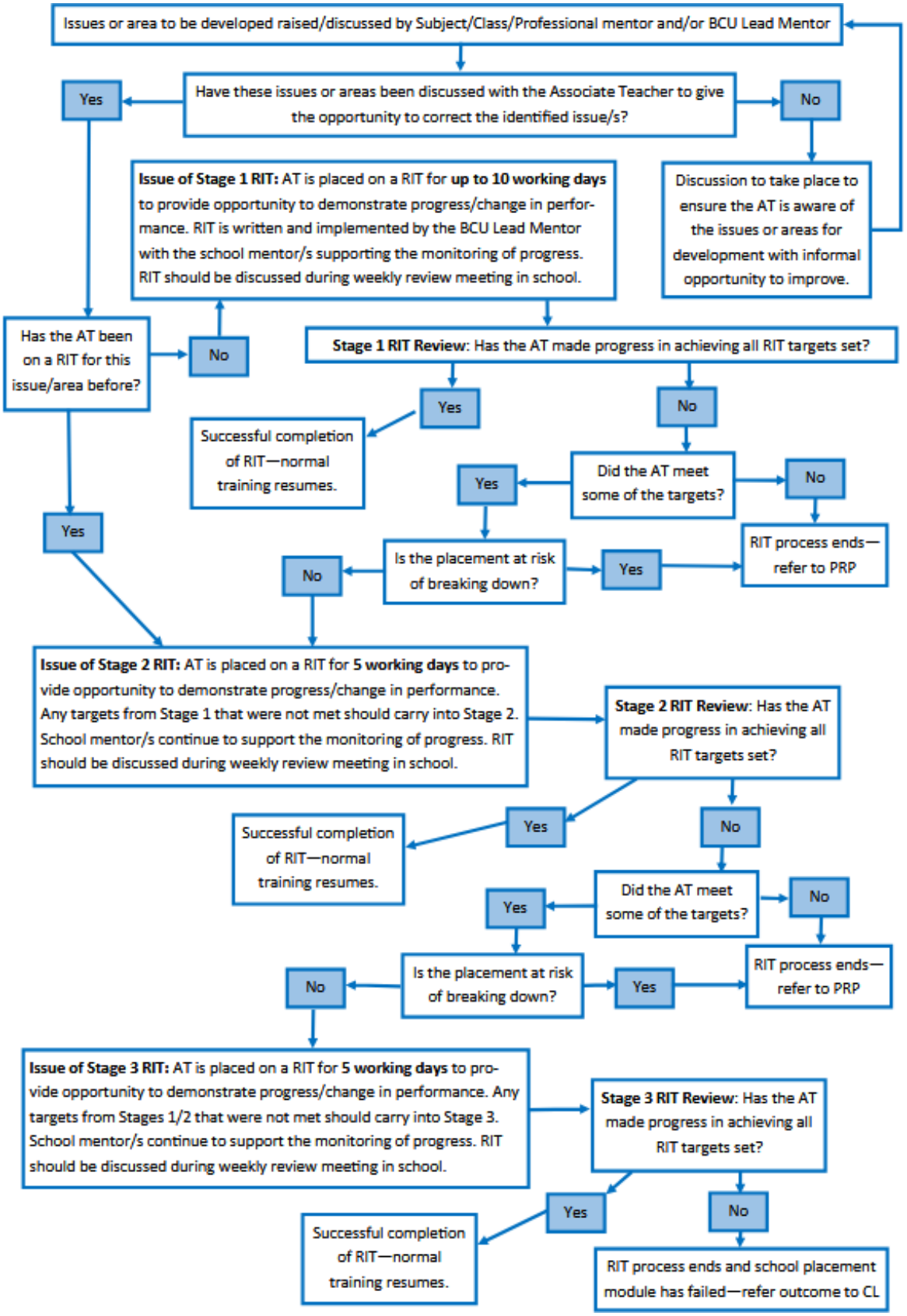
If a placement breaks down within a RIT period, the lead mentor will be required to complete the RIT review and the Placement Review Process.

