Secondary Partnership Handbook

for

Postgraduate Certificate in Education (PGCE)

and

Undergraduate BA/BSc (Hons) with QTS



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Aims of the Course and Mission Statement



Who we are and the communities we serve

Thank you for engaging with the Birmingham City University ITE Partnership Handbook for our Secondary training routes, which will provide essential information about our Secondary ITE programmes and ways of working in partnership. Our vision aims to transform the prospects of individuals, organisations, and society through excellence in practice-based education, research, and knowledge exchange and our partner schools 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 wellbeing 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 school contexts. The BCU 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 subject specialist teaching supports the progress of pupils that they teach to overcome disadvantage and barriers to learning.

Our teacher training programmes 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

Mentoring is of upmost importance in being central to bringing together complementary forms of knowledge from the BCU 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. High-quality 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 highly value our partnership with you as a foundation and strength of our ITE courses and look forward to continuing to work with you this year.

Essential Information



Key Contacts

Professional Academic Lead for Secondary ITE	Karen McGrath	Karen.Mcgrath@bcu.ac.uk
PGCE Secondary Course Leaders	Kerry Taylor and Jennifer Whitford	PGCESecondarySLT@bcu.ac.uk
BA/BSc (Hons) Secondary with QTS Course Leader	Gemma Taylor	UGSecondarySLT@bcu.ac.uk
Secondary Partnership Lead	Helen Lowther	Helen.Lowther@bcu.ac.uk
Academic Lead for Partnerships	Kelly Davey Nicklin	Kelly.DaveyNicklin@bcu.ac.uk
Secondary Education Partnerships Team	education.placements@bcu.ac.uk	
Education Placement Payments	helsplacementpayments@bcu.ac.uk	

Postgraduate Subject Contacts

Art and Design	Joanna Fursman	Joanna.Fursman@bcu.ac.uk
Computer Science	Christine Swan	Christine.Swan@bcu.ac.uk
Design and Technology	Tracey Goodyere	Tracey.Goodyere@bcu.ac.uk
Drama	Chris Bolton	Christopher.Bolton@bcu.ac.uk
English	Babita Ginda	Babita.Ginda@bcu.ac.uk
Geography	Paul Sanders	Paul.Sanders@bcu.ac.uk
History	Helen Elliot	Helen.Elliot@bcu.ac.uk
Mathematics	Martin Duke	Martin.Duke2@bcu.ac.uk
MFL	Jo Armitage	Jo.Armitage@bcu.ac.uk
Music	Alys Wilding	Alys.Wilding@bcu.ac.uk
Physical Education	Kate Tunstall and Gemma Taylor	Kate.Tunstall@bcu.ac.uk Gemma.Taylor@bcu.ac.uk
Religious Education	Jennifer Whitford	Jennifer.Whitford@bcu.ac.uk
Science	Kerry Taylor	Kerry.Taylor@bcu.ac.uk
Social Science	Stuart Mitchell	Stuart.Mitchell@bcu.ac.uk

Undergraduate Subjects Contacts:

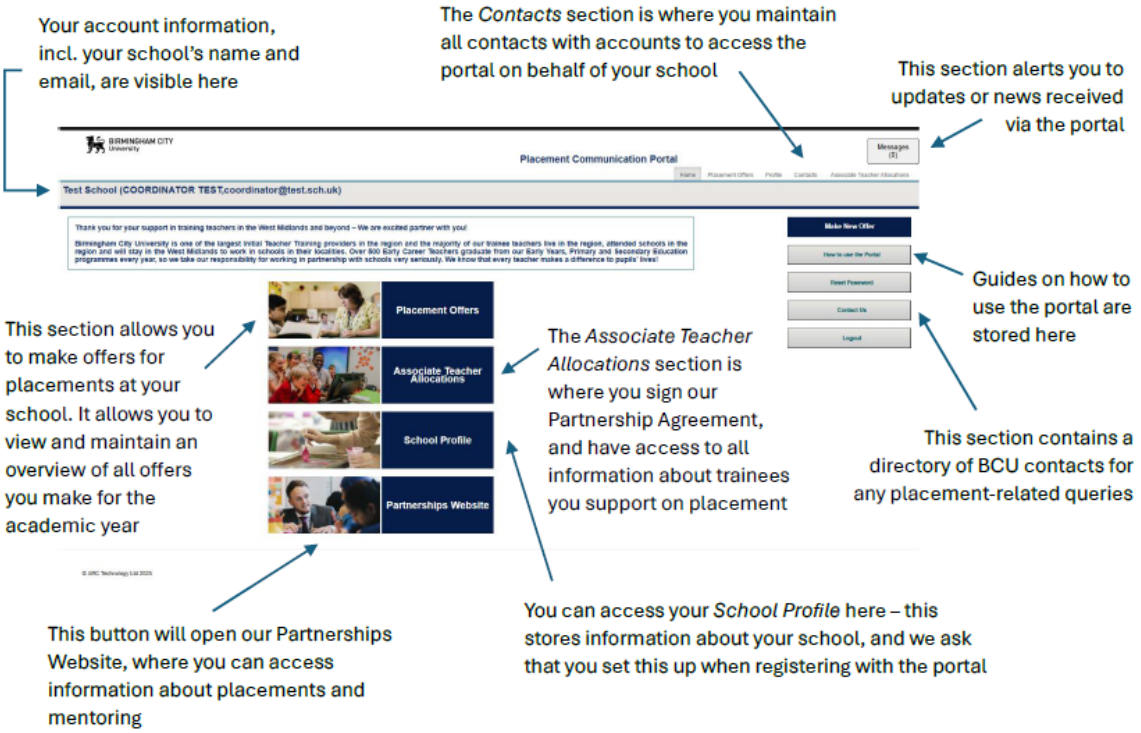
Biology	Philippa Foord	Philippa.Foord@bcu.ac.uk
	Helen Thomas	Helen.Thomas@bcu.ac.uk
PE	Gemma Taylor	Gemma.Taylor@bcu.ac.uk
	Emma Barnes	Emma.Barnes@bcu.ac.uk

Placement 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 (Secondary)

BCU PCP - 3. Trainee Details & Portal Functions

Undergraduate Placement Dates:

Year 1 placements start on Monday 1st December 2025 and finish on Friday 15th May 2026.

Undergraduate placements comprise Mondays or full weeks.

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

Key

- BH — Bank holiday
- Holiday
- School Placement day
- School ITaP Day
- University ITaP day

Year 2 placements start on Tuesday on 5th May 2026 and finish on Friday 3rd July 2026.

The Associate Teachers will be in 5 days a week for 8 weeks.

Week Beg	YEAR 2				
	Mon	Tue	Wed	Thur	Fri
13 Apr				ITAP - BCU	
20 Apr				ITAP - BCU	
27 Apr				ITAP - BCU	
4 May	BH	1	2	3	4
11 May	5	6	7	8	9
18 May	10	11	ITAP SCH	ITAP SCH	ITAP SCH
25 May	May Half-Term				
1 June	12	13	14	15	16
8 June	17	18	19	20	21
15 June	22	23	24	25	26
22 June	27	28	29	30	31
29 June	32	33	34	35	36
6 July	ITAP - BCU				

Key

- BH — Bank holiday
- Holiday
- School Placement day
- School ITaP Day
- University ITaP day

Year 3 placements start on Monday 12th January 2026 and finish on Friday 24th April 2026.

The Associate teachers will be in 5 days a week for 8 weeks.

Week Beg	YEAR 3				
	Mon	Tue	Wed	Thur	Fri
12 Jan	1	2	3	4	5
19 Jan	6	7	8	9	10
26 Jan	11	12	13	14	Uni Day
2 Feb	15	16	17	18	19
9 Feb	20	21	22	23	24
16 Feb	Feb Half-Term				
23 Feb	25	26	27	28	29
2 Mar	30	31	32	33	34
9 Mar	35	36	37	38	39
16 Mar	40	41	42	43	44
23 Mar	45	46	47	48	49
30 Mar / 6 Apr	Easter Break				
13 Apr	50	51	52	53	54
20 Apr	55	56	57	58	59

Key

- BH — Bank holiday
- Holiday
- School Placement day
- School ITaP Day
- University ITaP day

Postgraduate Placement Dates

School 1 - Wednesday 1st October 2025 until Friday 13th February 2026

School 2 – Tuesday 3rd March 2026 until Friday 3rd July 2026

Week	Mon	Tue	Wed	Thur	Fri
1 Sept				Tutorials	Induction 1
8 Sept	Induction 2	BCU	BCU	BCU	BCU
15 Sept	BCU	BCU	BCU	BCU	BCU
22 Sept	BCU	BCU	BCU	BCU	BCU
29 Sept	BCU	BCU	SBT A	SBT A	SBT A
6 Oct	ITAP - BCU	ITAP - BCU	ITAP - SCH	ITAP - SCH	ITAP - BCU
13 Oct	BCU	SBT A	SBT A	SBT A	SBT A
20 Oct	BCU	SBT A	SBT A	SBT A	SBT A
27 Oct	Reading/Study Week (School Half-Term)				
3 Nov	BCU	SBT A	SBT A	SBT A	SBT A
10 Nov	BCU	SBT A	SBT A	SBT A	SBT A
17 Nov	BCU	SBT A	SBT A	SBT A	SBT A
24 Nov	BCU	SBT A	SBT A	SBT A	SBT A
1 Dec	BCU	SBT A	SBT A	SBT A	SBT A
8 Dec	BCU	SBT A	SBT A	SBT A	SBT A
15 Dec	BCU	SBT A	SBT A	SBT A	SBT A
22 Dec	Christmas Break				
29 Dec					
5 Jan	ITAP - BCU	ITAP - BCU	ITAP - SCH	ITAP - SCH	ITAP - BCU
12 Jan	BCU	SBT A	SBT A	SBT A	SBT A
19 Jan	BCU	SBT A	SBT A	SBT A	SBT A
26 Jan	BCU	SBT A	SBT A	SBT A	SBT A
2 Feb	BCU	SBT A	SBT A	SBT A	SBT A
9 Feb	ITAP - BCU	ITAP - BCU	ITAP - SCH	ITAP - SCH	ITAP - BCU
16 Feb	Reading/Study Week (School Half-Term)				
23 Feb	BCU	BCU	BCU	BCU	BCU
2 Mar	BCU	SBT B	SBT B	SBT B	SBT B
9 Mar	BCU	SBT B	SBT B	SBT B	SBT B
16 Mar	BCU	SBT B	SBT B	SBT B	SBT B
23 Mar	ITAP - BCU	ITAP - BCU	ITAP - SCH	ITAP - SCH	ITAP - BCU
30 Mar	Easter Break				
6 Apr					
13 Apr	SBT B	SBT B	SBT B	SBT B	SBT B
20 Apr	SBT B	SBT B	SBT B	SBT B	SBT B
27 Apr	SBT B	SBT B	SBT B	SBT B	SBT B
4 May	BH	SBT B	SBT B	SBT B	SBT B
11 May	SBT B	SBT B	SBT B	SBT B	SBT B
18 May	SBT B	SBT B	SBT B	SBT B	SBT B
25 May	Reading/Study Week (School Half-Term)				
1 June	SBT B	SBT B	SBT B	SBT B	SBT B
8 June	SBT B	SBT B	SBT B	SBT B	SBT B
15 June	SBT B	SBT B	SBT B	SBT B	SBT B
23 Jun	SBT B	SBT B	SBT B	SBT B	SBT B
30 Jun	SBT B	SBT B	SBT B	SBT B	SBT B
6 July	BCU	BCU	BCU	BCU	BCU

