

BRIGHT FUTURES EARLY YEARS TEACHER (EYT) SCITT PLACEMENT HANDBOOK



The best for everyone, the best from everyone

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We are Bright Futures SCITT

Bright Futures SCITT is a school-led teacher training provider which sits within the Bright Futures Development Network. We are proud to be part of Bright Futures Educational Trust - a multi-academy trust made up of richly diverse schools across Greater Manchester and Blackpool. We are passionate about working together within and beyond the Trust to achieve our aspirational vision: the best *for* everyone, the best *from* everyone. We are an organisation that is underpinned by values of: community, integrity and passion. In everything we do, we remember that we are accountable to the children, families and communities that we serve.

Our trainees are immersed in schools from day one of the programme and receive high quality training from practicing subject specialists. Our mentors find that developing new teachers enriches their own practice and trainees love to be part of the school communities in our partnership. Thank you for the valuable part you play in developing future teachers and for working with Bright Futures SCITT.



Passion

We take responsibility, work hard and have high aspirations.



Community

We work together for a common purpose acknowledging our diversity as strength.



Integrity

We do the right things for the right reasons..

How to contact us

The Bright Futures SCITT Team are happy to support your development during the training year. All staff work flexibly so email is the quickest way to get in touch with us. Please email to arrange a call if you'd prefer.

SCITT Role	Name	Email	Nature of enquiry
Director of SCITT	Eleanor Davidson	EDavidson@bright-futures.co.uk	
SCITT Early Years Lead	Donna Lamey	DLamey@bright-futures.co.uk	Trainee progress, training and pastoral
SCITT Primary Lead	Philippa Huynh	PHuynh@bright-futures.co.uk	Trainee progress, training and pastoral
SCITT Secondary Lead	Nicola Neesam	NNeesam@bright-futures.co.uk	Trainee progress, training and pastoral
SCITT Manager	Hilary Langmead-Jones	HLangmead-jones@bright-futures.co.uk	General administrative enquiries Pastoral
SCITT Coordinator	Christine Sorensen	CSorensen@bright-futures.co.uk	Reporting enquiries Evaluations

Our Programmes

We offer the following programmes. Please contact Hilary Langmead-Jones (HLangmead-Jones@bright-futures.co.uk) if you are interested in hosting trainees on any of the following routes:

Early Years Teacher Status (EYTS)	An employment-based route for candidates who are currently employed in an Early Years setting
Early Primary 3-7 QTS	A one year full-time course for candidates wishing to specialise in the 3-7 age range.
Primary 5-11 QTS	A one year full-time course for candidates wishing to specialise in the 5-11 age range.
Primary 5-11 with SEND Specialism QTS	A one year full-time course for candidates wishing to specialise in SEND.
Secondary QTS	A one year full-time course. We offer a range of subjects. See website for details.

Training with Bright Futures SCITT

Our Aims

- To deliver high quality, innovative, research-led practice
- To develop reflective and responsive practitioners over time
- To foster practice which promotes high quality outcomes for learners
- To ensure a supportive and nurturing environment which will allow trainees to flourish
- Inspire a high level of professional conduct which reflects our key values of integrity, community and passion
- Partnership is central to all that we do. All our actions are centred around building deep, sustainable relationships

Our Curriculum

Our curriculum is designed to develop motivated, collaborative and learner-centred teachers who contribute effectively to schools and the teaching profession. We are committed to providing a rich, responsive and well-sequenced curriculum for our trainees which will allow them to fully meet the Teachers' Standards by the end of the programme. Mentors play a significant role in the implementation of our curriculum by supporting our trainees to **Learn, Explore** and **Apply** their centre-based learning in the classroom.

