

Leadership Development Programme Guide 2016 Cohort

West Midlands Primary



Our community of ambassadors is a powerful force for change, and will be **10,000 strong by 2019.**

Leadership Development Programme Guide 2016 Cohort

Contents

Welcome from Reuben Moore, Teach First Director of Leadership	2
Welcome from your Local Area	4
1: An Overview of the Leadership Development Programme	5
2: Responsibilities and Support Roles	20
3: Progress and Assessment	24
4: Internal Review Board Process	36
5: Participant Support Framework	42
Where to Find Further Information	48
Appendices	50
A.01 Local Area contact details	51
A.02 The Leadership Development Programme Progression Framework 2016-17	52
A.03 Responsibilities of Teach First and the university provider	55
A.04 Equal opportunities	56
A.05 Plagiarism	56
A.06 Standardisation and moderation	57
A.07 Programme quality assurance and evaluation	58
A.08 Tips for observers	60
A.09 Abbreviations	61
A.10 Participant expectations for the pupil impact tools	61

Welcome

Reuben Moore, Teach First Director of Leadership

Welcome to the Teach First Leadership Development Programme (LDP) Guide 2016. This guide is where participants, Teach First staff and mentors can find an overview of the Teach First LDP, including the Initial Teacher Development (ITD) component of the programme. It follows on from the Participant Expectations Booklet, at the LDP area of the community website community.teachfirst.org.uk which is issued to participants at the point of their offer.

Teach First is working towards a day when no child's educational success is limited by their socio-economic background. This will only be possible through the work of a committed community across the country. This includes participants, universities, schools, ambassadors, pupils and their parents or carers.

We believe that the life chances of young people can be transformed. This can be achieved through our **five Fair Education Impact Goals**:

1. Narrow the gap in literacy and numeracy at primary school

Attainment at age 11 is a strong predictor of later success at secondary school. We want to see pupils in low-income communities achieving at the same level as their more affluent peers in English and maths by this age. We want to see this gap close by 90% by 2022.

2. Narrow the gap in GCSE attainment at secondary school

Pupils with eight or more GCSEs are more likely to progress successfully and to gain a place at university than those with five GCSEs. We want to see this gap close by 44% by 2022.

3. Ensure that young people develop key strengths, including resilience and wellbeing, to support high aspirations

While there is no significant gap in the aspirations of young people from low-income homes, there is a big gap in reaching aspirations. These pupils may need to be even more motivated and resilient to overcome the barriers that they face.

4. Narrow the gap in the proportion of young people taking part in further education or employment-based training after finishing their GCSEs

If someone is in education, employment or training after their compulsory education has ended, it is a good indicator that their earlier education has been successful. If not, it can be devastating for that person and their later progression.

5. Narrow the gap in university graduation, including from the 25% most selective universities, by 8%

There is a significant gap in access to higher education and particularly to the most selective universities between those from low socio-economic backgrounds and their more affluent peers. Closing this gap is crucial to improving social mobility.



We currently work in the following Local Areas across England and Wales:

- East of England
- East Midlands
- London
- North East
- North West
- South Coast
- South East
- South West
- Wales
- West Midlands
- Yorkshire and the Humber

The two-year LDP is focused on supporting great teaching and learning, building leadership and developing a movement committed to eradicating educational disadvantage. It begins with participants committing themselves to teaching for at least two years in their placement school. After two years, participants who have met all the requirements of the programme will become Teach First ambassadors (more information on page 19). Readers of this programme guide, including those based in schools, who wish to find out more information about Teach First should visit the Teach First website for more information or contact the Local Area (LA) team (see Appendix A.01 for contact details).

We look forward to working with you over the coming years, and to working together to move closer towards our vision every day.

A handwritten signature in black ink that reads "Reuben J. Moore". The signature is written in a cursive, slightly informal style.

Reuben Moore
Director of Leadership, Teach First

Welcome

from your Local Area

We are delighted to extend a warm welcome from your local area team and Birmingham City University (BCU) – your university training provider to participants, mentors and tutors involved in the Teach First West Midlands programme.

This Programme Guide provides guidance for participants, mentors and tutors about the Teach First programme in the West Midlands. It gives an overview of the Initial Teacher Development elements of the Leadership Development Programme, as well as the wider opportunities on offer to support each participant on their initial two-year journey.

In school, participants will follow a personalised training plan, provided by a professional and subject mentor or Primary professional mentor from the school, a professional and subject tutor or Primary professional tutor from the university and an LDO from Teach First. Together, this partnership will support each participant in their professional development as an effective, reflective practitioner.

We hope that you find this Programme Guide invaluable. We look forward to working in partnership with you on the Teach First West Midlands programme towards the continued success of all West Midlands Teach First participants for the benefit of West Midlands' schools and students.

With best wishes from all the Teach First West Midlands partnership.

Summer 2016

1. An Overview of the Leadership Development Programme



Throughout the two-year LDP, participants will access a series of high-quality learning opportunities that are designed to meet their development needs and achieve our vision of ending educational inequality in the classroom and beyond. These will take place in a range of contexts such as university development days, leadership development conferences, peer learning networks, interactions with colleagues, in-school Continuing Professional Development (CPD) and mentoring, online learning, self-reflection and study.

The learning opportunities are designed to support each participant to develop as a teacher, leader and an individual who is committed to ending educational inequality in the long term. They will join thousands of others, including our network of ambassadors, and colleagues working with participants in schools who are committed to achieving the same vision.

There are three core strands of our curriculum.

Teaching and Learning

This component of the curriculum is delivered through our programme and our partnership with universities and schools. There are a number of specific skills we want to develop in our teachers, which are set out in the Teachers' Standards (England) and Qualified Teacher Status Standards Wales (QTS Standards, 2009) and built on in the Teach First Progression Framework. The LDP focuses on improving and developing the key attributes of teaching and learning that research shows are critical to participant success.

Leadership

In order to achieve our vision and work towards a day when no child's academic success is limited by their socio-economic background, we need to develop a community of leaders able to impact positively on the vision. These leaders will have the knowledge, skills and abilities to drive change in all fields and turn the Teach First vision into a reality.

Teach First defines leadership as that which:

- is focused on securing a better future
- inspires and enables others
- is situational.

Movement

Through developing exceptional teachers and leaders via the LDP, Teach First develops and mobilises the individuals required to drive forward the social movement to end educational disadvantage. This starts with an understanding of the scale and complexity of the problem Teach First is trying to address. The LDP then enables participants to broaden their impact in the classroom by engaging with the wider community. It acts as a springboard to identified pathways that will lead to the greatest positive change. Participants have an opportunity to see the problem up close; they teach for two years and acquire a deep understanding of the nature of educational disadvantage in a particular community.

The Progression Framework

The LDP, and opportunities available beyond the two years, are underpinned by the Progression Framework. The Progression Framework is a set of objectives for participants and ambassadors that, if realised and demonstrated will equip them to make a significant impact on achieving the Teach First vision.

Over the two years participants will use the Progression Framework to map their progress across the different phases, from pre-employment at Summer Institute to initial impact, through profound pupil impact, to broadening impact. They will be supported by a number of colleagues throughout this time: a university tutor, a Leadership Development Officer (LDO) from Teach First and mentor(s) in their placement school. The journey through the framework begins when participants interact with preparatory programmatic materials, such as the Curriculum Knowledge Assessment (CKA) and Participant Preparation Work (PPW) as part of the pre-employment training.

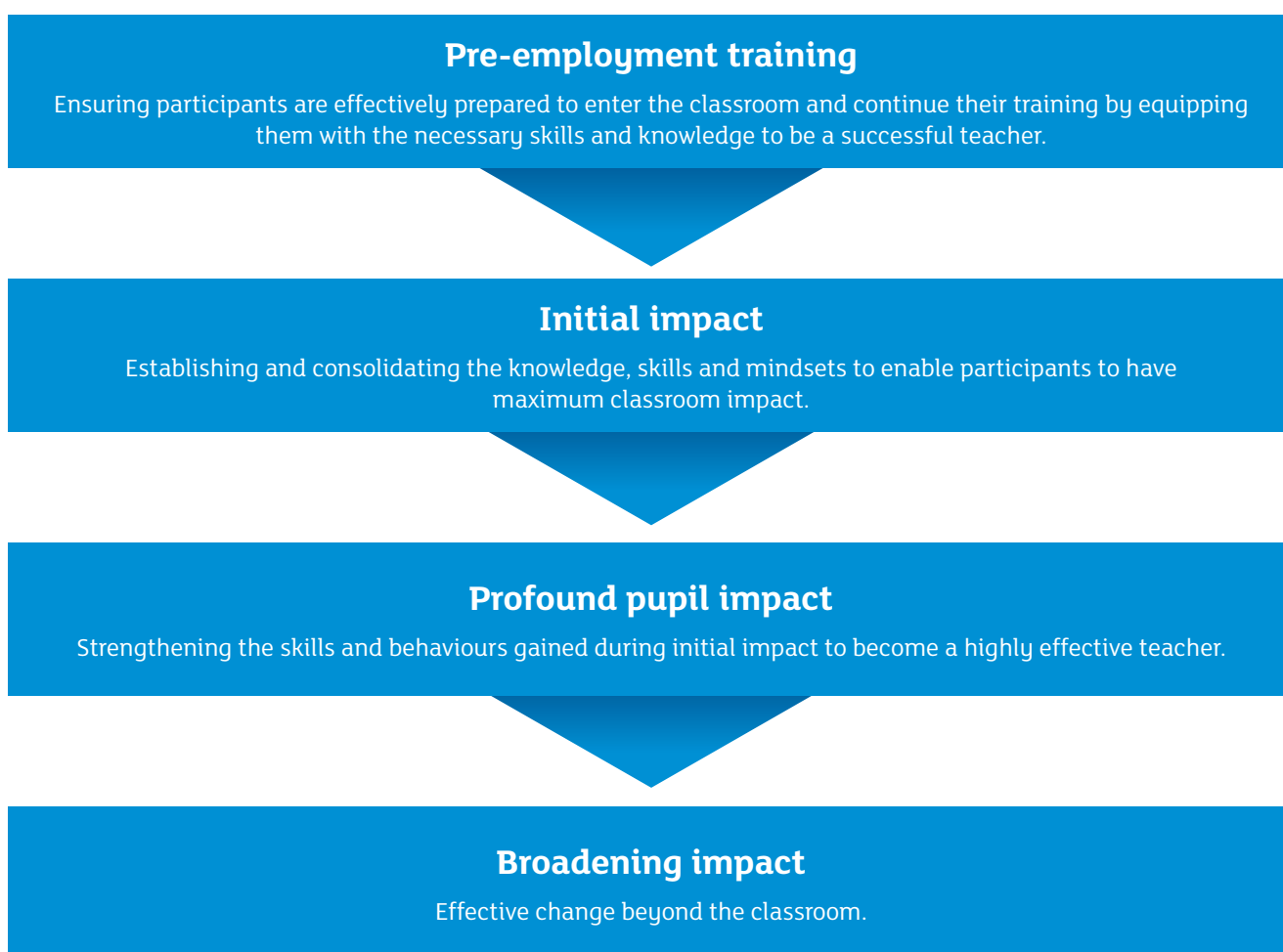


Figure 1.1 The four phases of the Progression Framework

The Progression Framework is included as Appendix A.02 and is also a resource on BlueSky.

The core requirements

The purpose of the core requirements is to outline the minimum expectations for completing the two-year Leadership Development Programme for Teach First and to become an ambassador.

We expect many participants will exceed these minimum expectations across the two years.

Core requirement	Participants are expected to:
Complete the Participant Preparation Work	<ul style="list-style-type: none"> Download the appropriate phase/subject document Arrange a five-day school experience Complete all associated readings and reflections
Attend Summer Institute and intercohort week	<ul style="list-style-type: none"> Attend and complete all associated work and reflections during weeks 1-6 of Summer Institute in 2016 Attend and complete all associated work and reflections during weeks during intercohort week in 2017
Teach for two years in a school serving a low-income community	<ul style="list-style-type: none"> Teach for two years in their placement school Demonstrate a commitment to raising the aspirations and attainment of pupils Demonstrate the Teach First values of leadership, excellence, commitment, integrity and collaboration in their interactions with colleagues, peers and pupils
Engage with learning opportunities	<ul style="list-style-type: none"> Attend at least two Teach First conferences per year Attend all the university development days in year 1 of the programme Engage with development opportunities suggested by their tutor, LDO or mentor
Track progress	<ul style="list-style-type: none"> Use BlueSky to track and monitor their progress on a weekly basis in year 1 and as required by the LDO and mentor in year 2 Demonstrate progress towards descriptors in the Progression Framework and log this in BlueSky
Work professionally with the support network (mentor, tutor, LDO)	<ul style="list-style-type: none"> Respond to requests and communications from their mentor, tutor and LDO in a timely manner (within 48 hours) Attend all meetings with their support roles Be precise with how their support roles can help them progress
Report on the progress pupils are making and share any impact with Teach First	<ul style="list-style-type: none"> Use the iKnow My Class survey with at least one class during Autumn half term 1 and again during the Summer term Enter data into the Pupil Progress Tracker as required
Develop a personal vision that fits with our work towards ending educational inequality and work towards achieving this. Use this to inform daily practice as a teacher and leader	<ul style="list-style-type: none"> Write a vision for focus class(es) Enter their vision into the Pupil Progress Tracker tool Explain to their support network and other colleagues how their vision drives their daily practice as a teacher and a leader Explicitly reference their personal vision during Written Assignment 4
Obtain Qualified Teacher Status (QTS) and a Postgraduate Certificate in Education (PGCE); successfully complete the Newly Qualified Teacher (NQT) year	<ul style="list-style-type: none"> Complete the PGCE with the Teach First university provider Meet the local requirements of the school for completing the NQT year
Demonstrate a longer term commitment to addressing educational disadvantage	<ul style="list-style-type: none"> Engage with an Ambassador transition activity at the end of year 2 Update their core information and contact details by the end of year 2

Table 1.1: Core requirements for participants

The participant journey through the LDP is outlined in Figure 1.2 below:

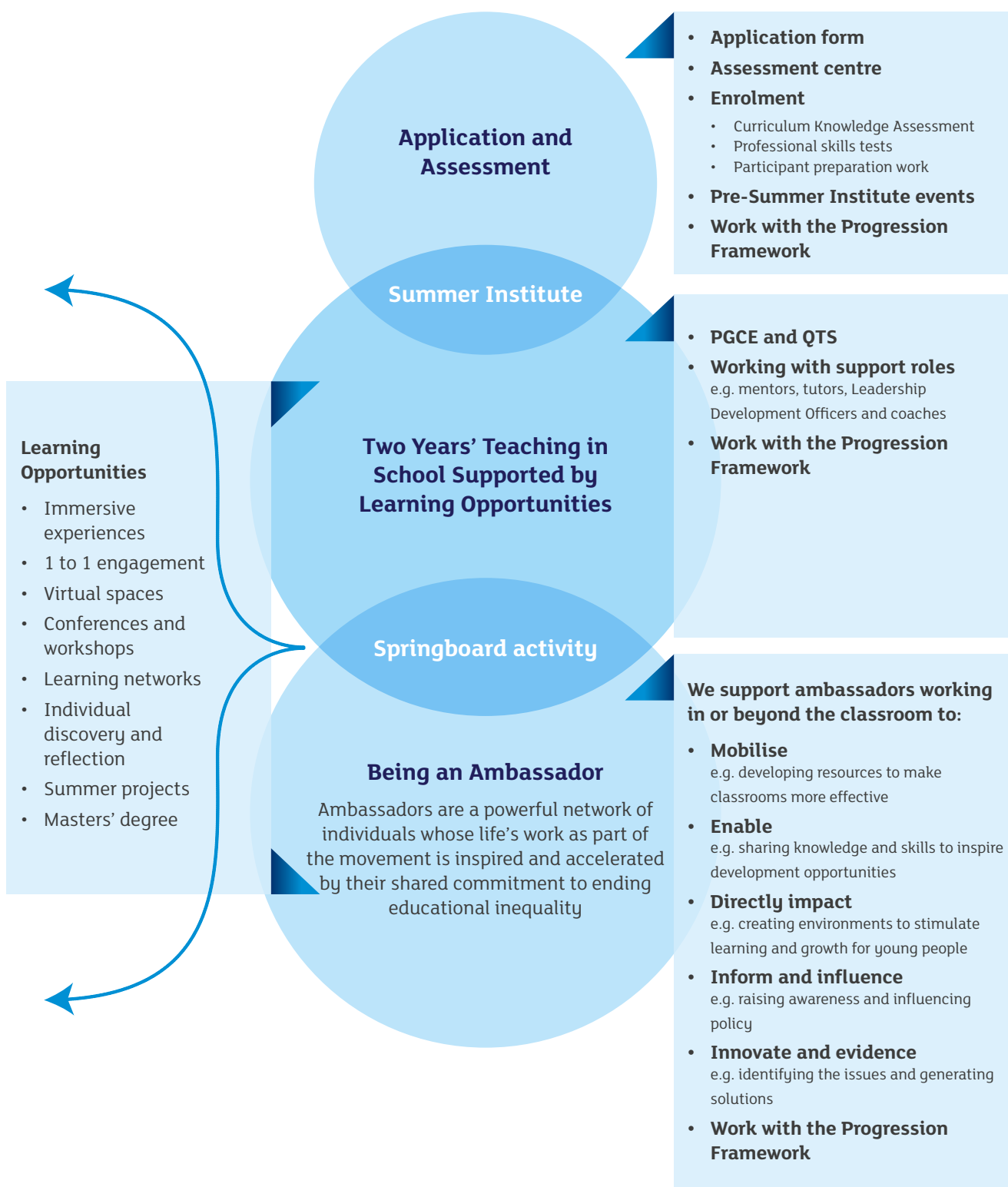


Figure 1.2: Participant journey through the Leadership Development Programme

The participants' journey through the programme and beyond is detailed below in chronological order:

1.1 Recruitment to Summer Institute

Recruitment and selection

In order to be awarded a place on the LDP, candidates undergo a rigorous selection process following the submission of their application form. Successful applicants are invited to the Teach First assessment centre day. During the selection process candidates are assessed against [eight core competencies](#).

At the assessment centre these competencies are tested through a candidate interview, case study, case study reflection, and teaching and evaluating a short lesson. Successful candidates are then offered a conditional place on the LDP. This is subject to the successful checking of their qualifications (against national and Teach First requirements) and the candidate passing the skills tests in literacy and numeracy and the Curriculum Knowledge Assessment (CKA) for their allocated subject/phase. They must then successfully complete the Participant Preparation Work (PPW) and Summer Institute (SI).

Curriculum Knowledge Assessment

The CKA is an important part of the participant selection process. Before enrolment, candidates' suitability to teach the subject or phase to which they have been allocated is assessed and validated through the CKA by university tutors who work on the programme. Tutors provide individual feedback to participant responses to questions, focusing on developing participants' pedagogical content and subject knowledge and an accompanying action plan.

Participant Preparation Work

Following their conditional offer, and after successfully completing the Curriculum Knowledge Assessment (CKA), participants will undertake their Participant Preparation Work (PPW) which will give them a further opportunity to consider their strengths and areas for development ahead of embarking on SI. Designed to frame a five-day school experience that participants arrange themselves, it provides structure and clarity for what is a vital experience prior to starting SI. The document and supporting online materials are organised around the six SI themes (Vision, Leadership, Pedagogy, Curriculum Knowledge, Professional Context and Social and Local Context) and are closely linked to the Progression Framework – the objectives used to map the progress of the participant through the programme. Once completed, PPW is used at SI and beyond to encourage further debate and reflection on areas participants have identified as pertinent to their personal development. The aims of the PPW are outlined below:

- Begin to think about teaching and learning in the Teach First context.
- Consider the role that schools play in pupils' education.
- Begin to understand:
 - the Teach First vision
 - the curriculum
 - wider aspects of the role of the teacher
 - what teachers do to cater for individual pupils' needs
 - which methods and strategies are most effective in ensuring that children learn.
- Prepare for the next stages of the Teach First programme.

More information about PPW can be found at ['PPW online'](#) on the community website.

Summer Institute

Summer Institute (SI) is a six-week intensive residential programme of training to support participants' preparation for school. The experience begins with four weeks' training in the local area where participants are placed and culminates with a two-week event where the full cohort comes together in Leeds to complete this component of their initial training.

The two main priorities of Summer Institute are:

1. All participants complete SI prepared and ready for school. This preparation is gaining the practical knowledge, skills and behaviours they require in order to be confident and successful in their first days of teaching from September.
2. All participants complete SI with the mindsets, networks, knowledge, skills and behaviours to start shaping their role and work towards a vision that no child's educational success should be limited by socio-economic background. This is to ensure that Summer Institute capitalises on opportunities to establish participants as future ambassadors and connects them with the wider Teach First network including community member and partner organisations.

The Summer Institute curriculum has been developed based on six high level objectives. Each pre-employment objective is linked to associated knowledge, skills and outcomes, which participants will work towards across the six weeks. They will be the focus of every learning opportunity including time spent in sessions, in school, in the community and covers both weeks 1-4 and 5-6. This approach enables participants to make sense of their entire experience of SI, track and monitor their progress and more effectively utilise the support of their LDO, mentor and tutor in service of their development.

Weeks 1-4

The structure of the curriculum for weeks 1-4 is determined by each Teach First Local Area Team in collaboration with their university partner. This forms part of the over-arching curriculum. For all participants, weeks 1-4 will include the following:

- university and school-based subject studies, primary and Early Years and professional studies and practice sessions
- induction session developed by Teach First
- community engagement and immersion activities
- teaching experience days in placement and non-placement partner schools
- training on BlueSky, the online tool used to track progress through the progression framework and make journal reflections
- participation in school-based and school-led training
- opportunities to work with pupils, teachers and the local community.

During their time spent in schools, each participant will have a minimum of five opportunities to teach lessons to pupils in real classroom environments.

Teaching experience days

During weeks 1-4 of SI, participants spend time in a school other than the placement school focusing on a range of tasks and opportunities to investigate learning. This could include:

- undertaking focused observations of outstanding practice
- planning lessons and teaching episodes in collaboration with school colleagues
- teaching the minimum five required 'teaching episodes' which can be a mixture of shorter and longer teaching sessions
- engaging in guided reflection on what they have observed and taught including feedback from their own teaching practice
- opportunities to mark and assess pupils' work
- applying theory to practice. Allowing participants to have a deeper understanding of the theory and how it affects classroom practice
- experiencing contrasting teaching environments, pupil ability levels and behaviour for learning across the school
- experiencing 'pupil voice' and hearing from pupils about how they experience teaching and what helps them to learn
- gaining insight into the professional requirements of being a teacher.

Placement School Days

During weeks 1-4 participants will also visit their placement schools where they will be teaching from September. Activities during the placement school experience could include:

- meeting and building relationships with staff and observing pupils being taught in their subject or phase
- learning about the school's professional support for the school-based aspects of training
- meeting with key members of staff to understand the work that they do e.g. SENCO, EAL Coordinator, staff in charge of behaviour or whole school teaching and learning
- meeting with mentors and key stage or year group leaders
- gaining detailed information about schemes of work, lesson plans, information about the pupils in their class, published schemes and other units of work and resources
- gaining detailed information about school procedures and policy with particular reference to all inclusion issues and behaviour management policies
- finding out about school ethos, the school targets, the school development plan, the curriculum, associated schemes of work and lesson planning, assessment and reporting procedures, inclusion and behaviour management approaches
- gaining understanding of any early formal interactions with parents or carers
- collating materials relating to their school in the light of the requirements for Written Assignment (WA 1)
- observing, planning and contributing to a purposeful learning environment for pupils
- gaining an understanding of, and making plans for, preparations to be undertaken before the first day of term in September
- beginning to understand how their vision for pupils can be embedded effectively.

Weeks 5-6

The final fortnight of training (weeks 5 and 6) is held in Leeds with the full national cohort coming together. This experience is further enriched in week 6 when participants from the previous year's cohort return to Summer Institute to complete their PGCE with QTS.

During weeks 5 and 6 participants will:

- attend subject/phase specific sessions with participants teaching the same subject or phase across England and Wales. Secondary participants will also attend further professional studies and practice training
- observe the returning cohort deliver their Written Assignment 4 presentations about the impact they have had during their first year of teaching
- attend a two-day Impact Conference providing CPD within leadership and the career pathways (classroom/school leadership, charities and social enterprises and research and policy). The conference is facilitated by a range of experts and keynote speakers and will be attended by ambassadors, colleagues from partner schools and supporters and sponsors of Teach First
- attend an intercohort activity in subject or phase groups with members of the previous cohort
- complete Summer Institute with an 'Are You Ready?' day focused on consolidating the learning after six weeks of training and focusing on day 1 preparations for school in September.

The training during weeks 5 and 6 is provided by tutors from our university partnerships, associate tutors (experienced teachers recruited to support the training, many of whom are Teach First ambassadors), Leadership Development Officers and external speakers and facilitators.

Across the six weeks training, all participants will be supported by Teach First, university and school-based colleagues to ensure that each individual is meeting the required objectives of the training programme. To support this, each participant will meet regularly with a mentor to assess their progress using the online tool, BlueSky which will also identify any areas for development or intervention.

Post-SI curriculum

Following SI all participants will be given the tools and resources to continue their development and prepare for the first few hours, days and weeks in the classroom. For those participants who require additional support to meet all SI objectives, Local Areas will run more in-depth post-SI content, to ensure that prior to starting in school, every participant is day 1 ready.

1.2 Year 1 in detail

PGCE

In the first year of the programme participants complete a PGCE with the Teach First university provider for their Local Area.

Subject/phase input

Throughout the year there are both university-led and Teach First-led learning opportunities for participants to develop their teaching and leadership skills.

Primary training

The university provides nine days of specific training for primary participants during the year. These include:

- classroom organisation and managing behaviour
- subject knowledge and subject application development, including the development of a rich teaching repertoire
- guidance on further reading and research findings
- opportunities to discuss practice and share experiences
- visits to schools or other sites that model and promote stimulating approaches to teaching and learning
- support from tutors on meeting phase-specific pedagogical aspects of the Teachers' Standards and the PGCE.

Details of the professional development days for each LA are available on the community website and on the university VLE or portal.

Table 1.2: Dates for primary and early years group call back days*

	Date 1	2	3	4	5	6	7	8	9
Primary and Early Years Group	30 Sept 2016	21 Oct 2016	18 Nov 2016	9 Dec 2016	20 Jan 2017	17 Feb 2017	17 Mar 2017	28 April 2017	19 May 2017

Conference days

These are CPD events covering a range of professional development opportunities specifically designed for the LDP and organised within Local Areas which provide important networking opportunities. Participants are required to attend at least two LDP conferences per year. More information on these, including dates can be found on Local Areas pages on the community website.

Individual support

Please see Section 2 for an overview of each support role and chapter 5 for the Participant Support Framework.

*Dates could be subject to change.

Contrasting school experience

In order to meet the initial teacher training criteria, which require that new teachers are prepared to teach in a range of schools, participants must work towards the Teachers' Standards in their contrasting school experience. It is vital that participants have a clear focus for the experience – usually an area that they have had limited opportunities to gain evidence of in their placement school. The responsibility for setting up the experience lies with school mentors, and their planning should be discussed with university tutors. Specific requirements regarding the contrasting school experience are to be found below and the documentation that participants complete following the experience can be found as a resource on BlueSky. Participants must document and evidence the experience on BlueSky.

Requirements of the contrasting school experience

- The contrasting school experience must be **five full days**, or the equivalent in length. It is advised that it takes place on consecutive days in order to facilitate pupil progress and needs to take place in a school which is **contrasting to the participant's placement school**.
- There must be careful consideration of what the participant's development needs are in order to ensure the school selected for the second school experience is appropriate to meet these needs.
- There should be a clear rationale for why the school has been selected and what outcomes the participant is expected to achieve whilst in the school based on the participant's needs and priorities as identified by the participant, mentor(s) and tutor(s)
- The experience should be arranged at the end of the Autumn term/beginning of the Spring term to **take place before the end of the Spring term**
- The participant must have significant opportunities to plan and teach lessons during the contrasting school experience:
 1. The experience must be planned to enable participants to teach a series of lessons to at least one group of pupils in order to assess pupil learning and show progression through a sequence of learning.
 2. The participant must be observed and receive formative feedback on their teaching against the Teachers' Standards during the contrasting school experience

3. At least 50% (12 hours) of the total time spent on the contrasting school experience must be the participant teaching lessons in the second school. 50% of teaching is a minimum of 12 hours teaching during the five-day block. These activities count within this category:
 - a. taking full responsibility for planning, delivering and assessing a full class (circa 30 students)
 - b. taking responsibility for planning, delivering and assessing a full class or a group of students (15 or more)
 - c. leading activities within a class e.g. starter, plenary (involving planning, delivery and assessment).
4. Around 40% of the participant's time (10 hours) should be spent observing practice, half of which should be of an outstanding practitioner.