Key

- School ITaP Day
- University ITaP day
- Holiday
- BH — Bank holiday
- Placement day
- University day

Summary guides

The guides to placements, summaries the key information required for setting up a placement.

Guide to Year 1 PE Placement 2526

Guide to Year 2 PE Placement 2526

Guide to Year 3 Placements 2526

Guide to PGCE School A Placements 2526

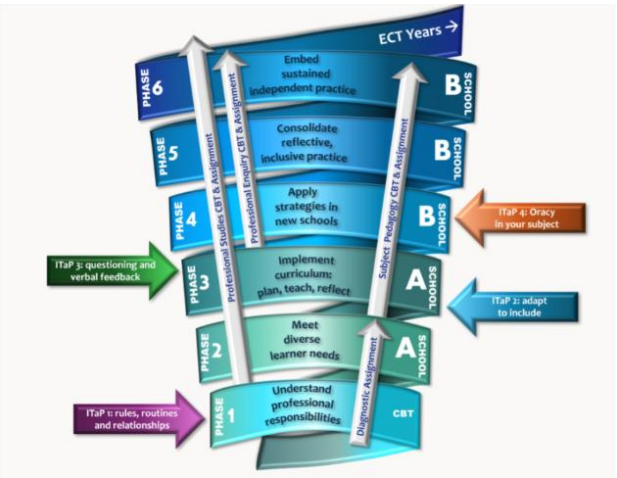
Guide to PGCE School B Placements 2526

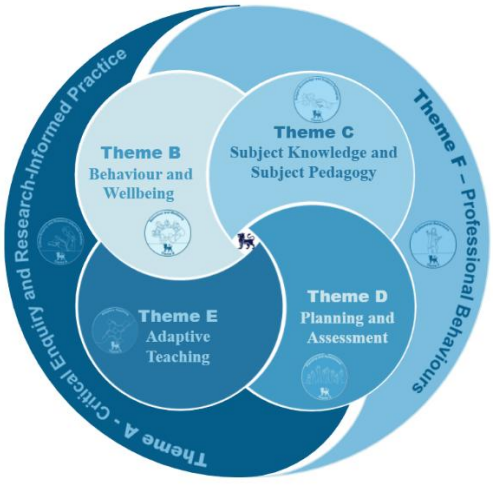
The guide to setting up a placement, summaries the key information when setting up a placement.

Guide to Setting up a Placement 2526

Information about the BCU ITE Curriculum and Curriculum Maps

All Associate Teachers will engage with a carefully designed and sequenced curriculum which includes subject-specific knowledge and pedagogy. The BCU curriculum for each subject is represented through a curriculum map and this will be stored in each Associate Teacher's OneDrive. The curriculum map refers to the sessions which will be taught at the University highlighting by identifying 'learn that…' and 'learn how to'… statements relevant to each taught session. Associate Teachers will share their OneDrive link with their Subject and Professional Mentors so that both have access to the curriculum map for each Associate Teacher working at the school. The curriculum map should be a feature of mentor meeting discussions, and supported by the Professional Mentor where appropriate, links should be identified between the Centre-Based curriculum and opportunities to apply this within School-Based Training.





Mentor Training and Model

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

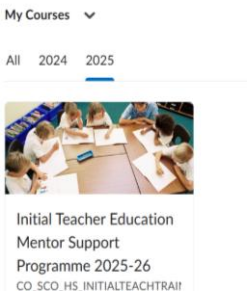
Step 3: You will receive a link to join BS, so when you receive that you need to put in:

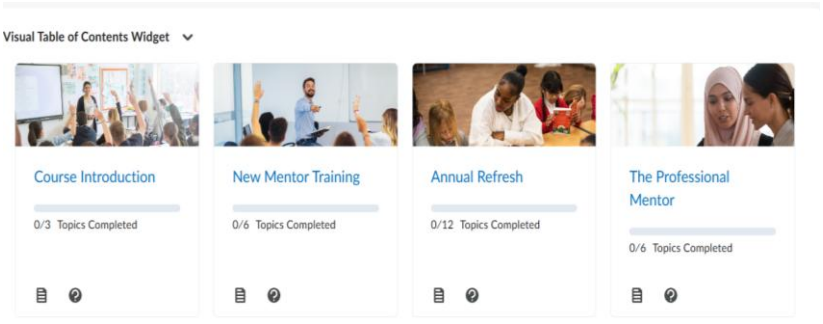
Username is: First name dot surname as in karen.mcgrath and **choose a password.**

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 go to 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 instition that is part of the West Midland ITE group.





BCU ITE Mentor 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.

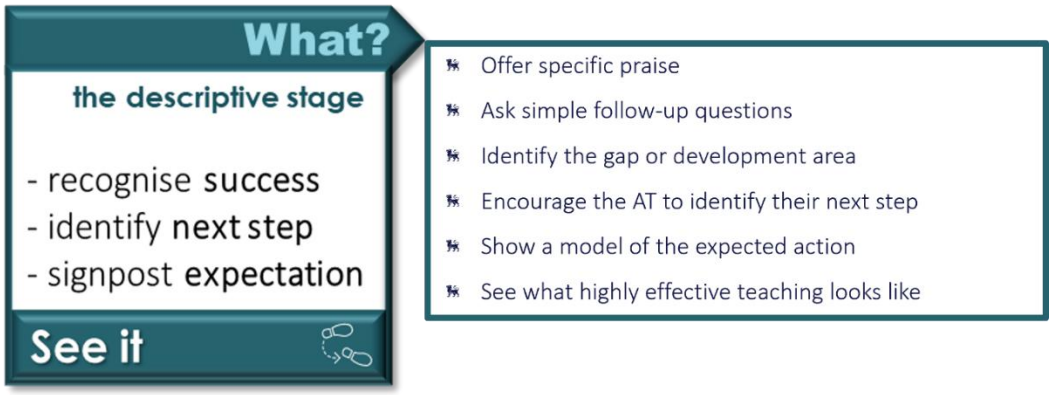
Added to the 'What, So What and Now What' structure, we have incorporated Bambrick-Santoyo's Coaching Model (2018) to support more detailed approaches to investigating the development of practice.

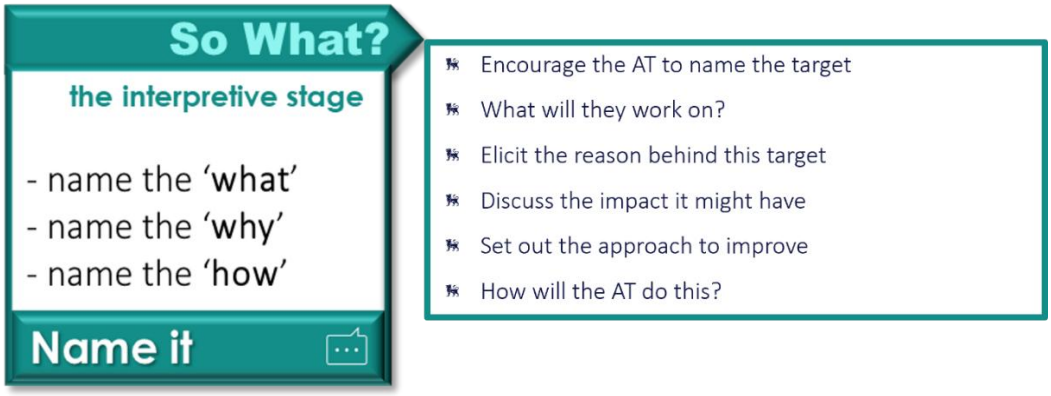
This offers step by step guidance to support both mentor and mentee in moving through the intricate stages of identifying areas for development, discussing potential strategies for improvement and supporting effective practice that will result in positive outcomes for all.