Examples

Rapid Improvement Targets will be issued when:

- An Associate Teacher does not make the expected progress – e.g:
- Not establishing purposeful learning relationships with pupils
- Not using Behaviour for Learning policy appropriately
- Inadequate subject knowledge
- Inadequate pedagogical knowledge
- Inadequate lesson planning practices
- Inadequate resource creation within teaching contexts
- Poor pace within a lesson
- Inadequate assessment practices
- Failure to use pupil data appropriately to plan lessons
- Failure to adapt school lesson plans to meet the needs of pupils in their classroom
- Insufficient knowledge of adaptive teaching strategies
- An Associate Teacher fails to demonstrate high standards of personal and professional conduct -e.g.:
- Poor punctuality
- Poor attendance
- Inability to use identified absence procedures appropriately
- Unprofessional dress
- Failure to engage in set independent learning tasks
- Plagiarism
- Inability to meet deadlines aligned to BCU ITE expectations – such as submitting lesson plans 48 working hours ahead of lessons to be observed
- Failure to complete set tasks within the course – such as Progress Journal completion and meeting assignment deadlines
- Failure to respond to feedback from expert colleagues
- Dis-respectful behaviour in any training context
- Discriminatory comments in any training context
- Poor email communication etiquette
- Poor organisation which impacts on personal and pupils' progress

The Rapid Improvement Target Process (RIT) has been simplified into a flow chart on the next page.


Issues or area to be developed raised/discussed by Subject/Class/Professional mentor and/or BCU Lead Mentor
Have these issues or areas been discussed with the Associate Teacher to give the opportunity to correct the identified issue/s?
Yes
No
Discussion to take place to ensure the AT is aware of the issues or areas for development with informal opportunity to improve.
Issue of Stage 1 RIT: AT is placed on a RIT for up to 10 working days to provide opportunity to demonstrate progress/change in performance. RIT is written and implemented by the BCU Lead Mentor with the school mentor/s supporting the monitoring of progress. RIT should be discussed during weekly review meeting in school.
Has the AT been on a RIT for this issue/area before?
No
Yes
Stage 1 RIT Review: Has the AT made progress in achieving all RIT targets set?
Yes
No
Successful completion of RIT—normal training resumes.
Did the AT meet some of the targets?
Yes
No
Is the placement at risk of breaking down?
Yes
No
RIT process ends—refer to PRP
Issue of Stage 2 RIT: AT is placed on a RIT for 5 working days to provide opportunity to demonstrate progress/change in performance. Any targets from Stage 1 that were not met should carry into Stage 2. School mentor/s continue to support the monitoring of progress. RIT should be discussed during weekly review meeting in school.
Stage 2 RIT Review: Has the AT made progress in achieving all RIT targets set?
Yes
No
Successful completion of RIT—normal training resumes.
Did the AT meet some of the targets?
Yes
No
Is the placement at risk of breaking down?
Yes
No
RIT process ends—refer to PRP
Issue of Stage 3 RIT: AT is placed on a RIT for 5 working days to provide opportunity to demonstrate progress/change in performance. Any targets from Stages 1/2 that were not met should carry into Stage 3. School mentor/s continue to support the monitoring of progress. RIT should be discussed during weekly review meeting in school.
Stage 3 RIT Review: Has the AT made progress in achieving all RIT targets set?
Yes
No
Successful completion of RIT—normal training resumes.
RIT process ends and school placement module has failed—refer outcome to CL

9 Safeguarding

Safeguarding relates to the actions taken to promote the welfare of children and learners and protect them from harm and is the responsibility of everyone who works with children and learners across the BCU ITT Partnership.

Safeguarding and promoting the welfare of children is defined in '**Keeping Children Safe in Education 2025**' (DfE, 2025) as:

- providing help and support to meet the needs of children as soon as problems emerge
- protecting children from maltreatment, whether that is within or outside the home, including online
- preventing the impairment of children's mental and physical health or development
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- taking action to enable all children to have the best outcomes

Recruitment

The recruitment process is in line with the DfE ITT Criteria 2025 26. The rigorous selection process is designed to assess suitability to train to teach, the health and physical capacity to teach, and all entry criteria have been met.

The university will ensure that all entrants:

- Have achieved a standard equivalent to a grade 4 GCSE in English, mathematics and science
- Have the capability to undertake an ITT course and meet the Teachers' Standards by the end of their training
- Hold a first degree from a UK higher education institution or equivalent qualification by the end of their training.

The University will conduct a high quality, open and transparent recruitment, selection and interview process, that is aligned to the Equality Act 2010 and the Special Educational Needs and Disability Act 2001.