Bright Futures SCITT Curriculum		
Intent		
To develop teachers who are...		
Motivated	Collaborative	Learner-centred
Engaged with research Reflective Innovative	Deep, sustainable relationships High levels of professional conduct	High quality outcomes for learners Supportive and nurturing environment – all flourish
Implementation		
Embedding knowledge into practice through collaboration with others		
Learn	Explore	Apply
Centre-based Learning Independent CPD	Guided/structured observation Modelled practice Professional dialogue Guided reflection	Apply knowledge gained through learning and exploration
Impact		
Motivated practitioners that motivate others		

Teachers	Children and young people	The Profession
Motivated to learn and develop practice Learning from and taking part in research Engaging in sustainable working practices	Feel secure and valued Love to learn Are ready to move on	Engagement with research and collaboration with others ensures a positive future for the profession

Our Curriculum Strands

Our curriculum is organised around 8 key strands. They are based on the key areas within the Early Years Teaching Standards Framework. We encourage trainees to reflect on their training in one of the 8 strands (learn), build on their learning (explore) and put it into practice in the classroom (apply).

Learn Explore Apply							
Setting high expectations	Promoting good outcomes for children	Knowledge of Early Learning and the EYFS	Planning of education and care	Adaptive teaching, responding to the needs of all children	Accurate use of assessment	Safeguarding and Welfare Requirements	Wider professional responsibilities

Connecting learning across settings and SCITT

Trainees, tutors, mentors and trainers all have a part to play in making connections between Centre-based and Setting-based learning. We help schools to do this by sharing our Curriculum Plan (see Mosaic) and we ask trainees to lead the conversation on this by sharing what they have learned with schools. Effective learning makes connections between theoretical knowledge and practical pedagogy.

Centre-based learning	Setting-based learning
This usually takes the form of directed training, some of which takes place at our SCITT centre and some in schools.	Setting-based learning might be directed training, professional dialogue, professional development sessions or experiential learning in an early years setting.

Professional Development Training	Curriculum Subject Knowledge Training	Professional Dialogue with mentor and colleagues
<p>Experiential Learning</p> <p>Observation, Planning, Teaching, Reflection</p>		

Training Calendar

Early years training calendar 2021/2022

Most training will take place at the Bright Futures training centre based in Altrincham Grammar School for Girls, Cavendish Rd Bowdon, Altrincham WA14 2NL. **If arrangements need to change (due to health and safety reasons such as Covid-19) trainees will be notified in advance. This may include alternative venues or digital/online delivery.**

Please bring a packed lunch - tea and coffee are provided. Unfortunately there is no on-site parking, they operate a permit only scheme which is closely monitored. Parking can be found as street parking around the school site or around a 5 minute walk away at The Bowdon Rooms, The Firs, Bowdon, Altrincham, WA14 2TQ.

(Sessions highlighted in blue indicate that the EY Primary PGCE trainees will be joining the EYTS trainees for training)

