

BRIGHT FUTURES SECONDARY SCITT

PLACEMENT HANDBOOK

2021-22

For all secondary SCITT trainees



The best for everyone, the best from everyone

SECONDARY TRAINEE PLACEMENT HANDBOOK

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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.

Aims of the course:

- 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 high level of professional conduct which reflect our key values of integrity, ambition and passion.
- Partnership is central to all that we do. All our actions are centred around building deep, sustainable relationships.

School placements are held at our alliance schools and trainees will be placed as close to their home address as possible. Training days will take place at our alliance schools.

The School-Centred Initial Teacher Training will use the DfE Teachers' Standards (DfE 2013), the ITT Core Content Framework (DfE 2000) and the National Curriculum 2014 for its framework during the taught course and the professional placements.

Our training programme enables trainees to learn from outstanding teachers to become outstanding teachers and leaders of the future.

SCITT Contact Information

SCITT Role	Name	Email address	Telephone number
SCITT Coordinator	Christine Sorensen	csorensen@bright-futures.co.uk	0161 823 7073
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SCITT Primary Lead	Philippa Huynh	phuynh@bright-futures.co.uk	0161 823 7073*
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SCITT Secondary Lead	Nicola Neesam	nneesam@bright-futures.co.uk	0161 823 7073*
Director of SCITT	Eleanor Davidson	edavidson@bright-futures.co.uk	0161 823 7073

*Please the staff marked with * work remote from site so email is the best first point of contact

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 6 key strands. They are based on the 5 Core Areas of the ITT Core Curriculum Framework. We encourage trainees to reflect on their training in one of the 6 strands (learn), build on their learning (explore) and put it into practice in the classroom (apply).

Learn Explore Apply					
Behaviour	Pedagogy	Curriculum	Assessment	Professional Behaviours	Mental Health

Connecting learning across school and SCITT

Trainees, tutors, mentors and trainers all have a part to play in making connections between Centre-based and School-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		School-based learning	
This usually takes the form of directed training, some of which takes place at our SCITT centre and some in schools.		School-based learning might be directed training, professional dialogue, professional development sessions or experiential learning in the classroom.	
Professional Development Training	Curriculum Subject Knowledge Training	Professional Dialogue with mentor and colleagues	
Experiential Learning			
Observation, Planning, Teaching, Reflection			

School Placements

The School-Centred Initial Teacher Training course trains teachers to teach across Key Stages 3 and 4, leading to QTS 11-16. The following table indicates the nature and duration of the school placements.

Abbreviation	Placement title	Brief description of placement
Placement A	Main (home) placement (A)	<p>A supported teaching placement</p> <p>Trainees work closely with their subject mentor teacher to plan and deliver group and whole class lessons. They work within a structured framework to build up the curriculum range and the frequency of their teaching experience.</p>
KS2	Key Stage 2 placement	<p>A developmental placement</p> <p>Trainees spend up to a week in a KS2 environment, observing a range of curriculum subjects and discussing aspects of KS2-KS3 transition including planning, teaching & assessment.</p>
KS5	Key Stage 5 placement	<p>A developmental placement</p> <p>Trainees spend up to a week in a KS5 environment, observing the teaching of their subject and discussing aspects of KS4-KS5 transition, including planning, teaching & assessment.</p>
Placement B	Alternative placement (B)	<p>The alternative placement</p> <p>In this placement, trainees will be given the opportunity to teach in a school that contrasts with their main placement school in some form. They will again build up their teaching timetable and teach a range of year groups gaining greater independence as the placement develops, including support of key examination groups.</p>
Placement C	Main (home) placement (C)	<p>The development phase</p> <p>During the final placement trainees will build to greater independence and autonomy with their teaching, demonstrating skills in teaching a range of year groups and topics, as well as completing the PGCE enquiry task and the final SCITT tasks.</p>
Enrichment	Enrichment phase	<p>The enrichment phase</p> <p>Near the end of the final placement trainees are given the opportunity to develop a specific area of their practice or to visit their employer school. For a small number of trainees this phase may be used to secure evidence across all standards.</p>