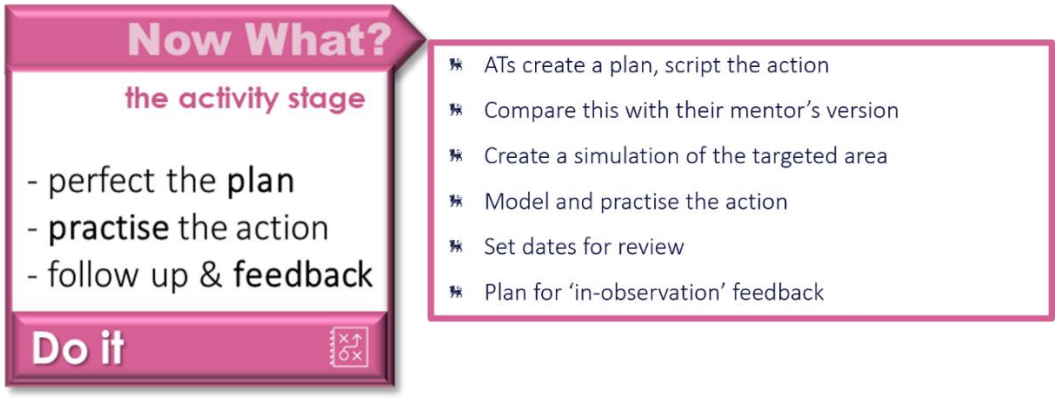
We recognise however that many existing reflective, mentoring or coaching models do not offer or explain an essential element of the process required to support a developing teacher through the requirements of an ITE course. Mentor models rarely make a connection to the Initial Teacher Education requirements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

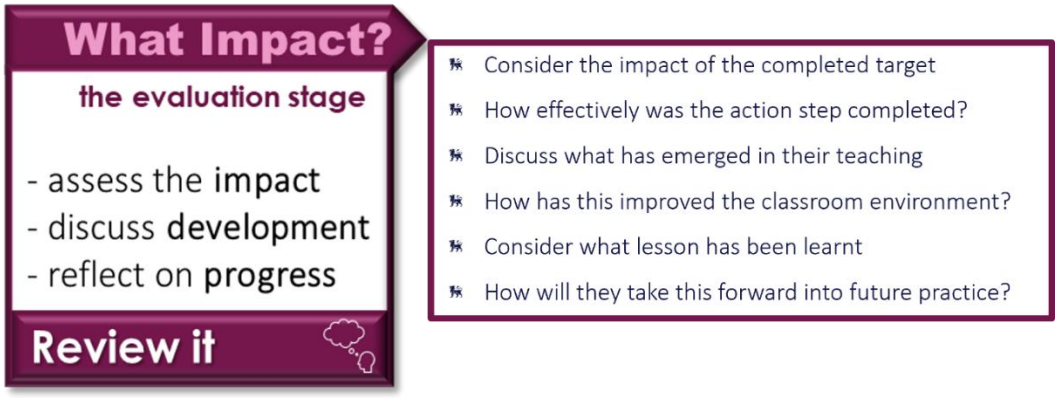
To ensure that our mentors and mentees are supported at this stage of the development process, we have extended each model to represent the need for recording progress and offering opportunity to recognise the impact that our actions have made on the range of areas that such a course is based upon.

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 course.


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?

BCU Unit 6 Mentor Training Dates

Undergraduate

Year 1 – Please only attend 1 session

Option 1	Tuesday 11th November	4 - 5pm	**Click here to join Option 1**
Option 2	Thursday 20th November	4 - 5pm	**Click here to join Option 2**

Year 2 – please only attend 1 session

Option 1	Tuesday 14th April	4 - 5pm	**Click here to join Option 1**
Option 2	Thursday 23rd April	4 - 5pm	**Click here to join Option 2**

Year 3 – please only attend 1 session

Option 1	Tuesday 16th December	4 - 5 pm	**Click here to join Option 1**
Option 2	Thursday 8th January	4 - 5 pm	**Click here to join Option 2**

PGCE

School 1 Placement - please only attend 1 option

Option 1	Thursday 18th September	3.30 - 5.30pm	Join Option 1 here
Option 2	Tuesday 23rd September	4.30 - 6.30pm	Join Option 2 here

School 2 Placement 2 - please only attend 1 option

Option 1	Thursday 29th January	3.30 - 5.30pm	Join Option 1 here
Option 2	Tuesday 3rd February	4.30 - 6.30pm	Join Option 2 here

Safeguarding



DBS and Safeguarding Letter

All staff and Associate Teachers are subject to clearance checks via the Disclosure and Barring Service and these checks are verified to our school partners via a safeguarding letter.

As an Accredited ITE provider, Birmingham City University operates robust selection procedures that are designed to assess applicants' suitability to train to teach as detailed in the ITT Criteria and Supporting Advice. All interviewers complete Safer Recruitment training to fully meet the guidance set out in Part 3 of Keeping Children Safe in Education 2024 (DfE, 2024).

We ensure that all applicant selection processes give due regard to the relevant aspects of Part 3 of Keeping Children Safe in Education. We conduct appropriate DBS checks as necessary and all Associate Teachers must apply, via the university, for an enhanced DBS check with barred list. This is the most in-depth criminal record check that can be carried out. Once cleared, Associate Teachers are issued with a safeguarding letter that they take to the placement school, which confirms that safeguarding checks have been carried out.

Disclosure and Barring Service

In 2012, the Criminal Records Bureau and the Independent Safeguarding Authority merged and became what is now known as the Disclosure and Barring Service (DBS). Our external Provider,

'Know Your People', will provide the University of confirmation that the Associate Teacher's DBS checks have been completed.

If any concerns are raised via the relevant DBS checks, a DBS panel will be held via BCU's Student Governance department. The DBS panel will determine whether the Associate Teacher can

continue to be enrolled onto the course and whether the Associate Teacher can engage with a placement.

If an Associate Teacher has lived outside of the UK for six months or more in the past five years, we will need to see a criminal record check from the country that they were living in. The Associate Teacher applies for an overseas criminal records check through 'Know Your People'.

Occupational Health Medical Form

Birmingham City University requires an Occupational Health Form to be completed prior to enrolment. The occupational health checks are completed by our provider, OH Works, who will review and work with Birmingham City University to inform them directly if the Associate Teacher has passed the Occupational Health assessment. To be successful, Associate Teachers must be both, 'cleared for placement' and 'cleared for enrolment'. OH Works communicate this directly to Birmingham City University.

Prohibition Check

Associate Teachers are required to have a prohibition check against the Department for Education Government portal. This is completed internally by Birmingham University staff and will be completed up to 4 weeks prior to their enrolment to ensure they are not prohibited from working with children. This check will look at prohibitions, sanctions and restrictions that might prevent an applicant from taking part in certain activities or working in specific positions.

The prohibition list will identify the following:

- Teachers who have failed induction or probation
- General Teaching Council for England (GTCE) sanctions
- Teachers and others prohibited from the profession

If an Associate Teacher is found to be on the database, the Head of College and Student Governance will invite them in for a panel interview to discuss the disclosure.

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

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.

Partnership Roles and Responsibilities



Subject Placement Mentors and Professional Mentors

Subject Placement Mentors

Each of our Associate Teachers will continue to be supported by an assigned mentor employed by the placement school. Under the new reforms these mentors are the mentors who can access the General Mentor Training Grant and will be called Subject Placement Mentors in the BCU partnership agreement. All Subject Placement Mentors will be school-based staff who work with the Associate Teacher, being responsible for their day-to-day development and learning whilst on placement, and therefore are the colleagues who will be expected to complete the required mentor training. The Subject Placement Mentor will ensure that each Associate Teacher receives at least 1.5 hours of mentoring each week, including the 1-hour weekly mentor meeting and other support e.g. checking lesson plans or informal meetings as required. Although 1.5 hours of mentoring has been stated as the minimum in the ITE reforms we are confident mentors are already providing this for BCU Associate Teachers.

Professional Mentors

Each school placement will have a named Professional Mentor employed by the placement school who will have accountability for the selection and quality of mentoring within their school, supporting their Subject Placement Mentors with the time and resources to dispense their role with effect. As part of our moderation processes, each Associate Teacher will require a joint observation during the placement for internal moderation purposes. The Professional Mentor will support the welfare and wellbeing of the Associate Teacher whilst in the placement school. The

Professional Mentor will not be able to access the DfE mentor training funding unless they are also a named Subject Placement Mentor for at least one Associate Teacher. The requirements for Professional Mentor CPD will exist as it does currently as one pre-placement briefing. Professional Mentors will have access to the mentor training units that are completed by their colleague Subject Placement Mentors for information and their own CPD as required and Placement Link Tutors from BCU will be assigned to new Professional Mentors for further support.

Changes to Professional Mentor Details

When a professional mentor changes role, please could you email the new Professional Mentor or Contact details to Education.Placements@bcu.ac.uk and the Secondary Partnership Lead Helen Lowther on helen.lowther@bcu.ac.uk this will help support communication between the university and the school.

Attendance and timesheets

Associate Teachers report any absences through the BCU **MySRS** portal**:** Birmingham City University - Log in to the portal, welcome (bcu.ac.uk)

If the Associate Teacher is reporting an absence from university, they should select '**teaching**' under the absence notification section. If an Associate Teacher is reporting an absence from placement, they should select '**placement**' under the absence notification section.

Any absences from placement should be communicated to the Professional Mentor and Subject Placement Mentor and absence policies applicable to the school should also be followed.

Associate Teachers will need to extend their time in school in the summer term if they have had absences that exceed 10 working days. If an Associate Teacher's absence becomes a concern at any time, the BCU Lead Mentor linked to the Associate Teacher should be contacted and the RIT (Rapid Improvement Targets) process can be put in place if necessary.

Associate Teacher are also require to keep their attendance up to date or Timesheet Management System. Further details of how to record attendance on the Timesheet Management System can be found here : Placement On the Web (POW) Portal Guide for Associate Teachers 25-26 (with TMS)

We ask the subject placement mentors confirm the timesheets through an automatically generated email. The Associate Teacher will selection a member of staff to sign these off. The subject placement mentor required to be on the contact list for your school. Further details of how to set subject placement mentor up on contact list can be found here: BCU PCP - 1. Registration & Portal Set-up

Associate Teacher Code of Conduct

The requirements and expectations of those who are training to teach are set out in the separate Student Learning Agreement and Associate Teacher Code of Conduct which can be found in the Introductory Review Meeting section of Moodle. This additional agreement is in line with the requirements of all teachers set out by the Department for Education. All Associate Teachers will be asked to sign a copy of the Student Learning Agreement and Associate Teacher Code of Conduct document so that they know and understand what is expected of them. The Code of Conduct can be found in Appendix 1.

As well as engaging with the BCU Student Learning Agreement and Associate Teacher Code of Conduct, Associate Teachers need to always be mindful of their professional behaviour both during their time in school and in university-based sessions.

The Associate Teacher must make sure they are:

- professional at ALL times.
- a good role model.
- making pupils your key concern.
- promoting the education of pupils.
- open and honest, and act with integrity.
- always showing respect for others.

