

Secondary Initial Teacher Education Partnership

Manual of Guidance

2024-2025



Table of Contents

Table of Contents	2
1. Welcome to the programme	5
1.1 Curriculum Vision for the Secondary Programme.....	5
1.2 Characteristics that define Reading Partnership Teachers (RPTs):	6
1.3 Aim of the Manual of Guidance (MOG)	7
2. Programme Structure 2024-25	9
2.1 Key and Notes about the Programme Structure.....	11
2.2 Variations in school holiday length	11
3. Two qualifications and how they connect.....	12
3.1 The PGCE and QTS awards	12
4. Who's who	16
Subject Leaders and Subject Tutors.....	16
5. Roles within the Partnership	17
5. The Reading Partnership Teacher (RPT).....	17
5.2 The Reading Partnership Mentor	17
5.3 The Initial Teacher Training Co-ordinator (ITTCo).....	19
5.4 The Programme Director	19
5.5 The Subject Leader	19
5.6 The Subject Tutor	19
5.7 The Academic Tutor.....	19
5.9 Administrative Procedures.....	20
5.10 The Partnership Agreement	20
5.11 Chair of the Steering Committee	20
6. Key meetings	21
7. Programme Structure	22
7.1 Teaching Involvement	22
Teaching involvement for all RPTs	23
Teaching 72% of the full timetable for six weeks	23
7.2 Phases of the programme.....	25
8. Additional details of the Training Programme	43
8.1 A framework for teacher expertise.....	43
8.2 Personalisation of learning	43
8.3 Primary school placement.....	43

8.4 Sixth Form experience.....	44
8.5 Enrichment Week	44
8.6 Guidance for ITTCos on planning induction to the Placement B school.....	45
8.7 Initial Teacher Education in the event of a crisis (e.g. Covid-19).....	45
8.8 Fundamental English and Maths skills.....	46
8.9 Climate and Sustainability Education	46
8.10 Initial Teacher Core Content Framework.....	47
8.11 RPT workload and wellbeing.....	48
8.12 Attendance.....	49
8.13 School Supervision Duties	50
8.14 Artificial Intelligence.....	50
8.15 School Trips	50
9. Assessment of practical teaching	51
9.1 Overview.....	51
9.2 Assessment against the Teachers' Standards.....	51
9.3 Assessing at the Curriculum Check-Points for Reports 1 and 2	52
9.4 Professional Practice Reviews	53
9.5 Failure to engage with the ITE curriculum expectations	55
9.6 ECT Transition Record.....	56
10. Evidence: Reflection and target-setting	57
10.1 Evidence of progress against the curriculum expectations.....	57
10.2 Weekly Reflection on Progress (WROP): an important summary of an RPT's week-by-week progress	57
10.3 Lesson Planning Pro-formas	58
10.4 EPortfolio and teaching files	58
11. Professional Studies (PS)	60
11.1 University-based PS sessions: overview	60
11.2 School-based PS sessions	60
12. Intensive Training and Practice	60
13. Assignments	61
13.1 Overview.....	61
14. Programme evaluation	62
14.1 Programme evaluation surveys.....	62
14.2 Professional Practice Reviews	62
14.3 External Examiners	62
14.4 Quality Assurance.....	62
15. Finding a teaching post	63

15.1 Advice and guidance.....	63
15.2 References.....	63
15.3 Signing Contracts.....	63
15.4 Visiting Prospective Schools	64
16. University Library.....	64
17. Learning Hub	64
18. IT Services.....	65
19. Communication.....	65
20. Accessing support and reporting an incident	67
Appendix 1: The primary responsibilities of a Subject Mentor are:.....	68
Appendix 2: The primary responsibilities of an ITT Co-ordinator are:	69
Appendix 3: The REVIEW process for giving feedback.....	70
Appendix 4: Weekly Reflection on Progress (WROP) and record of Mentor meeting (sample)	71
Appendix 5: Post-16 Tracker	72
Appendix 6: Lesson Feedback.....	73
Appendix 7: Internal moderation form	75
Appendix 8: Additional Support Form	76
Appendix 9: Cause for Concern Form.....	77
Appendix 10: EPortfolio contents 2024-25.....	78
Appendix 11: Opening Position Statement	80
Preliminary Subject Knowledge Audit and Opening Position Statement.....	80
Appendix 12: Biographical Information Sheet	81
Appendix 13: Feedback form for observations of RPT during tutor time.....	82
Appendix 14: Authorised Absence Form	83
Appendix 15: Unauthorised Absence Form	84
Appendix 16: School Attendance Sheet	85
Appendix 17: Professional Practice Review Forms	87
Appendix 18: The University of Reading secondary ITE model of how we are developing ‘Curriculum Thinking’, using History as an example (Harris, 2019).....	93
Appendix 19: Principles of Planning	95
Appendix 20 : Guide for mentors drawing up RPT timetables	98
Appendix 21: Reading Student Charter.....	99
Appendix 22: ECT Transition Form.....	101
Appendix 23: Quality Assurance.....	103

1. Welcome to the programme

Welcome to the Secondary Initial Teacher Education (ITE) programme at the University of Reading. Our ITE programme educates hundreds of Reading Partnership Teachers (RPTs) to become effective and ambitious secondary school teachers, worthy of being awarded Qualified Teacher Status (QTS) and the University of Reading Postgraduate Certificate of Education (60 credits at Master's Level).