Course calendar 2021-22 (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 below)
Secondary School Direct Fee-paying route

wk	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
W/C		Wed 01- Sep-21	Sep-06 21	Sep-13 21	Sep-20 21	Sep-27 21	Oct-04 21	Oct-11 21	Oct-18 21	Oct-25 21	Nov-01 21	Nov-08 21	Nov-15 21	Nov-22 21	Nov-29 21	
Mon			Block A								HT			Block A		
Tue																
Wed																
Thu																
Fri	Summer school	T	PGCE	T	SKE	PGCE	T	T	SKE		PGCE	T	T	PGCE	SKE	

wk	16	17	18	19	20	21	22	23	24	25	26	27	28	29
W/C	06-Dec-21	13-Dec-21	20-Dec-21	27-Dec-21	03-Jan-22	10-Jan-22	17-Jan-22	24-Jan-22	31-Jan-22	07-Feb-22	14-Feb-22	21-Feb-22	28-Feb-22	07-Mar-22
Mon				holidays		Block B					HT			
Tue	KS 5/2													
Wed														
Thu														
Fri	Reading Day				PGCE	PGCE Optional	T	T	SKE	T		T	T	PGCE

wk	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	
W/C	14-Mar-22	21-Mar-22	R	28-Mar-22	04-Apr-22	11-Apr-22	18-Apr-22	25-Apr-22	02-May-22	09-May-22	16-May-22	23-May-22	30-May-22	06-Jun-22	13-Jun-22	20-Jun-22
Mon			KS 5/2 or school holiday	KS 5/2 or school holiday		BH		BH				HT			(ENR)	
Tue					BLOCK C OR HOLIDAY											
Wed																
Thu																
Fri	T	SKE					T		PGCE		PGCE			T	T	

code	phase/training	days in school
	Block A	57
	KS 2 setting	4
	KS5 setting	4
	Enrichment week	4
	Block B	44
	Block c	34
		147
	Holidays inc. half term (you take the holidays at the same time as your setting)	
SKE	Subject knowledge enhancement (venue TBC)	
PGCE	University of Manchester	
PGCE Optional	This is an inspiration day and attendance is encouraged but is not compulsory, you attend this or school.	
T	SCITT training at Altrincham Grammar School for Girls (AGGS) or partnership setting	

Salaried route (Future Teaching Scholars, School Direct Salaried, Researchers in School)

wk	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
W/C		Wed 01-Sep-21	06-Sep-21	13-Sep-21	20-Sep-21	27-Sep-21	04-Oct-21	11-Oct-21	18-Oct-21	25-Oct-21	01-Nov-21	08-Nov-21	15-Nov-21	22-Nov-21	29-Nov-21	
Mon			Block A							HT			Block A			
Tue																
Wed																
Thu																
Fri	Summer school	T		T	SKE		T	T	SKE			T	T		SKE	

wk	16	17	18	19	20	21	22	23	24	25	26	27	28	29
W/C	06-Dec-21	13-Dec-21	20-Dec-21	27-Dec-21	03-Jan-22	10-Jan-22	17-Jan-22	24-Jan-22	31-Jan-22	07-Feb-22	14-Feb-22	21-Feb-22	28-Feb-22	07-Mar-22
Mon				holidays		Block B					HT			
Tue	KS 5/2													
Wed														
Thu														
Fri		Reading Day						T	T	SKE	T		T	

wk	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	
W/C	14-Mar-22	21-Mar-22	28-Mar-22	04-Apr-22	11-Apr-22	18-Apr-22	25-Apr-22	02-May-22	09-May-22	16-May-22	23-May-22	30-May-22	06-Jun-22	13-Jun-22	20-Jun-22	
Mon			KS 5/2 or school placement	KS 5/2 Or school holiday		BH		BH							(ENR)	
Tue						Block C or school Holiday										
Wed																
Thu																
Fri	T	SKE					T							T	T	

code	phase/training	days in school
	Block A	122-132
	KS 2 setting	Up to 4
	KS5 setting	Up to 4
	Alternative setting	Between 4-6 weeks
		150
	Holidays inc. half term (you take the holidays at the same time as your setting)	
SKE	Subject knowledge enhancement (venue TBC)	
T	SCITT training at Altrincham Grammar School for Girls (AGGS) or partnership setting	

Placement Requirements for each secondary phase.

