

# Professional Practice Handbook 2019-20

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# Welcome to the University of the West of England (UWE) Partnership for 2019-20

## Introduction

The UWE partnership provides trainees with opportunities to develop and practice good and outstanding levels of competence against the Teachers' Standards (2013).

The Partnership includes early settings, schools, academies, multi-academy trusts (MATs), federations and other education settings. The UWE Partnership aims to prepare trainees to practise as secondary, primary or early years teachers, with excellent subject knowledge, and to develop their practice across a range of professional placement settings.

The UWE Partnership supports trainees to achieve the highest possible standards in both their teaching and learning practice, and in their professional conduct.

There are three entry routes to primary and early years teaching at UWE: Undergraduate three year programme; PGCE Core, recruited by the University, and PGCE School Direct, recruited by partnership schools. There are three entry routes to secondary teaching at UWE: PGCE Core, recruited by the University, and PGCE School Direct and School Direct salaried, recruited by partnership schools. All trainees aim to achieve Qualified Teacher Status (QTS) regardless of entry route.

Once trainees have successfully completed their chosen Programme, they can be recommended to the National College for Teaching and Leadership (NCTL) for the award of QTS.



## Acronyms

From the outset we should acknowledge that there are a lot of acronyms for trainees, mentors and tutors to be familiar with: These acronyms are used throughout the Partnership Handbook:

CPD	Continuing Professional Development
Core	Trainees recruited by UWE
PGCE	Postgraduate Certificate in Education
QTS	Qualified Teacher Status
SD	School Direct – trainees recruited by schools
PD	Professional Development
PP	Professional Practice (Placements)
UT	UWE Tutor
SM	Senior Mentor
CM	Class Mentor
<b>Awarding Body (QTS)</b>	
NCTL	National College of Teaching and Leadership

## Key Personnel and contact details

If you have any queries regarding this professional placement or about partnership with the University of the West of England, the following personnel will be pleased to help you:

Dept.	Name	Position	Number
<b>EDU</b>	Andrew Evans	Associate Head of Department	0117 32 87516 <a href="mailto:andrew10.evans@uwe.ac.uk">andrew10.evans@uwe.ac.uk</a>
<b>Professional Practice Office</b>	Nicola Liles	Education Placements Team Leader	0117 328 1150 <a href="mailto:partnership@uwe.ac.uk">partnership@uwe.ac.uk</a>
	Ash Syuleyman	Placements Administrator - Primary Education	0117 328 4143 <a href="mailto:ash.syuleyman@uwe.ac.uk">ash.syuleyman@uwe.ac.uk</a>
	Nick Pritchard	Placements Administrator – Secondary Education and EYTS	0117 328 4116 <a href="mailto:nick.pritchard@uwe.ac.uk">nick.pritchard@uwe.ac.uk</a>
	Kathy McPherson	General Administration Assistant, Education (Thursdays and Fridays only)	0117 328 8793
<b>Primary Programme Contacts</b>	Karan Vickers-Hulse	UG Partnership Manager and Programme Leader	0117 328 4137 <a href="mailto:karan.vickers-hulse@uwe.ac.uk">karan.vickers-hulse@uwe.ac.uk</a>
	Laura Manison Shore	PGCE Programme Leader and PGCE/School Direct Partnership Manager & Programme Leader	0117 328 7351 <a href="mailto:laura.manisonshore@uwe.ac.uk">laura.manisonshore@uwe.ac.uk</a>
	Ben Wiggins	PGCE Programme Leader	0117 328 4257 <a href="mailto:ben.wiggins@uwe.ac.uk">ben.wiggins@uwe.ac.uk</a>
Dept.	Name	Position	Number
<b>Secondary Programme Contacts</b>	Laura Evans	School Direct Partnership Manager	0117 328 7230 <a href="mailto:laura14.evans@uwe.ac.uk">laura14.evans@uwe.ac.uk</a>
	Julie Buckland	PGCE Programme Leader and Partnership Manager	0117 328 7112 <a href="mailto:julie2.buckland@uwe.ac.uk">julie2.buckland@uwe.ac.uk</a>

# Support

## Senior Mentor (SM)

The Senior Mentor (SM) is the member of staff in a placement school who takes responsibility for the training and development to enable the trainee(s) to meet the Teachers' Standards (2013) whilst they are in school. The SM is responsible for:

- Managing initial teacher training within the placement, ensuring that all trainees have access to appropriate training opportunities and support, as specified in the programme documentation
- Briefing the trainees on the institution's policy and practices in relation to child protection and safeguarding duties
- Holding a weekly session with the trainee(s) and completing a weekly professional review sheet **(in some schools it may be more appropriate for this meeting to be conducted by the class mentor)**
- The assessment of all UWE trainees in the placement against the Teachers' Standards, using the Assessment Toolkit
- Communicating with the university via the partnership office if there is serious concern about the progress of a trainee
- Ensuring that all documentation required from the placement is appropriately completed, in good time
- Quality assurance compliance with programme requirements and overseeing the work of their class mentors
- Communicating with the university in response to evaluation feedback and implementing associated action plans to further develop the quality of training provision
- Attending professional preparation and development sessions to support their work with trainees
- Supporting and the identification of appropriate and developing standards of evidence in the Assessment Toolkit
- Formally observing the trainee(s) working with pupils and providing constructive oral and written feedback, as appropriate depending on level of trainee and capacity of school.
- Whenever possible, jointly observing the trainee(s) working with pupils, with the University Tutor
- Monitoring the Teaching Files and pupil progress and assessment records of the trainee(s).

## Class Mentor (CM)

Class Mentors (CMs) are classroom based and have primary responsibility for training the trainees to teach their class or group, to monitor and assess how the trainees support pupil progress and manage behaviour for learning with their classes. They also have responsibility for monitoring and developing the trainees' subject knowledge for teaching and their use of technology to support learning and teaching.

### **The Class Mentor is responsible for:**

- Supporting the trainee in the use of the Assessment Toolkit
- Coordinating class and/or phase-specific training, as necessary depending on needs/requirements of class/setting
- Formally observing the trainee(s) working with pupils at least once a week and providing constructive oral and written feedback
- Holding informal meetings with the trainee(s), and checking the completion of paperwork and tasks
- Assisting each trainee in developing their practice in relation to the Teachers' Standards as specified in the award documentation, setting/agreeing regular SMART targets and monitoring progress in these
- Monitoring each trainee's development of personal subject knowledge for teaching and technology-supported learning skills and providing assistance in associated target setting and action planning
- Liaising as appropriate with the SM and relevant University Tutors in relation to the training, support and assessment of the trainee(s)
- Immediately informing the SM and the University Tutor if a trainee is deemed to be 'not yet meeting the minimum requirement' of the Teachers' Standards
- Attending training sessions at UWE or attending dissemination briefings following SM training and keeping up-to-date with subject-specific ITE developments.

## UWE Tutors

UWE tutors are staff from the academic teaching team or colleagues from partnership schools who support trainees during their professional practice module.

### **The UT is responsible for:**

- Supporting schools/settings in the assessment of UWE trainees against the Teachers' Standards, using the Assessment Toolkit

- Ensuring that all relevant UWE colleagues are informed if there is serious concern about the progress of a trainee and ensuring that the school is supported in the cause for concern process
- Ensuring that all documentation required from the placement is appropriately completed, in good time
- Quality assurance compliance with programme requirements and overseeing the work of their senior mentors and class mentors
- Communicating with the wider university in response to evaluation feedback and implementing associated action plans to further develop the quality of training provision
- Attending professional preparation and development sessions to support their work with trainees
- Conducting tutorials with trainees as necessary as well as providing additional support via email and additional tutorials if necessary
- Observing the trainee(s) teaching during their placement (as necessary depending on stage of training)
- Writing references and NQT passports for trainees in their final placement.



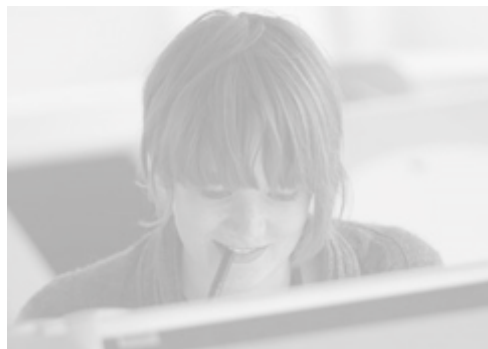


# The UWE Transformational Professional

Across the programme, our partnership aims to develop 'transformational professionals', outstanding educators who demonstrate the following key characteristics:

## **The UWE Transformational Professional is:**

- Continually striving for improvement
- Motivated by a sense of moral purpose
- Able to demonstrate an embedded awareness that educational experiences can transform lives
- Dedicated to transforming the life chances of all learners and setting high expectations, overcoming barriers to learning, creating inclusive learning environments and helping everyone to achieve their maximum potential
- UWE Transformational Professionals are committed to transforming their own practice through critical reflective practice, recognising that effective teaching is a complex craft that requires ongoing reflection, enquiry, evaluation and re-conceptualisation
- Willing to open up their practices to scrutiny, support and challenge and wholeheartedly participating in coaching and mentoring relationships to achieve continuous improvement
- Able to transform the practices of others through participation in professional learning communities, adopting a collegiate approach to joint practice development and a research orientation to establishing and sharing evidence-based professional knowledge
- Passionate about co-construction of innovative solutions to enduring challenges, and resilient and resourceful in pursuit of those ends
- Ethically aware at all times, demonstrating honesty and integrity
- Emotionally intelligent, able to create transformational relationships built on reciprocity and respect
- Capable, at whatever level of responsibility, of providing leadership for change.



