

Secondary School Based Training: Partnership Opportunities Pack 2022/23

Request 1: Core Subjects



The Secondary ITE courses at BCU provide the sector with the highest number of beginning teachers across the West Midlands region.

We run two successful secondary ITE programmes:

- PGCE with a wide range of subjects- Art & Design, Computer Science, Design and Technology (Food, Product Design and Textiles), Drama, English, History, Geography, Mathematics, Music, Physical Education, Religious Education and Science (Biology, Chemistry and Physics).
- Undergraduate BA / BSc (Hons) with QTS in Biology, Computer Science and Physical Education.

We are very keen to secure the support of new and existing partners to meet the challenge of securing high quality School Based Training Placements for 2022/23.

Our strength in secondary education is the close, working relationship we have with more than 200 secondary schools across the West Midlands. These close ties ensure we can produce the right teachers for this demanding sector.

Expressions of Interest – Request 1 for core subjects only:

At this point in the year, we aim to secure partnership commitments from a range of schools across the region. Secondary ITE recruitment is ongoing, and we confidently expect to have a strong cohort of trainees across all subjects. And as ever, most of our trainees will be local to Birmingham and nearby metropolitan areas – but we do occasionally require placements in neighbouring Local Authorities. Therefore, we are now asking old and new BCU partner schools to commit to a year-long School Based Training partnership with us in 2022/23. We are reviewing our strategic approach and now asking for a commitment to BCU, NOT a commitment to either PGCE or Undergraduate courses.

Within this Request 1 for Core Subjects document, we are asking for support relating to our larger cohorts:

- **Physical Education** (we require 100 places),
- **Science** (we require 80 places),
- **Mathematics** (we require 60 places),
- **English** (we require 50 places) and,
- **Computer Science** (we require 40 places).

We would be grateful if you could now consult with the above department leads and return **by 1 March 2022** the **Core SBT Placements Expression of Interest 2022/23** form at the end of this document to our Education Placements Team at Education.Partnerships@bcu.ac.uk.

Following this first request for places we will then contact you further to ask for support with the remaining subjects.

The Placement Opportunities Pack:

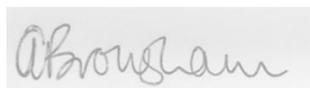
This document briefly outlines how the placements will operate and provides a timeline of when we will confirm provisional and secure placements for incoming trainees.

We will contact you again on 1 March 2022 to request further Expressions of Interest in the remaining subjects. We aim to complete all our recruitment of partner schools by the end of Easter 2022 and will start confirming allocations in May 2022, with training for schools hosting Undergraduate trainees in July 2022.

The BCU Partnership:

BCU Partner schools are highly valued by the university. Partners commend our support during placement, in professional development and through our willingness to share and support research-informed practice within the field. Please look at our [Partnership Webpages](#) to gain an insight into what we offer – including access to our own BCU Education Research Magazine and a fully funded Masters module in Mentoring.

We look forward to working alongside you in the training and education of the next generation of BCU teachers over the next academic year.



Amanda Brougham
Academic Lead for Secondary Partnerships

Secondary Course Leads and the Partnership Team

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¹ Please follow payment instructions on p.19 in this document



" I can confirm that our commitment to BCU as a very close ITT partner continues to grow from strength to strength."

Professional Mentor and School Direct Lead - Holte School, Birmingham

"I have learned more things about myself, about my personality, in my first semester on the BCU BSc (Hons) Computer Studies with QTS course than in my entire life. I honestly believe I will gain insight into my teaching skills and strengths even more widely as I start my school placement in my locality, so I can also give something back to my community! The good thing about teaching is that the pupils are not the only ones who learn, I also learn a bunch of things from them and from the wider profession. I am looking forward to getting into teaching as I progress through my BCU course."

Alex Gabor Ghimici - BSc (Hons) Secondary Computer Science with QTS trainee

The BCU Trained Teacher

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

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

Committed to:

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

Creative in:

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

Confident to:

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

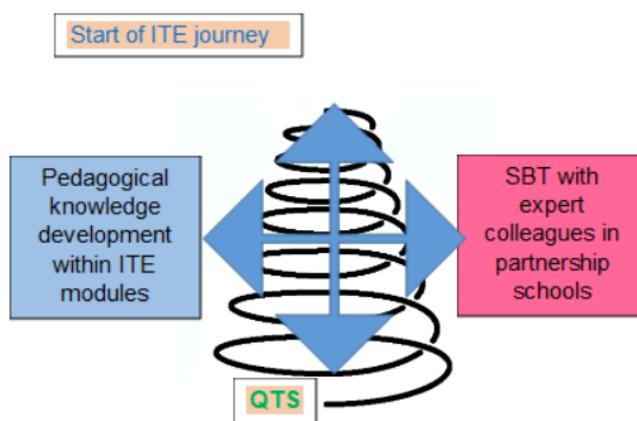
Collaborative by:

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

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

BCU ITE Curriculum

The BCU ITE Curriculum aligns with the DfE (2019) ITT Core Content Framework. Our ambitious curriculum is designed within a spiral curriculum model, which constitutes of an iterative revisiting of identified topics, subjects, and themes throughout all BCU secondary QTS courses.