All RPTs have been interviewed and recruited by the University and our partnership schools. Through collaboration with the Secondary Steering Committee, our partnership schools are closely involved in the planning, delivery and assessment of the ITE curriculum. At the University of Reading, we design the curriculum intent, oversee the implementation of learning and assess the impact of practice. We are responsible for quality assuring the training that every RPT receives and, as the accredited provider, it is the University who recommends RPTs for the award of QTS to the Department for Education (DfE). The emphasis on 'partnership' is fundamental in our aim to produce highly skilled and confident teachers for the future, who become pioneers of their subjects, leaders of their schools, and positive influences in their communities. All RPTs who start this programme should expect to become excellent teachers and will draw on our partnership's collective experience and expertise to help them achieve this goal.

As students at the University, RPTs have unrestricted access to the library, IT and other University facilities and support services, and will be supported in every practical way possible. We work closely with different branches of the wider University and will make sure RPTs are aware of services, such as the mental health support available, wherever necessary.

This Manual of Guidance (MoG) is written to help RPTs, and all involved in educating RPTs, to make the most of the programme, and to ensure consistency of expectation and support across our partnership schools, so that RPTs will achieve the goal of becoming excellent, effective secondary teachers. It provides comprehensive information and guidance on procedures and expectations.

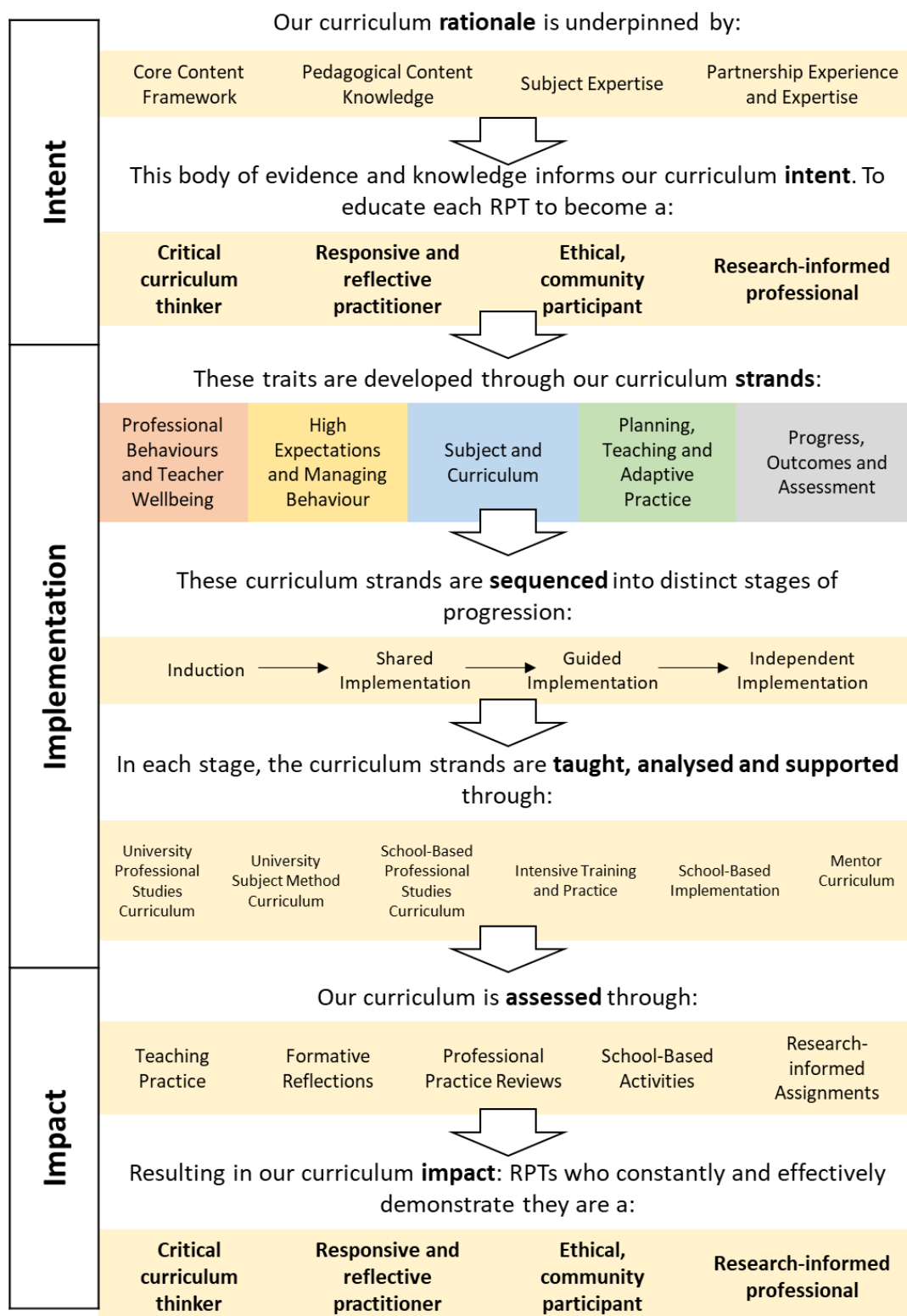
1.1 Curriculum Vision for the Secondary Programme

Our curriculum vision sets out how we achieve our ambitious curriculum impact. The curriculum has been developed collaboratively in partnership with representatives of schools, local and regional alliances, University Tutors and Subject Leaders, University Management and the Secondary Steering Group.