Concerns about Associate Teachers progress whether that is related to professional conduct or performance (regarding assessment against the BCU ITE Core Curriculum) will be addressed through the Rapid Improvement Targets system (a period with additional support and the opportunity to improve). If progress has not been shown after this process has been put in place, this could result in a failed placement. In exceptional circumstances the Associate Teacher could be withdrawn from the PGCE. The achievement of QTS is not guaranteed – QTS is achieved if the Associate Teacher demonstrates the required standard regarding the Teachers' Standards (through the BCU ITE Core Curriculum) and if they meet the requirements to pass all three assignment modules.

Fitness to Practice

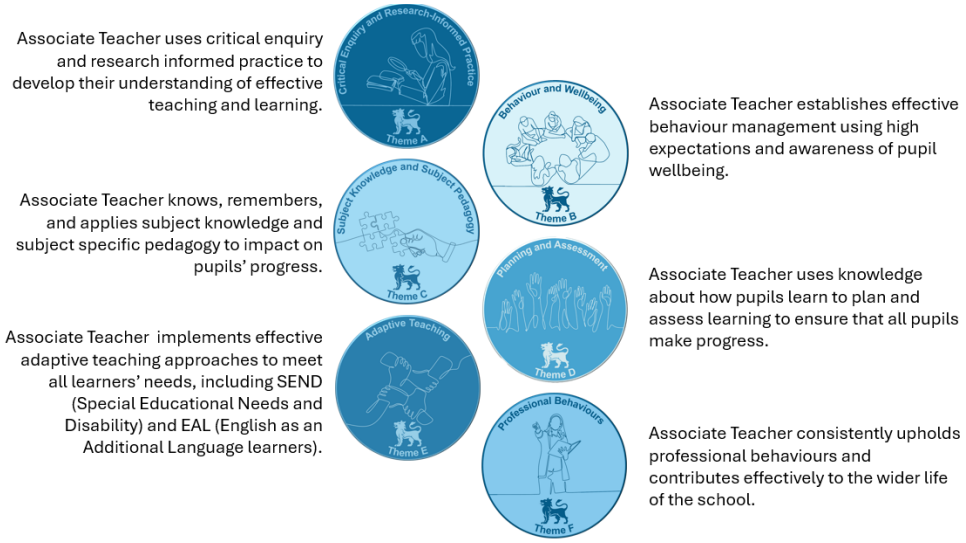
Some of the University's courses prepare students for entry into professions where they must meet certain behavioural and/or health requirements if they are to practise the profession. As Secondary Education falls into this category, Associate Teachers are aware of the University's Fitness to Practise procedures, available on iCity at https://icity.bcu.ac.uk/Student-Affairs/Appeals-andResolutions/Fitness-to-Practise or via the Student Contract section of BCU website. We have a RIT processes, which would be the first intervention to support the Associate Teacher. In cases where there may have been a significant incident demonstrating to lack professionalism an Associate Teacher may be taken directly to Fitness to Practice.

The Course Content



BCU ITE Curriculum Themes

The BCU ITE curriculum is outlined by the six themes below. These are interwoven into every part of our course and are referred to within the curriculum maps and all school placement documentation. Our curriculum design ensures that all Associate Teachers engage with all aspects of the Initial Teacher Training and Early Career Framework and beyond.



Intensive Training and Practice weeks (ITaPs)

Through the academic year 25/26 our postgraduate and undergraduate curricula will be enriched with four areas of Intensive Training and Practice (ITaP). Each of these areas of focus are supported by key questions to encourage our Associate Teachers (ATs) to develop an enquiring and critical approach to these foundational professional issues, first a broad consideration of the issue and then more specifically the relevance within their own subject. The structure of each ITaP is informed by Grossman's (2018) five-stage model: introduce, analyse, prepare, enact, and assess; for our PGCE ATs this will be a week within their curriculum whilst our Undergraduate ATs will benefit from a strategically sequenced series of days across several weeks. Each ITaP will be divided between time at the university in workshops and seminars and then time observing and enacting in a school setting, whilst these school settings may often be the ATs placement school this time is in addition to placement blocks and AT focus will be on the topic of the ITaP. Before each of these ITaP experiences additional information will be communicated to schools and mentors to make sure that everyone is confident with the expectations.

Assignments

Assessment

Our secondary ITE provision combines university-based modules delivered and assessed as part of centre-based training, and school-based training with time spent on placement. Modules within centre-based training focus on Professional Studies, Professional Enquiry, and Subject Studies, and within our Undergraduate programme this is supplemented by work within their subject departments. Modules delivered within the School of Education are taught through whole-cohort lectures, subject/mixed-group sessions and workshops and are assessed through formal submissions (in mixed formats of written work and presentations). These draw not only on what they have been taught through centre-based training and what they have read or research independently but also require them to professionally and critically evaluate their own experience and activity on placement. Throughout their course our Associate Teachers (ATs) are supported by a Lead Mentor who will meet with them for timetabled review meetings as well as being available as a first port-of-call for both them and their mentors.

Whilst on their placements our Associate Teachers are systematically assessed against the six BCU themes to ensure that they are supported towards confidence and competence at the standard of QTS, with opportunities for enrichment and challenge to ensure they and their mentors are ready to reflect positively on their progress against the Teachers' Standards by the end of the course.

Indicative modules: PGCE

- Professional Studies
- Professional Enquiry
- Subject Pedagogy
- School 1 Experience
- School 2 Experience

Indicative modules: BA (Hons) Secondary Science (Biology) with QTS

Year 3

- The Professional Teacher
- Professional Enquiry Project (40 credits)
- Subject and Curriculum Leadership
- Molecular basis of disease
- Neuroscience

Indicative modules: BA (Hons) Secondary Physical Education with QTS

Year 1

- The Emerging Teacher
- Introduction to Secondary PE
- The Physically Educated Child
- Applied Anatomy
- Children's development: physical, emotional, health and well-being.
- Sport and Exercise: Biomechanics

Year 2

- The Inclusive Teacher
- Subject Studies
- Applied Pedagogy in PE
- Sport, Physical activity and Health in practice
- Applied Pedagogy in Sports Coaching and Physical Education
- Contemporary issues in Sports Coaching and Physical Education

Year 3

- The Professional Teacher
- Professional Enquiry Project (40 credits)
- Subject and Curriculum Leadership
- Subject Knowledge Enhancement Portfolio (Bio)
- Alternative and Outdoor Activities

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.

Further information on the next page explains the assessment process whilst on placement.

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).

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 tracker. This will be reviewed throughout the course to ensure the Associate Teachers have clear action plans on the next steps for their subject knowledge development. The subject knowledge tracker covers all elements of their secondary subject 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.

The PADs (Phase Assessment Documents)

The Phase Assessment Documents (PADs) are the placement documentation linked to each phase of the Associate Teacher's training and the PAD includes most of the documentation required for documenting progress during a placement. PADs will be shared through the Associate Teacher's OneDrive. The contents of the PAD will usually include:

- The Associate Teachers' placement register
- Reflection and Progress Meeting Record (to be completed regularly during placement to ensure targets are monitored)
- ITaP Critical Incident Analysis (as relevant to the phase)
- Learning Event / Critical Incident in preparation for tutorial with Lead Mentor
- Mid/End Point Review (as relevant to the phase)
- BCU Lead Mentor Visit Record (as relevant to the phase)

School Based Training Documents



Overview of Placement Documentation

Document	Responsibility	Use	Availability	Storage
PAD (Phase Assessment Document)	AT and Subject Mentor	1 PAD per phase. Use weekly in mentor meetings to document progress, record attendance. Mid/end point review completed by the mentor at the end of each PAD.	OneDrive	AT's OneDrive
Assessment Tracker	AT & Subject Mentor	Updated weekly to evidence progress against the BCU Curriculum Themes and used to inform weekly mentor meeting discussions and use to inform targets on **LOR**s.	OneDrive	AT's OneDrive
LOR (Learning Observation Record)	Subject Mentor	One to be completed per week to document formal lesson observation feedback. Use the **Assessment Tracker** to inform the targets.	OneDrive and Partnership Website	AT's OneDrive
Lesson Evaluation (final page of Lesson Plan)	AT	Two to be completed per week by the AT to formally reflect upon two of their lessons. To be used to inform discussions in the weekly mentor meeting and progress documented in the **PAD**.	Final page of lesson planning document	AT's OneDrive
Curriculum Map	AT, Subject Mentor and Professional Mentor	AT and Subject Mentor use the curriculum map to inform their weekly mentor meeting discussions. Professional Mentor uses the curriculum map to help inform internal CPD for ATs within the school.	OneDrive	AT's OneDrive
Subject Knowledge Tracker	AT & Subject Mentor	Used to document progress regarding Subject Knowledge throughout the course.	One Drive	AT's OneDrive
Internal moderation form	Professional Mentor	Completed once during each placement to evidence joint observation with Subject Mentor.	Partnership website	Sent to AT's BCU Lead Mentor

Lesson Planning, Evaluation and Observing Documentation

Below are links to documentation the BCU learning Observation Record (LOR), BCU Formal Observed lesson Plan and the unit of work template:

BCU Learning Observation Record (LOR)

BCU Formal Observed Lesson Plan

Unit of Work template

Assessment Trackers

Assessment Tracker are used to identify the current achievements of the Associate Teacher in relation to each of the BCU Curriculum Themes. 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). Here are links to the Assessment Trackers

Art and Design

Computer Science

Design and Technology

Drama

English

Geography

Health and Social Care

History

Mathematics

MFL

Music

Physical Education

Religious Education

Science

Social Science

Midpoint and End of Placement Reviews

Both Midpoint and End of Placement Reviews use the Assessment Tracker to identify the current achievements of the Associate Teacher in relation to each of the BCU Curriculum Themes.

Midpoint reviews provide a formative assessment of the progress of the ATs part-way through a placement - this will help all stakeholders to understand the progress of the AT so far and to identify any further actions, intervention or support which need to be put in place to enable successful passing of the placement prior to the End of Placement Review. The End of Placement review, again, assesses the AT against each of the BCU Curriculum Themes via the Assessment Tracker to ensure that the required standard has been met to pass the placement. The expected progress relevant to each placement will vary due to differences in time scale across the Undergraduate and Postgraduate routes however the expected end point is the same for all students achieving QTS – they must evidence that all themes have assessed as 'Working At' at a minimum.

The deadlines for these midpoint and end of placement reviews are below.