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

BCU Core Curriculum Themes ensure that BCU trainees know:

- A. How to use critical enquiry and research informed practice to develop an understanding of effective teaching and learning.**
- B. How classroom practice establishes effective behaviour management using high expectations and awareness of pupils' well-being.**
- C. How knowledge and understanding of the curriculum, subject knowledge, pedagogy and how pupils learn impacts on pupils' progress and well-being.**
- D. How to plan and assess learning to ensure that all pupils make progress.**
- E. How to implement effective adaptive teaching approaches to support all learners, including SEND and EAL learners.**
- F. How to develop professional behaviour and contribute effectively to the wider life of the school.**

Each secondary subject has also developed a set of ambitious **subject pedagogy priorities**, which will shape the content of subject specific pedagogy throughout their training year. These subject specific priorities were developed in collaboration with existing partner schools and will ensure that all trainees have a critical understanding of what their role as a teacher within a specific discipline will entail. Subject Mentors will be guided around how to promote and develop these subject priorities in a robust Mentor CPD programme during their partnership year.

Secondary Partner School Commitments:

Schools will identify a Professional Mentor who oversees ITE trainee programmes in their school. They liaise with Departments to identify where schools have the capacity to train ITE students.

Professional Mentors will:

- Identify an experienced colleague in the trainee's specialist subject who will be their Subject Mentor over the training year,
- Ensure that the BCU Partnerships Team have a current name and email address for all subject mentors working with BCU trainees,
- Prepare an induction for incoming trainees which covers Safeguarding requirements and core policies,
- Create a timetable for the BCU trainee in line with Training Phase expectations,
- Identify dates for PGCE additional SBT experience (SEND, Primary Experience and Post 16 experience) over any PGCE trainee's home school placement,
- Ensure that Subject Mentors have a protected 1 hour slot for their mentor meetings with the trainee,
- Attend termly BCU Mentor CPD Events,
- Ensure all Subject Mentors attend BCU Mentor CPD Events,
- Be familiar with the BCU ITE Curriculum and how it is used to assess the development of BCU trainees,
- Quality assure Subject Mentor observations and assessments at least once in the academic year,
- Support the trainee with any requests relating to their training and QTS evidence over their training year,
- Notify BCU secondary course Leadership Team of any well-being or performance concerns relating to their BCU trainee.

Subject Mentors will:

- Guide and support the trainee's professional development and subject specific pedagogical knowledge in line with the BCU ITE Curriculum,
- Attend termly BCU Mentor CPD and at least 2 Subject Mentor drop ins over the training year,
- Use the BCU Mentor Handbook as a guide to your role,
- Access course specific paperwork related to the role from the BCU Secondary Partnership Webpages,
- Meet with the trainee for one hour a week,
- Observe the trainee teaching twice each week and provide written formative feedback,
- Review planning, Progress Journal reflections and address assessment requirements with the trainee weekly,
- Liaise with the trainee's subject tutor – conducting joint observations and joint mentor meetings whenever possible,
- Update the school's Professional Mentor on the trainee's progress each half term,
- Complete formative (reviews) and summative (progress) assessments aligned to the BCU ITE Curriculum.

BCU Secondary Partnerships Team will:

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

BCU Tutors will:

- *Maintain contact with the Subject Mentor and discuss any issues regarding SBT in a timely manner,*
- *Organise face to face and online visits to school, and maintain an email link with Subject Mentors,*
- *Develop a good working relationship with the trainee and subject mentor,*
- *Signpost all BCU Mentor CPD Events and subject mentor drop-in sessions to support mentors' practice,*
- *Confirm that times for the Weekly Professional Development Discussions have been negotiated,*
- *Confirm that there is a schedule of formal observations of the trainee's teaching carried out by the Subject Mentor,*
- *Guide trainees and mentors through the ITE Core Curriculum delivery and assessment,*
- *Signpost all relevant BCU ITE resources for the trainees and mentors to use during the training year,*
- *Meet with the trainee during the assessment period to discuss and evaluate progress,*
- *With reference to SBT reports manage the formative and summative assessment points for the trainees.*
- *Liaise over decisions about the trainees' attainment and support the Subject Mentor in their role as supervisor and assessor through email or online call contact,*
- *Observe the trainee teaching at least once. Discuss evaluations of their teaching and the impact on learners' learning; identify further professional development as required,*
- *If issues or concerns have been raised by school staff, keep a written record to provide information should a placement end prematurely,*
- *Inform the Course Leadership of any trainee who is a cause for concern,*
- *Work with the subject mentor to tailor a support package for any trainee who is a cause for concern,*
- *Assist in the organisation of any visits by External Examiners and moderators.*



Priority Subjects and Priority Geographical Areas

As stated in the introductory page of this document we are initially seeking commitment from new and existing Partnership Schools in the subjects where we have the largest cohorts:

- **Physical Education** (we require 100 places),
- **Science** (we require 80 places),
- **Mathematics** (we require 60 places),
- **English** (we require 50 places) and,
- **Computer Science** (we require 40 places).