Through our emphasis on subject-specificity, high expectations, sustainability, inclusivity and diversity, our curriculum aims to develop four fundamental traits that consistently characterise, and set apart, RPTs. Our intent is that RPTs develop into:

- Critical Curriculum Thinkers
- Responsive and Reflective Practitioners
- Ethical Community Participants
- Research-Informed Professionals

This is achieved by breaking our curriculum down into five curriculum strands, each informed by the DfE's Core Content Framework. and then sequenced into four discrete stages. Throughout the Induction, Shared Implementation, Guided Implementation and Independent Implementation stages, the RPTs will be supported and assessed through a range of means. The curriculum vision shows an overview of how our intent, implementation and impact all fit together.



University of Reading ITE Curriculum Vision

1.2 Characteristics that define Reading Partnership Teachers (RPTs):

At the University of Reading, we educate teachers who become **responsive and reflective practitioners** who have high expectations and aspirations for all the pupils they meet in our partnership. They engage with the different pupils in front of them and respond to the differing needs of their pupils. We give RPTs support and opportunities to become **critical curriculum thinkers** who believe that every child deserves an ambitious and inclusive curriculum.

This draws on Professor Richard Harris's work on curriculum criticality and teacher development, which emphasises the need for beginning teachers to engage with crucial debates about the 'what' and 'why' of the curriculum, not just the 'how', in order to be truly reflective practitioners.

We support RPTs to develop their own teacher identity, one that is resilient and creative. We push them to become **ethical community participants** who actively and positively contribute to the different communities in which they find themselves. Teaching is never value-neutral, and our course is designed to give all RPTs opportunities to think about their purpose, their values and ultimately what difference they want to make. Supported by our University-based and school-based Professional Studies course, the programme aims to develop RPTs' understanding of teaching and learning through reading, discussion and reflection on practice. Underpinning everything is a necessity for RPTs to develop ever-widening frames of reference, upon which they can draw in order to make informed decisions about their actions. Teaching is a noble profession that must be protected from fads and simplistic ideas, and our RPTs are encouraged to engage with, and critique, evidence bases of claims, undertake their own action research, challenge school initiatives through appropriate forums, and generally develop as **research-informed professionals**.

1.3 Aim of the Manual of Guidance (MOG)

The aim of this Manual of Guidance is to provide specific information on the ITE Partnership and should be read and referred to by students, ITTCos, mentors and University tutors. It should be read in conjunction with the Professional Studies Supplementary Guidance, Subject Specific Guide, and the Assignment Guidance (separate documents).

More general information about the University and key academic policies and procedures can be found in the Student Pages, www.reading.ac.uk/student.

It is the responsibility of students to familiarise themselves with the MOG and with the content of the Student Pages, and to use them as a reference when required. It is particularly important that you familiarise yourself with the key academic policies and procedures listed in the *Overview of the Student Pages and Key Academic Policies and Procedures* later in this handbook, since they govern important aspects of your programme and may therefore have a significant impact on your studies and the successful completion of your award.

The MOG is intended for the convenience of all members of this Partnership: RPTs, ITTCos, Mentors and Subject Tutors. Formal Policies and Regulations are given in the Governance Zone (<https://www.reading.ac.uk/about/governance/governance-zone.aspx>), in the Programme Specification (available at www.reading.ac.uk/progspecs/) and in relevant module descriptions (www.info.reading.ac.uk/module/). Should there be, or appear to be, any conflict between statements in this handbook and the full Ordinances, Regulations, Programme Specifications or module descriptions, the latter will prevail.

Disclaimer

Links to commonly needed policies, regulations, and other key documents can be found in the Governance Zone (<https://www.reading.ac.uk/about/governance/governance-zone.aspx>) and also in the Programme Specification (available at www.reading.ac.uk/progspecs/) and in relevant module descriptions (www.info.reading.ac.uk/module/); should there be, or appear to be, any conflict between statements in this handbook and the Ordinances, Regulations, Programme Specifications or module descriptions, the latter shall prevail.

Although the information in this Handbook is accurate at the time of publication, aspects of the programme and of Institute of Education practice may be subject to modification and revision. The University reserves the right to modify the programme in unforeseen circumstances, or where the process of academic development and feedback from students, quality assurance processes or external sources (such as professional bodies) requires a change to be made. In such circumstances, revised information will be issued. Information provided by the Institute of Education

in the course of the year should therefore be regarded, where appropriate, as superseding the information contained in the handbook.