## Placement Protocols

### **If the trainee is a cause for concern or in danger of failing schools/settings should:**

Inform the Partnership Office immediately ( Primary - 0117 32 84143 Secondary – 0117 32 84116 or [partnership@uwe.ac.uk](mailto:partnership@uwe.ac.uk))

Indicate clearly on the interim review form the Teachers' Standards that need addressing.

Ensure that the school initiated professional improvement action plan (PIP) is completed (available on the UWE website) and the trainee has clear guidance in terms of areas to address.

Inform the Partnership Office by telephone or email so that additional formal written notification can be sent to the trainee by the Programme Leader.

Arrange for the interim review and action plan to be shared with the UWE tutor during their visit.

### **If a trainee has failed to demonstrate the standards, schools/settings should:**

Inform the trainee of the areas for development and the standards that have not been met, in writing.

Ensure that all parties have added their signatures.

Inform the Partnership Office of the actions taken (see contact details above).

## Placement Documentation

All placement documents can be accessed via the following link to our website:

<http://www1.uwe.ac.uk/cahe/edu/aboutus/partnerships/partnershipdocuments-1.aspx>

The UWE Assessment Toolkit, which is accessible via the link above, is the document that contains all the information about how to assess trainees during placement. Please see the full document for detail; key pages are given below:

### Key pages summary from UWE Assessment Toolkit:

Information	Page in Toolkit
Grading rationale	5
At a glance assessment process	8
Expected outcomes and progress	9
Accuracy in grading	11
Guidance for weekly meetings	12
Target setting	14
Grade descriptors for each standard	19

## Lesson Observations

The Class Mentor (CM), the Senior Mentor (SM) and a UWE Tutor (UT) will all observe the trainee teaching and working with young people on a significant number of occasions throughout their programme, providing formative verbal and written feedback, using the Lesson Observation Feedback form.

- The Senior Mentor will give the trainee advance notice of a formal observation of teaching
- UWE Tutors will arrange visits, in advance
- UWE Tutors and Senior Mentors / Class Mentors will undertake shared observations of teaching, wherever possible.

Trainees should be provided with written feedback on an observed lesson at least once a week (using formal or informal lesson observation feedback *proforma*). Being observed and receiving formative feedback should be viewed as a positive opportunity; it is an opportunity for the trainee and observer to experience a common event, which then forms the basis for the discussion which follows.

Trainees will frequently get informal feedback from the class mentor and other teachers and, if in a placement with other trainees, may give feedback to and receive feedback from peers. Feedback should include reference to trainees' developing subject knowledge for teaching and to pupils' progress.

Trainees could ask for feedback on one particular aspect of a lesson, for example where evidence is sought on how well a particular teacher standard is being met. Any observation and feedback is likely to be helpful in that it encourages reflection on what happened and identifies aspects of the lesson that worked well or those that did not work quite as expected.

After every lesson observation, trainees should reflect on the feedback they have received. Following discussion with the Class Mentor, Senior Mentor or UWE Tutor, specific targets should be drawn up and evidence of when these targets are met should be kept in the trainees' files.

The cycle of experimentation, feedback, reflection and subsequent action planning will help the trainee to develop into an effective practitioner.

## Teaching Files

During placements trainees are required to keep a Teaching File for all planned teaching activities. The purpose of this file is to help them to maintain a high standard of teaching by means of thoughtful long and medium term planning, individual lesson plans, systematic record keeping and careful evaluation and reflection. It will also enable teachers, tutors and external examiners who may observe the trainee in the classroom to see individual lessons in the context of previous work and medium and future plans.

The trainee will be provided with detailed guidance on how to organise their Teaching File into sections but generally it will be as follows:

- general placement information (e.g. telephone number, times of lessons, placement policies and so on)
- a section containing: schemes (or units) of work or learning
- lesson plans and evaluations for all lessons in chronological order
- records of pupil progress and attainment

Detailed guidance for planning schemes of work and individual lessons will be provided in UWE sessions and by the Senior Mentor on placement.