Our trainees are predominantly 'commuter students' – In other words they live at home and thereby require SBT placements close to their homes across the West Midlands areas.

We have a significantly high number of secondary trainee teachers living in Birmingham especially. Partner schools often tell us that they welcome BCU trainees, because as members of their school's local community, they offer an excellent opportunity to act as authentic role models to their pupils. Moreover, our undergraduate cohorts, who are often starting their training straight from school provide even greater opportunities to relate to pupils - as they are recent examples of how young people, not much older than the pupils they are interacting with in their new professional capacity, succeeded in achieving their aspirations to access Higher Education and in turn enhance their socio-economic life chances. This is aspect of the BCU Secondary partnership is an important asset to our partner schools, especially those who have cohorts of disadvantaged pupils!

Therefore, we are particularly keen to secure commitment for the stated subjects above from schools in:

- Birmingham (this is where we need most placements!),
- Coventry,
- Dudley,
- Leicester City schools,
- Redditch and surrounding areas,
- Sandwell,
- Solihull,
- Walsall and
- areas of Warwickshire
- Worcester.



BCU Secondary Partnership Four Models of School Based Training (SBT) Placements:

We propose and will apply 3 Models² of placement, with a 'Core Enhanced' option for Principal BCU Secondary Partners who commit to offer multiple SBT placements in the targeted subjects listed above.

All Numbered Models are effectively equivalent to ONE trainee placement for the year – where the Model has more than one trainee listed, the design ensures that there is no / minimal cross over on SBT placement. We have identified the crossover for you in the table below, so that all schools are fully aware of the potential considerations they should make when hosting BCU trainees.

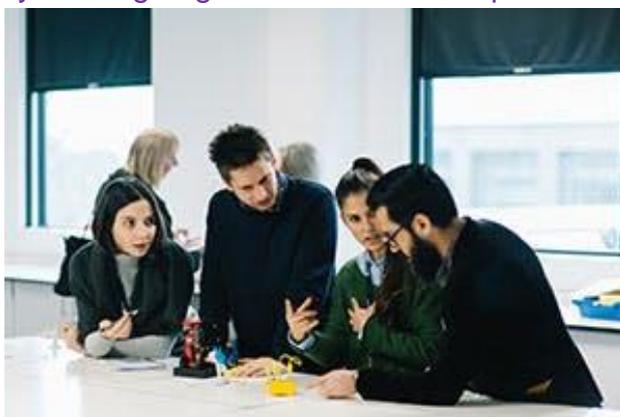
Once partners have identified their capacity to work in partnership with us in identified subject areas, we will:

1. Acknowledge all Expressions of Interest (EOIs) returns immediately
2. Use EOIs to build a comprehensive secondary database for BCU Secondary School Based Training Placements in May 2022
3. We will then assign either undergraduate or postgraduate trainees to each school committed to the partnership
4. Notify schools of the Models of placement they have been assigned by the end of May 2022
5. Begin Mentor CPD for schools hosting Models for UG trainees before the summer break.

Please remember that undergraduate SBT placements will be in the following subject areas only:

- Biology (and general science)
- Computer Science – this is a small cohort of students
- Physical Education – this is a very large cohort of students

Each individual SBT placement Model has a monetary worth of £1000 - £1300 per Model at the end of the training year. We are also offering gratuity payments to partner schools willing to consolidate their partnership with BCU by offering larger numbers of SBT placements.



² Within Model 1 and 2 there may be some flexibility required in terms of Year 1 placements – we will negotiate need with partners in Sept / Oct 2022 to ensure we have a mutually acceptable model.

Secondary SBT Model 1	Secondary SBT Model 2	Secondary SBT Model 3	Core enhanced SBT:
Single Year 1 Undergraduate Placement –30 days over autumn 2 and Spring term	Paired year 1 Undergraduate Placement – 2 x 30 days over autumn 2 and Spring term	PGCE Home School Placement – 4 days per week in autumn 2, Spring 1,	Schools willing to host more than 5 BCU secondary trainees
£400 per trainee	£900 total per pair	£350 per trainee	Gratuity payment of £250
Single Year 3 Undergraduate Placement – 70 days over term 2 and term 3	Single Year 2 Undergraduate Placement – 40-day block during term 3	PGCE Contrasting School Placement – 4 days per week in spring 2	Schools willing to host more than 10 BCU secondary trainees
£700 per trainee	£400 per trainee	NO crossover on SBT placement	Gratuity payment of £600
Only 4 days crossover on placement during Year 1 part 2 SBT	NO crossover on SBT placement	PGCE Home School Placement - 4 days per week in summer 1 and 5 days in summer 2	Schools will have capacity to manage multiple trainees
		£650 per trainee	
£1100 total	£1300 total	£1000 total	

A note about Model 1's stated trainee crossover:

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

- It occurs only when the Year 1 part 2 two-week block is timetabled, and the Year 3 trainee is in school for 2 days a week at the same time in the calendar – hence only 4 days.
- The Year 1 trainee has a much lower expectation for teaching that the Year 3 trainee, therefore are only likely to be teaching one lesson on each of the 4 days when both trainees are on site.
- It is therefore still possible for the same Subject Mentor to mentor both trainees.
- Schools could timetable the Year 1 trainee to jointly observe the Year 3 trainee teaching on these days outside of their teaching delivery – this would be an excellent opportunity for the Subject Mentor to identify elements of pedagogy and deconstruct practice with the newer trainee in alignment with the 'learn how' elements of the ITT Core Content Framework (Dfe, 2019).
- Equally the school could arrange for the Year 3 trainee to observe the Year 1 trainee and encourage them to identify targets to guide the newer trainee.