2. Programme Structure 2024-25

	Week	Date	Teaching involvement	Mon	Tues	Wed	Thur	Fri
Induction Stage	0	26.08.24						Enrolment
	1	02.09.24	N/A	SM	SM	PS (Expectations and Values)	Safeguarding	ITAP (Observing)
	2	09.09.24	N/A	SM	ITAP (SM Observing)	Preparing for placement	School A induction	ITAP (Observing)
	3	16.09.24	N/A	SM	SM Subject Mentor Meeting	PS (How Children Learn)	Department induction ITTCo Meeting	
	4	23.09.24	N/A	ITAP (Professional)	ITAP (SM Professional)	ITAP (Professional)	ITAP (Professional)	
Shared Implementation Stage	5	30.09.24	<33%*	SM	PS (Curriculum and Assessment)	ITAP (Professional)		
	6	07.10.24	<33%*	SM	SM			
	7	14.10.24	<33%*	SM	SM		Steering Meeting	
	8	21.10.24	<33%*	SM	SM			
	9	28.10.24				Formative Assignment submission		
	10	04.11.24	<33%*	ITAP (Inclusion)				
	11	11.11.24	<33%	ITAP (SM Inclusion)	ITAP (Inclusion)			
	12	18.11.24	<33%	SM				
	13	25.11.24	33%	ITAP (Observing)				Lead Partner Placement B Confirmation
	14	02.12.24	33%	SM	ITAP (Inclusion)			
	15	09.12.24	<40%	SM				Report 1 Placement B Confirmation
	16	16.12.24	<40%	SM		Progress Board		ITAP (Observing)
	17	23.12.24						
	18	30.12.24						
	19	06.01.25	<40%	SM EDMPRT submission	EDMPIP	EDMPIP	ITTCo Meeting	

Guided Implementation	20	13.01.25	50%*					
	21	20.01.25	50%*					
	22	27.01.25	50%					
	23	03.02.25	72%**				New Placement B Mentor Meeting	
	24	10.02.25	72%**	ITAP (Professional)				Provisional Report 2
	25	17.02.25	N/A			EDMPIPa submission		
	26	24.02.25	N/A	SM	SM	PS (Becoming Independent)	ITAP (Professional)	
	27	03.03.25	33%	SM	PS* (Being <i>their</i> Teacher)			
	28	10.03.25	40%		Subject Mentor Meeting			
	29	17.03.25	40%				Steering Meeting	Report 2
Independent Implementation Stage	30	24.03.25	50%	ITAP (Assessment)	ITAP (Assessment)	ITAP (Assessment) Progress Board		
	31	31.03.25	50%					
	32	07.04.25						
	33	14.04.25						
	34	21.04.25	50%		SM			
	35	28.04.25	50%					
	36	05.05.25	50%					
	37	12.05.25	72%**					
	38	19.05.25	72%**					
	39	26.05.25				EDMPIPb submission		
	40	02.06.25	72%**				Steering Meeting	
	41	09.06.25	72%**					
	42	16.06.25	Unspecified	Enrichment	Enrichment	Enrichment	Enrichment	ITAP (Assessment) Report 3
	43	23.06.25		SM	PS (Thriving ECT) -- SM		ITTCo Meeting	

Placement A – 73 inc. ITAP (66 without ITAP)
Placement B – 62 inc. ITAP (57 without ITAP)
Remote day - 12
Holiday

2.1 Key and Notes about the Programme Structure

There are 38 active weeks across the programme.

Dates highlighted are Professional Practice Review windows.

Please note, where there is a * in the 'Teaching Involvement' column, it means there will be a significant proportion of lessons where RPTs are involved in sections of lessons and team teaching.

Please note, where there is a ** in the 'Teaching Involvement' column, it means the RPTs must be fully involved in all tutor activities and must negotiate with their Mentor (and ITTCO and Tutor as appropriate) possible options that allow a sustainable and beneficial increase in their directed time.

Intensive Training and Practice Themes:

Observing = Observing Experienced Colleagues

Professional = Embedding Professional Behaviours within a School Context

Inclusion = Being an Inclusive and Adaptive Teacher

Assessment = Assessing and Providing Feedback for Progress Over Time

2.2 Variations in school holiday length

It is increasingly common for schools to offer two week half term holidays in October and/or February. Where a school has a two week half term, the ITTCO will liaise with the Mentors, at least a week before the holiday, to identify worthwhile and relevant activities for the RPT to complete in one of the two weeks. This must occur before the holidays begin. These could include: building relevant subject knowledge, planning lessons, contributing to department resources, or a range of other possible activities. This time could also be used for visiting Primary schools or some other worthwhile and relevant activity. The RPT must complete the tasks set and demonstrate the outcomes at their next Mentor meeting or school-based PS session

3. Two qualifications and how they connect

This Manual of Guidance contains advice concerning two Secondary ITE qualifications: PGCE and QTS. As much as possible, the University tries to integrate the content and delivery of content relevant to the PGCE and to QTS, as they are interlinked in our vision of developing excellent teachers, who achieve our desired curriculum impact by the end of the programme. Much of the content and administration for both is the same. QTS is assessed using the Teachers' Standards at the end of the course. The PGCE Programme is assessed through two Master's Level assignments. This Manual of Guidance will make it clear where provisions apply to either PGCE or QTS. In all other cases, it should be assumed that the same guidance applies to both.

University-recruited students and Lead Partner-recruited students

Whether students have been recruited by the university or by a Lead Partner, they are on exactly the same programme, following the same curriculum. There are slight differences in terms of the quality assurance and oversight of recruitment and placement selection, however every aspect of the either route is overseen by the accredited provider (which is the university). Whatever the route, it is to be expected that the experience of RPTs will vary slightly from school to school. Schools, Local Authorities and Multi-Academy Trusts are different and so this variation is to be expected.