DBS and Background Checks

The University will ensure all trainees have been subject to all appropriate pre-selection checks, as outlined in the DfE ITT Criteria 2024 25 which include:

- Enhanced DBS criminal records checks and children's barred list information check
- Self-certification regarding the Disqualification under the Childcare Act 2006 statutory guidance

- Occupational health check
- Overseas police check as required
- Prohibition Check

The university will confirm in writing to placement schools that the checks have been completed and that the Associate Teacher has been judged by the provider to be suitable to work with children.

Children's Individual Safeguarding Authority (ISA) Barred List

Universities, colleges, and schools must perform several checks. One of these checks is to ensure that no one is listed on the Children's Barred List and therefore are not allowed to work with children.

This list is usually checked as part of a new applicants enhanced Disclosure and Barring Service (DBS) check which the University will carry out.

Universities, colleges, schools and local authorities can check the children's barred list where their applicants/new employee(s) will either:

- Start working with children while pending the result of an enhanced DBS check
- Not require an enhanced DBS check because they have worked with children in a school or college within the last 3 months
- Check whether any candidate to be employed as a teacher is not subject to a prohibition order issued by the Secretary of State who will be engaging in 'regulated activity'.

The barred list comprises:

- People in England and Wales children's barred list, kept by the Disclosure and Barring
  Service (DBS) under the Safeguarding Vulnerable Groups Act 2006 (SVGA)
- People in the Northern Ireland children's barred list, kept by the DBS under the Safeguarding Vulnerable Groups Order 2007 (SVGO)

Keeping Children Safe in Education (KCSIE)

With the removal of Disqualification by Association in 2018, the Department for Education has introduced the Keeping Children Safe in Education policy (2022) which forms part of Safer recruitment in schools and colleges. This enables Associate Teachers to disclose information to Birmingham City University prior to a DBS being issued.

Schools and colleges in England must ensure this check is completed when carrying out duties to safeguard and promote the welfare of children. This includes engagement of everyone under the age of 18 within teacher training. Further guidance can be found here

Safeguarding training for Associate Teachers

All Associate Teachers must attend a safeguarding briefing before they can begin a school placement.

In that session Associate Teacher's learn the following:

Learn that …

- …building effective relationships is easier when pupils believe that their feelings will be considered and understood
- …there are a range of responsibilities (their own and others') in-line with current safeguarding policies and procedures.
- …there are factors which may indicate a child is at risk
- …there are issues around information sharing and multiagency working.
- …effective professional development is likely to be sustained over time, involve expert support or coaching and opportunities for collaboration.
- …safeguarding is a compulsory duty of all communities in a school setting.
- …we have a duty to safeguard all the members of a community and to identify concerns to others who need to know

Learn how to …

- …contribute positively to the wider school culture and develop a feeling of …shared responsibility for improving the lives of all pupils within the school.
- ..have a deeper understanding of ways in which we can support the schools safeguarding policy to act, quickly, efficiently and correctly in response to safeguarding issues that may occur.
- …contact the right colleagues with any safeguarding concerns and have a clear understanding of what sorts of behaviour, disclosures and incidents to report.

Data Protection

The university and school partners will meet all requirements as set out in the Data Protection Act 2018.

10 Placement Processes

10.1 Placement Review Process

In the rare instances when a placement breaks down, we will ask both the school and the Associate Teacher to complete the PRP documentation to explain the circumstances in which this placement has broken down. Please see the process outlined below. The Placement Review Report is available as Appendix 12.3.

Placement Review Process (PRP) for Primary and Secondary Courses

A placement is discontinued before the planned end date of the placement due to either:

A) Professional conduct of the Associate Teacher (AT)

B) AT has not met RIT targets at Stage 1 of the RIT process

C) AT has not met RIT targets at Stage 2 of the RIT process

D) Another reason not listed above which has caused the placement to be terminated before the planned end date

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BCU Lead Mentor informs **Course Leader** (PGCE) or **Year Leader** (BA) that a PRP is being initiated. **BCU Lead Mentor** emails the Placement Review Report forms to the **School Placement** and the **AT** for completion. The **BCU Lead Mentor** also completes their own version of the form.