School Based Training (SBT) Overviews

1. BA/ BSc (Hons) with QTS – relevant to Model 1 and Model 2

Year One - 30 day School Placement

This can be a paired / group placement.

Part 1: 20 Consecutive Mondays³

- Induction – including timetable, class lists and units of work

Teaching expectations (minimum):

- **4 x Joint planning / teaching episodes* of ‘small group of pupils’**
 - **4 x planning / teaching learning episodes*** (2 paired teaching and 2 solo teaching)
 - **3 x Joint planning & teaching full lessons** (paired teaching)
 - Modelled (with Subject Mentor) focussed observation of an expert colleague teaching
 - Verbal feedback of teaching
 - Planning and creating learning resources
 - Completion of University set tasks linked to assignment(s)
 - Opportunity to carry out a ‘pupil tracking’ exercise
 - Opportunity to carry out a pupil book scrutiny / marking exercise
 - Trainees will have at least one phone/video call from their BCU Tutor
 - Tracking in ‘Subject Knowledge Audit’ to evidence subject pedagogy development
- * teaching episodes are for 20 minutes

Review Meeting

Part 2: Two Weeks

Teaching expectations (minimum):

- **3 x Joint planning & teaching full lessons** (paired teaching)
- **5 x planning/teaching full lessons** (solo teaching)
- Evidence of feedback from Subject Mentors / class teachers for each learning episode using the BCU ‘Learning Observation Record’ (LOR).
- Observation of teaching within subject specialisms.
- CPD to support University tasks
- Development of Subject Knowledge audit
- Allocation to tutor group
- Trainees will be visited at least once by their BCU Tutor.

Progress Meeting

Enrichment 1 KS2 Focus



Cont.

³ Subject to change once timetables are confirmed

Year Two - 40 day School Placement

Enrichment 2 SEND Focus

Placement – One block of 40 days:

- Induction – including timetable, class lists and units of work
- Teaching expectations (minimum):
 - **Responsibility for five hours of lessons each week (minimum), building to eight.**
- Focussed observation of teaching
- Planning and creating learning resources
- Completion of University set tasks linked to assignment(s)
- Development of Subject Knowledge Audit from year one.
- Evidence of feedback from Subject Mentors / class teachers for each taught lesson using the BCU 'Learning Observation Record' (LOR).
- Observation of expert colleagues teaching within subject specialisms.
- Trainees will have at least one phone/video call from their BCU Tutor.

Review Meeting and half term break

Continued Teaching expectations (minimum):

- **Responsibility for eight hours lessons each week (minimum), building to eight.**
- Focussed observation of teaching
- Planning and creating learning resources
- Completion of University set tasks linked to assignment(s)
- Development of Subject Knowledge Audit
- Evidence of feedback from Subject Mentors / class teachers for each taught lesson using the BCU Learning Observation Record (LOR).
- Observation of expert colleagues teaching within subject specialisms.
- Trainees will be visited at least once by their BCU Tutor.

Progress Meeting



Year Three - 70 day School Placement

Enrichment 3 – Trainee Focus

Placement Introduction – Four Days

- Induction – including timetable, class lists and units of work
- Focussed observation of teaching
- Development of Subject Knowledge Audit.

Placement Part 1– 18 Consecutive Thurs-Fri⁴

- Focussed observation of teaching

⁴ Subject to change once timetables are confirmed

Teaching expectations (minimum)

- **Responsibility/Shared responsibility for a 50% timetable over the two days (minimum), i.e. If there are 10 lessons in two days, they have a 5 lesson timetable.**
- Planning and creating learning resources
- Completion of University set tasks
- Development of Subject Knowledge Audit.
- Evidence of feedback from Subject Mentors / class teachers for each taught lesson using the BCU 'Learning Observation Record' (LOR).
- Observation of expert colleagues teaching within subject specialisms.
- Trainees will have at least one phone/video call from their BCU Tutor.

Review Meeting

Placement Part 2– Six Week Block

- Focussed observation of teaching
- Trainees will have at least one phone/video call from their BCU Tutor.
- Teaching expectations (minimum)
 - **Developing responsibility towards 14 hours teaching a week (minimum).**
- Planning and creating learning resources
- Completion of University set tasks
- Development of Subject Knowledge audit
- Evidence of feedback from mentors/class teachers for each taught lesson using the BCU 'Learning Observation Record' (LOR).
- Observation of teaching within subject specialisms.