Course	Placement	Mid-point Submission Date	End of Placement Submission Date
BA (Undergraduate)	Year 1	16th January 2026	8th May 2026
	Year 2	16th June 2026	3rd July 2026
	Year 3	13th February 2026	24th April 2025
PGCE	School 1	19th December 2025	13th February 2026
	School 2	22nd May 2026	3rd July 2026

As with all modules on a University course the progress of our Associate Teachers through their school placements is moderated. This means that once our school mentors have assessed the progress of the Associate Teacher they are working with these judgements are reviewed by their BCU Lead mentor in the context of their wider experience of the individual Associate Teacher and their cohort. In the unlikely event that changes to judgements need to be made this will be communicated and discussed with the school mentors. It is however unlikely that school and BCU Lead Mentor's judgements will differ due to the frequent and robust nature of formative assessment used strategically across placements in the Secondary Teacher Training courses. If there are any questions or concerns about progress or moderation then mentors are always free to contact course leads through PGCESLTSecondary@bcu.ac.uk or UGSecondarySLT@bcu.ac.uk. As the accredited ITT provider BCU remains accountable for all assessment judgements and recommendations (DfE, 2025).

Internal Moderation Documents

Below are links to the Internal Moderation Documents which are used by the Professional Mentors in school.

International moderation in school is part of our overall quality assurance practice in ensuring that our Associate Teachers are receiving consistent and high-quality feedback and support.

Internal Mentor Moderation Form

Internal Mentor Moderation Form (no drop-down version)

Rapid Improvement Targets Process

Aims of the Rapid Improvement Targets Process

The **Rapid Improvement Targets Process** is initiated after a discussion between a mentor/tutor and the Associate Teacher. The RIT process will ensure that all Associate Teachers are supported and offered intervention where necessary to make satisfactory progress in line with the BCU ITE Assessment Tracker.

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
- …be initiated if an Associate Teacher fails to demonstrate high standards of personal or professional conduct (see page 4 for examples)
- …relate to specific aspects of the Associate Teacher's teaching practice and preparation and be characterised by a lack of expected pupil progress (see page 4 for examples)
- …identify gaps in performance aligned against the BCU ITE Assessment Tracker and/ or the Initial Teacher Training and Early Career Framework (DfE, 2024)
- …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
- …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
- …be initiated if an Associate Teacher needs support with well-being or workload management.

Rapid Improvement Targets can only be initiated by a BCU Tutor or Lead Mentor. Subject Mentors, Class Teachers and Professional Mentors can and should raise concerns aligned to the process with the Link Tutor or BCU Lead Mentor and will share specific areas of weakness ahead of any formal meeting.

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:

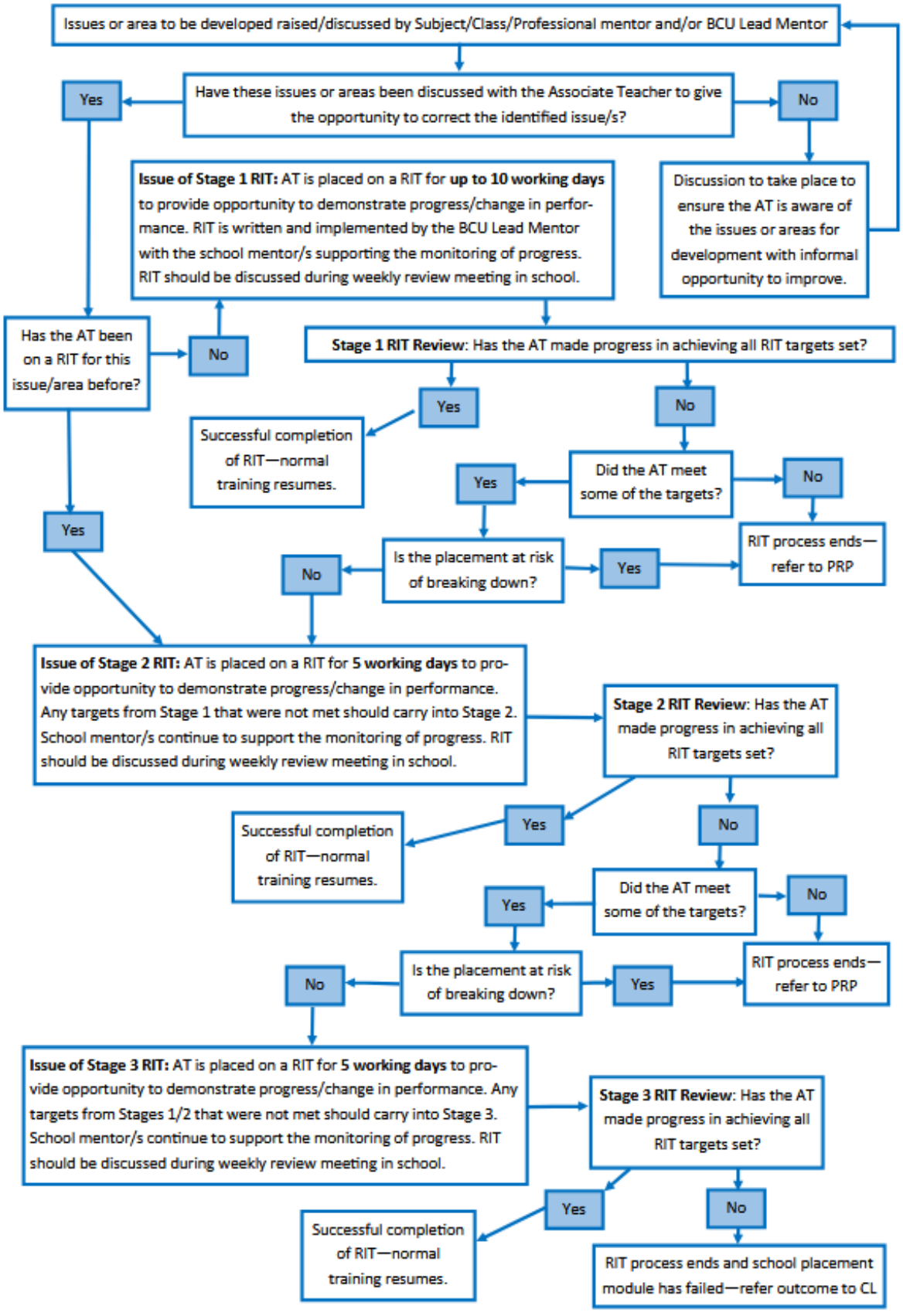
- the Associate Teacher must attend
- the Subject Mentor / Class Teacher and/or Professional Mentor will attend
- the process will be overseen by, and targets monitored by the BCU Tutor or Lead Mentor responsible for quality assuring the Associate Teacher's progress

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 BCU Tutor or Lead Mentor will be required to complete the RIT review and the Placement Review Process.

Rapid Improvement Target Process

The Rapid Improvement Target Process (RIT) has been simplified into a flow chart and can be found 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?
No
Yes
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?
No
Yes
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

Examples:

Rapid Improvement Targets will be issued when:

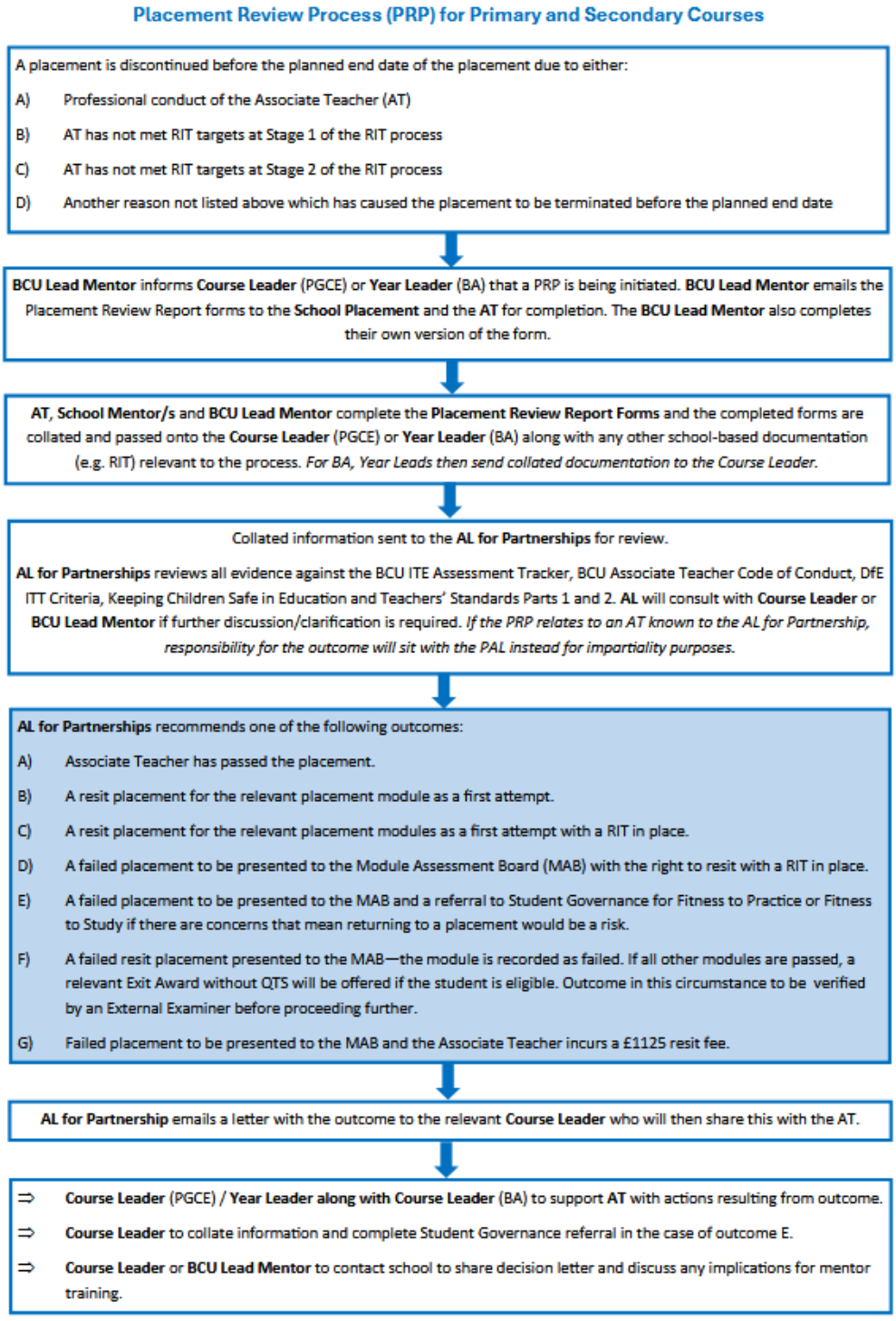
- An Associate Teacher does not make the expected progress – e.g.:
    - Not establishing purposeful learning relationships with pupils
    - Not using Behaviour for Learning policy appropriately
    - Inadequate subject knowledge
    - Inadequate pedagogical knowledge
    - Inadequate lesson planning 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
    - Disrespectful 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 RIT documentation to support this process can be found in Appendix 2.