21/09/2021 Venue: Altrincham Girls Grammar Time: AM & PM sessions	Induction Day (See info sheet for details) Donna Lamey – EYITT Lead
28/09/2021 Venue: Altrincham Girls Grammar Time: 9.45am – 3.45pm	The EYFS Curriculum and Understanding Child Development from 0-5 years /Observation, planning and assessment AM: Jamie Allman - University of Cumbria Pre-school (EYFS Curriculum and Child development) PM: Jamie Allman and Donna Lamey (Observation, Assessment and Planning in the EYFS)
12/10/2021 Venue: Zoom Time: 9.45am – 3.45pm	The Foundations of Early Literacy and Numeracy (Ages 0 to 4 years) AM: Donna Lamey- EYITT Lead (Early Literacy and phonemic awareness) PM: Laura Taylor - St Bede Academy (Early Numeracy)
02/11/2021 Venue: Altrincham Girls Grammar Time: 9.45am – 3.45pm	Literacy and Numeracy in Reception/Understanding Early Phonics AM: Sayeh Mariner – ESSA Primary (Literacy and Numeracy in Reception) PM: Donna Lamey – SCITT Lead (Understanding Early Phonics)
17/11/2021 Venue: Altrincham Girls Grammar Time: 9.45am – 3.45pm	Leadership and Management – Leading high quality practice AM: Sarah Hawksley (Behaviour Management) PM: Philippa Perks (Leading Practice)
30/11/2021 Venue: The Orchards Specialist School, Stretford (M32 9TG) Time: 9.45am – 3.45pm	Adaptive Teaching to support all learners – Equality and Inclusion/ Differentiation and SEND AM: The Orchards Specialist School (SEND/Differentiation) PM: Donna Lamey – EYITT Lead (Equality and Inclusion)
15/12/2021 Venue: Wellfield Infant School, Sale (M33 5QW) Time: 9.45am – 3.45pm	Effective Assessment in the EYFS/Critical Reflective Teaching Practice AM: Kate Douglas - Wellfield Infant School (Assessment in the EYFS) PM: Donna Lamey – EYITT Lead (Critical Reflective Teaching Practice)
11/01/2022 Venue: Altrincham Girls Grammar Time: 9.45am – 3.45pm	Understanding Self-regulation and Emotional Development/Safeguarding AM: Lisa Wisher (Self-Regulation/Emotional Development and Childhood Trauma) PM: Donna Lamey – EYITT Lead (Safeguarding)
26/01/2022 Venue: Home Learning Time: 9.45am – 3.45pm	Directed Study for EYTS trainees at home Donna Lamey available all day for 1:1/group support and tutorials
08/02/2022 Venue: Altrincham Girls Grammar Time: 9.45am – 3.45pm	Effective Practice in Reception and KS1 AM: Lynne Hampton - Brooklands Primary School – (Reception/EYFS Profile) PM: Lynne Hampton - Brooklands Primary School - (KS1/Transition)
22/02/2022 Zoom – online delivery Time: 9.45am – 3.45pm	Science & the curiosity approach/Enabling Environments – (Indoor and outdoor Provision) AM: Paula Allison - St Bede Academy (Science and the Curiosity Approach) PM: TBC (Enabling Environments)
8/03/2022 Venue: Altrincham Girls Grammar Time: 9.45am – 3.45pm	Embedding effective teaching skills/Revisiting Key EYFS Areas of Learning AM: Kate Dean (Effective Teaching) PM: Donna Lamey – EYITT Lead (Revisiting EYFS Subject Knowledge)
22/03/2022 Venue: Altrincham Girls Grammar Time: 9.30-3.00	Early Years Conference Further details to follow
10/05/2022 Venue: Altrincham Girls Grammar Time: 9.45am – 3.45pm	Preparation for EYT Year Donna Lamey
13/06/2022 Venue: Altrincham Girls Grammar Time: 9.45am – 3.45pm	Moderation Day Donna Lamey
24/06/2022 Venue: Altrincham Girls Grammar Time: TBC	Celebration Day

Placements

School/Setting Placements

The School Centred Initial Teacher Training course trains teachers for teaching across the EYFS, leading to Early Years Teacher qualification (0-5). They must also understand how early education links beyond age 5 and into key stages 1 and 2 in school. The following table indicates the nature and duration of the placements.

Placement type	Brief description of placement
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PLACEMENT A	<p>The main ‘employed’ placement</p> <p>Trainees work closely with their school or setting mentor to plan and deliver individual, group and whole class sessions. They work within the framework and ethos of the organisation to build up the curriculum range and frequency of their teaching experience. Opportunities should be provided across the 0-5 age range as appropriate within the school or setting.</p>
PLACEMENT B	<p>The contrasting placement</p> <p>This will vary according to the experiences gained in placement A.</p> <p>For example:</p> <p>Trainees based in a reception class or school nursery will require experience in the birth to three age range (minimum of 2 weeks). This will include leading teaching and assessment as appropriate.</p> <p>Trainees based in a nursery, day care or pre-school setting will require experiences in the birth to four age range and the reception phase of the EYFS. This will include leading teaching and assessment as appropriate, including whole class teaching.</p> <p>All trainees must spend a minimum of 2 weeks leading practice in a reception class.</p>
KS1 and KS2 placement	<p>All trainees should gain experience in KS1 and KS2. This will include observing teaching and learning and supporting groups of children as required by the class teacher.</p> <p>This should be for up to a 2 week period (either in a block or individual days throughout the year).</p>

Please note - there may be individual differences based on the trainee’s recent and relevant experiences. This will be agreed with the course leader.

Every Week:

- Plan the key focused work for the following week and arrange a suitable time to complete the Weekly Review.
- Complete a formal observation
- Meet to discuss the week. Completion of the weekly review might be a shared process.