Trainees will be visited at least once by their BCU Tutor

Progress Meeting



2. PGCE – relevant to Model 3

BCU Secondary PGCE teacher training placements are split into two School Experience Modules (SBT);

- **SBT Module 1** takes place in autumn 2 and Spring 2
- **SBT Module 2** starts in Spring 2 and continues through to Summer 1 and Summer 2.

BCU trainee teachers will gradually take on all elements of a teaching role within their nominated subject as they progress. Expectations relating to teaching load increase from School Experience Module 1 to School Experience Module 2. For example, by Christmas trainees are expected to be teaching 5 solo lessons, by Easter 8 solo lessons and by May 14 solo lessons.

Partner schools commit to the full academic year within the PGCE SBT partnership. They will be allocated home school trainees– those who will complete their training in their school during:

- autumn term 2
- spring term 1
- the summer term

Schools within the partnership will agree to host a different trainee within the same subject and allocated to the same Subject Mentor for a contrasting school SBT Placement part way through the academic year (i.e. the start of SBT Module 2- spring term 2).

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



3. Additional SBT expectations:



Second subject:

Undergraduate PE trainees are strongly encouraged to start developing a second subject in Year 2 of their course

PGCE Trainees will observe and contribute to elements of teaching in an identified second subject during their SBT placements. This requirement does not apply to trainees on a Science or Design Technology route, who teach across disciplines within their subject as a core requirement.

SEND experience:

Undergraduate trainees complete a SEND enrichment week as part of their course.

The PGCE SEND placement will consist of a 4 day period of close working with the School Based Training school's SENDCo - we prefer this to be arranged a block of time to allow the trainees to be

immersed in strategic and operational adaptive teaching and learning - but we understand the need for flexibility and will support different models for the 4 days' SEND experience. Professional Mentors will set up the placement and direct the experience to include:

- reviewing identified pupils' needs across the school, and
- learning how teachers and support staff adapt practice to support the learning of individuals.

Primary Day:

Undergraduate trainees complete a primary enrichment week as part of their course.

Where possible, **PGCE Professional Mentors** will support their trainee through signposting feeder school contacts, to enable them to spend the equivalent of one day in a primary school. This will provide opportunities for them to develop their understanding of the expectations, typical curricula and teaching arrangements in the key stage prior to those they are training to teach. Trainees can visit individually or as a pair.

Post 16 Experience:

Undergraduate trainees have the opportunity to gain post 16 experience in their Year 3 enrichment week.

To support **PGCE trainees** we ask that where schools have a post-16 department and offer post-16 qualifications in the trainee's subject area, we would strongly encourage the trainee to gain some experience supporting and teaching post-16 classes. If your school does not have a post-16 department, our tutor team will work with you and your trainee to spend some time in a local provider of post16 provision during the School Based Training Phase 3.

Trainee Assessment:

Trainees will work with a named **Subject Mentor** in their curriculum area and will meet weekly with these expert colleagues to guide their professional understanding and development. Subject Mentors work closely with BCU subject tutors to assess trainees' progress against the **BCU ITE Core Curriculum Themes** and provide opportunities for trainees to explore the BCU subject pedagogy priorities in a practical setting. In the final term of the school year – during School Based Training Phase 3 - trainees will be assessed against the DfE Teachers' Standards to be awarded QTS.

Subject Mentors attend termly Mentor CPD events, led by the BCU Course and Partnership Leads. In addition, mentors will have the opportunity to informally meet BCU subject leads online at regular intervals over the academic year to support their role within the training process; these meetings will ensure they are well informed around subject specific content, and other issues as they arise.

Mentor CPD

Mentors are encouraged to access the [BCU Mentor Handbook](#), which is available on the PGCE Partnerships Webpages. This publication is intended as a generic guide to the principles of effective mentoring as well as a reference to BCU specific requirements.

All Mentor Training will be held online and accessed via [MS Teams Links](#) available on the BCU [Secondary Partnership Webpages](#) from the start of the academic year.

[Core Mentor CPD Events](#) will be at the start of each term for PGCE and at the start of each SBT placement block for Undergraduate. These are designed to support Professional Mentors and Subject Mentors in their practice aligned to the BCU Core ITE Curriculum. Each Core Mentor CPD Event will have 2 alternative dates and times to ensure that as many mentors as possible have the opportunity to attend these as live events.

Within Core Mentor CPD 1 mentors will be introduced to the [BCU Mentor Tracker](#) which will be used to audit their existing skills and experience and guide the Strategic Partnership Lead in designing bespoke future Mentor CPD events.

Mentors are expected to attend all Core Mentor CPD Events, if they are unable to do so the Professional Mentor in the school will share resources from the event with them and confirm that they have been reviewed with the BCU Education Partnerships Team.