3.1 The PGCE and QTS awards

Stages in development

All RPTs will develop in their knowledge and skills as a teacher, and the course this development takes will be vary depending on the prior experience of the RPT and the context in which the training takes place. Progression follows four stages, three of which are assessed modules:

- Induction
- Shared Implementation ED3SIS
- Guided Implementation ED3GIS
- Independent Implementation ED3IIS

All RPTs must pass three sequential modules (ED3SIS, ED3GIS and ED3IIS) relating to practical teaching and implementation of the University's curriculum. There are two PGCE modules (EDMPRT and EDMPIP), each of which is assessed by means of written assignments.

Full documentation of the programme can be found on the University website

(<http://www.reading.ac.uk/progspecs/programme.aspx?year=CURRENT&ugpg=PG>). If there should be any discrepancy between the interpretation in this MOG and the formal specifications, the latter will prevail.

Practical Teaching

Students on both the PGCE and QTS programmes will take the following three modules:

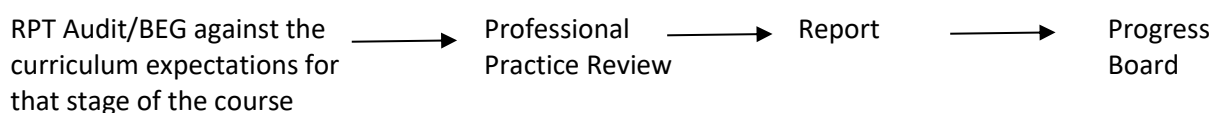
Module Code	Module Title	Credits	Level
ED3SIS	Shared Implementation	40	6
ED3GIS	Guided Implementation	40	6
ED3IIS	Independent Implementation	40	6

The first two modules will be assessed against our ITE curriculum expectations. Formative assessment conversations between RPTs and their tutors, Mentors and ITTCos take place throughout the year. Both of these two modules culminates in a 'Curriculum Check-Point' where the RPT, Mentor, ITTCo and Tutor review their practice across the module. At these Curriculum Check-Points, the Mentor and ITTCo will complete a short report to confirm whether the RPT has met the curriculum expectations and to set targets for the next module. In order to pass, RPTs are required to meet our curriculum expectations at the

Curriculum Check-Point for the first two modules or have clear targets/Additional Support agreed. If an RPT is not sufficiently engaging with the curriculum at *any point* in the year for a sustained period, despite clear opportunities and support, the RPT, Mentor, ITTCO or tutor can initiate a process of Additional Support for the RPT. The third module, *Independent Implementation*, will be assessed at the end of the course against the Teachers' Standards. The RPT must demonstrate they have met all aspects the Teachers' Standards at the end of the course in order to be recommended for the award of QTS to the DfE. The DfE will formally award QTS.

The process is the same for each Curriculum Check Point: the RPTs audit their actions, behaviours and experiences; the Tutor carries out a Professional Practice Review which sets targets for the remainder of the module; the Mentor and ITTCO submit a Report; and the Subject Lead reviews all available evidence at the Progress Board. The RPT has opportunities to respond to any issues or targets raised during the audit and the Professional Practice Review, and the Subject Leader makes the final decision at the Progress Board.

Curriculum Check-Point



In order to demonstrate RPTs have been assessed at a Level 6 standard during each module, all Level 6 modules will assess a sample of written work that is written for an intended audience and authentic purpose in Reports 1, 2 and 3.

Module	Sample of written work
ED3SIS	Minimum of three WRoPs
ED3GIS	Minimum of three WRoPs
ED3IIS	Best Evidence Guide

Progression requirements

RPTs will be required to have met the course's curriculum expectations in ED3SIS, or have clear targets/Additional Support agreed, in order to proceed to ED3GIS, as judged by the Mentor/ITTCO/Subject Leader or Tutor at the first Curriculum Check-Point. If an RPT has been adequately supported to fulfil the targets on an Additional Support or Cause for Concern process, and has failed to do so prior to the first interim assessment board, they will be visited by an internal moderator and/or Programme Director who will be asked to confirm whether they should be able to progress.

RPTs will be required to have met the course's curriculum expectations in ED3GIS, or have clear targets/Additional Support agreed, in order to proceed to ED3PTIS, as judged by the Mentor/ITTCO/Subject Leader or Tutor at the second Curriculum Check-Point. If an RPT has been adequately supported to fulfil the targets on an Additional Support or Cause for Concern process, and has failed to do so prior to the second interim assessment board, they will be visited by an internal moderator and/or Programme Director who will be asked to confirm whether they should be able to progress.

RPTs will be required to meet the assessable learning outcomes in ED3IIS and to demonstrate they are meeting the Standards, as judged by the Mentor/ITTCO/Subject Leader or Tutor. Those RPTs identified as having made insufficient progress will be visited by an External Examiner who will be asked to confirm whether they are able to complete the programme successfully.

The PGCE Programme

Those students enrolled on the PGCE will take the following two modules:

Module Code	Module Title	Credits	Level
EDMPRT	The reflective teacher	20	7
EDMPIP	Investigating practice	40	7

To qualify for a Postgraduate Certificate, students must gain an overall average mark of 50 or more over the 60 Level 7 credits.