Placement Review Process (PRP)

In the rare circumstance that a placement has to end before the planned end date, we use the Placement Review Process to determine the next steps for the Associate Teacher. This process is outlined below and the PRP documentation can be found in the Appendix section.



Quality Assurance of Assessment and Support

Tutor Visits PGCE

Below is an overview of the PGCE Secondary Lead Mentor Visit and Assessment Mapping 2025-26, a link to the document is here : PGCE Secondary Lead Mentor Visit and Assessment Mapping 2025-26

School Module	Phase	Interaction	Focus	Additional Notes
School Experience 1	1	Early-placement meeting *(before half term)*	Online meeting between Lead Mentor and Subject Placement Mentor	Replaces the subject time during Mentor CPD and is intended to take place before the AT starts placement. Key areas for the discussion should be: BCU Paperwork, Placement Expectations and information about the AT.
	2	Joint lesson observation visit *(By Christmas)*	**School 1 Midpoint Assessment** (Themes B, C & F to be achieved at 'Working Towards' to be on track)	This is an in-person visit to the AT on placement before the mid-point review is submitted. Lead Mentor. to jointly observe the AT teaching WITH the subject mentor. If the subject mentor is experienced then the subject mentor takes the lead with writing the lesson observation feedback, QA'd by the Lead Mentor. If the subject mentor is new to the role, the Lead Mentor will complete the observation record and targets to model the process for the mentor. The meeting will also focus on how the Associate Teacher has settled into placement with a specific focus on setting high expectations and behaviour management. Information about the first formative assessment (School 1 Midpoint Assessment) provided which is due in on 19th December 2025.
	3	Progress Appraisal *(By Feb half term/end of placement)*	**School 1 End Point Assessment** (all themes at 'Working Towards' to be on track)	This is an in-person visit to meet with the AT and Subject Mentor for meeting and discussion on the progress made by the AT that then informs the writing of the End Point Review. ATs will be provided with a format by which they reflect upon and evidence their progress against each of the BCU Themes. This meeting will triangulate all of the evidence collected thus far by the AT and QA the assessment being made by the mentor. This visit will determine whether the Associate Teacher is on trajectory to successfully complete the school placement and will quality assure the previous assessment judgements being made by the Subject Placement Mentor.

School Module	Phase	Interaction	Focus	Additional Notes
School Experience 2	3/4	Pre-placement meeting *(30th Jan – 2nd March)*	Online meeting between Lead Mentor and Subject Placement Mentor	Replaces the subject time during Mentor CPD and is intended to take place before the AT starts placement. Key areas for the discussion should be: BCU Paperwork, Placement Expectations and information about the AT.
	4	Joint lesson observation visit *(13th April – 15th May)*	**School 2 Midpoint Assessment** (Themes B, C & F to be achieved at 'Working At' to be on track)	This is an in-person visit to the AT on placement before the mid-point review is submitted. Lead Mentor. to jointly observe the AT teaching WITH the subject mentor. If the subject mentor is experienced then the subject mentor takes the lead with writing the lesson observation feedback, QA'd by the Lead Mentor. If the subject mentor is new to the role, the Lead Mentor will complete the observation record and targets to model the process for the mentor. The meeting will also focus on how the Associate Teacher has settled into placement. Information about the first formative assessment (School 2 Midpoint Assessment) provided which is due in on 17th April 2026.
	5	*Additional Visit if needed* *(18th May – 5th June)*	**School 2 QTS Readiness Assessment** (all themes at least 'Working At' to be on track for QTS)	*Additional visit with a joint observation for any AT deemed to be 'off track' at the point of QTS Readiness supported by a Rapid Improvement Target. QTS Readiness assessments are due to be shared with the university on Friday 22nd May 2026.*
	6	Progress Appraisal *(15th June – 3rd July)*	**School 2 End Point Assessment** (all themes at 'Working At' to be on track)	This is an in-person visit to meet with the AT and Subject Mentor for meeting and discussion on the progress made by the AT that then informs the writing of the End Point Review. ATs will be provided with a format by which they reflect upon and evidence their progress against each of the BCU Themes. This meeting will triangulate all of the evidence collected thus far by the AT and QA the assessment being made by the mentor. Mentors use the discussion of these meetings to write the School 2 End Point Review, which is then shared with the university on Friday 3rd July.

Assessment Points:

School Module	Date	Assessment	Expectations
School Experience 1	19th December	School 1 Mid-point review	ATs must achieve 'Working Towards' for Themes B, C & F to be considered to be 'on track' for QTS
	13th February	School 1 End-point review	ATs must achieve 'Working Towards' for all themes to be considered to be 'on track' for QTS and to pass the EDU7344 module
School Experience 2	17th April	School 2 Mid-point review	ATs must achieve 'Working At' for Themes B, C & F to be considered to be 'on track' for QTS
	22nd May	QTS Readiness Assessment	ATs must achieve at least 'Working At' for all themes to be considered 'on track' for QTS – ATs should be at the required standard for QTS by this point, those who are not will be placed on a RIT for the final half term to ensure achievement of QTS
	3rd July	School 2 End-point review	Final QTS Assessment - confirmation that at least 'Working At' has been achieved for all themes to achieve QTS

Review Meetings with Lead Mentors:

Review Meeting	Date	Focus
Introductory Review Meetings	Thursday 4th September	Review of pre-course tasks Introduce Subject Knowledge Tracker Discuss progress of enrolment
Review Meeting 1	29th / 30th September	Being school ready
Review Meeting 2	10th November	Professional Studies formative feedback
Review Meeting 3	12th January	To look at School 1 Midpoint Assessment and formative assessment for Professional Enquiry
Review Meeting 4	23rd February	To look at School 1 End Point and ensure ATs are School 2 ready
Review Meeting 5	WB 27th April	To look at School 2 Midpoint Assessment and formative assessment for Subject Pedagogy
Review Meeting 6	WB 6th July	QTS Sign Off

Progress Appraisals between AT, Lead Mentors and Subject Mentors:

Progress Appraisal	Visit Window	Focus
School Experience 1 Progress Appraisal	20th Jan – 6th Feb	This is an in-person visit to meet with the AT and Subject Mentor for meeting and discussion on the progress made by the AT that then informs the writing of the End Point Review. ATs will be provided with a format by which they reflect upon and evidence their progress against each of the BCU Themes. This meeting will triangulate all of the evidence collected thus far by the AT and QA the assessment being made by the mentor. This visit will determine whether the Associate Teacher is on trajectory to successfully complete the school placement and will quality assure the previous assessment judgements being made by the Subject Placement Mentor.
School Experience 2 Progress Appraisal	15th June – 3rd July	This is an in-person visit to meet with the AT and Subject Mentor for meeting and discussion on the progress made by the AT that then informs the writing of the End Point Review. ATs will be provided with a format by which they reflect upon and evidence their progress against each of the BCU Themes. This meeting will triangulate all of the evidence collected thus far by the AT and QA the assessment being made by the mentor. Mentors use the discussion of these meetings to write the School 2 End Point Review, which is then shared with the university on Friday 3rd July.

Tutor Visits Undergraduate Course

UG Secondary Education ITE Assessment Framework

- Two in-person placement visits per placement (per year of undergraduate course).
- Midpoint review halfway through placement, followed by an end of placement report due during the final week of placement.

	Year 1				Year 2				Year 3			
	Visit 1	**Mid-Placement Review**	**Visit 2**	**End of Placement Review**	**Visit 1**	**Mid-Placement Review**	**Visit 2**	**End of Placement Review**	**Visit 1**	**Mid-Placement Review**	**Visit 2**	**End of Placement Review**
Placement Day	5-9	17	28-36	36	10-14	17	23-35	37	16-25	25	41-55	57
Placement Day (Overall)					46-50	53	59-71	73	89-98	98	114-128	130
Month	Dec	Jan	May	May	May	June	June	June	Feb	Feb	March	April
Expected Minimum Progress		Achieved Working Towards: Theme F Progress shown in Themes B & C.		Themes B, C & F to be achieved at 'Working Towards'. Progress shown towards criteria across other BCU themes.		Themes B, C & F to be achieved at 'Working Towards' Progress shown towards criteria across other BCU themes.		All themes to be at least 'Working Towards' Progress shown towards 'Working At' criteria across BCU themes.		All themes to be at least 'Working Towards' Themes B, C and F to be achieved in 'Working At'		All themes to be achieved in 'Working At' to achieve QTS.

UG Secondary Tutor Visit Mapping and Assessment Points 2024-25

These are visits intended to be completed by an Associate's Teacher's Lead Mentor who will be a subject specialist. Any visits conducted by PLTs will be in addition to these visits and will focus on Professional Mentor support.