[PGCE Subject Mentor Drop-Ins](#) are scheduled over the academic year as a core strategy to develop stronger communities of practice within each subject discipline. These meetings are an online event and will have a mixed format – they will start with a CPD focus, looking at elements of research being used to guide trainees in their BCU Subject Pedagogy sessions, with further opportunities to discuss mentoring practice and raise any questions about the BCU assessment processes. Subject leads will canvas subject mentors on suitable times for these meetings through [Subject Mentor Newsletters](#) and email communication. There will be 4 Subject Mentor Drops in over the year and these are timed to coincide mainly with key events within the BCU PGCE calendar, but are also accessible to UG Subject Mentors..

There is a further fully funded [Level 7 Mentor CPD](#) opportunity offered to partnership schools. Further details of how to enrol for this opportunity will be shared at Mentor CPD 1 and available on our website [here](#)..

Partnership mentors also have the opportunity to learn from and contribute to the [BCU Education Journal Magazine](#); this in- house publication is created by partners and thereby celebrates the breadth of research-informed practice that sustains and stimulates our full range of regional Education Partnerships.



Example BA / BSC (Hons) with QTS School Based Training Placement Timetable

Week	Mon	Tues	Weds	Thurs	Fri
13-Sep-21	Year 3 enrichment	Year 3 enrichment	Year 3 enrichment	Year 3 enrichment	Year 3 enrichment
20-Sep-21					
27-Sep-21					
04-Oct-21					
11-Oct-21	Mentor CPD Y/ P 1			Mentor CPD – Y/P 1	
18-Oct-21	Year 1 SBT				
25-Oct-21	Half-term / Reading Week				
01-Nov-21	Year 1 SBT				
08-Nov-21	Year 1 SBT				
15-Nov-21	Year 1 SBT				
22-Nov-21	Year 1 SBT				
29-Nov-21	Year 1 SBT	Mentor CPD Y/P 3		Mentor CPD Y/P 3	
06-Dec-21	Year 1 SBT				
13-Dec-21	Year 1 SBT				
20-Dec-21	Christmas Break				
27-Dec-21	Christmas Break				
03-Jan-22	Bank Holiday			Year 3 SBT	Year 3 SBT
10-Jan-22	Year 1 SBT			Year 3 SBT	Year 3 SBT
	Yearr2 SEND	Yearr2 SEND	Yearr2 SEND	Yearr2 SEND	Yearr2 SEND
17-Jan-22	Year 1 SBT			Year 3 SBT	Year 3 SBT
24-Jan-22	Year 1 SBT			Year 3 SBT	Year 3 SBT
31-Jan-22	Year 1 SBT			Year 3 SBT	Year 3 SBT
07-Feb-22	Year 1 SBT			Year 3 SBT	Year 3 SBT
14-Feb-22	Year 1 SBT			Year 3 SBT	Year 3 SBT
21-Feb-22	Half-term / Reading Week				
28-Feb-22	Year 1 SBT			Year 3 SBT	Year 3 SBT
07-Mar-22	Year 1 SBT			Year 3 SBT	Year 3 SBT
14-Mar-22	Year 1 SBT			Year 3 SBT	Year 3 SBT
21-Mar-22	Year 1 SBT			Year 3 SBT	Year 3 SBT
28-Mar-22	Year 1 SBT			Year 3 SBT	Year 3 SBT
04-Apr-22	Year 1 SBT	Mentor CPD Y/P 2		Year 3 SBT	Year 3 SBT
				Mentor CPD Y/P 2	
11-Apr-22	Easter Break				
18-Apr-22	Easter Break				
25-Apr-22	Year 1 SBT	Year 1 SBT	Year 1 SBT	Year 1 SBT	Year 1 SBT
				Year 3 SBT	Year 3 SBT
				Mentor Drop In Y/P1	
02-May-22	Year 1 SBT	Year 1 SBT	Year 1 SBT	Year 1 SBT	Year 1 SBT
				Year 3 SBT	Year 3 SBT
09-May-22	Year 2 SBT	Year 2 SBT	Year 2 SBT	Year 2 SBT	Year 2 SBT
				Year 3 SBT	Year 3 SBT
16-May-22	Year 2 SBT	Year 2 SBT	Year 2 SBT	Year 2 SBT	Year 2 SBT
	Mentor Drop In Y/P 3			Year 3 SBT	Year 3 SBT
23-May-22	Year 2 SBT	Year 2 SBT	Year 2 SBT	Year 2 SBT	Year 2 SBT
				Year 3 SBT	Year 3 SBT
30-May-22	Half-term / Reading Week				
06-Jun-22	Year 2 SBT	Year 2 SBT	Year 2 SBT	Year 2 SBT	Year 2 SBT
	Year 3 SBT	Year 3 SBT	Year 3 SBT	Year 3 SBT	Year 3 SBT
	Year 1 KS2	Year 1 KS2	Year 1 KS2	Year 1 KS2	Year 1 KS2
13-Jun-22	Year 2 SBT	Year 2 SBT	Year 2 SBT	Year 2 SBT	Year 2 SBT
	Year 3 SBT	Year 3 SBT	Year 3 SBT	Year 3 SBT	Year 3 SBT
	Mentor Drop in Y/ P 2				
20-Jun-22	Year 2 SBT	Year 2 SBT	Year 2 SBT	Year 2 SBT	Year 2 SBT
	Year 3 SBT	Year 3 SBT	Year 3 SBT	Year 3 SBT	Year 3 SBT
27-Jun-22	Year 2 SBT	Year 2 SBT	Year 2 SBT	Year 2 SBT	Year 2 SBT
	Year 3 SBT	Year 3 SBT	Year 3 SBT	Year 3 SBT	Year 3 SBT
04-Jul-22	Year 2 SBT	Year 2 SBT	Year 2 SBT	Year 2 SBT	Year 2 SBT
	Year 3 SBT	Year 3 SBT	Year 3 SBT	Year 3 SBT	Year 3 SBT
11-Jul-22	Year 3 SBT	Year 3 SBT	Year 3 SBT	Year 3 SBT	Year 3 SBT