PGCE School Direct Route (fee paying)

Placement A

Suggested progression:		Whole Class Teaching	Group Work, Training Tasks, Team Teaching and Observations	Planning, Preparation and Assessment
<p>This is based on a trainee being on site four days a week Mon-Thurs. The hours are not neat numbers and are offered as a guide for the min and max number of hours on a weekly basis. We recognise some school have a two-week timetable so hours can be adjusted to reflect a two week pattern.</p> <p>To build up to teaching and planning for 30-40% of the class timetable.</p> <p>You may wish to consider observation in other curriculum areas</p>				
Week 1-2	To observe the class at work and to work with groups of children under the direction of the class teacher, across all timetabled lessons. Ensure some non-contact time is allocated to give the trainee opportunities to explore resources, school policies, etc.		Up to 16 hours	4-5 hours
Weeks 3-5	To begin to plan for groups of learners and short whole class inputs.	Up to 4-5 hours	12-14 hours	4-5 hours
Weeks 6-10	To increase the amount of whole class input.	7-8 hours	9-10 hours	4-5 hours
Weeks 11-16	To increase to approx. 40% timetable.	8-9 hours	8-10 hours	4-5 hours

-Please note this is a suggested progression route, this should be personalised to your trainee and their needs/skills, and therefore they might start to teach a higher percentage more quickly.

-Please note the 30-40% for at least three weeks is the minimum expectation for the placement.

Placement B

Suggested progression:		Whole Class Teaching	Group Work, Training Tasks, Team Teaching and Observations	Planning, Preparation and Assessment
<p>To build up to teaching and planning for 40-50% of the class timetable. You may wish to consider observation in other curriculum areas</p>				
Week 1-3 (Week 19-21)	To observe the classes to be taught, to work with groups of children under the direction of the class teacher, in order to get to know the children and their range of attainment, as well as the units of work being planned.		15-16 hours	4-5 hours
Weeks 4-6 (Week 22-25)	To begin to plan for groups of learners and whole class inputs.	6-8 hours	9- 10 hours	4-5 hours
Weeks 7 (week 26)	To teach and plan for 40-50% of the class timetable.	7-8 hours	7-8 hours	4-5 hours
Weeks 9-12 (week 27-30)		9-10 hours	7-8 hours	4-5 hours

-Please note this is a suggested progression route, this should be personalised to your trainee and their needs/skills, and therefore they might start to teach higher percentage more quickly.

-Please note the 40-50% for at least three weeks is the minimum expectation for the placement

Placement c	Suggested progression:	Whole Class Teaching	Group Work, Training Tasks, Team Teaching and Observations	Planning, Preparation and Assessment
To build up to teaching and planning for 80% of the class timetable.				
Week 1 (week 34)	To observe the class at work and to work with groups of children under the direction of the class teacher, in order to get to know the children and their range of attainment, as well as the units of work being planned.		12-16 hours	4-5 hours
Week 2 (week 35)	To begin to plan for groups of learners and whole class inputs. To increase the amount of whole class input.	7-8 hours	7-8 hours	4-5 hours
Week 3 onwards (week 36 onwards)	To teach and plan for 80% of the class timetable.	15/16 hours per week		4-5 hours

Please note:

- If the placement C is in the same school as placement B please start from week 2.
- Please note the 80% for at least five weeks is the minimum expectation for the placement.

Future Teaching Scholars, RIS Salaried and School Direct Salaried route

Placement A employment based setting:

Placement Timetables to be agreed with the employment based trainee.

Placement B (Alternative setting)	Suggested progression:	Whole Class Teaching	Group Work, Training Tasks, Team Teaching and Observations	Planning, Preparation and Assessment
To build up to teaching and planning for 30-40% of the class timetable. You may wish to consider observation in other curriculum areas				
Week 1	To observe the class at work and to work with groups of children under the direction of the class teacher, across all timetabled lessons. Ensure some non-contact time is allocated to give the trainee opportunities to explore resources, school policies, etc.	Up to 4-5 hours	12-14 hours	4-5 hours
Weeks 2	To begin to plan for groups of learners and short whole class inputs.	7-8 hours	9-10 hours	4-5 hours
Weeks 3	To increase the amount of whole class input.	7-8 hours	9-10 hours	4-5 hours
Weeks 4	To teach and plan for 30-40% of the class timetable.	9-10 hours	7-8 hours	4-5 hours

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.			
5 Core 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?
Behaviour	Trainee to reflect on key learning points from recent training and record them here NOTE: There is no need to address all 5 areas every week.	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.	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.
Pedagogy			
Curriculum			
Assessment			
Professional Behaviours			
To be completed by Mentor			
Comments on trainee progress across the week including impact on pupil learning			
Mentor to comment on trainee progress across the week. This might include the following: <ul style="list-style-type: none"> • Application of centre-based learning in planning and in the classroom. • Impact of planning and teaching on pupil learning • Examples of pro-active response to feedback • 			
Complete together			
Progress made against previous targets (short-term and long-term)			

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.