The Professional Graduate Certificate in Education is available as an exit award for those candidates who pass the three Level 6 modules, but fail to pass the Level 7 modules.

In cases where a student achieves an overall average of 50 or more over the 60 Level 7 credits with no modules marked below 40 but does not achieve QTS, the student will be recommended for the award of PG Cert in Education (non-QTS).

Alongside informal support and in-school support, RPTs will receive structured support as part of the University's curriculum:

Assignment Support Suggested times		
6 September	All day	Whole cohort introduced to EDMRPT
10 September	All day	Subject focus on EDMRPT
13 September	All day	School activities in support of EDMRPT
October-November	Flexible	Assignment tutorials on EDMRPT
TBC November	Evening	Recorded session on writing a critical reflection in EDMRPT
25 November	All day	Structured day of observing expert colleagues for EDMRPT
20 December	All day	Writing day for EDMRPT
7 January	AM	Whole cohort introduced to EDMPIP
7 January	PM	Subject clusters introduction to EDMPIPa
8 January	All day	Reading day for EDMPIP
14 January	Evening	Recorded session on evaluating projects
21 January	Evening	Recorded session on evaluating data
28 January	Evening	Recorded session on writing the proposal
TBC January	4-5pm	Subject drop-in session for support with EDMPIP
3 March	At Subject Leaders' discretion	Subject support on EDMPIPb
12 March-21 March	Flexible	Assignment tutorials on EDMPIP
22 April	At Subject Leaders' discretion	Subject support on EDMPIPb

Grades

The 180 credit Postgraduate Certificate in Education is awarded on the basis of RPT's passing all Level 7 and Level 6 modules against the respective assessment criteria. QTS will be awarded on a pass/fail basis.

Resits

Any students failing a module will normally have the opportunity to resit on one further occasion. In the case of the practical teaching modules, this will depend on being able to find a school that is willing to offer a placement. Normally a resit for ED3SIS will take place in the following autumn term. A resit for ED3GiS

will normally take place in the summer term. A resit for ED3IIS will normally take place in the following autumn term.

In the case of the two level 7 modules, marks for resubmissions which achieve a pass will be capped at 50% for classification purposes.

Students should be aware that a fee will be charged by the University for resits. Details of fees can be found on the University website (<http://www.reading.ac.uk/internal/exams/student/exa-fees.aspx>).

Disclaimer

The information in this Manual provides a summary of the programme requirements. For full details, please consult the Programme and Module specifications on the University website. In the event of any discrepancy, the specifications will prevail.

4. Who's who

Subject Leaders and Subject Tutors

Name	Role	Office	Email
Art & Design	Mel Jay (Subject Leader)	L19 G29	m.b.jay@reading.ac.uk
Design & Technology	Graham Goldthorpe (Subject Leader)	L19 G28	g.goldthorpe@reading.ac.uk
English	Dr Rachel Roberts (Subject Leader) Dr Ali Silby Rob Baldock	L19 G07	r.l.roberts@reading.ac.uk a.silby@reading.ac.uk robert.baldock@reading.ac.uk
Geography	Martin Sutton (Subject Leader)	L19 G20	m.sutton@reading.ac.uk
History	Will Bailey-Watson (Programme Director and Subject Leader) Prof. Richard Harris	L19 G26 L16 110	w.baileywatson@reading.ac.uk r.j.harris@reading.ac.uk
Maths	Lindsey Ford (Subject Leader) Dr Fiona Curtis	L16 102 L16 102	l.a.ford@reading.ac.uk f.r.curtis@reading.ac.uk
MFL	Barbara King (Subject Leader) Prof. Suzanne Graham	L19 G16 L33 117	b.king@reading.ac.uk s.j.graham@reading.ac.uk
PE	Harvey Grout (Subject Leader) Gwenda Lappin	L19 G14 L33 G04	h.grout@reading.ac.uk g.m.lappin@reading.ac.uk
Science	Dr Caroline Foulkes (Co-Subject Leader) Andrew Happle (Co-Subject Leader) Dr Will Prowse	L16 112 L19 G29 L16 112	c.s.foulkes@reading.ac.uk a.j.happle@reading.ac.uk w.g.prowse@reading.ac.uk

5. Roles within the Partnership

5. The Reading Partnership Teacher (RPT)

The RPT is how we refer to all our trainees on the course. It indicates a sense of belonging to the partnership and recognises the bringing together of university and Lead Partner recruitment pathways. The RPT is responsible for engaging fully and positively with the ITE curriculum and taking increasing responsibility for the progress of pupils in school. Please see the Reading Student Charter ([Appendix 21](#)).

5.2 The Reading Partnership Mentor

All RPTs are allocated a Mentor, who will be a subject expert with a track record of effective teaching and learning. The Mentor is responsible for supporting, guiding, and coaching the RPT in their work within the school. This involves providing the RPT with an appropriate timetable, attending relevant University training, and meeting with the RPT each week. The Mentor adjusts the training programme in school to meet the individual needs of the RPT, liaising with other members of the department to ensure consistency of approach. A description of the role of the Mentor is provided in [Appendix 1](#).