# Professional Attributes and Expectations

## Professional Suitability Policy and Procedure

The University provides a number of programmes of study where trainees' professional suitability to register for and undertake the programmes will be relevant and will require assessment and monitoring by the University. Initial Teacher Education programmes are included in this policy.

These programmes of study are ones which lead to professional registration and/or a licence to practise in a professional context and are characterised as being practice-centred and directed towards the achievement of professional competence and/ or professional registration. In addition, all of these programmes are accredited and/or regulated by professional, statutory or regulatory bodies (PSRBs) which are involved in the design, delivery and regulation of programmes. In particular, PSRBs, together with other professional advisory bodies (PABs) are concerned with seeking to ensure that students comply with professional codes of conduct and demonstrate developing standards of professionalism.

Once trainees are registered at the University they are subject to this Professional Suitability Policy and Procedure in the event that professional suitability concerns are raised.

Trainees undertaking such programmes will be required at all times to:

- demonstrate acceptable standards of conduct,
- demonstrate relevant values and attitudes,
- satisfy relevant criminal record requirements, and
- satisfy relevant health requirements for the programme concerned, as set out in programme handbooks and PSRB websites.

A full copy of the policy can be accessed through this link:

<http://www1.uwe.ac.uk/students/practicesupportnet/policiesandprocedures.aspx>

## The Disclosure and Barring Service (DBS) Checks

The University of the West of England (UWE) is a registered body with the Disclosure and Barring Service (DBS), enabling it to submit applications from students and staff requiring DBS checks.

Most work placements or other activities related to UWE training that may bring a student in contact with children and/or vulnerable adults are exempted from the provisions of the Rehabilitation of Offenders Act (1974) by the Exceptions Order (1975). All students

undertaking such activities are required to declare a criminal record at the time of applying for their course and/or prior to completing a DBS application.

In line with statutory requirements UWE is responsible for obtaining an enhanced DBS check for any student who is placed in a school, college, academy or other educational setting. The University processes follow the DBS Code of Practice. Designated members of staff from the University's admissions team verify the identity of students by checking documents provided prior to submitting the DBS application form. On receipt of the certificate from the DBS, each disclosure is reviewed and decisions made accordingly with regard to the suitability of the trainee.

In the event of information about a criminal record being provided on an individual, we work in accordance with DBS guidance. Where information disclosed on a DBS is a concern, a panel is convened by the Associate Head of Department who works in collaboration with our partnership schools to make a decision about recruitment.

UWE maintains records to show that a certificate has been obtained for every trainee and records its number. We fully comply with the Data Protection Act 1998 and do not retain disclosure information for any longer than the six month period required by the DBS following the recruitment decision. In line with the DBS Code of Practice, the University is not able to release any information from a DBS disclosure to another organisation.

In line with recommendations from the National College for Teaching and Leadership (NCTL), the Department for Education and Ofsted, we will provide schools with the DBS enhanced disclosure number and the date of the DBS check for schools and colleges to enter on to their single central record of recruitment and checking.

To reflect best practice all visiting tutors from UWE will be DBS checked.

We will write to headteachers, in line with NCTL guidelines, one week prior to placement to advise if we are still awaiting a trainee's disclosure and to confirm that they have been List 99 checked. The partnership team will provide updates on those students whose final DBS certificate is still outstanding.

If there are any concerns regarding the professional conduct of any of our trainees in school, please contact:

**Placement Team Telephone** 0117 328 1150

**E-mail** [partnership@uwe.ac.uk](mailto:partnership@uwe.ac.uk)

## **Attendance and Notification of Absence**

The Initial Teacher Education programmes at UWE aim to provide the highest standards of professional and academic development. It follows that the highest standards of professional and academic commitment are required from trainees.

Satisfactory completion of this award is dependent on full-time attendance during the placement-based blocks and at all scheduled sessions in the university. Attendance is monitored throughout the year.

### **Extraordinary Absence**

In the unlikely event that it is necessary for a trainee to be absent from either school/college placement or University days permission must be sought from the programme leader (and the school, when on placement).

### **Certification of Absence due to Illness**

If trainees are absent from any part of the programme because of illness (UWE or placement based), for more than 5 working days, they are required to produce a doctor's note. This should be forwarded to ACE SAT, UWE, Department of Education, Frenchay Campus, Coldharbour Lane, Bristol BS16 1QY, or [ACE.SAT@uwe.ac.uk](mailto:ACE.SAT@uwe.ac.uk).