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AT, **School Mentor/s** and **BCU Lead Mentor** complete the **Placement Review Report Forms** and the completed forms are collated and passed onto the **Course Leader** (PGCE) or **Year Leader** (BA) along with any other school-based documentation (e.g. RIT) relevant to the process. *For BA, Year Leads then send collated documentation to the Course Leader.*

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Collated information sent to the **AL for Partnerships** for review.

AL for Partnerships reviews all evidence against the BCU ITE Assessment Tracker, BCU Associate Teacher Code of Conduct, DfE ITT Criteria, Keeping Children Safe in Education and Teachers' Standards Parts 1 and 2. **AL** will consult with **Course Leader** or **BCU Lead Mentor** if further discussion/clarification is required. *If the PRP relates to an AT known to the AL for Partnership, responsibility for the outcome will sit with the PAL instead for impartiality purposes.*

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AL for Partnerships recommends one of the following outcomes:

A) Associate Teacher has passed the placement.

B) A resit placement for the relevant placement module as a first attempt.

C) A resit placement for the relevant placement modules as a first attempt with a RIT in place.

D) A failed placement to be presented to the Module Assessment Board (MAB) with the right to resit with a RIT in place.

E) A failed placement to be presented to the MAB and a referral to Student Governance for Fitness to Practice or Fitness to Study if there are concerns that mean returning to a placement would be a risk.

F) A failed resit placement presented to the MAB—the module is recorded as failed. If all other modules are passed, a relevant Exit Award without QTS will be offered if the student is eligible. Outcome in this circumstance to be verified by an External Examiner before proceeding further.

G) Failed placement to be presented to the MAB and the Associate Teacher incurs a £1125 resit fee.

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AL for Partnership emails a letter with the outcome to the relevant **Course Leader** who will then share this with the AT.

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⇒ **Course Leader** (PGCE) / **Year Leader along with Course Leader** (BA) to support **AT** with actions resulting from outcome.

⇒ **Course Leader** to collate information and complete Student Governance referral in the case of outcome E.

⇒ **Course Leader** or **BCU Lead Mentor** to contact school to share decision letter and discuss any implications for mentor training.

10.2 Placement Offers

We are proud to work with over 400 Primary settings in the West Midlands and surrounding areas. We value the support that school partners facilitate to offer placements for our trainee teachers to learn and develop their skills and subject knowledge. With the continuation of these close ties ensure we can produce the right teachers for this demanding sector.

To offer placement support you can access the Placements Opportunities Brochure 2025-26 To register your interest for placements, please complete the Expression of Interest . Please note that once you have completed the Form you will be asked if you would like to 'save the form for future changes' please select this option, as if you need to amend your offer this will remember all previous answers and allow you to change what is needed rather than filling in the form again.

10.3 Partnerships and Placements Portal (PCP)

The Partnerships and Placements Portal (PCP), can be accessed via Primary and Early Years partnerships - Education and Social Work | Birmingham City University

10.4 Placement Payments

Finance and Budgetary Arrangements

Birmingham City University will provide the school with the services listed in the Partnership Agreement. In recognition of the training that the school provides for the Birmingham City University Associate Teachers, the following payments will be made in arrears after the School Based Training is completed.

Primary	
Number of Associate Teachers	Payment to school
1	£400
2	£900
3	£1500
4	£3000
5+	£750 per Associate Teacher

11 Quality Assurance and Academic Regulations

11.1 Quality Assurance Processes

University Lead Mentors quality assure the provision offered by the Placement School to ensure that Associate Teachers are being supported effectively, and the school continues to have the capacity to maintain the high-quality mentoring expectations. This is reported to Primary and Early Years Senior Leaders who oversee expectations

and where applicable, offer additional school support and guidance should circumstances change.