Completing the Weekly Review

The Weekly Review is a reflection on trainee progress across the week. We ask trainees to lead the conversation with a reflection on what they have learned in their centre-based learning and how they have explored and applied this knowledge. This is followed by the Mentor’s comments on trainee progress and pupil learning. Please ensure that targets are reviewed and set each week – this should be a shared process. Below is an annotated copy of the Weekly Progress Review form – this is intended as a guide.

Bright Futures SCITT Weekly Review

To be completed by Trainee. Reflect on practice across the week.			
Evaluation of the trainee impact and outcomes in the following areas	Learn What did you learn in centre-based training?	Explore How have you explored this?	Apply How have you applied it in the classroom?
Setting high expectations	<p>Trainee to reflect on key learning points from recent training and record them here</p> <p>NOTE: There is no need to address all 8 areas every week.</p>	<p>Trainee - record the ways in which you have explored this further. This might include discussions with mentor, further self-directed study, observation of colleague etc.</p>	<p>Trainee – record how you have applied your learning in the classroom. For example, planned for and consistently used a specific range of behaviour management techniques designed to promote positive behaviour reinforcement.</p>
Promoting good outcomes for children			
Knowledge of Early Learning and the EYFS			
Planning of education and care			
Adaptive teaching, responding to the needs of all children			
Accurate use of assessment			
Safeguarding and Welfare Requirements			
Wider professional responsibilities			
To be completed by Mentor. What impact has trainee practice had on pupil learning across the week?			
<p>Mentor to comment on trainee progress across the week. This might include the following:</p> <ul style="list-style-type: none"> • Application of centre-based learning in planning and in the classroom/setting. • Impact of planning and teaching on pupil learning • Examples of pro-active response to feedback 			
Progress on previous targets (Short term and long term targets)			
<p>It is important that reviewing progress against trainee targets is a shared process. Trainees should play an active part in reflecting on progress made as well as planning for further development.</p>			
Areas for Development/ targets (max three per week)	Actions to achieve targets		
Please refer to the trainee impact areas			
<p>Targets should be referenced against the key focus areas to ensure progress across the curriculum and also:</p> <ul style="list-style-type: none"> • Specific • Measurable 	<p>Make sure the trainee understands next steps in order to meet the targets.</p>		

- | | |
|--|--|
| <ul style="list-style-type: none">• Attainable• Relevant• Time-based | |
|--|--|

Quality Assurance and Reporting

A trainee must meet all the Early Years Teachers' Standards at the **end** of the programme in order to be recommended for Early Years Teacher Status but the Teachers' Standards are no longer used as a developmental or assessment tool **during** the programme. We do ask you to review trainee's progress

towards this at key assessment points. Please consider the point a trainee has reached on the programme when reviewing progress.

We use the following system to indicate whether a trainee is on track to meet the Teachers' Standards at the end of the programme:

Cause for Concern This means that the trainee is not making progress even with support.	On Track Given the point the trainee has reached on the programme, are they on track to meet the Teachers Standards by the end of the programme?
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Please contact us if you have concerns about progress at any point. Our procedure for addressing concerns is included below in the Seeking Support section. A concern can be raised by either the trainee or the mentor team.

Key Assessment Points

Placement A	Interim Report 1	WB: 18/10/21
	Summative Report 1	WB: 6/12/21
Placement B	Interim Report 2	WB: 7/2/22
	Summative Report 2	WB: 14/3/22
Placement C	Interim Report 3	WB: 2/5/22
	Summative Report 3	WB: 6/6/22

**Please note that at times and due to reasons out of our control there might be a need to make minor adjustments to the schedule above.

Reporting Reminders

The SCITT Co-ordinator will contact you in advance of the assessment date with a copy of the form. Please contact Christine Sorensen with any reporting queries. CSorensen@bright-futures.co.uk

Interim Report

The interim report should take place at the midway point of the placement. This will be sent to your mentor by the SCITT Co-ordinator, Christine Sorensen. The report should reflect progress at this time.

Summative Report

At the end of each placement, trainees should complete their section of the summative report form, reflecting on their own progress against the Core Development Areas. The trainee section should be completed and sent to the mentor *one week* before the final mentor meeting allowing time for the mentor to complete his/her section.