Alternate key stage placement

It is a National College for Teaching and Leadership (NCTL) requirement that primary participants spend a minimum of 20 days in the alternate key stage to the one they are teaching in. These 20 days can be split into sections; however, a minimum of ten days must be continuous. This placement is to ensure that primary participants are trained to teach children across the age range of five to 11 years. During the final ten days of the placement, participants should take responsibility for the class in the alternative key stage for 80% of the timetable. Participants must 'pass' this placement by being assessed as meeting all of the Teachers' Standards. A document to capture the learnings from the placement can be found on BlueSky for completion.

Intercohort week

This takes place at the end of a participant's first year in school. It includes:

- completion of requirements for QTS, including WA4 and submission of the Final Portfolio, compiled on BlueSky
- review and evaluation of year 1 of the LDP
- preparation for year 2 of the LDP
- joint working with the incoming cohort of participants, ambassadors and the wider Teach First community
- Teach First Impact Conference with hundreds of expert-lead sessions for teacher and leader development
- continued development in pedagogy and leadership.

Pupil impact tools

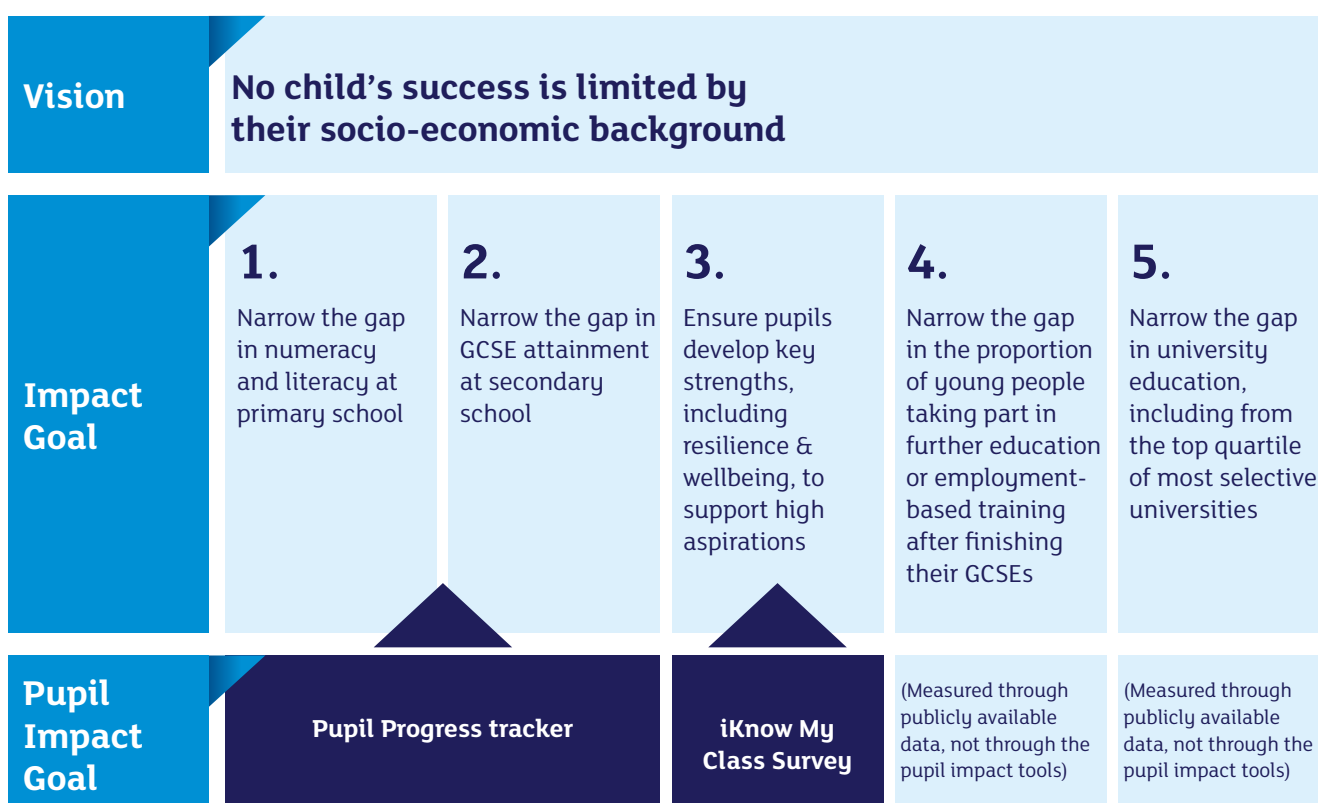
At Teach First we have two pupil impact tools:

1. **The Pupil Progress Tracker (PPT)**
2. **The iKnow My Class survey**

The tools are important for:

- **participants:** to reflect on, learn from and adapt practice, so they can develop their teaching to be the best it can
- **the participants' class and pupils:** evidence can be used to tailor teaching to the class needs and give pupils the best chance of succeeding throughout the year
- **Teach First:** As a charity, the organisation needs to be able to understand and evidence the impact it's having. The pupil impact tools help do this, for all phases of teaching. The diagram below demonstrates which tools measure our contribution to the goals.

Figure 1.3: How the pupil impact tools and impact goals lead to achieving the Teach First vision



We believe that the information these tools enable us to collate will improve pupil learning in three interconnected ways:

1. Informing the practice of participants

We know that some schools already have monitoring systems. However, putting data into the PPT is important because:

- The PPT also analyses data for pupils who have additional learning needs (ALN), speak English as an additional language (EAL) or are eligible for free school meals (FSM).
- Support colleagues can use the data from these tools to tailor the support they give to participants.
- The iKnow My Class survey allows participants to hear their pupils' aspirations and motivations in the classroom.

Surveying pupils about their teachers (and their experiences in the classroom) was identified by the Gates' Foundation's 'Measures of Effective Teaching' (2010) study as one of three types of measure that give the most accurate reading of a teacher's effectiveness. (The other two are pupil attainment in tests, which is covered by the PPT, and teacher observations.)

2. Improving the quality of interactions between participants and their supporting colleagues (LDOs, tutors and mentors)

- Conversations can be informed by pupil-level data from both the PPT and the iKnow My Class survey.
- Supporting colleagues can view a snapshot of what is happening in their participants' classrooms to better support their participants.
- Using both tools together will help us gather a comprehensive picture of educational success.

3. Helping to develop the LDP

Teach First looks at data throughout the year in order to improve the programme in the following ways.

- Identify practice that is particularly effective and learn from it.
- Identify areas that might need more support, and then offer additional support during that academic year.
- Better understand our participants' impact in the classroom, develop the programme for future cohorts, and work towards our Fair Education Impact Goals in the most effective way possible.
- Ensure that the changes in the classroom are helping those we are trying to reach.
- Share what is working with our community.

Further information about the tools, including eligibility and expectations for using the tools in 2016 is available in Appendix A.07 of this guide, on the community website and shared at SI.

Summer projects

Summer projects are offered in August to support participants and ambassadors wishing to develop specific skills and/or explore other career pathways. Summer projects are open to all participants and ambassadors and are a great way to network and gain CPD during or after completing the programme. For more information, please speak to your Local Engagement Officer, contact details for which can be found in Appendix A.01.

1.3 Year 2 in detail

During year 2, participants' learning and development continues through a range of different opportunities. Leadership Development Officers (LDOs) work with Newly Qualified Teacher (NQT) mentors in school to provide second year participants with ongoing development, meeting the requirements of the NQT year.

Teach First Masters

Participants have the opportunity to work towards a Masters specifically designed to further develop their abilities to be effective leaders at classroom, school and system level. Teach First has partnered with leading universities within the fields of education and leadership to deliver the Masters.

Table 1.3: Teach First Masters university partners

University	Local Area	Masters title
Canterbury Christ Church University	East of England	MA Transformational Leadership (Teach First)
	South East	
	South Coast	
University College London Institute of Education	London	Masters in Leadership (Teach First)
University of Bristol	South West	Master of Science Educational Leadership (Teach First)
University of Manchester	North West	Masters in Education (Teach First Leadership)
	Yorkshire & the Humber	
University of Warwick	East Midlands	Masters in Educational Leadership (Teach First)
	West Midlands	
	North East	

Structure

The Masters is a two-year opportunity for participants to engage in deeper reflection and classroom-based research, building on the M-level credits gained through the initial teacher training component of year 1 of the LDP. The Masters starts in the participants' second year on the LDP, after they have achieved their PGCE with QTS. The 180-credit Masters programmes have been designed to utilise and take advantage of work to which participants are already committed. This includes the achievement of their PGCE, which gives participants 60 credits to transfer to the Masters, and their involvement with the LDP, which is used as the basis of the reflective essay, the independent self study.

The basic structure of the Teach First Masters is the same for all universities, however, the content and focus differs slightly to reflect the universities' areas of expertise and local context. Please refer to the individual university information to find out more.

Table 1.4: How the LDP and Masters credits are accumulated

Year 1 LDP	Year 2 LDP/Year 1 MA	Year 1 ambassador/Year 2 MA
Post Graduate Certificate in Education (PGCE) Credits: 60 transferred from PGCE Assessment: Essays and observations	Independent self study Credits: 30 Assessment: Essay	Research methods module Credits: Dependent on university, 0 or 30 credits Assessment: Dissertation proposal and/or research essay
	University taught module Credits: 30 Assessment: A research/practice based essay(s)	Dissertation / Report Credits: Dependent on university, 30 or 60 credits Assessment: An extended research-based dissertation

The 60 credits awarded for the PGCE are for the following elements of the LDP:

- Journal and extended reflections: This includes the weekly reflections for the journal, which will feed into an extended reflection that participants will complete twice in the year focusing on the key areas of behaviour for learning and a specific subject area (primary) assessment for learning (secondary). Credits are not awarded for completing the journal itself but for the two-part Reflective Journal Assignment (RJA) comprising RJA1 and RJA2 which are completed during the year.
- WA2 and WA3: These are two of the Written Assignments that participants complete during the year and will therefore require increased reflection, reference to professional practice and academic referencing and research.

For more information about the Masters, please contact your Local Area Team.

Coaches for teachers (Year 2)

All participants and ambassadors in teaching roles can receive extra support from a volunteer coach based at one of our partner organisations. Coaches for teachers, proudly supported by National Grid, is offered in year 2 of the LDP and gives participants the opportunity to be supported through their professional development by someone from the world of business with bespoke coaching training. Rather than offering solutions for participants, coaches are trained to guide participants to analyse and find answers to their own challenges. Find out more about coaches for teachers on the [community website](#).

1.4 Becoming a Teach First ambassador

What does it mean to be an ambassador?

After completing the Leadership Development Programme (LDP), participants become a Teach First ambassador – someone with an extensive understanding of educational inequality, and a unique set of skills and experiences which can drive forward our ambition of securing a fair education for every young person, regardless of their background. Our goal is to support ambassadors to further develop these skills, in whatever career path they pursue, and give them opportunities to build on their impact and continue to make a difference to the lives of young people across the UK.

What do our ambassadors go on to do?

Many ambassadors remain in the classroom, inspiring young people to strive for a better future; some join businesses and continue to build on their impact through mentoring and other voluntary roles, and others set up their own charities and social enterprises, inspired by their experiences working directly with young people on the LDP. Some also move into policy and research, committed to influencing system-wide change.

How do we support them to have an even greater impact?

Teach First is committed to growing its community of ambassadors, which will be 10,000 strong by 2019, to become an even more powerful force for change. We will achieve this by supporting them to develop in the areas that will see the greatest change for young people; providing them with events, voluntary opportunities, career development opportunities and local support networks, all of which allow them to make connections, both within and outside of the community, to have a greater impact on educational disadvantage. They are offered intensive career development support in one of the pathways that we've identified as being critical towards the vision:



What do participants need to do to prepare?

Teach First will reach out to participants with guidance on how to begin their time as an ambassador as they approach the end of their time on LDP. For now, participants can:

- Look up our career pathway support on the community website to plan next steps after the LDP.
- Ask their Leadership Development Officer for more information on ambassadors.
- Keep their address and career details up to date on the community website directory.
- Reach out to current ambassadors through the directory to find out more about the work they've done.
- Engage with ambassador transition activity in their local areas at the end of year 2 (as per the core requirements).

2. Responsibilities and Support Roles



All participants on the Leadership Development Programme receive the expert support they need to become excellent teachers and leaders. This support is differentiated by need and involves a number of support roles across the Teach First, school and university partnerships. All support roles are responsible for ensuring participant success; working flexibly, responsibly, and in line with our values:

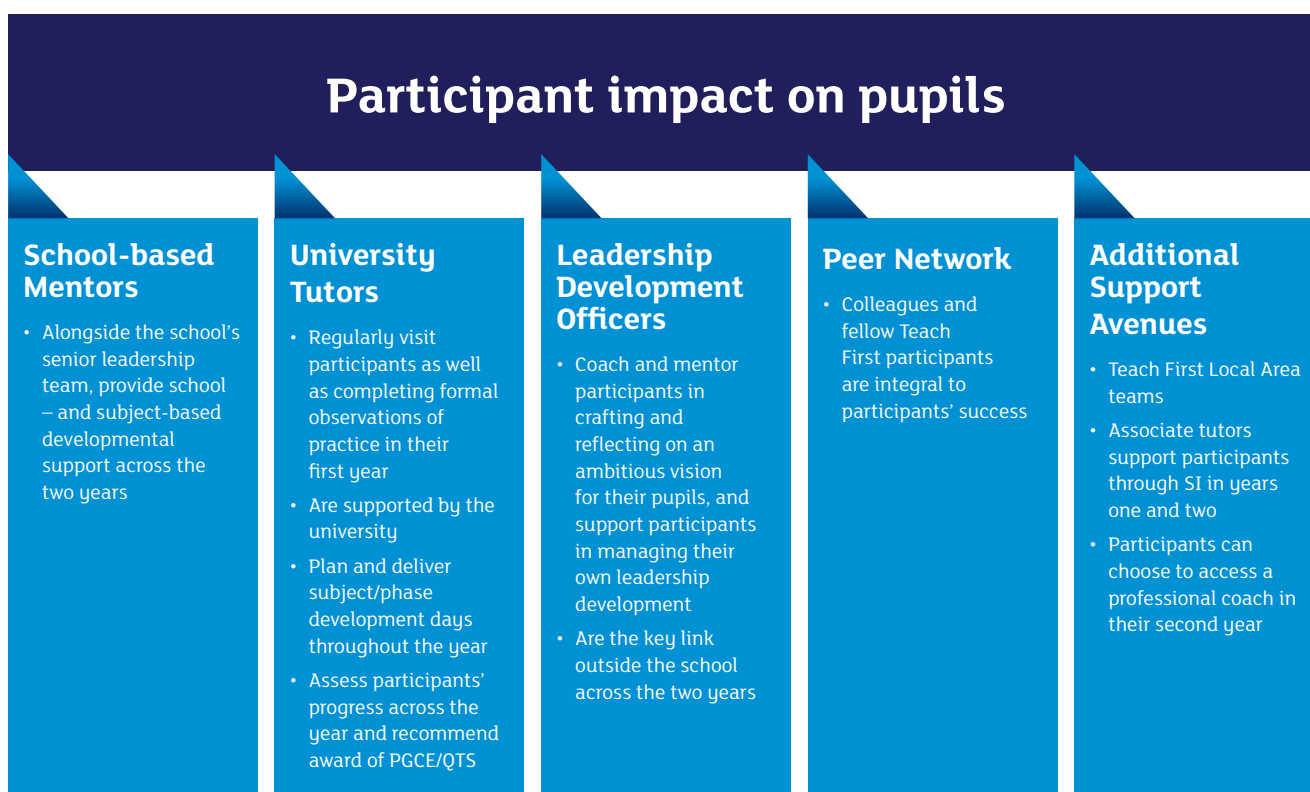
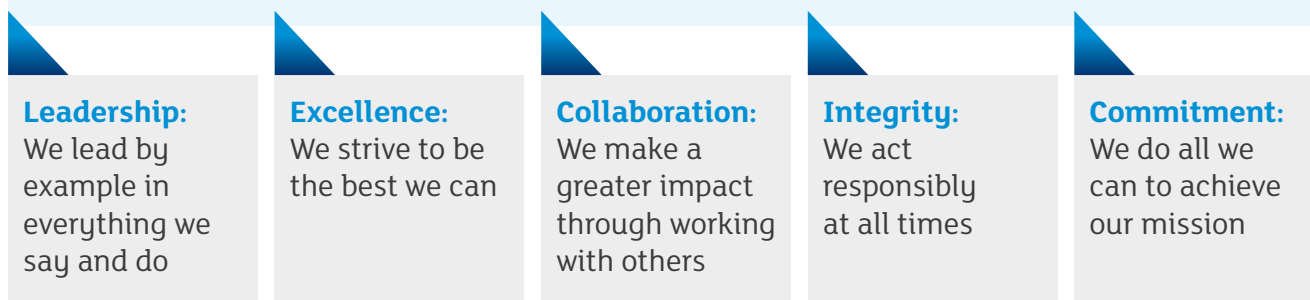


Figure 2.1: Responsibilities of the Teach First support roles

Leadership Development Officers (LDOs)

Leadership Development Officers (LDOs) are employees of Teach First with teaching experience who support participants in developing their leadership skills through their classroom practice. LDOs work with participants across the two-year programme, supporting and challenging them to:

- Set and work towards an ambitious vision for pupil progress.
- Reflect on and track their own and their pupils' progress using the Progression Framework and pupil impact tools.
- Identify and access appropriate development opportunities and support networks.

They also have a focus on participant retention on the Leadership Development Programme, working with university tutors and in-school mentors to provide additional support where needed.

LDOs use the Progression Framework (via BlueSky) with participants to help them map their leadership development, and use data from the pupil impact tools (Pupil Progress Tracker and iKnow My Class survey, more information on page 15) to support participants to measure pupils' progress towards their vision. These form the basis of many LDOs' interactions with participants.

Each Local Area has its own bespoke support offer for LDO work with participants. Participants will need to consult their LDO for more information on the bespoke support offered. From a participant perspective, typical LDO support may look like:

Year 1

- half termly group meetings with LDO and other participants, focusing on Progression Framework, pupil impact data, their vision for pupils
- if required: bespoke support through the Participant Support Framework process (more information in Section 5)
- on request: one-to-one coaching.

Year 2

- group meetings focusing on Progression Framework, vision and backwards planning, pupil impact data
- action research cycles: class visit and follow-up coaching conversation
- other coaching/mentoring support as required.

University tutors (Year 1)

Tutors have expert knowledge and understanding of ITD and work for an ITD provider. Tutors work with participants regularly throughout year 1 (or until QTS is achieved)*, including provision of additional support as required for those who experience difficulties. They are in contact with their participant a minimum of 12 times during the year.

The role of the tutor is to:

- Prepare nine additional out-of-school training days to support participants' development, in line with the wider Teach First curriculum. Support delivery of content at SI as appropriate.
- Remind school mentors about the need to set up the contrasting school experience at an early stage in the year.
- Support participants (using the BlueSky tool) to identify areas for development, set objectives to action and make progress towards these using the Progression Framework.
- Support school mentors with their responsibilities and quality assure their work.
- Oversee the quality assurance of school-based training and support to ensure it meets the requirements of the programme.
- Conduct formal lesson observations throughout year 1, including joint observations with mentors as appropriate.
- Oversee the preparation and assessment of WAs and the Reflective Journal Assignments (RJAs) and support participants to create the portfolio on BlueSky.
- Report participants' progress to Teach First and the university as part of the termly review and raise any issues regarding participants' progress with the appropriate Teach First local director, school mentor and university programme lead.
- Discuss, provide guidance and agree arrangements for the second school placement, alternative key stage experience and the 0-3 placement (EY participants only) with school mentors.
- Support participants and schools to adhere to programme requirements as per the key requirements and partnership agreements.
- Work with participants regularly throughout year 1 (or until QTS is achieved)*, including providing additional support as required for those who experience difficulties.
- Empower mentors to engage with subject knowledge development conversations.
- Contribute to, comment on and provide support with termly action plans, in collaboration with mentors.

- Provide tailored support.
- Provide a programme of development training days throughout SI.
- Support the ongoing subject knowledge review and development of participants.
- Ensure that all primary or EY development days blend theory and practice and focus on the short- and long-term needs of participants.
- Maintain ongoing electronic communication in between meetings via BlueSky and email as appropriate.
- Ensure that all visits are pre-arranged and that mentors are appropriately informed.

*On the basis that the participant remains a part of the Teach First programme

School mentors

Mentoring is a central part of the Teach First programme in both years. Our mentors develop and lead the school-based training for their participants. They provide structured, sustained support for participants in years 1 and 2 of the programme supporting participants to apply their learning to their school context. Mentors also monitor the day-to-day impact participants have on pupils, providing additional support where required to ensure participant impact on pupils is maximised.

The role of school mentor (Early Years, primary) is to:

- Work with participants across their two years on the LDP, giving time and expertise to participants to provide regular pedagogical support.
- Hold weekly one-to-one meetings with each participant to discuss their progress towards the Teachers' Standards and the Progression Framework (via BlueSky).
- Meet weekly for approximately one hour in year 1 and regularly throughout the NQT year with participants and coordinate the in-school support participants receive. These meetings should focus on participants' development and align with both the Teachers' Standards and participant's vision. There should also be contact with the participant in addition to these weekly meetings.
- Use weekly meetings with participants, and the needs identified in the Journal on BlueSky, to plan and provide individualised training and undertake other relevant training opportunities. A pro forma for recording the school-led training offered to participants is included on BlueSky as a resource.
- Work collaboratively with university tutors (year 1

only) and LDOs. Provide regular communications and updates on participant progress to allow all support roles (mentors, tutors and LDOs) to provide appropriate, bespoke support to participants.

- Use BlueSky to work with participants to set objectives and actions that move them forward in their training. These should go beyond preparations for the following week and should be tailored to the overall progress of the participant.
- Formally and informally observe lessons (three times a term), and set targets for participants that align with Teachers' Standards and the participant's vision. These should be undertaken in collaboration with the professional tutor.
- Engage with and support the termly review process, using the Monitoring Your Progress document and journal via BlueSky.
- For termly review meetings, it is the responsibility of school mentors to ensure that judgements and grades are internally moderated so that grades awarded to participants are consistent.

The expectations of participants are captured in the core requirements of the programme (page 8) and the [Participant Expectations Booklet](#)

Responsibilities of the school/setting across the two years are outlined in the School Partnership agreement. Responsibilities of Teach First and the university provider can be found listed in Appendix A.03.

CPD opportunities for all mentors

Mentors are required to engage with regular training and development opportunities throughout the year provided by the Teach First LA teams and university. These include an induction to the programme, ongoing development and networking opportunities, as well as recognition and accreditation routes in some Local Areas. More information can be found by contacting Local Area Teams (contact details in Appendix A.01).

3. Progress and Assessment



In order to meet the requirements of the programme and have maximum impact on pupils, participants must understand and be able to demonstrate progress. There are three tools used to discuss and track progress:

Pre-Employment Objectives and Outcomes

Used throughout SI and prior to starting school in September.

Monitoring Your Progress

Used throughout year 1 to chart progress made/required of participants towards QTS.

Progression Framework

Used throughout year 1 and 2 to discuss development needs and successes in a range of teaching and leadership competencies.

All three tools are hosted on BlueSky as reviews that participants are expected to complete during the programme.

BlueSky

BlueSky is the online tool used to track participant progress through the LDP. It is also where participants make journal entries, share them with their support roles, and set objectives and actions in collaboration with their support roles. All participants and support roles will receive training on how to use BlueSky.

BlueSky will enable participants to engage with the above tools in the following ways:

Pre-Employment Objectives

The Pre-Employment Objectives are arranged by the SI high level themes (Vision, Leadership, Pedagogy, Curriculum knowledge, Professional context and Social and Local context) to help ensure participants are school-ready for September. There are a number of outcomes within each area that participants are expected to achieve by the end of each fortnight over the six weeks.

Monitoring Your Progress

During the first year on the programme participants collect evidence for the award of QTS. The 'Monitoring Your Progress' review on BlueSky supports them to fully engage with this process. Each term participants review their progress against the Teachers' Standards, collect and record their evidence and set themselves objectives that will enable them to make progress against the Teachers' Standards through each of the following levels: 'Emerging', 'Establishing', 'Embedding' and 'Exceeding'. They engage in this process in collaboration with their mentor(s), tutor(s) and LDO. There are then opportunities on BlueSky for participants to record their objectives and actions accordingly and the progress they make against them. Evidence that participants upload against the standards will form part of the portfolio.

The Progression Framework

Participants will engage with the Progression Framework over both years of the programme with their support roles using BlueSky. Participants will engage in the following process when using the Progression Framework review to improve their practice to move from the pre-employment phase through initial and profound pupil impact on to broadening impact. The Teachers' Standards are embedded within the Progression Framework and are a vital component of it. They are formally assessed by university teams as participants work towards achieving QTS.

- **Reflect:** The Progression Framework and Teachers' Standards support participants to consider which areas of their practice are stronger and which areas require further work. Considered reflection ensures that participants translate their experiences into learning.
- **Identify areas for development:** In reflecting on their experiences, participants consider why progress in certain areas is more or less effective. In understanding where (and why) progress is limited, participants can focus their time and energy on areas that require more development.
- **Set objectives:** Based on the areas identified above, participants can set objectives using BlueSky to ensure progress towards – and meeting of – all parts of the Progression Framework across a period of time.
- **Track progress:** By capturing evidence against a variety of objectives participants are able to work towards and meet them.
- **Receive feedback:** participants will be expected to act on a variety of forms of feedback, including that from their pupils, support roles, peers and formally.
- **Evidencing impact:** participants must provide evidence on BlueSky of their progress through the Progression Framework and Teachers' Standards in order to achieve QTS and their PGCE. Progress against the Teachers' Standards is reviewed formally on four occasions*:
 1. Autumn term (after half term)
 2. Spring term (after half term)
 3. Summer term (before half term)
 4. Final portfolio review (at Summer term review or during the first three weeks of June)

*Please note that timings may vary slightly according to Local Area.

Participant progress and assessment towards QTS and the PGCE will be based on a number of sources of evidence including:

- Progression Framework
- progress against the Teachers' Standards/QTS Standards Wales (Monitoring Your Progress review in year 1 on BlueSky)
- online portfolio of teaching evidence, compiled on BlueSky including the Journal.
- Written Assignments and Reflective Journal Assignments
- lesson observations
- pupil impact data.

Sources of evidence for QTS and PGCE assessment

Progression Framework

More information on this can be found above and in Section 1, page 7. The framework can be found as Appendix A.02. The Progression Framework is a review on BlueSky.

Monitoring Your Progress

More information can be found on page 26. The Monitoring Your Progress review can be found as a review on BlueSky. More information about Monitoring Your Progress and moving through the levels can be found in the 'Resources' section on BlueSky.

Journal

The journal offers weekly opportunities for participants to reflect on their practice and development throughout the first year. It provides key evidence of professional development in action. Mentors, tutors, LDOs and participants are all expected to engage with the journal on BlueSky. Participants should share their journal entries with all their support roles and allow them to comment and feedback on entries.

It provides:

- a focus for weekly meetings between participants and their mentor. The focus is decided on by participants from a specified list (found on BlueSky as a resource) and encompasses, by the end of the year, all of the required areas
- space for recording key achievements, issues and objectives
- space for recording key reflections on professional development
- space for mentors/tutors/LDOs to sign and comment on participants' progress.

Portfolio

A final online portfolio (e-portfolio) of evidence that demonstrates how the Teachers' Standards have been met will be submitted by participants in June 2017. Participants are expected to keep comprehensive planning, assessment and evaluation records and these are discussed with tutors and mentors. These records also form part of the evidence that participants are required to submit in the final e-portfolio on BlueSky to demonstrate that they meet the all of the Teachers' Standards.

This key collection of resources is collated on BlueSky and it is available to mentors and tutors for ongoing formative assessment at any time. The programme requires all participants to plan the lessons and units of work they teach. There is no single required pro forma for planning or evaluation, although there are core principles that must be evidenced.

Every lesson that is observed formally must be evaluated; however, participants will be observed informally by a range of colleagues across the year. Each week, they will select a key learning point and set targets with mentors. It is recognised that some evaluations will be more comprehensive than others. The key questions for participants, mentors and tutors to consider are:

- Is every lesson and unit of work evaluated in a way that focuses on pupil learning and the meeting of learning objectives, pointing forward to decisions about the next lesson?
- Are all the considerations included in the Unit of Work Cover Sheet addressed over time?

Unit of Work Cover Sheets

At the end of the programme, Unit of Work Cover Sheets (found as a resource on BlueSky) provide significant evidence of participants' engagement with the broad range of Teachers' Standards. In their Final Portfolio, participants must include two units of work, each for a different subject and both supported by the related Unit of Work Cover Sheet. Participants are encouraged to choose the evidence of their best work during the programme.