The quality assurance process involves University Lead Mentors contacting the school during Planning and Preparation School Experience (PPSE) visits either via email, MS teams or in person, for an initial conversation to confirm the following:

- School communication details
- Ofsted information
- Follow Risk Assessment process for schools Requiring Improvement
- Local safeguarding priorities
- Capacity within the school to host Associate Teachers
- Engagement with BCU placement processes
- Engagement with BCU key documentation located on the Primary Partnership Website
- Engagement with mentoring expectations including CPD Package, Brightspace
- Signpost additional support needs to Primary and Early Years Senior Leaders

University Lead Mentors complete a minimum of two face to face visits to the Placement setting to carry out a joint observation with the Placement/Professional Mentor to quality assure judgements and feedback and support Review and Progress Meeting discussions. Where applicable, University Lead Mentors will model effective feedback using the BCU Mentor Coach Model and encourage Placement/Professional Mentors to set written granular subject specific targets using the guidance shared during School Briefing meetings Supporting Mentors with Weekly Meetings and Target Setting

University Lead Mentors quality assure the outcomes of Review and Progress Meetings to ensure that the process is robust and fair and gradings are accurately judged based on the quality of discussion provided through the Critical Incident reflective evidence process. This information is logged in the Associate Teacher Progress Journal and moderated internally to ensure parity across all courses.

11.2 Primary Strategic Partnership Committee (PSPC) Partnership Information

The Primary Strategic Partnership Committee comprises of individual school leaders from the partnership who quality assures and hold Primary and Early Years Senior Leaders to account for the direction and management of the teacher training programme for Associate Teachers at BCU. This includes reviewing evidence around the quality assurance processes in terms of partnership, mentoring and taught delivery. The Committee feeds into the Universtiy ITT Board.

11.3 External Examiners

External Examiners review all assessments where they contribute to a final award and where PSRB requirements stipulate. The External Examiner's role is to moderate marking and to ensure that the assessment has been carried out fairly and impartially whilst maintaining University standards. External moderation is usually done through

sampling and External Examiners will visit some placement schools to observe Associate Teacher's with their Placement Mentors. The External Examiners attend Module and Progression/Award Boards to feedback their comments and to ensure that boards are run in a fair and transparent manner.

11.4 Academic Regulations

Change of Circumstances

The process for students who may wish to either take a temporary break from their studies or permanently withdraw from the University is set out in the Change of Circumstances Policy. It deals specifically with student-initiated breaks in study and permanent withdrawal. This is distinct from University-initiated permanent or break in study based on an academic decision, for example where a student is taking a reduced study load and will need to be placed on a break in studies for part of the academic year and break in study based on fitness to study, which is governed by the Fitness to Study Procedure.

Attendance and Engagement

Students are expected to participate fully in their course by attending regularly, engaging actively with learning opportunities and by taking responsibility for their learning and independent study.

The University monitors attendance and engagement. If there is cause for concern, students will be contacted and offered support. See the Student Attendance and Engagement Policy for more details.

Passing a School Placement Module

School placement modules are assessed as a pass or fail and therefore will not have a percentage mark. Pass/fail modules do not contribute to the calculation of the overall mark required for progression or for award classification.

Module outcomes are provisional until they have been confirmed by Examination Boards.

Number of attempts

Students who fail a module at the first attempt are permitted one further opportunity to pass the module and this is the case for school placement modules. This is referred to as a resit or reassessment attempt (without attendance). An exception to this is where a student is permitted to trail one module (up to 40 credits) into the next level of study. In this circumstance, the student is permitted a second resit or reassessment attempt for that module (without attendance).

11.5 Awarding QTS (Qualified Teacher Status)

To gain the award of Qualified Teacher Status (QTS) an Associate Teacher must evidence that they have demonstrated proficiency of the Teacher Standards (DfE 2014). This is evidenced through meeting all BCU curriculum themes at a minimum of 'working at' (via the BCU Assessment tracker). They must also achieve the required pass mark for all course assignments, have taught in two different schools and have suitable attendance throughout the course.

Birmingham City University (BCU), as the accredited Initial Teacher Training (ITT) provider, holds the final responsibility for the assessment and recommendation of Qualified Teacher Status (QTS). This responsibility is governed by the Department for Education and is subject to rigorous internal and external moderation processes to ensure that all decisions are made in accordance with the Teachers' Standards and national ITT requirements.

Subject Knowledge Tracking and Development

The Associate Teachers will have a subject knowledge development journal. This will be reviewed throughout the course to ensure the Associate Teachers have clear understanding of the next steps for their subject knowledge development. The subject knowledge development journal covers the core and foundation Primary curriculum.

Early Career Action Plan

When the Associate Teacher nears the end of their course one of the final tasks they need to complete is their Early Career Action Plan. This considers their progress and their achievements throughout the course as well as looking ahead and identifying targets to work upon during the initial stage of their early career.