All reports are reviewed and moderated. The final summative report is used to inform the trainee's recommendation for EYTS and must indicate that a trainee has met all the Teachers' Standards. Any concerns regarding this must be flagged to the Course Lead in advance of the report submission.

Collaborative Progress Reviews (CPR)

Collaborative Progress Reviews take place twice across the year. You will be contacted by the Course Lead or a colleague from an alliance school. A suitable time and date for your visit will be arranged with you and your mentor. The person carrying out your CPR visit will ask to observe a lesson and follow up with a discussion with mentor and trainee. You may be asked to have planning or other documents available for the visit. If this evidence is electronic, please arrange to make specific documents available. This visit is an opportunity to review your progress with you and your mentor and to ensure that your training needs are being met. It is not an assessment.

Pupil Learning

In collaboration with your mentor, you are responsible for ensuring that pupils make progress as a result of your teaching. By setting intelligent objectives and making effective use of both formative and summative assessment, you should be able to demonstrate that you are making a significant contribution to the learning and understanding of the children in your group/class.

Evaluation of Early Years Teacher Status (EYTS)

Naturally Occurring Evidence

Trainee development is supported during the SCITT year through training, classroom experience, professional dialogue and self-reflection. Over the course of the programme, trainees will naturally acquire evidence of their development from a range of sources. Our approach to evidence gathering is designed to reduce workload and to be meaningful to the trainee. Here are a range of evidence types you are likely to gather:

Lesson Plans	Weekly Reviews*	Subject knowledge development/ CPD
Interim and Summative Reports*	Naturally Occurring Evidence	Pupil tracking or assessment
Reflective journal	Examples of pupil work	Wider school engagement

You might choose to collate your evidence in a file or digitally. We ask you to retain evidence to support dialogue about your professional development at the end of the programme.

*You must retain copies of your Weekly Reviews and Placement Reports.

The Reflective Journal

This is a personal journal to record your reflections for the duration of your SCITT year (and even beyond). Your reflections may include the following:

- Reflection on a specific lesson based on what you have taught
- Reflections of 'good' practice observed within the school
- Reflection on a 'critical' incident (positive or negative) and how the incident made you consider your teaching practice
- Specific aspects of practice you wish to reflect upon, (e.g. an effective behaviour strategy that you intend to use in your practice)
- Response to research/articles/school policies
- Reflection on pupil progress - this could be a group of children, individual children, SEND and other targeted groups such as pupil premium as well as other support and intervention groups

Please note - whilst this journal is private, under GDPR all individuals should be anonymised.

Fundamental Maths and English Proficiencies

Trainees are expected to demonstrate proficiency in Fundamental Maths and English by the end of the SCITT course. You will have the opportunity to assess your fundamental skills and address any gaps you might identify. It is a requirement of accreditation that you are able to demonstrate proficiency in fundamental Maths and English in order to be recommended for Early Years Teacher Status.

Seeking support

We aim to conduct ourselves with fairness and integrity towards our trainees and partner schools. Our support procedure allows all partners (SCITT lead, mentors and trainee) to have a voice and to be treated fairly. A clear support procedure means that all partners are fully informed at each step of the process. We are committed to working in an inclusive way and treating all partners with respect.

	Stage 1
Concern	Stage 1 is an informal stage in the support process Concerns raised by Mentor or Trainee Contact Early Years Lead at an early stage
Action	Preliminary ONLINE meeting – Early Years Lead, Mentor and Trainee <ul style="list-style-type: none"> • Discuss concerns raised. • Agree SMART targets and identify action steps • Date set for review and observation to be carried out by Mentor <p>All partners to agree to the expectation that action steps will be taken to address the concerns raised.</p>
Review	Mentor to observe lesson on agreed date, review targets and feed back to Early Years Lead. If concerns are ongoing, Early Years Lead will initiate Stage 2.
	Stage 2