Example PGCE School Based Training Placement Timetable

Week	Mon	Tuesday -Friday
30-Aug-21		
06-Sep-21	Initial School Engagement Week	
13-Sep-21	BCU	
20-Sep-21	Intro Review Meeting	BCU
27-Sep-21	BCU	
Mentor CPD 1		
04-Oct-21	BCU	
11-Oct-21	BCU	
18-Oct-21	BCU	SBT Phase 1 Induction
25-Oct-21	Half-term / Reading Week	
01-Nov-21	BCU	SBT Phase 1
SM drop in		
08-Nov-21	BCU	SBT Phase 1
15-Nov-21	BCU	SBT Phase 1
22-Nov-21	BCU	SBT Phase 1
29-Nov-21	BCU	SBT Phase 1
06-Dec-21	Review Mtg 1	SBT Phase 1
13-Dec-21	BCU	SBT Phase 1
SM drop in		
20-Dec-21	Christmas Break	
27-Dec-21	Christmas Break	
03-Jan-22	Bank Holiday	SBT Phase 2 (A)
10-Jan-22	BCU	SBT Phase 2 (A)
17-Jan-22	BCU	SBT Phase 2 (A)
24-Jan-22	BCU	SBT Phase 2 (A)
31-Jan-22	BCU	SBT Phase 2 (A)
Mentor CPD 2		
07-Feb-22	Prog M 1	SBT Phase 2 (A)
14-Feb-22	SBT Phase 2 (B) induction	SBT Phase 2 (A)
21-Feb-22	Half-term / Reading Week	
28-Feb-22	BCU	SBT Phase 2 (B)
07-Mar-22	BCU	SBT Phase 2 (B)
SM drop in		
14-Mar-22	BCU	SBT Phase 2 (B)
21-Mar-22	BCU	SBT Phase 2 (B)
28-Mar-22	BCU	SBT Phase 2 (B)
04-Apr-22	Review Mtg 2	SBT Phase 2 (B)
11-Apr-22	Easter Break	
18-Apr-22	Easter Break	
25-Apr-22	BCU	SBT Phase 3
02-May-22	BCU	SBT Phase 3
Mentor CPD 3		
09-May-22	BCU	SBT Phase 3
16-May-22	BCU	SBT Phase 3
23-May-22	Prog M 2	SBT Phase 3
30-May-22	Half-term / Reading Week	
06-Jun-22	SBT Phase 3	
13-Jun-22	SBT Phase 3	
SM drop in		
20-Jun-22	SBT Phase 3	
27-Jun-22	SBT Phase 3	
04-Jul-22	Prog M 3 (QTS)	BCU / Enrichment Week

These notes provide a brief overview of SBT placements to assist mentors in delivering BCU teacher training in 2021/22.

School Based Training Phase 1

19 Oct – 22 Oct: Trainees attend induction in the Home School. The PM will ensure they get a clear introduction to:

- The Home School's operational requirements for staff and students
- Key policies for teachers and access to pupil data
- A programme of structured observations of expert colleagues in the trainees' subjects
- An initial phase 1 timetable for teaching
- Opportunities for trainees to meet and start subject preparation tasks with their SM

21 Nov- 17 Dec: Trainees start to work within their subject departments with their SM.

Expectations for trainees are that they:

- Plan teaching episodes aligned to Dept. schemes
- Spend 7 hours supporting in lessons with expert colleagues
- Build up to 5 hours solo teaching of classes across KS3/4
- Complete directed tasks in the PGCE Progress Journal to gather of evidence of their professional development as outlined in the BCU ITE curriculum

SMs will have opportunities to work with BCU subject leads and conduct regular formative reviews of progress with trainees using the BCU ITE curriculum. PMs will ensure that SMs submit End of Phase Progress reports to BCU

School Based Training Phase 2

4 Jan – 18 Feb: Trainees progress to

- Planning and adapting teaching to the specific needs of pupils
- 7 hours solo teaching across KS3/4/ 5 (if available/ appropriate)
- 7 hours active classroom support in main and second subject
- Directed tasks in the PGCE Progress Journal to gather of evidence of their achievement as outlined in the BCU ITE curriculum

SMs will have opportunities to work with BCU subject leads and PMs will ensure that SMs submit end of Phase Progress reports to BCU.