12 Key Supporting Documentation

All key information and supporting documentation are available on the Primary and Early Years Partnership Homepage

12.1 Lesson Observation Feedback Form

12.2 Systematic Synthetic Phonics Observation Form

12.3 Planning a sequence of learning

12. 4 Planning a sequence of learning - Phonics

13 Appendix

13.1 Associate Teacher Code of Conduct

13.2 Rapid Improvement Target Form

13.3 Placement Review Report Form (see next page)

13.4 Religious Observance Policy for School-Based Placements

Placement Review Report Form

Please note in the interests of full disclosure the completed form may be shared with the school placement, Associate Teacher and/or University as required.

Section A – Placement Information

Role of person completing the form (please highlight relevant role or delete as appropriate): • Associate Teacher • Placement Mentor (Class Teacher) • Professional Mentor (Person in charge of ITT Placements) • University Lead Mentor • Other (please specify):	
Name of person completing the form:	
*Name of the **Associate Teacher**:*	
*Name of **Placement School**:*	
*Address of **Placement School**:*	
*Name of Allocated **Placement Mentor***	
*Name of Allocated **Professional Mentor***	
*Name of allocated **University Lead Mentor**:*	
*Name of allocated **Personal Development Tutor** (primary only):*	
*Placement **start** date:*	
*Placement **end** date:*	
***Number of placement days** signed as completed:*	
*Please identify which **school-based documentation** is **attached** to support this submission of this form (this could include RIT/s, PADs, Progress Journals, observation records as relevant to the course and placement:*	

Section B – Information to support review

Please give a brief account of the placement to date including successes, challenges and the reasons for discontinuation.

What were the positive aspects of the placement?
What is your understanding of why the placement was discontinued?
Details of RIT/support plans in place:
Any other relevant information that you wish to share or be considered:

Signature:	
Date of completion of this document:	

Section C – Outcome of Review

For College Academic Lead use only:

Outcome determined by CAL for Placements:
Reasons for reaching this outcome:
Date outcome and letter for AT shared with CL/PAL:

Appendix 4 - Religious Observance Policy for School-Based Placements

Any requests from Associate Teachers in regard to religious observance will be treated in the same manner as requests from employed teachers at the school in which they are placed.

Time and Place for Worship

Teachers in the UK do not have an automatic legal right to leave school for religious prayers, but schools are expected to consider such requests reasonably and fairly.
Under UK law, *religion and belief* is a protected characteristic in the Equality Act 2010. This means that schools must not treat staff less favourably because of their religious beliefs, nor impose requirements that disproportionately disadvantage them unless justified by a legitimate aim.
Associate Teachers must submit any requests for accommodations for religious observance in the first week of the placement so that the request can be fully considered.
Reasonable requests can include, but are not limited to:

- Access to space within the school or placement premises that can be used for worship.
- Consideration of timetable requests to enable time for worship offsite if a space cannot be provided in school for this purpose.
- Consideration of ways in which the duration of the required prayer time can be supported around timetabled commitments (being mindful of the time of year and how this might impact on required worship time).

Schools are encouraged to take a reasonable and flexible approach when Associate Teachers request time off for religious reasons (including religious festivals). This includes discussing the request, understanding the religious significance, and assessing the impact on school operations.

Clothing and Attire

Where veiling or head covering is part of an Associate Teacher's religious observance, in consultation with the Associate Teacher, this can be supported in the classroom and the wider school/placement environment in the following ways:

- Unveiling in front of the children in the classroom.
- Considerations for female Associate Teachers if male members of staff become present.
- Veiling in other areas of the school, such as the staffroom.

Some Associate Teachers may request to wear religious attire involving religious garments or accessories. Associate Teachers will be supported with this in line with the school's/placement's health and safety policy being considered.

Further considerations

Some Associate Teachers may need specific support arrangements during times of fasting.
Social events and celebrations should aim to be inclusive of all religions, faiths and cultures.

It is important to note that each Associate Teacher may have individual requests specific to their personal religious needs and observances. Associate Teachers should have the opportunity to discuss all needs in relation to religious observance at the start of their placement so that amicable arrangements can be put into place.

This policy is not exhaustive of all considerations that Associate Teachers might need in supporting religious observance. If any Associate Teachers or school mentors have any enquiries about religious observance, please ensure that the BCU Lead Mentor is contacted for further support.