Concern	Stage 2 is a formal stage in the support process A formal support plan will be put in place in response to ongoing concerns not addressed at Stage 1.
Action	<p>ONLINE meeting with Early Years Lead, Trainee and Mentor</p> <ul style="list-style-type: none"> • Identify appropriate support measures – might include additional training, planning support, adjusted workload etc. • Expectation set that additional support must result in progress • Plans put in place for additional support • SMART targets set with action steps • Review date set • Trainee to be made aware of next steps should support plan not lead to progress <p>All partners to view and sign the support plan.</p>
Review	Copy of support plan to be shared with mentor and trainee and signed by all partners. This will be retained as part of the student's record.
Stage 3	
Action	Early Years Lead to carry out observation Review meeting to follow with trainee and mentor.
Review	<ul style="list-style-type: none"> • Review lesson, actions and targets • Trainee must demonstrate that targets have been addressed and progress made in order to retain a place on the programme
Notes	
<p>An Early Years Teacher trainee should have opportunities to work across the 0-5 age range as appropriate within the school or setting.</p> <p>All trainees must spend a minimum of 2 weeks leading practice in a reception class.</p> <p>All trainees should gain experience in KS1 and KS2 for up to 2 weeks.</p> <p>If targeted support does not result in progress, the trainee may be invited to a meeting with the SCITT Director to discuss their position.</p>	

Other sources of support

Placement issues

We like to be fully approachable at the Bright Futures SCITT. The following guide should help you to select the right person to contact should you have any questions or concerns. If you encounter an issue while on placement, please do the following.

- Check the SCITT Handbook
- Check FAQs on Teams
- Speak to your mentor in the first instance and seek a resolution.
- If the matter is not resolved, contact the Early Years Lead who will support you in addressing the matter with your placement school/setting.

Professional conversations can be challenging sometimes, and we are happy to support you in developing this skill.

Financial, medical or personal issues

If you encounter financial, medical or personal issues during your training year, please contact Hilary Langmead-Jones (HLangmead-Jones@bright-futures.co.uk) to discuss your concerns. You will then be referred to the right person to support you - Subject Lead, SCITT Director and/or an Occupational Health Advisor.

Issues concerning reporting & evaluation arrangements

For queries regarding interim or summative reports or internal SCITT evaluations, please contact Christine Sorensen, SCITT Co-ordinator CSorensen@bright-futures.co.uk.

Attendance

Attendance and punctuality are important indicators of professional values and practice. All trainees are expected to achieve full attendance during professional placement and will be granted authorised absence from school/setting only in exceptional circumstances. The SCITT Attendance Policy is available on Microsoft Teams.

- Please update the Attendance Tracker on Microsoft Teams at the end of each week. Absence must be recorded on the Attendance Tracker using absence codes.
- Please maintain a paper Attendance Record during placement. This should be signed each week by the mentor and returned to Christine Sorensen (csorensen@bright-futures.co.uk) at the end of each placement.
- For unexpected absence a trainee must inform the SCITT Manager **and** the Course Leader by 8.30am on each day of absence, and your Mentor by the time specified in school/setting attendance policies or 8.30am, whichever is the earlier. (Please adhere to your school/setting policy if it differs slightly from the above).

Absence for interviews

Please note that attendance may include some time out of school for interviews. We would ask trainees to be mindful of reducing the time and the disruption caused to their classes as much as possible. Observation visits to schools prior to job applications or interview will not be counted as authorised absence and should be conducted after the end of a school day.

Appropriate dress and behaviour

Trainees must present themselves in an appropriate and professional manner when on placements. It is expected that trainees will treat pupils and colleagues with respect and dignity and will endeavour to make a positive contribution to the ethos of their placement setting. Trainees should familiarise themselves with the dress code for their placement school/setting.

E-safety and social media

As a professional in training, trainees need to be mindful of their 'footprint' on social media sites. This is necessary both to model professionalism to the schools supporting their placement training and to protect themselves from any personal repercussions which may hinder their future in the teaching profession. Trainees should familiarise themselves with the school e-safety code for their placement school/setting.

The support you give our trainees is vital in ensuring that they are able to make excellent progress in development as teachers. Trainees will begin each placement with a range of starting points in terms of experience and confidence. Please keep this in mind as you support their development.