Year	Visit Number	Visit Details	Assessment Focus	Assessment Information and Expected Progress
YEAR 1 **PLACEMENT 1**	**Visit 1** 16.12.24 - 10.01.25	This is an in-person visit within the first half of placement 1, to ensure the Associate Teacher has settled into placement and to observe a short teaching episode where possible. Lead Mentor to take the lead with writing the observation feedback and to model the mentor feedback model for the subject mentor.	**Placement 1 Mid-Point Review** (Theme F to be achieved at 'Working Towards' to be on track; with progress shown on Themes B and C)	Associate Teachers in this initial part of their teaching practice will with a specific focus on developing their professional behaviour in the school environment and setting high expectations regarding behaviour management, in line with ITAP 1 focus. By the Midpoint Assessment 1, Associate Teachers are expected to have met all criteria within the 'Working Towards' for Theme F, Professional Behaviours, whilst showing some progress towards the Working Towards criteria in Theme B and C.
	Visit 2 06.05.25-16.05.25	This is an in-person visit to jointly observe the AT teaching WITH the subject mentor. The subject mentor takes the lead with writing the lesson observation feedback, QA'd by the Lead Mentor. The Lead Mentor is to discuss projected end of placement review data with subject mentor and Associate Teacher to quality assure assessment and targets set.	**Placement 1 End of Placement Review** (Themes B, C & F to be achieved at 'Working Towards' to be on track)	By the end of Placement 1, Associate Teachers are expected to have met the 'Working Towards' criteria within Theme B, C and F and therefore this should be reflected in their End of Placement Review. Evidence that the Associate Teacher is Working Towards criteria across other BCU Themes is expected, with clear targets to take forward into their Y2 placement.
YEAR 2 **PLACEMENT 2**	**Visit 1** 12.5.25 – 23.5.25	This is an in-person visit within the first part of placement 2, to ensure the Associate Teacher has settled into placement. The Lead Mentor will observe the AT alongside the subject mentor. If the subject mentor is new to the role, the Lead Mentor to take the lead with writing the observation feedback and to model the mentor feedback model for the subject mentor. If the subject mentor is experienced then the subject mentor takes the lead with writing the lesson	**Placement 2 Mid-Point Review** (Themes B, C & F to be achieved at 'Working Towards' to be on track)	Associate Teachers will be focusing on settling into their Placement 2 school and embedding their Y1 progress into a contrasting placement setting. Therefore, for the Placement 2 Mid Placement Review, Associate Teachers are expected at minimum to continue to meet the 'Working Towards' criteria within Theme B, C and F, with evidence of progress across other BCU Themes.

		observation feedback, QA'd by the Lead Mentor.		
	Visit 2 16.6.25 – 4.7.25	This is an in-person visit to jointly observe the AT teaching WITH the subject mentor. The subject mentor takes the lead with writing the lesson observation feedback, QA'd by the Lead Mentor. The Lead Mentor is to discuss projected end of placement review data with subject mentor and Associate Teacher to quality assure assessment and targets set.	**Placement 2 End of Placement Review** (all themes at least 'Working At' to be on track for QTS)	By the end of Placement 2, Associate Teachers are expected to be meeting the Working Towards criteria for all BCU Curriculum Themes. Evidence that the Associate Teacher is making progress against criteria within the 'Working At' criteria, with clear targets to take forward into their Y3 placement.
YEAR 3 **PLACEMENT 3**	**Visit 1** 3.2.25 – 14.2.25	This is an in-person visit within the first part of placement 3, to ensure the Associate Teacher has settled into placement. The Lead Mentor will observe the AT alongside the subject mentor. If the subject mentor is new to the role, the Lead Mentor to take the lead with writing the observation feedback and to model the mentor feedback model for the subject mentor. If the subject mentor is experienced then the subject mentor takes the lead with writing the lesson observation feedback, QA'd by the Lead Mentor.	**Placement 3 Mid-Point Review** (All themes to be at least 'Working Towards' with Themes B, C and F to be achieved in 'Working At')	Associate Teachers will be focusing on settling into their Placement 3 school and embedding their Y2 progress into a further contrasting placement setting or returning placement school. Associate Teachers are expected to be achieving all Working Towards criteria across all BCU Themes, and achieving 'Working At' across Themes B, C and F by their Year 3 Mid Placement Review. Evidence that the Associate Teacher is making progress against or achieved Working At criteria for Themes A, D and E ahead of their final review for QTS recommendation at the end of placement.
	Visit 2 17.3.25 – 4.4.25	This is an in-person visit to jointly observe the AT teaching WITH the subject mentor. The subject mentor takes the lead with writing the lesson observation feedback, QA'd by the Lead Mentor.	**Placement 3 End of Placement Review** (All themes at least 'Working At' to achieve QTS)	Associate Teachers are required to have met all Working At criteria across all BCU Themes by the end of Placement 3, to allow for recommendation for QTS.

		The Lead Mentor will ensure that the Associate Teacher is on track to achieve QTS recommendation through review of projected end of placement review data with subject mentor and Associate Teacher.		

External Examiners and Exam boards

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 Subject 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.

Placement Offers and Payments

Placement Offers

Secondary ITE recruitment is ongoing, and we confidently expect to have a strong cohort of associate teachers across all subjects. As ever, most of our associates 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 2025/26. We are reviewing our strategic approach and now asking for a commitment to BCU on both our PGCE and undergrad courses. For a Placement Opportunity Pack and Offer Form, please see the link below.

Placement Opportunity Pack

Birmingham City University's Placement Communication Portal (PCP) User Guide

Payments to School

Schools are remunerated for hosting a BCU Associate teacher:

Undergraduate

- Year 1 - £550
- Year 1 paired placement - £1200
- Year 2 - £450
- Year 3 - £750

Postgraduate

- School 1 - £500
- School 2 - £800

Payments to schools are made after the scheduled end date for the placement. To trigger the payment process schools must submit the end of placement paperwork to the Education Partnerships team. Relevant documentation will include the following:

- Completed and signed attendance letter from Initial School Engagement Week Placement and/or Enrichment Placement.
- Completed and signed End of Placement Report for each Associate Teacher 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).

Purchasing Payment Process

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

For a copy of this form, please email Education.Placements@bcu.ac.uk.

BCU will send a Purchase Order directly to the School/Academy where the placement is taking place. The format of the email address sending the PO will be similar to:

efur.fa.sender@wrkflow.mail.em.oraclecloud.com

Placement providers should be able to receive such emails so Purchase Orders can be received. Invoices should be sent to BCU accounts payable at invoice@bcu.ac.uk. It's important that the information on the purchase order and the invoice match so that payments can be made smoothly. Invoices should be sent in a timely manner so that the process from PO to payment is smooth and efficient.

Incomplete forms

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

Changes in circumstances

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

Form returns

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

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

Download New Supplier Request Form

Download New Supplier Request Form - School and Academy Trust only

Quick Reference Guides

These short guides give an overview of the core responsibilities for the Professional Mentor and Subject Placement Mentors.

Quick reference Guide for Professional Mentors

Quick Reference Guide for Subject Placement Mentors

Quick reference guide for ATs

Appendices

Appendix 1 - Associate Teacher Code of Conduct

1. ITT Equal Opportunities and Race Equality Policies

· BCU is committed to equal opportunities and the fair and consistent treatment for all regardless of their age, disability, gender, race, ethnic or national origins, colour, marital status, sexual orientation, age (subject to entry requirements), parental status, political belief, socio-economic background or religious beliefs.

· BCU is committed to an equal opportunities and diversity policy which ensures that all applicants /Associate Teachers are treated fairly and on their merits and are given opportunity to succeed. There is equal commitment to the personal and professional development of its entire staff.

· As an Associate Teacher you will be expected to abide by the regulations and requirements detailed in the Course Handbook and by the following Codes of Conduct:

· I understand that, as successful completion of this course leads to admission to a professional body, I am required, during my studies, to adhere to the expectations of conduct endorsed by the teaching profession. I understand that breaches of these expectations may lead to disciplinary action including my exclusion from the course and/or the inability of the BCU ITE Partnership to provide me with a supportive professional reference.

· I understand that by signing the Teaching Regulation Agency's 'Suitability to Teach' document that I am registering with the Teaching Regulation Agency and will therefore be subject not only to BCU policies and procedures but also to those of the Teaching Agency.

· I understand that if I need reasonable adjustments to be made to enable me to fulfil the expectations of the teaching profession, I will make these needs known to the course team and, if appropriate, I will meet a Disability Support Advisor to create a Disability Support Summary (DSS) and if appropriate a Placement Action Plan (PAP), which will be approved by the course leadership team, and I will then share with mentors in school.

· I am aware that I will be placed in an appropriate teaching practice placement, as set out in the Initial teacher training (ITT): criteria and supporting advice Statutory guidance for accredited ITT providers Academic year 2024/25, and to avoid any conflict of interest.

2. Conduct

· I agree to behave in a manner appropriate to my position as an Associate Teacher and understand that behaviour including, for example, dishonesty, indecency, harassment, bullying, violence, abuse of drugs or alcohol will lead to disciplinary action, which may include consideration of any criminal conviction, where the offence(s) are directly related to my studies.

· I understand that if I behave dishonestly during the assessment process (including plagiarism or other forms of cheating), or in relation to my attendance or the attendance of others by falsifying signatures or other means I will be subject to the Fitness to Practice procedure and may

be removed as an Associate Teacher from my course. For further information see https://icity.bcu.ac.uk/Student-Affairs/Appeals-and-Resolutions/Fitness-to-Practise

3. Disclosure of Criminal Convictions and Cautions

· I undertake to inform my Course Leader, without delay, should I be subject to a criminal conviction or caution after the submission of my application for DBS Enhanced Disclosure - which in effect includes any time during my training year. I understand that a criminal conviction or caution may lead to my suspension or expulsion from some or all aspects of the course and that this may lead to the need for my studies to be extended or terminated.

· I also understand that the Rehabilitation of Offenders Act (1975) does not apply to the teaching profession and that should I be subject to a criminal conviction or caution it will never be considered "spent".

· I recognise that during my studies I will be placed in a position of trust and that as such I am subject to the requirements of the Sexual Offences (Amendment) Act 2000.

4. Child Protection and Safeguarding

· I will always treat children, colleagues, staff, and any other members of the BCU ITE Partnership with due respect and conduct myself in a professional, honest, decent, and courteous manner. I will use language appropriate to the situation and people involved. I will accept my responsibility to ensure that children/pupils are treated with respect and are free from abuse. In schools I will always work in a place which is accessible to others and in which I can be observed working. I will not take or agree to meet, children/pupils outside school premises without another responsible adult present. I will not make unnecessary physical contact with children/pupils. I undertake to ensure that my communication with children/pupils, including electronic communication, is appropriate and through partnership school approved systems. I will report any suspicion that a child/pupil is being abused to the school's named safeguarding lead. I will acquire an understanding of working with diversity, including gender, race, and culture, to work with children/pupils, staff, and parents

appropriately. I will be mindful of the difficulties some groups may face and ensure personal prejudices and stereotypical views do not influence my judgements or actions.