Areas for development	Action steps to achieve targets
Please set 2/3 SMART targets referenced to the 5 Core Areas	
<p>Targets should be referenced against the 5 Core Areas to ensure progress across the curriculum and also:</p> <ul style="list-style-type: none"> • Specific • Measurable • Attainable • Relevant • Time-based 	<p>Make sure the trainee understands next steps in order to meet the targets.</p>

Quality Assurance and Reporting

A trainee must meet all the Teachers’ Standards at the **end** of the programme in order to be recommended for Qualified 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	On Track	Met
This means that the trainee is not making progress even with support.	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?	Some trainees may meet some of the Teachers’ Standards before the end of the programme. However, this is not a requirement until the end of the programme when trainees must meet all the standards in order to gain QTS.

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 evaluation points:

Secondary School Direct (fee paying)		Date:
Placement A	Interim report form	Week beginning 18 th October 2021
	Summative report form	Week beginning 6 th December 2021
Placement B	Interim report form	Week beginning 7 th February 2022
	Summative report form	Week beginning 14 th March 2022
Placement C	Interim report form	Week beginning 16 th May 2022
	Summative report form	Due by 13 th June 2022 this allows reports to be collated before moderation
Secondary Salaried routes		
Home school (Placement A)	Interim report form	Week beginning 18 th October 2021
	Summative report form	Week beginning 6 th December 2021
Alternative setting (Placement B)	Interim report form	Week beginning 25 th January 2021 please note no summative report is needed given the length of this placement
Home school (placement C)	Interim report form	Week beginning 14 th March 2022
	Interim report form	Week beginning 16 th May 2022
	Summative report form	Due by the 13 th June 2022 this allows reports to be collated before moderation
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 Administrator 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 Coordinator. 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 QTS 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 once during each placement. 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 lessons. 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 class(es).

Fundamental Maths and English

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 Qualified Teacher Status.

Moderation interview

In the final weeks of the course, all trainees will undergo a moderation interview with a SCITT partner. The aim of this interview will be for trainees to demonstrate their understanding of the standards and for staff to moderate the judgements of mentors. Trainees will be given the opportunity to highlight the progress their pupils have made over the course of their training placements.

External moderation

In addition to the above, a sample of trainees are chosen for an external moderation activity. External moderators are individuals from other teacher training organisations who monitor the judgements of the SCITT. This is usually done through the observation of teaching and scrutiny of trainee documentation.

QTS evidence against the teachers' standards 2013

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

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

Reflective Practice

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
- Teachers' standards 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.

Safeguarding: The Prevent Duty

Information for Schools

Trainees will receive an introduction to Safeguarding and the Prevent duty prior to placement.

Please make sure that trainees are fully briefed about their school-based responsibilities as part of their induction to the school. Trainees should be given a copy of the following documents:

- The school's child protection policy
- The staff behaviour policy (sometimes called a code of conduct)
- Information about the role of the designated safeguarding lead
- A copy of Keeping Children Safe in Education

Information for Trainees

Please make sure that you have read and understood the safeguarding documentation provided to you by your placement school.

Make a note of the name and contact details of the Safeguarding Lead for your placement school.

If you have a safeguarding concern, you must inform the Safeguarding Lead immediately. Do not share your concern with anybody else. You do not have to decide whether your concern is significant; you just need to report it promptly and professionally.

All trainees should adhere to the school's policy regarding the use of photographic equipment and personal electronic devices. Trainees should also follow the school's Data Protection policy and General Data Policy Regulation (GDPR).

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.

Understanding school practice

Induction

Every school is different and the SCITT programme is designed to support your induction into your placement school. Your mentor will support you in developing your understanding of how schools work and the teachers' standards (2013).

Attendance

Attendance and punctuality are important indicators of professional values and practice. The DfE requires that trainees complete at least **120 teaching days in school** during the SCITT course in order to gain QTS (qualified teacher status). All trainees are expected to achieve full attendance during professional placement and will be granted authorised absence from school only in exceptional circumstances. The SCITT Attendance Policy is available on Microsoft Teams.