In addition trainees are required to complete an Extenuating Circumstances form, which should be submitted with medical evidence. Failure to submit an Extenuating Circumstances form for consideration will have academic and financial implications should a trainee have to repeat a placement.

If trainees are unwell and hence not able to attend placement they MUST email (not telephone) the Professional Practice Office ([partnership@uwe.ac.uk](mailto:partnership@uwe.ac.uk))

## Safety and Insurance

As a trainee teacher without Qualified Teacher Status trainees are not in a position to take full responsibility for any classes but are deemed to be working under the supervision of the usual classroom teacher. **At all times the teacher responsible for the pupils should be either in the classroom or within close hearing distance of it.** There are some situations in which trainees need to be particularly careful, they should not:

- Take games or apparatus work in PE without the **presence** of an appropriately qualified member of staff
- Work with powered machinery without the **presence** of an appropriately qualified member of staff
- Give any form of medication to pupils.

Trainees should work at all times within the Health and Safety regulations which apply to the placement and must make sure that they are aware of these. They should check with their Mentor and/or Tutor if in any doubt.

**The trainee should never be used to provide supply cover.**

Trainees are required to comply with the institution's policies and practice in relation to child protection and safeguarding duties.

## Industrial Action

During all placements trainees are responsible to the Headteacher, or Principal, and should in these circumstances be guided by their advice. Trainees will not normally be required to undertake any duties which would interfere with colleagues' industrial action. University Tutors will, of course, discuss individual problems with trainees and/or staff in the placements. Should particular difficulties be encountered, trainees should follow the Headteacher's advice but also contact the Programme Leader.

Trainees may be assured that where assessment is involved, due allowance will be made for any disruption of work due to circumstances beyond their control.



## Finding Teaching Posts

Most teaching posts are advertised online or in the national press, in particular the Times Educational Supplement (published every Friday), e-teach, The Teacher, and the Tuesday edition of the Guardian. Copies of these may be consulted in the Library and are often available in placement schools as well as online.

In addition, schools sometimes notify us of likely vacancies. Trainees should check their UWE email address regularly since this is one of the ways we pass on details.

The UWE Visiting Tutor and university tutors will support the trainee in the completion of any application forms including a letter of application, citing referees and preparation for interview.

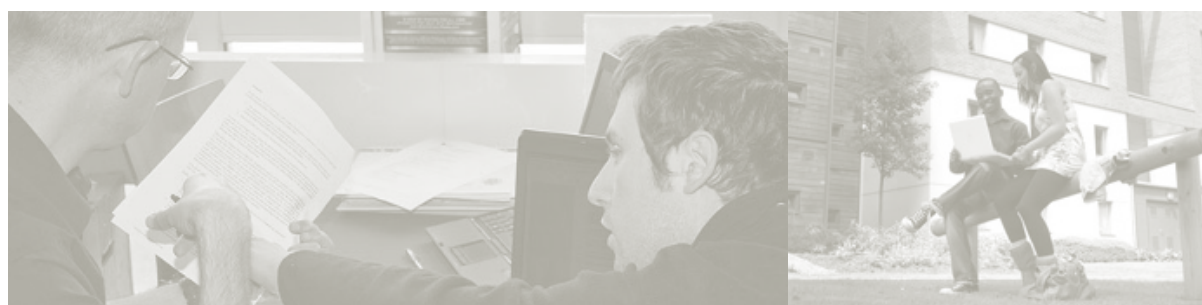
## University Reference

The UWE Visiting Tutor will write a confidential reference for the trainee, on behalf of the University. Trainees should cite the following on job application forms:

Andrew Evans  
c/o Student Information Request Team (Room 1A08/9)  
University of the West of England  
Frenchay Campus  
Coldharbour Lane  
Bristol BS16 1QY

If asked for an email address, trainees should give the following address for the Student Information Request Team (SIRT): [SIRT@uwe.ac.uk](mailto:SIRT@uwe.ac.uk)

Requests for references addressed as above are dealt with immediately, during both term and vacation time. Trainees are advised to approach their Senior Mentor or Headteacher, to ask whether they would be willing to act as their second referee.



# General information about professional placements

## Safeguarding

### Child Protection

Child Protection is the responsibility of all staff, including trainee teachers.

Everyone should ensure that trainee teachers know who the school/setting Child Protection Officer is. Trainee teachers should also be aware of the school's/setting's Child Protection Policy and the action they should take if a child discloses any information to them.