Portfolio compilation

Towards the end of the Spring term 2017, tutors provide guidance on assembling the Final Portfolio, which should contain the best holistic evidence of meeting the Standards.

The following table lists the required contents of the final portfolio and cross-references these requirements with detailed information about them elsewhere in this guide, in other documentation, and on the university's VLE.

Table 3.1: Required contents of the final portfolio and their sources (Primary)

Portfolio	Sources
Section 1- The journal	Journal entries on BlueSky
Section 2- Lesson observations: all formal lesson observation records (including mentors and tutors in date order)	There should be at least 17 observations evidenced on BlueSky An example lesson observation pro forma can be found as a resource on BlueSky
Section 3- Written Assignments	See later in this section and the university VLE. These should be uploaded onto BlueSky.
Section 4- Contrasting school experience with evidence of teaching	This should be evidenced on BlueSky by completing the template within resource section
Section 5- Annotated unit of work	See resources on BlueSky Primary to include two units of work, across two subject areas that best demonstrate attainment in terms of planning, teaching evaluation and pupil impact such as a photograph or evidenced by pupil work
Section 6- Subject knowledge development evidence	The original CKA and evidence of subject knowledge development should be uploaded onto BlueSky
Section 7- Other evidence	Evidence of meeting the Teachers' Standards not included elsewhere This must include the professional attributes and out-of-school activity resources uploaded onto BlueSky

Written Assignments (WAs) and Reflective Journal Assignments

Participants are required to complete six written assignments during the first year of the LDP in order to achieve the award of PGCE. These assignments also contribute to the evidence that participants meet the Teachers' Standards relating to professional development.

Participants are required to complete four primary WAs (PWAs) during the first year of the LDP in order to achieve the award of PGCE. These assignments also contribute to the evidence that participants meet the Teachers' Standards relating to professional development.

Developing a special subject interest

Two of the assignments, the Primary Reflective Journal Assignment 2 (PRJA2) and Written Assignment 3 (PWA3) enable participants to choose and develop a special subject interest. It is intended that they use the same subject across both of these assignments. This will enable them to maximise their impact on children's learning in their own class through the development of more in-depth pedagogical subject knowledge. This also prepares participants to lead a subject across the school, thereby increasing the impact they are able to have on learning.

Assessment of Primary Written Assignments

Primary tutors assess all primary participants' work.

- PWA1 is a diagnostic assessment completed at SI and assessed at level 6.
- PWAs 2 and 3 are designed to be assessed at Masters level (level 7), with the option for them to be assessed at level 6 if they do not meet the level 7 criteria (see programme and module specifications (available on request through the university) and the Written Assignment Assessment Grid).
- PWA4 is assessed at level 6 during summer 2017.

There are also two PRJAs on behaviour management and subject-specific reading that together comprise the third element assessed at Masters level. Participants should consider where, in their weekly reflections in the journal there are links to and supporting evidence for the PRJAs. PRJA 1 is marked and graded formatively. On submission of PRJA2, the two assignments are assessed summatively by primary tutors.

Assignments are assessed and graded at Masters level according to the home university marking system.

If an extension is required, this must be applied for in advance to the programme lead following the home university regulations and procedures. Failure to submit an assignment results in a fail grade. Participants should keep copies of all submitted work.

General guidance for Written Assignments and Reflective Journal Assignments for participants

Focus and context

- Define a focus and context.
- Contextualise the work (in the department, school, locally and nationally).
- Show understanding of the issues.
- Define the aims and purposes of the assignment.
- Ensure anonymity of the school and pupils.

Use of reading and resources

- Demonstrate that appropriate subject-specific reading and resources influenced the assignment.
- Take a critical approach to the material read, comparing and contrasting the views of different authors to show how the material relates to the practical work carried out.

Theory and practice

- Make connections between theory and practice.
- Show a critical understanding of the theory read and its application.
- Show how theory and practice can inform each other.

Use of supporting information

- Organise information gathered from teaching experience as appendices (e.g. lesson plans and examples of assessed pupil work).
- Include information collected in other ways (e.g. interviews with pupils), if appropriate.
- Analyse this information in the body of the essay.

Reasoning

- Construct a well-argued discussion.
- Identify questions and issues and follow them through to conclusions.

Organisation and presentation

- Demonstrate a high standard of presentation using word processing.
- Ensure that there is clear and appropriate use of grammatically correct English.
- List books and articles that are actually referenced in the work.
- Use the Harvard referencing system (check the exact format required by the university).

Impact on professional development

- Reflect on the development of your understanding of the chosen topic.
- Show how the assignment will affect your teaching and your developing philosophy of education.
- Identify areas that you intend to follow up and say how you will do so.
- Indicate how the work contributes to your attainment of the Teachers' Standards.

Ethical considerations

- Indicate how you have considered the ethics of your work.
- Anonymise children, adults and schools throughout, including in any appendices.
- Explain how you have obtained permission to use material such as photographs.

Ethics statement

Participants may be required to complete an ethics application for an assignment in which pupils are the focus. Their application should be submitted to the ethics committee within their institution. Their institution will give them details of the process for making an application, should this be required. Participants must read the guidelines published by their institution concerning ethical application.

Primary Written Assignment titles/EY Written Assignment titles

Table 3.2: Details of Primary Written Assignment 1

Primary Written Assignment 1 (PWA1) – Deadline: 15 July 2016	
To be submitted electronically. Please also keep an electronic copy yourself	
Title	School and Community Inquiry Assignment This assignment will enable you to conduct an inquiry in order to answer the following question: <i>‘What is the relationship between your school and its community?’</i>
Aims	The assignment aims to enable you to consider the following questions: <ul style="list-style-type: none"> • What knowledge and understanding will you need to develop about the lives of the pupils you teach and the community in which you will be teaching? • How have you begun to use this knowledge to develop a personal view of the wider community in which your school is situated? • How effective are the school and community links developed between your employing school and its community? (If appropriate, you may make comparisons to other schools; for example, your PPW or teaching experience school.) • How can understanding the community served by a school support your future work as a sensitive, responsive and effective teacher? Although not assessed at M level, the assignment also aims to serve a diagnostic purpose to provide formative feedback on your ability to write at Masters level
Standards Focus	<ul style="list-style-type: none"> • S1: Set high expectations which inspire, motivate and challenge pupils • S5: Adapt teaching to respond to the strengths and needs of all pupils
For further guidance around PWA1, please see the university VLE	

Table 3.3: Details of Primary Written Assignment 2

Primary Written Assignment 2 (PWA2) – Deadline: 9 January 2017	
To be submitted electronically. Please also keep an electronic copy yourself	
Title	What theories influenced your practice in order to improve the learning of a child or children with similar specific educational needs? Critically evaluate and analyse the contribution of these theories and their application to childrens’ learning
Aims	To explore the interventions and progress of a child with a specific need and evaluate the support provided for them
Standards Focus	<ul style="list-style-type: none"> • S2: Promote good progress and outcomes by pupils • S5: Adapt teaching to respond to the strengths and needs of all pupils • S8: Fulfil wider professional responsibilities
For further guidance around PWA2, please see the university VLE	

Table 3.4: Details of Primary Written Assignment 3

Primary Written Assignment 3 (PWA3) – Deadline: 24 April 2017	
To be submitted electronically. Please also keep an electronic copy yourself	
Title	<p>With reference to research evidence and theories of learning and teaching, how does planning in a chosen subject area contribute to progress across the whole Early Years to primary age phase?</p> <p>Critically evaluate and analyse the contribution of research and theories and their application in the units of work to children's attainment</p>
Aims	<ul style="list-style-type: none"> • To examine and understand progression in a chosen subject from nursery to Year 6 • To explore the relationship between theory and practice in this subject area
Standards Focus	<ul style="list-style-type: none"> • S2: Promote good progress and outcomes by pupils • S3: Demonstrate good subject and curriculum knowledge • S4: Plan and teach well-structured lessons • S6: Make accurate and productive use of assessment
For further guidance around PWA3, please see the university VLE	

Table 3.5: Details of Primary Written Assignment 4

Primary Written Assignment 4 (PWA4) – Deadline: Returners week SI 2017	
PowerPoint presentation with accompanying handouts for audience and speaker's notes for use by the tutor assessing your work	
Title	<p>With reference to the vision that you have crafted for your pupils, how have you demonstrated high expectations of students and a commitment to raising attainment in your placement school?</p> <p>Making reference to the theories which influenced your work, you should evaluate some examples of your vision-focused practice, concentrating on the impact of the strategies you adopted on student learning and attainment, and evidence for this</p>
Aims	<p>To share with your peers and the next cohort of participants the vision that you have for your pupils and some evidence of the outcomes arising from your commitment to high expectations. The presentation should initiate debate among participants about successful practice and issues surrounding the establishment of high expectations and high-achieving practice. The presentation should also show how theory has underpinned your practice. The next cohort of participants should be able to use the findings from the presentation to inform their own future practice</p>
Standards Focus	<ul style="list-style-type: none"> • S1: Set high expectations which inspire, motivate and challenge pupils
For further guidance around PWA4, please see the university VLE	

Primary Reflective Journal Assignments overview

Table 3.6: Details of Primary Reflective Journal Assignments

Primary Reflective Journal Assignments (PRJAs) Overview	
NQT Development and Portfolio Assessment	<ul style="list-style-type: none"> To record, in an incremental process, your developing knowledge and understanding, which forms the core evidence of your development as a reflective practitioner Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct
Standards Focus	<ul style="list-style-type: none"> S1: Set high expectations which inspire, motivate and challenge pupils S2: Promote good progress and outcomes by pupils S6: Make accurate and productive use of assessment S7: Manage behaviour effectively to ensure a good and safe learning environment S8: Fulfil wider professional responsibilities
Submission dates	Part 1 (PRJA1): 31 October 2016
	Part 2 (PRJA2): No later than 27 February 2017. LA Teams will confirm this deadline
Please keep an electronic copy of all your assignments	

Part 1: Behaviour management (PRJA1)

Participants reflect on their practical approaches to promoting effective behaviour management with reference to appropriate educational literature, reports and research.

Participants analyse how their future development as classroom practitioners will be informed by applying ideas from their reading into their own practice.

Part 2: Developing a primary subject special interest (PRJA2)

Participants reflect on the impact that subject-specific reading has on their teaching of their chosen subject in their classroom.

This assignment gives them the opportunity to choose, read about and reflect on best practice in particular subjects of the primary curriculum. Participants should choose their subject in discussion with their mentor and tutor. It does not need to be related to their degree subject, although it could be. It is more important for them to choose a subject that they are interested in teaching. They may also wish to choose a subject to which they will be able to make a useful whole-school leadership contribution in the future. Participants will have the opportunity to develop their subject interest further by looking at progression right across the primary age-phase in PWA3.

RJA guidance

Reflective journal assignments are accounts of participants' practice that are designed to empower them and to help them improve their practice. This account should not solely be a descriptive narrative. Concise and thoughtful descriptions should be analytical and should identify critical moments in participants' practice that have led to change and should be informed by theory. Carefully selected, relevant and useful theoretical literature and educational research should be synthesised into the account. The journal should be a significant point of reference when writing these assignments.

Journal entries serve as an aide memoire and facilitate the process by which participants can focus on specific incidents to develop and analyse their professional practice.

For more information and guidance, participants should speak to their tutors.

Lesson observations: An overview

Formative lesson observations take place to:

- Identify participants' strengths and areas for development in classroom teaching.
- Monitor participants' success in achieving previously agreed targets.
- Offer strategies and ideas to help participants improve and to identify new targets.
- Develop participants' capacity to develop their own teaching through prompted reflective analysis.
- Provide evidence of the steps taken towards success for all pupils.

Formative lesson observations should occur throughout the LDP. However, the first year requires a minimum number of observations. Observations are not graded, but formative feedback is provided in order to help develop participants' teaching and classroom practice. All observation feedback should be uploaded to BlueSky to provide evidence against the Teachers' Standards as part of the e-portfolio.

Table 3.7: Requirements for formative lesson observations

Formative lesson observations	Participant entitlement
University tutors	10 observations across the year
School mentors	6 observations across the year
External examiner	A sample of the cohort will be observed by the external examiner

There are three stages of formative lesson observation: preparation, observation and discussion and feedback.

Preparation

A pre-observation discussion should take place with participants. In this discussion it is important to establish:

- **A focus for the observation:** Prior to the observation, a focus for the observation should be selected. This identified area of the Teachers' Standards will ensure the participant is able to demonstrate progress in a specific area.
- **Familiarity with the lesson plan:** Participants should take observers through the plan to ensure they understand the structure of the lesson. This also provides the participant with feedback prior to the lesson and an opportunity to consider their plan for the lesson in detail.
- **The role of the observer:** It is usually appropriate for an observer to take up an unobtrusive and non-participatory role, but there are occasions when spending some time observing or supporting small groups may help the observer to form a more accurate judgement about pupil learning. It may be suitable to provide feedback within the lesson, in order to support participants to respond to this as soon as possible.
- **A time for post-lesson discussion:** Participants often feel anxious about what the observer thinks of the lesson, so it is important that they know in advance when a debriefing will take place. This should be as soon as possible after the lesson. It is also important to say a few words to the participant on every occasion before leaving the lesson.

Observation

Following observations, observers should:

- Try to describe objectively what is seen.
- Try to be precise. Although general strengths and weaknesses may be identified, these should be illustrated by specific examples.
- Take into account any contextual information.
- Try to understand why participants might be doing certain things.
- Avoid focusing on a judgement or grading.
- Try to identify questions for participants to consider around possible areas for development.
- Set clear, measurable targets related to the participant's performance and stage of development.
- Be prepared to suggest alternative approaches and discuss why these might work instead.
- Provide supporting materials to ensure participants have the tools to make changes to their practice.

Discussion and feedback

Following the lesson observation, participants are encouraged to reflect on the lesson themselves, and respond to observer feedback. Feedback should relate to the agreed lesson focus, although will often feature other areas of practice. As per the process laid out on page 26 (reflect, identify areas for development, set targets, track progress, get feedback), participants should consider which areas of the Teachers' Standards their lesson demonstrated evidence of, what impact this had on pupils and, with the support of the observer, agree targets for subsequent lessons. It is important that during formative lesson observation, summative judgements along Ofsted/Estyn lines are not made. Single, one off judgements are not a reliable means of judgement of teachers' classroom impact. University tutors should ensure that all observers take account of participants' trainee status and that this informs their feedback. Observation materials should then be uploaded to BlueSky as evidence in the e-portfolio.