After the February half term trainees resume their teaching experience with a 6 week placement in a different school within the BCU Partnership (SBT 2B)

14 Feb: Induction day at Second school. The PM will ensure they get a clear introduction to:

- The second school's operational requirements for staff and students
- Key policies for teachers and access to pupil data
- A programme of structured observations of expert colleagues in the trainees' subjects
- An timetable for teaching
- Opportunities for trainees to meet and start subject preparation tasks with their SM

1 Mar- 8 April: Trainees start teaching their Second School and start to work within their subject departments with their SM. Expectations for trainees are that they:

- Plan teaching episodes aligned to Dept. schemes and specific needs for pupils
- Within 2 weeks build up to 8 hours solo teaching across KS3/4
- Spend up to 4 hours undertaking structured observations of expert colleagues within the Dept.(directed by PM/ SM)

SMs will have opportunities to work with BCU subject leads and conduct regular formative reviews of progress with trainees using the BCU ITE curriculum. PMs will ensure that SMs submit End of Phase Progress reports to BCU.

School Based Training Phase 3

26 Apr- 1 Jul: Trainees return to their Home School and progress to

- Planning and adapting teaching to the specific needs of pupils
- Up to 14 hours solo teaching across KS3/4/ 5 (if available/ appropriate)
- Undertake a range of duties expected of a qualified ECT (form tutor tasks, duties, reporting to and meeting parents etc.)
- Directed tasks in the PGCE Progress Journal to gather of evidence of their achievement as outlined in the BCU ITE curriculum and the ability to meet all aspects of the Teachers' Standards in evidence

SMs will have opportunities to work with BCU subject leads and conduct regular formative reviews of progress with trainees using the BCU ITE curriculum. PMs will ensure that SMs submit End of Phase Progress reports to BCU.

School Based Training: Payments to Schools

For each trainee, schools will be paid as detailed in the table on Page 11 of this document:

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

Relevant documentation will include the following documents:

- Completed and signed **End of Placement Report** for each trainee from Birmingham City University attending the school for a placement.
- Completion of the **online mentor survey** (an online survey link is sent out towards the end of each placement).

Payments Process

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

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

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

Once you are registered as a supplier for BCU, the Education Partnerships Team will issue your PO no. when the listed requirements above are submitted.

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

Upon receipt of the PO no. you then need to send an invoice to the finance team using the email invoice@bcu.ac.uk

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

Timeline of EOI and SBT allocation tasks for Professional Mentors to consider:



DATE	ACTION
February 2022	EOI Request 1 form for Core SBT subjects sent to schools
By 1 st March	EOI Request 1 form for Core SBT subjects returned to BCU
1 st March	EOI Request 2 form for All SBT subjects sent to schools
During March	BCU confirms Core SBT offers with Partner Schools
By 4 th April	EOI Request 2 form for All SBT subjects returned to BCU
May 2022	Allocation of Yr2 and Yr3 undergraduate SBT placements commences
May / June 2022	BCU confirms All SBT offers with Partner Schools
July 2022	Undergraduate Mentor CPD
September 2022	Allocation of Yr1 undergraduate and PGCE SBT placements commences



SCHOOL EXPERIENCE

“Very impressed with the whole structure and organisation of placements. Tutors are all very approachable and helpful, and paperwork is very clear.”

Professional Mentor
Wood Green Academy, Wednesbury

For more information regarding our Secondary Partnership:

Visit our website: www.bcu.ac.uk

Visit our Partnerships handbook:

<http://www.bcu.ac.uk/education-and-social-work/partnerships-and-collaborations>

Contact our Partnership Team:

education.partnerships@bcu.ac.uk

0121 331 7150

Birmingham City University
Faculty of Health, Education and Life Sciences
School of Education & Social Work
City South Campus
Westbourne Road
Edgbaston
Birmingham
B15 3TN

BCU SECONDARY PARTNERSHIPS 2022: Request 1: Core SBT Expression of Interest Submission

School		Age range of school	
Type of school		Ofsted rating	
Headteacher / Principal		School phone number	
Professional Mentor		PM email	
Form completed by		Date	

CORE SCHOOL BASED TRAINING PLACEMENT OFFERS

Subject	Able to offer (select response)		Indicate in columns below the number of trainees you could train in partnership with us (select response where applicable to initial offer)				
	Yes	No	1	2	3	4	5
Computer Science							
English							
Mathematics							
PE (no gender requirement)							
PE (male only)							
PE (female only)							
Science with Biology							
Science with Chemistry							
Science with Physics							

SUBJECT MENTOR INFORMATION: INITIAL INDICATION

Subject Area	Mentor Details		Subject offered at:		
			KS3	KS4	KS5
Computer Science	Name:	Email:			
English	Name:	Email:			
Mathematics	Name:	Email:			
PE	Name:	Email:			
Science with Biology	Name:	Email:			
Science with Chemistry	Name:	Email:			
Science with Physics	Name:	Email:			

Please detach and return this EOI Request 1: CORE SBT form by 1 March 2022

PLEASE RETURN FORM ELECTRONICALLY TO: education.partnerships@bcu.ac.uk