### Complementary training

Under guidance from the Senior Mentor the trainee should negotiate activities within the wider training environment of the school/setting and present reports on their own professional development related to the standards from these encounters. Complementary training will account for 10% of trainee time during placement (around half a day per week) and will be driven by target setting and the weekly review process that trainees will undertake with their Class Mentor/Senior Mentor. It is important that weekly complementary training takes place and it is the trainee's responsibility to be proactive in ensuring that it happens. In some circumstances it may be appropriate to 'save up' some sessions of complementary training in order to take it, for example, as a whole day; this should be negotiated with the school.

### Travel expectations

Trainees will be placed within one and a half hour's travelling time of their term time address or UWE. There is no appeals procedure. If trainees are experiencing wellbeing or health issues which may have an impact on their capacity to travel to placements they should contact student services who will work with them and their programme team who will assist in addressing the specific issues.

<http://www1.uwe.ac.uk/students/healthandwellbeing.aspx>

# Specific expectations of trainees on final placements

## External Examiners

### External Examination of Final School/Setting Placements

As part of quality assurance procedures, External Examiners will visit about 5-10% of any cohort in school/setting during the final weeks of the final placement. External Examiners visit a cross section of trainee teachers including those who are judged not to be reaching the Standards.

When a trainee is chosen to be observed by an External Examiner they and their school/setting will be notified in advance and informed of the date and time of the forthcoming visit.

*Trainees should note the following:*

- The role of the External Examiner is to standardise the judgements of the partnership against those of other providers of Initial Teacher Education. **The External Examiners will not grade teaching performances and will not inform trainees as to whether they have passed or failed.**
- The External Examiners visit a cross section of trainees. Being externally examined **should not** be considered an indication of being unsatisfactory.
- External Examiners are accompanied into schools/settings by a member of the UWE team. However, the tutor is unlikely to be present during the lesson observation. The trainee is generally observed by the External Examiner alone.
- After the lesson, the External Examiner will provide verbal feedback to the trainee. During the debriefing, the External Examiner will comment upon the teaching observed and might ask questions relating to the University and the course. The trainee should be prepared to answer such questions.
- The External Examiner will want to look at the trainee's file(s). The trainee should make sure they are readily available. The trainee must also ensure that a lesson plan is provided for the External Examiner to refer to during the lesson.

# Assessment of professional placement

## Criteria for assessment

The criteria for assessment of professional placement will comply with the current, relevant professional Teachers' Standards. Within this module trainees should demonstrate good or outstanding practice in the majority of the standards for teaching: part one of the standards. Part two of the standards are all related to personal and professional conduct and trainees must demonstrate consistently high achievement in these areas.

Trainees' practice will be underpinned by values that can be articulated and a rationale provided for.

The above will manifest itself in trainees' high expectations of all children, consistent and respectful treatment and concern for their development as learners; sensitive and effective communication with parents and carers and support staff and an understanding of their contribution; the ability to reflect on and improve on their own teaching; and motivation to take responsibility for professional development.

Completion of a total of at least 120 days in school/educational settings, comprising periods of sustained teaching experience, short intensive blocks, where appropriate, and serial experience, is assessed on a Pass/Fail basis against the Teachers' Standards.

When assessing trainees' progress against the standards, tutors and school mentors will consider evidence from the following:

- Teaching files.
- Work undertaken in the University.
- Observation of the trainee in non-classroom contexts.
- Discussion with the trainee.
- The attitudes and achievements demonstrated by pupils the trainee has taught.
- Formal observations in schools or early years settings.

Trainees must meet all the Standards, by the end of the course, in order to be recommended for Qualified Teacher Status.

## Formal regulations for assessment

Formal assessment is on a pass/fail basis overall, with comments given for individual and groups of standards.

The decision to pass or fail is the responsibility of the relevant Examining Board and any recommendation by university tutors, school staff and external examiners remains advisory until it is considered by the Examining Board. All recommendations are subject to moderation by internal examiners, and external examiners visit in some cases.

## Procedures for trainees at risk of failing

If a trainee is deemed to be at risk of failing to reach the required level in the relevant standards at any point, the following process will be applied:

- Where a school/setting has particular concerns the trainee will be alerted to these in the first instance through discussion with their class mentor/senior mentor. The Partnership Office will be alerted.
- The Class/Senior Mentor will draw up a **Professional Improvement Plan** identifying areas for development. Trainees will be given time to improve. Teachers and university tutors will continue to offer support and advice.
- Should trainees be unable to make the required improvements, they will need to discuss future options with their UWE Tutor.