Your trainee's progress *is under your direction* and you may choose a variety of approaches to support their training which may include joint teaching, joint planning, and observation of teachers in other classrooms as well as discussion of progress.

The expectation is that trainees will become increasingly independent as the SCITT year progresses. Trainee feedback is likely to develop into coaching over time.

The following checklist is designed to help you fulfil this role.

The Mentor agrees to:

Weekly

- To ensure trainees have 10% non-contact time for planning and assessment.
- To arrange the trainee's teaching responsibilities in accordance with the programme.
- To monitor trainee attendance during the placement.
- To know the early years teaching standards and apply them to the trainee's every day practice.
- To observe trainee teaching both informally and formally.
- To meet the trainee to discuss weekly progress.
- To review progress against weekly targets and set new ones based on trainee progress.

Trainee Progress

- To alert the SCITT Course Lead to concerns about the trainee's progress or professionalism.
- To jointly review trainee progress (including observation and discussion) with the SCITT Course Lead or a SCITT partner.
- To work closely with the SCITT Lead to ensure consistency in the advice given to the trainee.

EYFS Subject Knowledge

- To support the trainee in developing their EYFS subject knowledge.
- To identify EYFS subject knowledge priorities for the trainee and alert the trainee to any CPD opportunities that will meet gaps, providing and directing the trainee to appropriate resources that will support the trainees' pedagogical understanding.

Assessment and Reporting

- To complete all paperwork required by the SCITT programme.
- To arrange a weekly review meeting with the trainee.
- To complete Interim and Summative reports for the trainee.
- To submit reports in a timely manner.

Professional Development

- To attend mentor training provided by the SCITT.
- To alert the Early Years Lead to their own professional development needs.

The Role of the Early Years Lead

The Early Years Lead oversees the development of the trainee over the course of the SCITT year. Working in partnership with schools and settings, the SCITT Lead monitors trainee progress and ensures that placements allow for effective trainee development.

The Early Years Lead will:

Trainee Development

- Oversee trainee development across the SCITT year.
- Work with mentors to ensure that training needs are met.
- Make trainees aware if the school/setting or SCITT have concerns about their progress.

Intervention

- If a trainee or mentor has raised concerns about professionalism or progress, the Early Years Lead may visit the school. This visit could be a joint observation, discussion with trainee and/or mentor or trainee development session.
- A record will be made of actions carried out and targets will be set if appropriate.
- A follow up visit may be arranged if appropriate.

Partnership

- Communicate regularly with mentors regarding trainee progress and professionalism.
- Work in collaboration with the mentor to ensure that trainee experience on placement is conducive to development.
- Review trainee progress with the mentor.
- Review and discuss Interim and Summative reports with the mentor if necessary.
- Communicate effectively regarding placements.

Collaborative Progress Review

Twice per year, Early Years Lead or a SCITT partner will carry out a Collaborative Progress Review. This will be a joint lesson observation with the subject mentor followed by a three-way 'triangular' discussion (course leader/mentor/trainee) to review progress and agree targets for development.

The Role of the Trainee

The trainee agrees to:

Professionalism and Professional Development

- Set a good example to all pupils through their personal presentation and conduct, and through the standard of their spoken and written English.
- Carry out, in a professional manner, reasonable tasks as required by the mentor.
- Plan and prepare allocated tasks in a time frame agreed with the mentor.
- Retain weekly reviews, placement reports and planning, either digitally or in a file. *This should be made available to mentors on request.*
- Consistently reflect on practice including lessons, training and other experiences during the SCITT year.
- Listen to constructive advice and act upon it to the best of their ability.
- Take responsibility for their own professional development.
- Seek to further their experiences, set appropriate professional targets and evaluate their own performance honestly.

Further Information

Further Information

Thank you for working in partnership with Bright Futures SCITT.

The following information can be found on our website <http://www.bfet.co.uk/scitt/>

- SCITT policies <http://www.bright-futures.co.uk/scitt/policies/>
- Mentor Resources <http://www.bright-futures.co.uk/scitt/>
- Do you know that we also offer a wide range of CPD course and Professional Qualifications?
<http://allianceforlearning.co.uk/cpd/introduction/>