Some tips for observers can be found as Appendix A.08.

Pupil impact data

As outlined in Section 1, across the two-year programme participants should collect and share data on the progress of their pupils. To do this there are two tools: the PPT and the iKnow My Class survey. More information can be found at the community website community.teachfirst.org.uk.

Participants are asked to use both pupil impact tools with a minimum of one class (their focus class), although they can use the tools more frequently and/or with more classes if they wish. Data collection points occur regularly across the two-year programme and further details on this can be found on the [community website](https://community.teachfirst.org.uk).



4. Internal Review Board Process



Preparation

Each term there is a formal, summative review point led by each university.

This is an opportunity for participants to celebrate, with their mentors, tutors and LDO where possible, what has been achieved by drawing on evidence collated on BlueSky. Participants should draw on a wide range of evidence, including lesson observations and decide the targets for further improvement in the form of an agreed action plan. Together, participants, tutors, LDOs and mentors discuss participants' strengths and priorities for development in connection with the Teachers' Standards and Progression Framework and with the long-term aims participants have for their pupils. A summary and grade is agreed in line with current standards. At the end of each term the evaluation will be 'Exceeding', 'Establishing', 'Embedding', 'Emerging' or 'Not yet emerging'.

At any stage of development, in order to accelerate the pace of progress, a support plan forming part of the Participant Support Framework (see Section 5 for more details) may be introduced. This can be for a wide range of reasons.

The most effective reviews take place when mentors, tutors and LDOs are all actively involved in the process and attend review meetings. Tutors must always be consulted about proposed judgements and grades as part of the moderation process as it is their final judgment that decides the final grade when a discrepancy arises. The views of mentors will always be taken into account. It is the responsibility of tutors to ensure that judgements and grades are internally moderated so that grades awarded to participants are consistent. All grades are finally moderated by the panel at the Internal Review Board.

Participants should:

- Review their progress through the 'Monitoring your progress' and Progression Framework reviews on BlueSky.
- Complete the self-review process outlined in the resource section on BlueSky. This involves reviewing subject- and phase-specific knowledge and identifying strengths and development needs in relation to the main areas of the Teachers' Standards. Participants should also record progress towards the vision that they themselves have set. Participants are supported by university tutors and LDOs in this process.
- Ensure the journal, self-reviews and evidence sections are up-to-date (and correctly labelled) to allow support roles to review these in advance of the meeting.

School mentors should:

- Discuss the self-review with participants and comment in writing on the outcomes (either by endorsing them or amending them), referring to evidence within BlueSky or other assessment evidence.
- Assess participants' work in relation to the main aspects of the Teachers' Standards and indicate an overall best fit grade.
- Enter the same overall grade on the duplicate Internal Review Board Grading Sheet. A copy is retained by participants and mentors and a copy is returned to the university, clearly indicating any areas that are 'not yet emerging'.
- Support the participant in identifying professional objectives to support assist them in meeting the relevant standard at the next level.
- If mentors intend to raise any difficult issues with participants, participants should be given advance notice of what these are and any evidence that will be used as a basis for discussion.

Procedures

Effective review meetings should take between 45 minutes and one hour. An appropriate room should be made available so that the review is not disturbed. The atmosphere should be characterised by empathy between reviewer and participant, with a focus on future development. It is important that the review is not seen as an examination process.

Reviewers should make participants feel relaxed and able to talk freely.

Outcomes

A set of professional objectives to be addressed during the next term of the school-led training programmes will be identified, together with an indication of the means for achieving these objectives. These should be recorded on BlueSky and signed and dated by mentor and participant.

Final assessment




Final assessment takes place in June. This process is summative and draws all the evidence together in order to make a judgement about participants' final grades. Each participant has a final assessment visit from their tutor, which lasts approximately half a day.

During this time, tutors:

- Meet with mentors to discuss progress during the year and establish an overview of participants' work in school.
- Meet with the participant to discuss their work and progress.
- Assess the portfolio presented by participants on BlueSky. There may be a lesson observation as part of the final assessment.

Head teachers are kept informed during this process.

Following the final assessment visit, tutors make a recommendation as follows:

 Recommendation 1: Process completed and the participant can be recommended for QTS.	 Recommendation 2: The participant will pass, but some evidence is missing and they cannot be recommended for QTS at the time of the final assessment.	 Recommendation 3: The participant is not on track to be award QTS.
---	---	--

At this stage, recommendations are subject to verification at the final Examination Board and, in some cases, by the external examiner.

Participants who are given recommendation 2 or 3 are required to provide further evidence and to submit this for assessment before the final Examination Board. Final assessment visits are moderated by external examiners for the programme. Visits are made to approximately 10% of the cohort and external examiners are accompanied by tutors. In addition, all participants who are deemed to be borderline or failing receive a visit from the external examiner.

Procedures for dealing with potential failure

Participants' work is identified as being a 'cause for concern' following engagement with the Participant Support Framework (see Section 5 for details). Work can be designated as 'cause for concern' at any time. Procedures for dealing with failure come into operation following review by the programme Examination Board. Any participant whose work was designated as unsatisfactory by the Internal Review Board prior to review by the Examination Board, and who does not meet all programme requirements at the Examination Board review, will fail the programme. Since they will have already attended at least two target-setting meetings with the LA team (or their representative) and been advised on the last occasion that failure to meet targets in the next period could result in final failure, such a candidate may not be given any further opportunity to meet the programme requirements. The university will inform that participant of the Board's decision in this instance.

Formal assessment regulations

Formal assessment regulations apply only to the Teach First LDP, which leads to the recommendation of QTS, and are distinct from the participants' contract with Teach First and with the placement school in which they work. All decisions concerning failure or potential failure in the training programme are taken by the university through its formal Examination Board procedures. Teach First and the participant's school are consulted at every stage.

The LDP leads to the recommendation of QTS, which is made by the university training provider following successful completion. This recommendation is dependent on the Teachers' Standards having been met.

Attendance

Participants who are absent from training sessions for approved reasons have to cover the work missed and complete a pro forma, signed by the relevant university tutor or Teach First staff member, indicating what cover work has been completed. This work must then be included in participants' final portfolios on BlueSky. Absence from university sessions should normally be only for reasons of certificated illness. Any other requests for absence from training sessions for exceptional reasons must be made in writing in advance. Participants have the rights and responsibilities of employees concerning attendance when working in schools. Unauthorised absence from training sessions or school may result in participants' work being designated as being 'inadequate' (equivalent to a fail) in relation to professionalism.

Punctuality

Participants are required to be punctual at all events. Tutors, mentors and Teach First staff can report poor punctuality as grounds for a participant's work being designated as 'unsatisfactory' at an Internal Review Board.

All tasks, WAs, presentations and the final online portfolio must be completed at the times indicated in this programme guide, where all major deadlines, for the entire programme, are published in advance. If penalties are to be avoided, any request for an extension must be made to the university programme lead in advance of the deadline and in line with university guidance. Extensions may be granted in exceptional circumstances and more information on this can be found in your Local Area guide. A participant's work will automatically be designated as 'unsatisfactory' if deadlines are missed without prior consultation.

Passing the programme and review

The Internal Review Board is a formal meeting to review participants' progress at key assessment points during the programme. This final assessment point determines whether or not QTS has been met at the end of year 1.

Deferred assessment

When an assessment cannot be made by an Internal Review Board for reasons of certificated illness, other absence, or because an extension has been allowed for a written work deadline, a deferred assessment is recorded.

Table 4.1: Year 1: Key formal assessment dates 2016-17

Please also refer to Appendix A.10 for information on pupil progress data collection points.

	Date	Assessment By
Summer Institute 2016		
Written Assignment 1	15 July 2016	University tutor
Internal Review Board	SI Week 6	Programme lead
Autumn Term 2016		
Formative Observations	Autumn Term 2016	University tutors/school mentors
Termly Review	12 December 2016	School mentor
Reflective Journal Assignment 1	31 October	University tutor
Internal Review Board	9 January 2017	Programme lead
Spring Term 2017		
Written Assignment 2	9 January 2017	University tutor
Formative Observations	Spring Term 2017	University tutors/school mentors
Termly Review	3 April 2017	University tutor
Reflective Journal Assignment 2 (Assessment)	No later than 27 February 2017. LA Teams to confirm deadline	School mentor
Internal Review Board	24 April 2017	Programme lead
Summer Term 2017		
Written Assignment 3	24 April 2017	University tutor
Formative Observations	Summer Term 2017	University tutors/school mentors
Moderated Teaching Assessment	June/July 2017	Assessor (moderated by external moderator)
Termly Review	22 June 2017	School mentor
Internal Review Board	28 July 2017	Programme lead
NQT preparation Review	June/July 2017	School mentor
Summer 2017		
Written Assignment 4	Returns week SI 2017 (Universities will confirm exact dates. For some this may take place prior to Summer Institute 2017)	University tutor(s)
Final Assessment and Sign-Off	23 June 2017	University tutor(s)
Final Examination Board	28 July 2017	QTS recommended Masters-level assignments moderated by university Masters team and external examiner

Table 4.2: Year 2: Key dates 2017-18

As participants will have completed the formal components of the PGCE during year 1, mandatory assignments and review boards are no longer a part of the LDP. However, there are still key dates to be aware of:

	Date	Led By
Year 2		
NQT Development and Portfolio Assessment	Throughout 2017-2018 and summer 2018	Professional mentor
Becoming an ambassador	Summer 2018 Participants are asked to consider their longer term impact as they embark upon joining the ambassador community	Leadership development officers

5. Participant Support Framework



Participants may require extra support at different stages of the programme and the Participant Support Framework is used to coordinate this. The support could be needed for a range of reasons and the implementation of the PSF will always be focused on helping participants make the greatest progress and have the greatest impact possible.

Using the Participant Support Framework is a collaborative process involving the participant, Teach First, the school and the university (for year 1 participants). It can be implemented to respond to a range of needs, recognising that many participants require some additional support at various points in their training. The PSF provides the mechanism to ensure this support is approved by all parties and is intended to provide a positive framework for the participant to progress by identifying clear support needs and targets to achieve progress.

Where a participant does not make adequate progress through the first phase of the PSF, formal procedures may be instigated to allow for increased support and monitoring to hopefully allow all participants to progress successfully. The various stages of the PSF are outlined in Tables 5.1-5.3.

This Participant Support Framework (PSF) is consistent for all Teach First participants. In cases of gross misconduct, university/school/Teach First procedures may be implemented outside of this framework.

What is the Participant Support Framework?

The Participant Support Framework (PSF) is a three-stage process to align support around a participant from schools, universities and Teach First.

It is important for participants and mentors to raise awareness with the LDO and tutor (as outlined in Section 2) as quickly as possible to challenges and issues that the participant or school may be having so that support can be agreed and implemented as soon as they are identified. In this way appropriate extra support may be initiated and will provide opportunities for LDOs, tutors and mentors to work together and to identify specific training needs and/or concerns. Being proactive and identifying potential challenges early is crucial. While the 'Cause for concern' and 'Extra help' stages focus specifically on issues related to Teachers' Standards or QTS Standards Wales, the period of 'Extra help' plans can be related to wider areas where support is needed.

What happens in advance of implementing the PSF?

Before 'Extra help' is initiated, all parties should be made aware of the need for additional support and the particular focus area(s). The participant should ideally be involved in this process. A meeting should be organised for the participant, mentor, LDO and tutor (for year 1 participants) and all parties should be present in person if possible.

Table 5.1: Stage 1: Implementing the PSF

Stage 1: Extra help – 4 weeks		
When should this be implemented?	What happens?	Who is involved?
<p>Use if there are any concerns or risks regarding a participant’s progress. This could be for a variety of reasons including:</p> <ul style="list-style-type: none">• Struggling to progress through the pre-employment objectives at Summer Institute• Not being on track to gain PGCE• Failure to complete core requirements• Challenges with wellbeing• Temporary shortfall in support from the school• Following a period of absence	<p>The participant, school, university and Teach First should meet (when possible in person) to outline:</p> <ol style="list-style-type: none">1. Targets for development2. Any additional support requirements3. Success criteria4. Review meeting date (usually 4 weeks) <p>This information should be outlined in a support plan which is shared with all parties.</p>	<p>Participant, LDO, mentor and tutor should all be involved in the process.</p> <p>Depending on the reasons for the period of extra help different people may lead this process. It is recommended that if the problem is linked to progress through PGCE that the university tutor leads the meeting and ensures information is disseminated.</p>
<p>At the review meeting:</p> <ul style="list-style-type: none">• All parties should be present (where possible) and notes should be recorded by one of the attendees (usually tutor or LDO)• Participant progress against the target is reviewed. Targets are met OR not met		
<p>Targets met:</p> <p>Support plan is closed and period of extra help is finished</p>	<p>Targets not met:</p> <p>Three possible next steps:</p> <ol style="list-style-type: none">1. Period of extra help is extended by 2-4 weeks – usually implemented only in extenuating circumstances2. Period of extra help is repeated if targets have changed or are new3. If the targets are related to a concern about progress towards PGCE it can be escalated to ‘Cause for concern’	
<p>Following the review meeting:</p> <p>All attendees should receive copies of notes and any materials from the meeting and share these with their respective institutions based on their own policies and processes. Participants should keep all documents for their records.</p>		

Table 5.2: Stage 2: Moving to cause for concern

Stage 2: Cause for concern – 4 weeks		
When should this be implemented?	What happens?	Who is involved?
<p>Proceed when a participant has completed at least four weeks on 'Extra help' and targets have not been met</p> <p>AND</p> <p>When the concerns around a participant's progress link to the achievement of PGCE</p>	<p>The participant, school, university and Teach First should meet (when possible in person) to outline:</p> <ul style="list-style-type: none"> • That this is a formal process and if unsuccessful may result in escalation to 'Sustained concern' • Targets for development • Any additional support requirements • Success criteria • Review meeting date (usually 4 weeks) <p>This information should be outlined in a support/improvement plan which is shared with all parties</p>	<p>The university tutor should lead this process</p> <p>The participant, mentor and LDO should be involved</p> <p>In most cases additional attendance is required from the leadership team at the university, Teach First and/or the school</p>
<p>At the review meeting:</p> <ul style="list-style-type: none"> • All parties should be present (where possible) and notes should be recorded by one of the attendees (usually tutor or LDO) • Participant progress against the target is reviewed. Targets are met OR not met 		
<p>Targets met:</p> <p>Support/improvement plan is closed and period of cause for concern is finished. Participant, mentor, tutor and LDO each receive a copy of the completed support plan and related notes. No further action required.</p> <p>NB <i>most participants will go back to 'Extra help' to ensure progress continues and additional support can be slowly removed</i></p>	<p>Targets not met:</p> <p>Four possible next steps:</p> <ol style="list-style-type: none"> 1. Period of cause for concern is extended by 2-4 weeks – usually implemented only in extenuating circumstances 2. Period of cause for concern is repeated if targets have changed or are new 3. If the targets are related to a concern about progress towards PGCE it can be escalated to 'Sustained concern' 	
<p>Following the review meeting:</p> <p>All attendees should receive copies of notes and any materials from the meeting and share with their respective institutions based on their own policies and processes. Participants should keep all documents for their records.</p>		