## Arrangements for resit placements

It is very important that trainees are aware that there are specific regulations relating to all Professional Practice modules, in particular Non-Modular Assessment Regulation 3.5 which states that a student who fails a module which includes the assessment of the practice of teaching in the first assessment opportunity may be:

- Permitted to retake the failed component(s) once only, subject to the availability of a suitable placement; or
- Required to withdraw from the programme on professional or safety grounds

If trainees are unable to complete the Professional Practice module they will need to submit an extenuating circumstances application for consideration by an Award Board, in order to avoid failure in the module and ultimately failure in their programme of study.

If they are asked to leave at the request of the school/setting a trainee will be deemed to have failed. Failure of any assessed professional placement can only be redeemed by retaking the assessed work in school.

Professional Placement modules are a compulsory element of the programme so they must be achieved. If trainees are referred in a Professional Placement module trainees will be required to repeat the placement, therefore trainees should plan their holidays accordingly. Generally, referred students undertake a repeat of their placement towards the beginning of the school term which starts early September, however the resit might take place later than this depending upon needs of individual trainees and the availability of partner schools to take on extra trainees. Trainees will be liable for a fee charged on a weekly basis depending on the number of weeks trainees are required to undertake. *A repeat placement is subject to a placement being available to the University.*

# Appendices

## Teachers' Standards

### Preamble

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

### Part one: Teaching

**A teacher must:**

#### **1. Set high expectations which inspire, motivate and challenge pupils**

- Establish a safe and stimulating environment for pupils, rooted in mutual respect.
- Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions.
- Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

#### **2. Promote good progress and outcomes by pupils**

- Be accountable for pupils' attainment, progress and outcomes.
- Be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these.
- Guide pupils to reflect on the progress they have made and their emerging needs.
- Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching.
- Encourage pupils to take a responsible and conscientious attitude to their own work and study.

### **3. Demonstrate good subject and curriculum knowledge**

- Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings.
- Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship.
- Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject.
- If teaching early reading, demonstrate a clear understanding of systematic synthetic phonics.
- If teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

### **4. Plan and teach well-structured lessons**

- Impart knowledge and develop understanding through effective use of lesson time.
- Promote a love of learning and children's intellectual curiosity.
- Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired.
- Reflect systematically on the effectiveness of lessons and approaches to teaching.
- Contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

### **5. Adapt teaching to respond to the strengths and needs of all pupils**

- Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively.
- Have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these.
- Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development.
- Have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.



## **6. Make accurate and productive use of assessment**

- Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements.
- Make use of formative and summative assessment to secure pupils' progress.
- Use relevant data to monitor progress, set targets, and plan subsequent lessons.
- Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

## **7. Manage behaviour effectively to ensure a good and safe learning environment**

- Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy.
- Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly.
- Manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them.
- Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

## **8. Fulfil wider professional responsibilities**

- Make a positive contribution to the wider life and ethos of the school.
- Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support.
- Deploy support staff effectively.
- Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues.
- Communicate effectively with parents with regard to pupil's achievement and well-being.

## **Part two: Personal and professional conduct**

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:

- Treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position.
- Having regard for the need to safeguard pupils' wellbeing, in accordance with statutory provisions.
- Showing tolerance of and respect for the rights of others.
- Not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs.
- Ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.

Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.

Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

## Equal Opportunities Policy

### The University Context

The University must be a place where people are welcome regardless of race, religion, gender, sexual orientation or disability. Racist, sexist and other discriminatory behaviour is not acceptable and positive action to combat such action is encouraged. This positive commitment is to be reflected in all the University's policies and procedures including those relating to student enrolment, the provision of education, the employment of staff, and the provision of services whether to students, staff or the public.

The Board of Governors, therefore, endorses the following statement on Equal Opportunities policy:

1. The University affirms its commitment to the equal treatment of all people regardless of their sex, age, race, ethnic or national origins, colour, marital status, sexual orientation, family responsibility, physical and sensory disability, political or religious beliefs and activities, unless those activities are contrary to the policies of the University. It is firmly opposed to any form of discrimination based on these human attributes and values.
2. The University will, therefore, as an employer operate an equal opportunities policy in the recruitment, selection and promotion of staff at all levels. Selection criteria and procedures will be monitored and reviewed to ensure that individuals are recruited and selected on the basis of their relevant merits and abilities by ways that can be shown to be not directly or indirectly discriminatory as defined in the Sex and Race Discrimination

Acts. All employees will be afforded the opportunity to undertake training appropriate to their present posts and future aspirations.