The REVIEW model of feedback has been developed to support Mentors in encouraging RPTs to reflect on their teaching and take ownership of their development. It is important that RPTs seek to understand their practice rather than to imitate role models. Details of the REVIEW model are given in [Appendix 3](#).

Mentors must communicate regularly with their ITTCo in order to ensure that the Partnership Agreement is being fully implemented, and that the RPT has every opportunity to engage fully with the ITE curriculum.

In partnership with the University and lead schools, Mentors have a key role in implementing the ITT Core Content Framework (CCF). The CCF is organised into two types of content:

1. 'Learn that' statements providing key statements drawn from national and international evidence of what underpins effective teaching, and
2. 'Learn how to...' statements defining an entitlement to practise key skills as well as an opportunity to work with and learn from expert colleagues.

From 2023, a Mentor curriculum supports the development of Mentor knowledge and capacity through four modules:

Dates	ITE Curriculum Stage	Mentor Curriculum Module
July-September	Induction	Being a Mentor
October-December	Shared Implementation	Constructive Conversations and Modelling Practice
January-March	Guided Implementation	Moving Forwards
April-June	Independent Implementation	Supporting Independence and Specialism

The Subject Leaders will provide structured support to Mentors in identifying practice and learning opportunities for RPTs across these areas of entitlement.

For the RPT, mentoring provides:

- a point of personal contact other than that of course tutors and other assessors
- a source of support and guidance
- a critical friend with whom weaknesses can be explored and addressed and achievements shared and built upon
- regular meetings in which specific issues and ideas can be discussed and developed
- a smooth transition into the workplace

For the Mentor, mentoring can provide:

- a catalyst to reflect upon one's own practice
- a way of developing personal and professional skills further
- opportunities to network with other professionals
- job satisfaction and increased self-esteem
- new opportunities for career and professional development

In practice, effective Mentors:

- articulate good practice and draw on evidence-based research
- ask productive questions
- willingly collaborate with the RPT in planning, teaching, and reflection
- build robust and mutually respectful professional relationships
- construct opportunities for RPTs to extend their understanding
- set and agree effective and appropriately challenging targets
- give RPTs time to be creative, take risks and experiment
- encourage RPTs to recognise the positives in their development
- reflect with RPTs on their progress and discuss next steps
- monitor, assess and report upon RPT progress
- identify where progress is not happening and liaise with the RPT, ITTCO and University to devise an appropriate support plan

The University works closely with Mentors both through the University Tutors in their Professional Practice Reviews, and through Mentor training and regular communication to support curriculum implementation and mentor development.

Mentor Award

In May, Mentors can be nominated for the *James Furlong Award for Outstanding Mentoring in Secondary ITE*. This is awarded to a Mentor who has gone significantly above and beyond in their mentoring an RPT during the academic year. From 2022, ITTCOs can also be nominated when they have been actively involved in mentoring or support of mentoring. Nominations can be from RPTs, ITTCOs, Subject Leaders or Tutors. In 2023-24, the co-winners of the James Furlong Award were Rafaella Cinque, Maggie Petherbridge, Toby Farahmand, Andrea Fleming and Rachel Woodward.



Miriam Eustace being awarded the 2021-22 James Furlong Award for Outstanding Mentoring

Mentor Handbook

Further information regarding mentoring and mentor training is provided in the Mentor Handbook.

5.3 The Initial Teacher Training Co-ordinator (ITTCo)

The ITTCo is responsible for organising and quality assuring Initial Teacher Training in the school. This involves supporting the University with the implementation of Intensive Training and Practice (ITAP) activities and the Mentor curriculum. ITTCos arrange how Professional Studies will be organised for RPTs on placement in their school. ITTCos must arrange for every RPT to be assigned a tutor group with an expert form tutor; the process for selection should include speaking to Pastoral Leads to identify expert form tutors, based on knowledge of pupils and engagement with wider community. ITTCos are responsible for any arrangements necessary for on-site Tutor visits (e.g. parking). Placement B ITTCos arrange a primary school visit for their RPTs in a feeder school. A description of the ITTCo role is provided in [Appendix 2](#).

5.4 The Programme Director

The Programme Director is responsible for designing an ambitious and coherent curriculum, which encompasses Professional Studies, subject rigour and consistency, ITAPs, Mentor development, Ofsted-readiness, and PGCE assignments. The Programme Director oversees the operation of the Lead Partner and University PGCE pathways. The Programme Director works closely with Subject Leaders and ITTCos to ensure rigorous, robust, consistent and appropriate processes, and quality of outcomes.

5.5 The Subject Leader

The Subject Leader is responsible for designing and supporting implementation of the ITE curriculum for RPTs in their subject cohort. They co-ordinate the subject-based teaching at the University, allocate school placements for the core RPTs, liaise with the team of Subject Tutors and Subject Tutors for subjects with larger cohorts, and ensure the evaluation of school-based and University provision in the subject. Questions or issues that cannot be dealt with by Subject Tutors can be escalated to Subject Leaders. Subject Leaders regularly communicate with the relevant subject Mentors, providing support on implementing the ITE curriculum and signposting mentoring and subject professional development. Subject Leaders hold ultimate assessment responsibility for RPTs at Progress and Exam Boards.