· I will ensure that I investigate and note my responsibilities as an Associate Teacher in training at each of my placement schools regarding safeguarding.

· I will ensure I know and adhere to the school behaviour management policy and consistently apply rewards and sanctions, recognising that it is illegal to use physical means of punishment.

5. Health and Safety

· All teachers in training have responsibilities for safety at their place of study under Health and Safety legislation. I will follow the Health and Safety at Work Act, which requires me to take care for your own safety and health and that of others, including a responsibility in loco parentis for the safety of children/pupils in my care.

I will have due regard to the safety of pupils at all times as outlined by Section 7 of the Health and Safety at Work Act (1974) and the extension of the regulations to trainee teachers for employment (1994) which place a duty on me to take reasonable care for the health and safety of myself and anyone else who may be affected by my acts or omissions, and to co-operate as much as necessary in full compliance with the obligations imposed on my employer by health and safety legislation.

6. Personal information and Data Protection

· I understand that I will have access to confidential personal information and that I am required to comply with the Data Protection Act. I understand that I may not disclose this information to any third party, other than in accordance with the conventions regarding use of personal information for use in research for the purposes of completing assignments or in accordance with the law. Any personal information used in assignments or tasks will have all means of identifying the subject removed.

7. Dress Code

· I will ensure that I maintain, both in training environments and in schools, a standard of dress that will be perceived as professional by such persons as I may encounter in the pursuit of my studies.

8. Absence from the Course

· The content of the course meets the requirements of Qualified Teacher Status accreditation, and I will pursue my studies with due diligence, ensuring that I avail myself of the educational opportunities made available. I will take responsibility for my own learning

through attendance at sessions, workshops, and periods of school-based training and through being suitably prepared for them.

· I understand that 100% attendance is expected, and any absence should be authorised by the Course Leadership Team, UT/PT.

· If I am absent from university teaching sessions, I will notify my UT/PDT, the tutor leading the session and notify MySRS. For further guidance see Student Engagement Policy 2024.

· If I am to be absent from any part of the course, due to sickness or other reasons, I will make up the lost learning opportunities. I will immediately inform my Course Leader if I am suffering from an infectious disease such as Covid 19, chicken pox, German measles (rubella), impetigo, measles, scarlet fever, and slapped cheek disease, (Parvovirus). I will not disrupt the delivery of teaching or the learning experience of fellow Associate Teachers in training and will not jeopardise the health and safety of those involved, both at the university and in schools.

· If I am absent from my school placement, I will contact the school in accordance with school policy for staff. I will notify my absence to MySRS by 08:30am at the very latest on each day of absence, stating my name, school, stage of course and reason for absence. I will keep the school and university including UT and PDT, informed about continuing absence daily.

· Holidays are not to be taken during term time.

· I understand that I will need to follow the Extenuating Circumstances policy and procedure. This is with reference to absence from the course or in anticipation of failing to meet deadlines. I understand that I must meet ALL deadlines. For more detailed guidance visit Extenuating Circumstances Procedure: Birmingham City University (bcu.ac.uk)

9. IT / Internet / Telephone usage

· Use of the placement school telephone, IT equipment, email and internet systems are monitored by the school, and you therefore do not have any expectation of privacy. Such monitoring will be for legitimate purposes in accordance with the Data Protection Act 1998 and the Telecommunications (lawful Business Practice) (Interception of Communications) Regulations Act 2000.

· Use of university and placement school internet: I understand that the internet is to be used to support my studies as an Associate Teacher in training. I will ensure that I do not infringe any copyright restrictions on materials accessed or transmitted via the internet.

· I understand that all use of the internet is logged and that these logs are periodically inspected.

· I will avoid deliberately accessing any material that might be considered offensive or inappropriate. This includes all racist, sexist and discriminatory information, together with any material that might be pornographic. It also includes sites promoting violence, offensive language, and unlawful conduct.

· I am aware that my social media present should remain professional at all times as this can be assessed by children/pupils/peers/professional colleagues, parents and school placements.

· I am aware that my social media presence could mean I will be subject to the Fitness to Practice procedure and may be removed as an Associate Teacher from my course. For further information see https://icity.bcu.ac.uk/Student-Affairs/Appeals-and-Resolutions/Fitness-to-Practise

· I will report any accidental accessing of such material to the BCU ITT Help Desk or my mentor in school so that it may be noted, and the fact recorded.

· I will ensure that files downloaded from the internet are checked for viruses before being used and ensure that appropriate action is taken if a virus is detected.

· I will ensure that any use I make of email facilities will not contain illegal, lewd or offensive materials or language, or be used to send bulk emails apart from those which may be necessary to support my work as an Associate Teacher in training.

· I will ensure that I do not send emails that are defamatory or libellous in nature and acknowledge that could result in legal action being taken against me.

· I will not allow access to the internet facility to external users.

· I understand that abuse of the internet facilities available to Associate Teachers in training will be managed under the provisions of Fitness to Practice procedure and the circumstances encountered will be fully investigated by senior BCU staff. Such abuse is viewed as a very serious violation of the BCU disciplinary code which may, subject to the circumstances, be categorised as acts of gross misconduct, i.e., the misconduct is deemed to be of such a nature that it fundamentally breaches the contractual relationship between the teacher in training and BCU and in such situations the teacher in training will be dismissed without notice. Some circumstances could further lead to criminal proceedings being taken against the trainee.

· I will not misuse the use of personal e-mails and/or e-mail attachments by down-loading information onto BCU or school owned equipment.

10. Partnership School Property

· I will take due care and attention to look after any equipment and resources loaned to me and report any damage to the equipment or software issues immediately to the relevant IT support team. No attempt to repair the equipment should be attempted, and any damage deemed to be caused by negligence or miss use will be charged to the Associate Teacher in training. I will return ALL loaned equipment and resources as provided by the partnership school.

· On termination of my course/placement for any reason (or earlier if requested) I acknowledge that I must immediately return to the school or BCU:

o All originals and copies of any documents or information, however recorded and whether retained electronically or on paper or otherwise.

o All other property in my possession or control which belongs to, or relates to the BCU ITE Partnership, including, but not limited to, identity/security passes, keys, safety equipment, protective clothing, uniform, credit/charge cards, documents, tapes, laptops/computers and other computer hardware, memory sticks and similar, computer software, mobile phones, vehicle related documents/passes

11. Filming and Recording

· I understand that I am NOT allowed to record, using any mobile device, school lessons or BCU lectures/sessions without prior permission.

Appendix 2 - RIT Overview

Associate Teacher Name:	Placement School:	ITE Course and Placement/Phase: Choose an item.	Date: Click or tap to enter a date.
Person completing form:	**Role of person completing form:**	**School Mentors (identify the mentors in school supporting the AT):**	

Please use this section to highlight which are the most significant BCU ITE Curriculum areas of concern:

A. Associate Teacher uses critical enquiry and research informed practice to develop their understanding of effective teaching and learning.
B. Associate Teacher's classroom practice establishes effective behaviour management using high expectations and awareness of pupil wellbeing.
C. Associate Teacher knows more, remembers more, and applies subject knowledge and subject specific pedagogy to impact on pupils' progress.
D. Associate Teacher uses knowledge about how pupils learn to plan and assess learning to ensure that all pupils make progress.
E. Associate Teacher implements effective adaptive teaching approaches to meet all learners' needs, including SEND (Special Educational Needs and Disability) and EAL (English as an Additional Language) learners.
F. Associate Teacher demonstrates professional behaviours and contributes effectively to the wider life of the school.

RIT Stage 1 – 10 working days

Stage 1 start date:	Click or tap to enter a date.	Stage 1 review date:	Click or tap to enter a date.

Relevant BCU ITE Curriculum Theme Linked to Target	**SMART Target:**	**Identified strategies to support the Associate Teacher:**	**Actions to achieve:**	**Person responsible to support and monitor target:**	**Progress review outcome for target:**
Choose an item.					Choose an item.
Choose an item.					Choose an item.
Choose an item.					Choose an item.

RIT Stage 1 Review Meeting Discussion:	
Confirmation of those in attendance for RIT Stage 1 Review Meeting:	
Review Meeting Outcome:	Choose an item.
Date of Review Meeting:	Click or tap to enter a date.

RIT Stage 2 – 5 working days

Stage 2 should only be initiated if targets were partially achieved at Stage 1. The same targets should be in place from Stage 1, but the identified strategies and actions can be updated and reviewed for Stage 2.

Stage 2 start date:	Click or tap to enter a date.	Stage 2 review date:	Click or tap to enter a date.

Relevant BCU ITE Curriculum Theme Linked to Target	**SMART Target:**	**Identified strategies to support the Associate Teacher:**	**Actions to achieve:**	**Person responsible to support and monitor target:**	**Progress review outcome for target:**
Choose an item.					Choose an item.
Choose an item.					Choose an item.
Choose an item.					Choose an item.

RIT Stage 2 Review Meeting Discussion:
Confirmation of those in attendance for RIT Stage 2 Review Meeting:

Review Meeting Outcome:	Choose an item.
Date of Review Meeting:	Click or tap to enter a date.

RIT Stage 3 – 5 working days

Stage 3 should only be initiated if targets were partially achieved at Stage 2. The same targets should be in place from Stage 2, but the identified strategies and actions can be updated and reviewed for Stage 3.

Stage 2 start date:	Click or tap to enter a date.	Stage 2 review date:	Click or tap to enter a date.

Relevant BCU ITE Curriculum Theme Linked to Target	**SMART Target:**	**Identified strategies to support the Associate Teacher:**	**Actions to achieve:**	**Person responsible to support and monitor target:**	**Progress review outcome for target:**
Choose an item.					Choose an item.
Choose an item.					Choose an item.
Choose an item.					Choose an item.

RIT Stage 3 Review Meeting Discussion:	
Confirmation of those in attendance for RIT Stage 3 Review Meeting:	
Review Meeting Outcome:	Choose an item.
Date of Review Meeting:	Click or tap to enter a date.

Appendix 3 - 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.