Recording attendance

1. 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.

2. Please maintain a paper Attendance Record during placement. This should be signed each week by your mentor and returned to Christine Sorensen (CSorensen@bright-futures.co.uk) at the end of each placement.
3. For unexpected absence a trainee must inform the SCITT Manager **and** the Course Leader by 8.30am on each day of absence, and the School Professional Mentor by the time specified in the school attendance policy or 8.30am, whichever is the earlier. (Please adhere to your school's 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 school placement. 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 school. Trainees should familiarise themselves with the school dress code for their placement school.

Access and Logins

Thank you for welcoming our trainees to the school and for treating them as a member of staff.

- As trainees are DBS checked we ask that they have access to the school and classroom as if they were a member of staff.
- Trainees should be given an email address where possible together with access to shared drives, photocopying etc.
- Based on feedback from our trainees, we ask that you ensure that trainees are issued with an appropriate badge to wear on school premises. Preferably this badge should not distinguish them as a visitor or as a trainee teacher.

Mentor and trainee responsibilities

Information for the Mentor in School

Professional mentors

Each partner school will have a professional mentor, this is usually a senior teacher with experience of supporting ITE students. The professional mentor should manage the school's ITE programme and ensure the school fulfils its partnership responsibilities.

The following is intended as a guide: Professional Mentor responsibilities	Tick √
<p>School Induction</p> <ul style="list-style-type: none"> To provide trainees with information about the school. To ensure that the trainees have an appropriate space in which to work when not teaching. To ensure that the trainees have access to school facilities such as ICT, photocopying and other resources. To help the trainee to understand how the school works formally and informally. To introduce the trainee to the ethos of the school and department. 	
<p>Trainee Development</p> <ul style="list-style-type: none"> To facilitate trainees' access to information and learning experiences to enable them to meet the Teacher's Standards. To ensure that the trainees have a structured programme of training on whole school issues during their placement. 	
<p>Mentoring Practice</p> <ul style="list-style-type: none"> To designate a subject/class mentor to support the training. To meet with the subject/class mentors on a regular basis. To discuss the outcomes and monitor the quality of the weekly meetings between mentor and trainee. To quality assure subject specific training through joint observations with the subject mentor. 	
<p>Progress Concerns</p> <ul style="list-style-type: none"> To communicate concerns regarding progress or professionalism to the SCITT Course Lead. To implement a formal school action plan for any trainee in danger of failing to achieve the teachers' standards at the end of the programme. 	
<p>Reporting</p> <ul style="list-style-type: none"> To co-ordinate the reviews of the trainees' progress and writing reports. To ratify the final evaluation the trainees. To ensure timely submission of reports. 	
<p>Mentor Development</p> <ul style="list-style-type: none"> To ensure attendance at mentor training and meetings with SCITT Course Lead. To evaluate the school's ITE provision at least once per year. To co-ordinate the work of the subject/class mentor in school and ensure that they have access to appropriate training and development. 	

Subject mentors

The support you give our trainees is vital in ensuring that they are able to make excellent progress in their 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:	Tick √
<p>Classroom Induction</p> <p>To ensure that the trainee becomes familiar with:</p> <ul style="list-style-type: none"> • systems of grouping within the class and school • SEND including any intervention and personalised learning plans and pupils eligible for pupil premium • approaches to behaviour management and discipline • the roles of other adults in the classroom • any seating arrangements • use of ICT facilities • homework • safeguarding • safety (first aid, evacuation) • e-safety • Child protection procedures 	
<p>Weekly</p> <ul style="list-style-type: none"> • To arrange the trainee's teaching timetable in accordance with the programme. • To monitor trainee attendance during the placement. • To know the 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. 	
<p>Trainee Progress</p> <ul style="list-style-type: none"> • 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 Professional Mentor and SCITT Lead to ensure consistency in the advice given to the trainee. 	
<p>Planning</p> <ul style="list-style-type: none"> • To advise the trainee on all aspects of lesson planning. • To support development of the trainee's planning skills and to encourage independent planning over time. • To agree appropriate deadlines for the submission of planning. 	