Table 5.3: Stage 3: Moving to sustained concern

Stage 3: Sustained concern 4 weeks		
When should this be implemented?	What happens?	Who is involved?
<p>Proceed if the participant has completed at least four weeks on 'Cause for concern' and targets have not been met</p> <p>AND</p> <p>When the concerns around a participant's progress link to the achievement of PGCE</p>	<p>The participant, school, university and Teach First should meet (when possible in person) to outline:</p> <ol style="list-style-type: none"> 1. That this is a formal process and if unsuccessful may result in the participant being withdrawn from the Teach First programme 2. Targets for development 3. Any additional support requirements 4. Success criteria 5. Review meeting date (usually 4 weeks) <p>This information should be outlined in a support plan which is shared with all parties.</p>	<p>The university tutor should lead this process</p> <p>The participant, mentor and LDO should be involved</p> <p>In most cases additional attendance is required from the leadership team at the university, Teach First and/or the school</p>
<p>At the review meeting:</p> <ul style="list-style-type: none"> • All parties should be present (where possible) and notes should be recorded by one of the attendees (usually tutor or LDO) • Participant progress against the target is reviewed. Targets are met OR not met 		
<p>Targets met:</p> <p>Support plan is closed and period of sustained concern is finished. Participant, mentor, tutor and LDO each receive a copy of the completed support plan and related notes. No further action required.</p> <p>NB <i>most participants will go back to 'Extra help' to ensure progress continues and additional support can be slowly removed</i></p>	<p>Targets not met:</p> <p>Four possible next steps:</p> <ol style="list-style-type: none"> 1. Period of sustained concern is extended by 2-4 weeks – usually implemented when targets are expected to be met following some additional time with the same intervention or support 2. Sustained concern is repeated if targets have changed or are new 3. Withdrawal process is implemented 	
<p>Following the review meeting:</p> <p>All attendees should receive copies of notes and any materials from the meeting and share with their respective institutions based on their own policies and processes. Participants should keep all documents for their records</p>		



Where to Find Further Information



Community website

The community website is an online platform that is open to participants, ambassadors, Teach First employees, mentors and tutors, and it is where all Teach First-related content is held. Participants also use the community website to register for LDP learning opportunities during Summer Institute (SI) and beyond.

The website allows people to create and share content, including blogs, information and resources. It is also where information and resources about the LDP are shared, so all users of this guide are encouraged to visit the site regularly and to reach out to members of the community in order to share best practice. Downloadable versions of all Teach First documentation are available on the community website.

NB Mentors will also be given access to the community website to ensure appropriate access to all relevant information.

Over the next two years we will stay in touch with participants in a variety of ways. Your support roles, tutors and LDOs will primarily use email contact so please check your inbox regularly.

Our monthly newsletter The West Midlands Messenger brings together education news, food for thought articles and best practice sharing between participants and ambassadors, as well as a round-up of upcoming opportunities and key deadlines. The community website includes everything that you need to know about the Leadership Development Programme and is the place to sign up for all LDP opportunities such as conferences. It is also a great way to keep in touch with the wider community through the directory, blogs and forums.

For your first year, the BCU Moodle will offer support with resources, information on call back days and written assignments as well as providing a link to each other and the university tutors through the discussion forums.

We very much encourage you to use both sites to make the most of your time on the Leadership Development Programme.

LDP area of the community website

A dedicated area of the community website where participants will be able to:

- Find summary information about the LDP.
- Review information about individual LDP sessions, mapped to the Progression Framework.
- Access official LDP documents and additional LDP resources to support their development.

BlueSky

BlueSky is the online tool for participants and support roles (LDOs, tutors and mentors) to track and monitor progress through the programme and where participants will record and share journal entries, and compile their portfolio. Training on how to use BlueSky is provided at the beginning of Summer Institute by Local Area Teams. Training resources are available on BlueSky in the 'Resources' section.

BlueSky is accessible via the community website or by visiting the BlueSky Education website (www.blueskyeducation.co.uk). Log in details are provided to participants in time for SI.

Summer Institute guidance

Participants will receive guidance from their Local Area for weeks 1-4, including timetables and logistical information. Participants will also receive an introduction to teaching their subject/phase and reading list over SI. For weeks 5 and 6 there will be handbooks with all logistical information and timetables will be provided online and on arrival to Leeds.

University virtual learning environment

Each university has its own VLE, or equivalent, where information and documentation related to the PGCE and progress to QTS is held.

Partnership agreement and key requirements documentation for schools

These documents provide details of the working relationships and responsibilities for Teach First, university training providers and schools. They were available during the placement process, but further copies can be obtained from LA teams.

Appendices



A.01 Local Area contact details

Local Area Team:		
Aspect of the programme	Contact and their organisation	Contact details
Questions about the Leadership Development Programme including support on offer from your LDO	Leadership Development Officer	LDOs will share their contact details
Questions about your PGCE including support from the school	Professional tutor	Tutors will share their contact details
Questions about Teach First conference days	The programme team	wmprogramme@teachfirst.org.uk
Administrative queries about university delivered training and qualifications	Nathan Hawkins and Michelle Young	Teachfirst@bcu.ac.uk
Queries about support when you have completed the programme	Anna Barradell: Local Area Engagement Officer	abarradell@teachfirst.org.uk

A.02 The Leadership Development Programme Progression Framework 2016-17

Pre-Employment Objectives and outcomes can be found on BlueSky as a review.

Initial impact

Phase	Objective	Descriptor	No
Initial impact	You seek to understand and increase your impact on pupils, and hold yourself accountable for your pupils' progress	You believe that your pupils can and will succeed in learning and life	1
		You have understood how to craft, and the importance of working towards, a vision for all your pupils	2
		You know every pupil you teach: their name, history/background, their community, how they learn, what success looks like for them	3
		You believe that you and your class can take the necessary steps to achieve your vision	4
		You will have reached the Teachers' Standards (England) or Qualified Teacher Status Standards Wales 2009	5
		You remain solutions-focused	6
		You understand the importance of and continue to prioritise the development of your subject knowledge	7
		You understand and can demonstrate the impact of your developing subject knowledge on the progress of your pupils.	8
	You build pupils' resilience and self-belief, and empower them to take ownership of their own learning within, and beyond, the classroom	You welcome the learning that comes from being outside of your comfort zone	9
		You understand your personal motivations/drivers and how they influence the work you do	10
		You respond effectively to failure and learn from your mistakes	11
		You can effectively balance your time	12
		You recognise the role of competing educational theories in your work	13
		You drive your own learning as well as the learning of others	14
		You can sustain your wellbeing so as to maintain effectiveness	15
		You have developed skills and behaviour that allow you to remain resilient in challenging circumstances	16
	You identify and develop your own leadership style and use it with maximum effect for your pupils	Your solutions-focused approach elicits the same approach in others	17
		You are able to successfully build, maintain and make the most of relationships	18
		You understand the importance of acting as part of a wider movement in pursuit of a vision	19
		You understand the impact of others' leadership styles on your work	20

Profound pupil impact

Phase	Objective	Descriptor	No
Profound pupil impact	You continually seek to understand and increase your impact on pupils, and hold yourself accountable for your pupils' progress	You are prepared to work relentlessly to achieve your vision	20a
		You accurately analyse progress made towards your vision and goals for every pupil, and use this data in your planning	21
		You understand the important role that you play in your pupils' learning	22
		You build strong, genuine relationships with pupils, their parents/carers and the wider community	23
		You make effective and innovative applications of pedagogical theory	24
		Your practice is research-informed	25
		You understand the importance and impact of deep curriculum knowledge on the achievement of your pupils	26
	You build pupils' resilience and self-belief, and empower them to take ownership of their own learning within, and beyond, the classroom	You prioritise effectively and analyse each activity for its impact	27
		You are able to manage people to better facilitate learning and to manage those relationships in order to progress towards your vision	28
		You will continue to reach, and improve at, the Teachers' Standards (England) or Qualified Teacher Status Standards Wales 2009 (see descriptor 5 of initial impact)	29
		You share your vision so pupils believe in it and in themselves	30
		You play an active role within a movement to end educational inequality	31
		You explicitly teach key non-academic skills	32
		You engage pupils in an open and transparent dialogue about learning and their futures	33
		You empower pupils to lead their own learning and the learning of others	34
		You demonstrate the skills and behaviour that enable you to remain resilient and thrive in challenging circumstances	35
		You are able to support and develop the resilience of others	36
	You use a variety of different leadership approaches to maximum effect within your school	You have an appetite for, and take, calculated risks	37
		You embrace mistake-making, for yourself and your pupils	38
		You have developing organisational knowledge that you use to improve the prospects of your pupils	39
		You manage and develop others in support of your impact on pupils	40
		You use appropriate models and frameworks to lead and manage through change	41

Broadening impact

Phase	Objective	Descriptor	No
Broadening impact	You are part of a movement, inspired by your shared commitment to end educational inequality	You have set, and are working towards, a vision for your long-term impact	42
		You understand, and believe in, your potential and know that you are of value to a wider movement	43
		You value the ambassador community you are a part of and can explain what it means to you	44
		You play a role within a movement beyond the classroom	45
		You feel a shared identity with a wider movement and core community	46
		You look for, and are open to, new opportunities, and take them	47
	Your approach to leadership enables you to accelerate your progress	You believe we cannot achieve the vision alone and there are many ways to address challenges, and that a movement is needed for greatest impact	48
		You are able to see the big picture, understanding the many facets of educational disadvantage and social inequality	49
		You make decisions about your career path based on its potential to drive achievement of the vision	50
		You use your roles to their full potential, to support the achievement of the Fair Education Impact Goals	51
		You seek out and take new opportunities, involving others to maximise their impact	52
		You have deep reserves of leadership and commitment to draw on when needed	53
		You strive to accelerate your progress into positions from which you can have a greater influence, accessing opportunities and support to do so	54
	Through your demonstration of effective leadership you are able to mobilise others in support of the TF vision	You understand how to identify and seek out those who will be able to help you achieve your goals	55
		You routinely push beyond what others believe possible	56
		You can motivate and inspire others to action in pursuit of the vision	57
		You work with young people, communities and a wider movement to develop collaborative solutions	58

A.03 Responsibilities of Teach First and the university provider

Responsibilities of Teach First are to:

- Work with schools and universities to place those recruited in appropriate schools that will actively support their development in the classroom and as leaders.
- Support participants in their professional development in conjunction with the university and school.
- Design and offer an LDP for participants to support their development as teachers and leaders throughout their two years as Teach First participants and beyond as ambassadors. The Teach First ITD programme is a core element of this.
- Support participants to reflect on their progress towards their ambitious vision for their pupils.
- Prepare participants to join the powerful network of ambassadors working as a movement to end educational inequality.
- Ensure the high standards of the Teach First ITD programme are supported and maintained across all local areas.
- Coordinate and contribute to the CKA process prior to SI.
- Regularly visit schools and ensure that key personnel are fully informed about the Teach First programme.
- Develop a full understanding of the complexity of each individual school and work closely with head teachers to ensure that participants are suitably supported for maximum success for both parties.
- Recruit, induct and train LDOs to support participants in schools throughout the two-year programme.
- Induct and train mentors and tutors to support participants throughout the programme.
- Train all support roles and participants to use the appropriate tools, including BlueSky to support participants' progress.
- Ensure that the Teach First programme complies with statutory requirements, Teachers' Standards and National College for Teaching and Leadership (NCTL) regulations and guidance.
- Oversee, develop and implement the national provider action plan.
- Ensure that the programme is meeting all the requirements of the Ofsted framework.

Responsibilities of university providers (during the first year) are to:

- Complete the CKA review.
- Work in partnership with schools and Teach First to prepare Teach First participants for the recommendation of QTS and PGCE qualification.
- Provide professional and subject-specific training.
- Consult with participants, mentors and LDOs to organise a programme of individualised training throughout the first year, supported by BlueSky.
- Support participants to reflect on their progress towards their ambitious vision for their pupils.
- At the conclusion of the ITD programme (normally one year), provide an assessor, usually a tutor, to carry out a final assessment and make a recommendation for QTS where appropriate.
- Implement rigorous quality assurance standards across the Teach First ITD programme through the use of internal and external moderation processes.
- Check qualifications (against those declared to Teach First) and the suitability of potential participants.
- Oversee 'Fitness to teach' checks to assess potential participants' health and physical capacity to teach.
- Undertake DBS checks to ensure clearance for school visits during SI and inform schools that they have been completed.
- Induct and train tutors to support participants throughout the programme.
- Ensure that participants are provided with regular formative feedback, through regular visits to schools and assignments.
- Provide appropriate training and support for mentors, including support in engaging with the Mentor Recognition Framework if used in the local area.
- Following the recommendation for QTS, notify the NCTL and secure the formal arrangements for participants' recognition as qualified teachers.
- Support participants placed in schools that are placed under 'special measures', are judged to have 'serious weaknesses' or 'require improvement' following an Ofsted Section 5 inspection, in collaboration with the school and Teach First.
- Support participants in the organisation and completion of all assignments.
- Quality assure mentoring provided to participants.
- Undertake rigorous progress tracking through the Internal Review Board Process (see Section for more information).

A.04 Equal opportunities

Further information about each institution's policies and protocols on equal opportunities can be found on their website and VLE. Details on accessing these are provided during SI. Below is an overview of the policies for the Local Area.

Full details of the Equal Opportunities and Race Equality policies for BCU can be found on the university website by following the below link:

www.bcu.ac.uk/about-us/corporate-information/equality-and-diversity

For information on BCU student services and the support on offer to all students, please visit the following page:

www.bcu.ac.uk/student-info/student-services

A.05 Plagiarism

The information below is offered as a general guide to plagiarism, followed by more specific guidance from the partner university. For more specific information on definitions, policies and protocols about plagiarism within your institution you are advised to visit your institution's VLE.

BCU uses Turnitin to check for plagiarism on all assignments submitted via the VLE.

