

6 Working with Associate Teachers

6.1 Preliminary Visits Support

School Induction procedures should include:

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

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

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

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

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

Staffing: Overview of staff including roles and responsibilities.

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

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

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

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

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

Expectations for Planning:

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

- Associate Teachers would benefit from getting to know the class by teaching small groups, introducing a lesson, leading on plenaries etc. before the block placement begins.
- If possible, Associate Teachers would appreciate the chance to discuss job applications/interview technique and undertake a mock interview with a relevant member of staff.

6.2 Pre-placement Tasks

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

- Discuss Associate Teacher's targets and generate strategies for in-school support.
- Develop an appropriate teaching timetable for the Associate Teacher for the placement. Discuss any arrangements for teaching, e.g. team teaching, teaching of small groups, 1:1 intervention.
- Support planning as appropriate and sign off the planning/preparation, if satisfactory, to confirm the Associate Teacher is ready to start their School Based Training. As part of this, Associate Teachers must identify subject knowledge needs and appropriate activities/resource ideas.
- Identify a schedule for Weekly Meeting and Target Setting with Placement Mentor.
- Map out observation dates/ times across the placement.
- Discuss, with the Associate Teacher, relevant staff meetings that should be attended, as applicable, including any online meetings or training.
- If, for any reason, you feel that the Associate Teacher is not ready to start the practice, contact your named Lead Mentor immediately, and the relevant course team.
- In line with school's procedures, agree arrangements for non-teaching time.

6.3 Pre-placement approval Checklist

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

6.4 Reporting Absence

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

6.5 Associate Teacher Workload

The university are committed to reducing the workload of ITE Associate Teachers and are following the advice of the DfE.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/753502/Addressing_Workload_in_ITE.pdf

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

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