<p>Data and Assessment</p> <ul style="list-style-type: none"> • To train the trainee on how to use assessment data to inform planning for teaching and learning. • To ensure the trainee has access to all data that is relevant to the classes in their timetable. • To ensure that the trainee is familiar with school assessment practices and contributes to this process. 	
<p>Subject Knowledge</p> <ul style="list-style-type: none"> • To support the trainee in developing their subject knowledge. • To identify 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 trainee's pedagogical understanding. • To train the trainee in the use of ICT as a tool to enhance teaching and learning in their subject area. 	
<p>Reflection on Progress and Reporting</p> <ul style="list-style-type: none"> • To complete all paperwork required by the SCITT programme. • To arrange a weekly review meeting with the trainee. • To liaise with the Professional Mentor to complete Interim and Summative Reports for the trainee. • To submit reports in a timely manner. 	
<p>Professional Development</p> <ul style="list-style-type: none"> • To attend mentor training provided by the SCITT. • To alert the professional mentor to their own professional development needs. 	

The role of the SCITT Secondary Lead

The Course Leader will oversee the training and placements for all trainees.

The Course leader will:

Trainee Development

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

Intervention

- If a trainee or mentor has raised concerns about professionalism or progress, the Secondary 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 Class Mentors and Professional Mentors regarding trainee progress and professionalism.
- Work in collaboration with the Professional Mentor and Class Mentor to ensure that trainee experience on placement is conducive to development.
- Review trainee progress with the Class Mentor and/or Professional Mentor.
- Review and discuss Interim and Summative reports with the Class Mentor if necessary.
- Communicate effectively regarding placements.

Collaborative Progress Review

Once per placement, the Secondary 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

Trainees are expected to:

Trainees are encouraged to become part of the team in their placement school. Please familiarise yourself with the following requirements:

The trainee agrees to:	Tick √
<p>Professionalism</p> <ul style="list-style-type: none"> • Return any resources or materials belonging to the school at the end of their placement. • Set a good example to all pupils through their personal presentation and conduct, and through the standard of their spoken and written English. • Be punctual, arriving at school no later than 8.30 am and not leaving before 4.00pm except in rare circumstances as negotiated with the mentor. • Understand their pastoral responsibilities including the safeguarding, health and safety of all pupils. Manage any bullying or discrimination issues calmly. • Make themselves aware of school policies and procedures and, with the guidance of the school co-ordinator and mentor, apply them appropriately. • Carry out, in a professional manner, reasonable tasks as required by the head teacher, professional and subject mentor. • Plan and prepare allocated lessons in advance, in a time frame agreed with the mentor. • Adhere to the school marking and assessment policy. 	
<p>Wider School Life</p> <ul style="list-style-type: none"> • Involve themselves in the general and corporate life of the school attending staff meetings and school events when invited. Trainee teachers cannot legally take full responsibility for playground supervision but will be expected to join a member of staff carrying out this duty two or three times during each professional placement. The trainee's involvement in extra-curricular activities is voluntary but such activity can be valuable and contribute to the standards of professional values and practice. • Establish professional and effective relationships with school staff, parents and pupils and with other agencies involved with the education and welfare of the pupils. • Maintain confidentiality, exercising tact at all times and respecting the confidentiality of both children and teachers. • Be aware of the wider context of education and that learning takes place both in and out of school 	

<p>Professional Development</p> <ul style="list-style-type: none"> • Retain weekly reviews, placement reports and planning, either digitally or in a file. <i>This should be made available to mentors or tutors on request.</i> • 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. • Build the subject knowledge required to teach effectively within the National Curriculum 2014. 	
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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 Professional Mentor, Mentor or Trainee Contact Secondary Lead at an early stage
Action	Preliminary ONLINE meeting – Secondary Lead, Mentors 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 Professional Mentor <p>All partners to agree to the expectation that action steps will be taken to address the concerns raised.</p>
Review	Professional Mentor to observe lesson on agreed date, review targets and feed back to Secondary Lead. If concerns are ongoing, Secondary 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 Secondary Lead Trainee and Mentor team may also be present. (Please note professional mentor might attend in place of the 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 does 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 team and trainee and signed by all partners and retained within the student record.
Stage 3	
Action	<p>Secondary Lead to carry out observation Review meeting to follow with trainee and mentor team.</p>
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
<p>Notes</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 Subject/Class Mentor in the first instance and seek a resolution.
- For an issue that cannot be addressed with the Subject/Class Mentor, speak to your Professional Mentor who oversees trainee wellbeing in school.
- If the matter is not resolved, contact the Primary Lead who will support you in addressing the matter with your placement school.