For information about the university's Plagiarism policy, please go to the following link:

<https://icity.bcu.ac.uk/Academic-Registry/Information-for-Students/Assessment/Plagiarism>

Participants are expected to read and understand the guidance given by the university. In addition, when assignments are submitted, participants are required to complete a declaration confirming they are their own work.

For information on the university's regulations and policies (e.g., late submission of assessed work, complaints procedures, etc.), visit the university's Complaints and Appeals page at the following link:

<https://icity.bcu.ac.uk/Student-Services/Complaints-and-Appeals>

All policies and procedures are explained during the subject/primary call back days throughout the year.

A.06 Standardisation and moderation

The following procedures are used to standardise and moderate the assessment of participants' work, in relation to their portfolio of evidence and their final observation.

June/July

Mentor training introduces all mentors to the year long training programme and to the programme's assessment procedures. Mentors who are unable to attend the training are briefed on procedures by their school's professional tutor. A database of mentors who have undergone new mentor training is updated on a termly basis.

September

Work with mentors focuses on providing additional guidance and support for subject and phase mentors in providing the school-based training and support required by the programme.

November

Mentor and Tutor Development Training Session 1 is provided by the university, reflecting the needs identified by schools and evaluation processes. After at least two lesson observations have been carried out by each of the professional tutor, and phase mentor, professional tutors discuss the progress of all participants in their school prior to the termly review and writing of the termly report.

December

A Termly Review Profile form (Internal Review Board Grading Sheet) is completed by professional mentors for the Internal Review Board. Grades are moderated by the board with reference to all available information about each participant's progress in relation to the Teachers' Standards for QTS.

Participants whose work was designated as 'off track' to gain QTS by the December Internal Review Board attend a meeting with the appropriate university and Teach First representative to confirm an extra support plan (if not already in place), which is monitored by professional and subject tutors and professional and subject mentors.

January

Tutor Development Training Session 2 is provided by the regional training provider, reflecting needs identified by schools and evaluation processes.

March

After at least two further lesson observations have been carried out by the professional tutor and phase mentor, professional tutors discuss the progress of all participants in their school university prior to the termly review and writing of the termly report.

A Termly Review profile form (Internal Review Board Grading Sheet) is completed by professional mentors for the Internal Review Board. Grades are moderated by the board with reference to all available information about each participant's progress in relation to the Teachers' Standards for QTS.

Participants whose work was designated as 'cause for concern' or 'unsatisfactory' by the March Internal Review Board attend a meeting with the appropriate university programme lead and a representative of Teach First to confirm an extra help plan (if not already in place), which is monitored by professional tutors and professional mentors.

May

External assessors (professional tutors carrying out moderation visits to different schools) undergo training in preparation for moderation visits, including preparatory work for assessing Final Portfolios.

External assessors carry out moderation visits to some participants. An external examiner moderates the assessments made by external assessors, mentors and professional tutors by visiting a sample of schools and observing participants teaching. A review of portfolios is carried out during external assessor visits or during a visit by the professional tutor.

June

After at least one further lesson observation has been carried out by university tutors and school mentors, professional tutors discuss the progress of all participants in each school prior to the termly review and writing of the termly report.

A Termly Review Profile form is completed by professional mentors for the Internal Review Board. Grades are moderated by the board with reference to all views and all available information about each participant's progress in relation to the Teachers' Standards for QTS.

Final portfolios are signed off at the end of June at BCU.

July

The assessments of teaching made by external assessors and assessments of teaching and Final Portfolio assessments made by university tutors at the final SI tutorial are reviewed by the external examiner for the Programme Examination Board. The Programme Examination Board carries the authority to recommend PGCE and QTS.

A.07 Programme quality assurance and evaluation

Overview

The Teach First LDP is subject to a process of ongoing review and improvement. We use rigorous quality assurance measures and work closely with our participants, ambassadors, partner schools and university providers to ensure that we monitor and evaluate the quality of what we deliver so that it is consistently high and has the desired impact. This was recognised in our 2015 Ofsted inspection, when we were awarded an ‘Outstanding’ grade.

We use feedback from all Teach First stakeholders to identify and address areas for improvement within the programme and strive to develop and implement targeted action plans to ensure that we deliver a high quality offer that makes a difference to the pupils in our classrooms. The ITD component of the LDP is also evaluated by the university as part of its internal quality assurance procedures.

Where possible, steps are taken to cohere these quality assurance and evaluation methods to reduce duplication. As a result, the processes described below may be modified. The success of the LDP depends on a series of complex interactions among LA teams, tutors, mentors and participants. It is important that there are opportunities for all parties to express their views about each other’s work as part of the formal quality assurance and evaluation of the programme, and Teach First is committed to using this data to identify areas for improvement and development. We also use data and information captured from our stakeholders to inform the design and delivery of the programme content.

Opportunities to contribute

Throughout the year there are a number of opportunities for stakeholders to evaluate both the programme and their work as part of the community.

Participant evaluation of the programme

- Programme quality is a standing agenda item at Action Network meetings, which include representatives from all subject, professional, primary and Early Years groups.
- Participants have an opportunity to evaluate all training sessions through evaluation forms.
- Teach First produces a survey at the end of SI, Autumn and Summer terms and data are used to inform improvement.
- LDOs report on high-level themes that are experienced by participants.
- Interim feedback to participants is discussed at Action Network meetings and information posted on the community website.
- Focus groups take place and questionnaires are completed at SI.
- University tutors discuss the views of participants concerning the work of individual schools with professional/school mentors in the Autumn term.

School evaluation of the programme

- Quality and evaluation is a standing agenda item at Area School Partnership meetings.
- Professional/school mentors are asked to evaluate the work of the university partner through a survey and by contributing to focus groups with other professional/school mentors.
- Schools have the opportunity to reflect on their own training provision with the help and guidance of university tutors.
- Head teachers are asked to evaluate the programme through a survey.

University evaluation of the programme

- Quality and evaluation of school provision is a focus of Area School Partnership meetings.
- Quality and evaluation is a standing agenda item at consortium meetings led by Teach First.
- Universities run their own internal quality assurance with regards to ITD provision and appoint an external examiner.
- During school visits university tutors review school provision with professional/school mentors.
- Teach First and university partners cross moderate on the design and delivery of sessions at SI.

Ongoing evaluation

- Participants are asked to re-evaluate their training in the NQT survey in the Spring term of their NQT year (year 2 of the LDP), and again at the end of that year.
- Head teachers are asked to evaluate participants' work at the end of their first year as an NQT (year 2 of the LDP).

Teach First compares this data with national data provided by the NCTL and reviews its provision accordingly. The NCTL and Ofsted also use the data from the NQT survey to evaluate Teach First's provision.

External examiner

The university appoints an examiner to monitor the academic standards of the programme and the internal moderation and assessment processes, and to moderate the work of assessors and to report back to the university for further development of the programme. The examiner produces a report on whether the standards set for the programme are appropriate for its awards and on the comparability of the standards with those of similar programmes or parts of programme in other UK higher education institutions. The examiner's report is incorporated with the other evaluation evidence in the Programme Standards and Quality Report. This report is shared with Action Networks and Area School Partnership meetings.

Coordination of quality assurance and monitoring

The university programme lead has overall responsibility for ongoing monitoring of the quality of the ITD aspects of the programme. The LA Director (Teach First) has overall responsibility for ongoing monitoring of the quality of the leadership development aspects of the programme. This is carried out making use of ongoing monitoring processes, including:

- monitoring of training provided by the university provider and schools
- monitoring of leadership development learning opportunities
- monitoring of other programme procedures, including joint lesson observations and review meetings
- monitoring of the university provider and schools' responsibilities, as defined in the Partnership Agreement and Key Requirements document.

The university programme lead and LA directors work with the school-based learning groups and Consortium Steering Group to respond to issues that are raised through regular reports made by university tutors. These responses include the provision of additional support for participants and schools, and clarification of the Key Requirements and Partnership Agreement with school senior managers when this is necessary.

A.08 Tips for observers

Establish a constructive atmosphere

Start with a positive comment, even if it is simply 'Thank you, I enjoyed that' or 'The use of the interactive whiteboard to present the material was a good choice'. Ask the participant if there are issues that they want to discuss, and do this at the beginning so that you know the agenda and can manage the time available accordingly. If there are major issues that have not been acknowledged, anxiety over those may get in the way of productive discussion.

Identify strengths

Having set the context, ask the participant to identify the strengths displayed in the lesson first (e.g., 'What do you think went well?' or 'Why do you think that was successful?'). State what you felt the strengths were and whether your perceptions were the same as the participant's.

Identify possibilities

Ask the participant to identify any aspects of the lesson that they think could have been handled differently (e.g. 'What would you change?' and 'How?'). Discuss possible alternative strategies and the rationale underlying them.

Identify development issues

Help the participant to identify the main development issues arising from the lesson, working through the points for discussion you have recorded. Give evidence from the observation wherever possible (e.g. 'There was a point when they all listened really well – what led to that?'). If the participant doesn't know (as is often the case – hence the usefulness of being observed), provide evidence from your notes.

Agree targets

Ensure that targets are specific, time bounded, agreed and attainable. They should also be focused on pupil success. Targets from individual lesson observations should be transferred by the participant to the journal for further discussion at the weekly progress meeting. Endeavour to leave the participant in a position to be able to take the next steps.

Summarise the main points

It is useful to conclude the feedback with a summary of the main points. It is important to reinforce the strengths of the lesson at this point as they may well be forgotten if most of the discussion time has been devoted to areas for further development.

Additional information or support

Observers who require additional information or support should contact the professional tutor for their school. The professional tutor will be able to answer any questions, direct observers to development opportunities, and provide additional support if needed.

A.09 Abbreviations

CKA	Curriculum Knowledge Assessment
DBS	Disclosure and Barring Service
EAL	English as an Additional Language
FSM	Free School Meals
ITD	Initial Teacher Development
LA	Local Area
LDO	Leadership Development Officer
LDP	Leadership Development Programme
NCTL	National College for Teaching and Leadership
NQT	Newly Qualified Teacher
Ofsted	Office for Standards in Education
PGCE	Postgraduate Certificate in Education
PPT	Pupil Progress Tracker
PPW	Participant Preparation Work
PRJA	Primary Reflective Journal Assignment
PSP	Professional Studies and Practice
PWA	Primary Written Assignment
QTS	Qualified Teacher Status
RJA	Reflective Journal Assignment
SAG	Schools Advisory Group
SEND	Special Educational Needs or Disabilities
SI	Summer Institute
VLE	Virtual Learning Environment
WA	Written Assignment

A.10 Participant expectations for the pupil impact tools

Participants are expected to use both pupil impact tools below with a minimum of one class; their focus class or subject area for primary. The tools can be used with more classes or more frequently if participants wish.

Unfortunately the Pupil Progress Tracker is not suitable for nursery children, and the iKnow My Class survey is not suitable for children in Early Years or Key Stage 1. We suggest instead using other assessment data that you collect in school to have informed conversations with your LDOs, mentors and tutors. If you are unable to use the iKnow My Class survey because you teach Early Years or KS1, you might run a focus group instead which your LDO can support you with.

Pupil Progress Tracker: changes to expectations

Because of changes to the education sector, we have made changes to the Pupil Progress Tracker to ensure that every participant teaching reception and above can use the Pupil Progress Tracker from September 2016 onwards, and will be expected to do so.

- From September 2016, secondary participants are also asked to enter data into the Pupil Progress Tracker for a Key Stage 4 class, even if it is not their focus class¹ because GCSE data is the most reliable data we can collect.
- Participants teaching reception will use the offline version of the Pupil Progress Tracker (an Excel template²) for Reading, Writing and Number.

Primary and secondary

There are differences in expectations for first year and second year participants. Participants are asked to make sure that they have entered in data by the first day of term after the assessment point; for example, Autumn half term 1 data should be entered by the first day of Autumn half term 2.

¹ From September 2016 onwards.

² Resources and information relating to the pupil impact tools can be found here – <https://community.teachfirst.org.uk/content/pupil-impact>

Table A10.1: Year 1: Pupil Progress Tracker data input requirements

Assessment	Importance
KS1/KS2 result	Preferred
Autumn half term 1	Vital
Autumn half term 2	Optional
Spring half term 1	Optional
Spring half term 2	Optional
Summer half term 1	Optional
Summer half term 2	Vital
Public exam	Vital if relevant

Table A10.2: Year 2: Pupil Progress Tracker data input requirements

Assessment	Importance
KS1/KS2 result	Preferred
Autumn half term 1	Vital
Autumn half term 2	Vital
Spring half term 1	Preferred
Spring half term 2	Vital
Summer half term 1	Preferred
Summer half term 2	Vital
Public exam	Vital if relevant

Early Years

Participants teaching reception should fill in the Early Years Excel Template³:

- during January 2017 for the baseline
- during the Summer term for the end of year.

and email it to pupil.impact@teachfirst.org.uk by:

- end of January 2017 for the baseline
- end of the Summer term for the end of the year.

It will be easier and quicker to use the same file at the start and end of the year, so keep a copy of the baseline file with pupil names in it for your own records, and then reuse it for the end of the year. Remember though that any file emailed to us needs to be anonymised before it is shared as we are not allowed to see pupils' names centrally.

³ Available here – <https://community.teachfirst.org.uk/content/pupil-impact>

iKnow My Class survey

Year 1 and year 2 participants

Both year 1 and year 2 participants teaching Key Stage 2 and above are asked to use the iKnow My Class survey with their focus class or subject area during Autumn half term 1, and then to repeat the survey with the same class during the Summer term.

Table A10.3: iKnow My Class survey data input requirements

Assessment	Importance
Autumn half term 1	Vital
Autumn half term 2	Optional
Spring half term 1	Optional
Spring half term 2	Optional
Summer half term 1	Vital in Summer half term 1 or Summer half term 2
Summer half term 2	

GET MORE SUPPORT WITH THE TEACH FIRST COACHING PROGRAMME

Be matched with a volunteer coach from one of our partner organisations for a full year of one-to-one support.

Look at the challenges you face in the classroom in a different light and work through them, with the space and guidance to discover your own solutions and strategies.



Make useful connections which can benefit your school and pupils.

Open to all Participants and Ambassadors in a teaching environment.

Find out more by going to the Community website:
community.teachfirst.org.uk/coaching

**Teach First holds Coaching Programme
Matching Events across all Local Areas**

Sign up at: community.teachfirst.org.uk/coaching

**We are working towards a day
when no child's educational
success is limited by their
socio-economic background.**

Teach First
The Mitre Building
Greenwich Peninsula
London SE10 0ER

teachfirst.org.uk

Teach First is a registered
charity, no. 1098294

TeachFirst