3. The University will, therefore, as a provider of educational services, offer equal opportunities for access to its courses within its admissions policy and pursue positive recruitment policies to ensure maximum open access. Selection criteria and procedures will be monitored and reviewed to ensure that students are recruited on the basis of their relevant merits and abilities. Student progress and achievement will similarly depend on their relevant merits and abilities and will be subject to monitoring and review to ensure that discrimination is not occurring.
4. The University will take appropriate disciplinary or legal action to protect staff and students while at work from any discriminatory behaviour, verbal or physical, by any individual or groups from within or outside the institution.
5. Allegations of discriminatory behaviour by any member of the University, staff or student, will be dealt with under the appropriate Grievance and Disciplinary Procedures. Proven cases of discrimination against students may form the basis for appeals against the decision of Examination Boards.

## The Faculty Context

The Faculty fully endorses the University's policy and actively promotes measures to ensure that equal opportunities are addressed in all aspects of its work. In doing so the Faculty is cognisant of the Race Relations (Amendment) Act 2000, the Special Educational Needs and Disability Act 2001 and the recommendations of the MacPherson Report with regard to the elimination of unlawful discrimination and the promotion of equality of opportunity and good race relations.

The Faculty accepts that if it is to succeed in its educational and training goals, it must demonstrate its commitment to equality of opportunity in its design and use of the building, its organisational structures, processes and culture.

The Faculty seeks to promote equal opportunities through the encouragement of applicants from a wide range of academic and social backgrounds. Consideration will be given to applicants on the basis of their suitability for the proposed programme of study. The Faculty will monitor the recruitment process and the progress of those joining the Faculty's programmes to ensure discrimination does not occur.

The Faculty observes the policy agenda of enhanced educational opportunity, particularly in relation to the expansion of higher education and the promotion of 'parity of esteem'

between vocational and academic programmes of study. The Faculty is committed to positive action to promote recruitment of underrepresented groups in Education.

In the area of teaching and learning, the Faculty is committed to the promotion of equal educational opportunities in programme design, content, assessment and delivery including the use of language which is non-discriminatory. The Faculty espouses equality of opportunity as a permeating theme for all its provision, at all levels of teaching, and within the framework of its Statement of Pedagogic Principle. This necessarily means a critical examination of its own placement at all points of deliberation and delivery.

The Faculty recognises its responsibilities in the face of rapid social, demographic and economic change. It will endeavour to ensure that trainee teachers and other students are alert to the restriction of options that follows from stereotypical expectations; that they are competent to develop the educational opportunities and achievement for all; and that they are motivated to combat inappropriate and discriminatory attitudes.

## **School/College Context**

The Governing Body of every school/college ensures that the school/college prepares, implements and monitors an Equal Opportunities Policy with respect to the professional placements of the institution. The Governors must consider both educational and employment issues.

Trainees are expected to be familiar with the Equal Opportunities Policy for their placement school and will be required to follow the guidelines for professional placement and conduct that are established in this framework document.

Trainees and tutors working in partnership with the University are also governed by the University's Equal Opportunities Policy.

## Conclusion

The Faculty reasserts its support for equality of educational opportunity and for positive action to combat disadvantage and challenge stereotypes. This commitment is congruent with the University's Mission and Strategy and with its intention to provide a regional role in the service of its community.

## Legal responsibilities: Guidance for trainees

You need to be aware of the school's statutory legal responsibilities about the following and ensure that you are familiar with them:

- *Medicine*: do not administer medicines in any form to pupils.
- *Sex education*: do not undertake any teaching in relation to sex education, either as a planned activity or as it arises in class discussion.
- *Substance use/misuse*: if pupils report to you any issues relating to drug or solvent abuse, even in confidence, you should immediately report the matter to the class teacher and/or the head teacher.
- *Child protection*: if pupils report to you any issues relating to physical or sexual abuse, even in confidence, you should immediately report the matter to the class teacher/room leader and/or the head teacher/setting manager.
- *Playground duty/physical education*: a qualified teacher must be present during playground duty or the teaching of physical education. You must not take sole responsibility.
- *Powered machinery*: a qualified teacher be present when working with powered machinery in school
- *Physical contact*: you should be mindful of your professional responsibilities and the legal framework governing physical contact between teachers and children.
- *Industrial action*: discuss your position as a student with the head teacher, should you find yourself in a school where some of the teachers are engaged in industrial action

**Additionally, trainees should be mindful that** as a trainee teacher without Qualified Teacher Status, you are not in a position to take full responsibility for any classes but are deemed to be working under the supervision of the usual classroom teacher. At all times the teacher responsible for the pupils should be either in the classroom or within close hearing distance of it.

You should work at all times within the Health and Safety regulations which apply to the placement and take responsibility to ensure that you are aware of these. Trainees should check procedures / school policy with their senior mentor if in any doubt.