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@bfet.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 Coordinator. CSorensen@bright-futures.co.uk

Post Graduate Certificate in Education (PGCE) (Fee-paying students)

Introduction

The PGCE is delivered and awarded by the University of Manchester. Trainees will engage with 8 study/taught days over the academic year and the study/taught days will be held at the university. You will have access throughout the year to the university's resources and facilities.

The Alliance for Learning work closely with the University of Manchester to ensure that the training programme and PGCE work in harmony. From time to time, it may be necessary to share information between the two organisations. We will always seek your permission to do so.

The course is delivered face-to-face or online where necessary. Trainees will be supported through their assignments by on-line materials and University tutor input. The assessment framework consists of 4 course units:

Reflecting on professional practice (15 credits)

Aim: This Course unit aims to enable participants to critically reflect on and strengthen classroom practice through development of an enquiry approach.

Theoretical Study of: Frameworks for reflection, critical reading and writing.

Assessed through: A critical analysis and evaluation using a framework for reflection on professional learning.

Learning Outcomes: On successful completion of this course unit, participants will be able to:

- i. Critically evaluate their own professional development and position this within school priorities
- ii. Demonstrate effective evaluation of practice using critical thinking, engagement with relevant literature, data gathering, analysis and reflection
- iii. Demonstrate originality and self-direction in problem-solving and act autonomously in planning and implementing tasks of a professional nature

Teaching, Learning and Assessment (15 credits)

Aim: This Course unit aims to develop participants' understanding of a range of learning, teaching and assessment strategies which promote pupil progress in order that all pupils achieve their learning potential.

Theoretical Study of: How learners learn, teaching practices and assessment.

Assessed through: An evaluative report on classroom practice in teaching, learning or assessment.

Learning Outcomes: On successful completion of this course unit, participants will be able to:

- i. Demonstrate an in-depth understanding and critique of the changing socio-political and cultural context in which learning and teaching in educational settings and contexts occurs.
- ii. Apply a range of teaching and learning strategies and critically evaluate their effectiveness in context in relation to raising the achievement of children and young people.
- iii. Demonstrate critical engagement with key concepts in assessment and the application and evaluation of formative assessment methods.
- iv. Demonstrate self-direction and originality in problem-solving in relation to the Course unit content and act autonomously in planning and implementing change in their educational setting, taking account of current thinking and literature in related areas.

Enquiry 1 (15 credits)

Aim: To examine the role and purpose of educational research in teaching and learning; To critically review research in practice (practitioner research) in the context of the school classroom; To understand what it means to conduct research in an ethical manner.

Theoretical Study of: Practitioner research.

Assessed through: Designing a research study into a participant designated educational theme.

Learning Outcomes: On successful completion of this course unit, participants will be able to:

- i. Understand the nature and purpose of educational research
- ii. Understand the importance of a research question and its role as the origin of a research study
- iii. Carry out a literature research into a chosen topic
- iv. Understand the need for research ethics

Enquiry 2 (15 credits)

Aim: To critically review research in practice (practitioner research) in the context of the school classroom; to understand what it means to conduct research in an ethical manner.

Theoretical Study of: Practitioner research

Assessed through: Written report of a research study into a participant designated educational theme

Learning Outcomes: On successful completion of this course unit, participants will be able to:

- i. Carry out an appropriate research study
- ii. Structure and organise findings clearly and concisely
- iii. Critically evaluate the research, interpret the findings and relate the study to educational theory

The Teachers' Standards (2013)

- The teachers' standards (DfE 2013) are the DfE designated standards for trainee teachers, newly qualified teachers (NQT) and main scale teachers in state schools.
- Evidence of meeting each one of these standards is necessary in order for a trainee to be awarded qualified teacher status (QTS) at the end of the course.

As the same standards apply to teachers at various stages of their professional development, it is important to interpret them through a perspective that is appropriate to the stage of development

It would not be reasonable to expect a trainee to meet teachers' standards (DfE 2013) in an identical manner to that of a teacher with a few years of autonomous experience with his/her own class.

Evaluation of qualified teacher status is done through the analysis of trainee reflections alongside summative reports, the collaborative progress review (CPR), visits and the final moderation day (viva).

Further Information

Thank you for working in partnership with Bright Futures SCITT.

The following information can be found on our website <http://www.bright-futures.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/>