5.6 The Subject Tutor

The Subject Tutor is responsible for: quality assurance of the experiences of their allocated RPTs, Mentor support and training, and continuous assessment of their tutees. The Tutor will carry out three Professional Practice Reviews during the year, at least two of which will be on-site visits. The RPT will be visited by their Subject Tutor on both placements. The principal purpose of each Professional Practice Review is to support the development of the Mentor and monitor the consistency of the mentoring across the Partnership, and assess the RPT's implementation of the ITE curriculum. Tutors provide feedback to Mentors as well as to the RPT, following either a co-planning conversation or observation of teaching and feedback. Tutors are responsible for reviewing WRoPs and EPortfolios.

In addition to these key roles, the following play an important part in ensuring the wellbeing of RPTs and the management and administration of the Secondary ITE programmes.

5.7 The Academic Tutor

In most cases the Academic Tutor will be the same person as the Subject Tutor, but for subjects with a large cohort or subjects with sessional Subject Tutors this might not always be possible. The Academic Tutor will meet with RPTs for academic tutorials once a term. This will be an opportunity to discuss any concerns or questions about the programme. RPTs may book additional time with their Academic Tutor if they need further guidance. The role of the tutor in the first instance is to guide RPTs to appropriate sources of support and advice within the University (e.g. Student Services).

5.8 Lead Mentors

Following the ITT Market Review, all accredited providers have received funding to recruit Lead Mentors for one academic year. These Lead Mentors oversee teams of c. 30 Mentors, organised geographically. There are two features of the Lead Mentor role that differ from the other roles described: the Lead Mentors work exclusively with the Mentors and not their RPTs, and the Lead Mentors are completely removed from the assessment processes. Their role includes: supporting mentors who join the programme mid-way through a placement, supporting mentors when RPTs have been placed on support plans, providing coaching for mentors, sharing and championing exceptional mentor practice, administrating the Mentor Award, and monitoring and encouraging mentor engagement with the mentor curriculum.

For 2024-25, the Lead Mentors are;

Lead Mentor	Email	Partnership School
Emma Walters	e.walters@charterschool.org.uk	Charters
Dolly Churchill	chudch@waingels.wokingham.sch.uk	Waingels
Jonathan Newton	J.Newton@maidenerleghtrust.org	Maiden Erlegh in Earley
Annemarie Zalaki	AZalaki@bulmershe.wokingham.sch.uk	Bulmershe
Kerri Steedman	k.steedman@holt.wokingham.sch.uk	The Holt

5.9 Administrative Procedures

The Student Support Coordinators in the Support Centre teams are the first port of call for students for anything ranging from a query about campus cards, advice on changing programme or with module selection, submitting extenuating circumstances forms and placements advice, to any other general or programme specific question. For full information regarding location, opening times and staff information, please visit the [Support Arrangements page](#).

The ITE Administration Team ensures the smooth running of the programme. Among the many things that it manages are:

- Payments of bursaries to RPTs and making payments to schools
- Assignment hand-in
- Maintaining RPT records, including reporting of absence and scheduled school reports
- Managing programme evaluations and the preparation of data
- Making arrangements for Mentor and ITTCO training

5.10 The Partnership Agreement

The University has a formal Partnership Agreement in place with all schools involved in the training of RPTs. This states the responsibilities of the University and schools in contributing towards a successful training programme. All Mentors and ITTCOs are expected to attend the training provided by the University.

5.11 Chair of the Steering Committee

The Chair of Steering oversees Steering Committee meetings and facilitates effective communication and collaboration between the University's leadership team and school partners. The Chair works with the Programme Director to ensure the Steering Terms of Reference are upheld. The current Chair of Steering is Sam Johnson: sjohnson@ranelagh.bonitas.org.uk.

6. Key meetings

ITTCo meetings:

Thursday 19 September	9.30am-12pm
Thursday 9 January	9.30am-12pm (MS Teams)
Thursday 26 June	9.30am-12pm

Subject Mentor meetings:

Placement A	Tuesday 17 September	3.40-5pm
Placement B	Tuesday 11 March	3.40-5pm

N.B. If a Subject Leader has to change arrangements, relevant Mentors and ITTCos will be told weeks in advance.

Secondary Steering Committee meetings:

Thursday 17 October	9.30-11.30am
Thursday 13 March	9.30-11.30am
Thursday 5 June	9.30-11.30am

Secondary Progress Board meetings for university staff:

Shared (MS Teams)	Wednesday 18 December	9.30-10.30am
Guided (MS Teams)	Wednesday 26 March	9.30-10.30am
Independent (MS Teams)	Monday 30 June (TBC)	2-3pm

Student-Staff Partnership Group meetings:

Monday 14 October	12.30-1.30pm
Monday 3 March	4.30-5.15pm
Tuesday 22 April	12.30-1.30pm

Board of Studies and Student Experience meetings:

Shared (MS Teams)	TBC
Guided (MS Teams)	TBC
Independent (MS Teams)	TBC

External Examiner Visits: Tuesday 6 May – Thursday 22 May

External Examiner Review and Reflections: Friday 23 May 2-4pm

Lead Partner Placement B Confirmation Friday 13 December

Lead Partner Placement A Confirmation: Friday 20 June

New Mentor and ITTCO training

Placement B	Thursday 6 February	3.40-5pm
Placement A	Thursday 10 July	3.40-5pm

Please note that for all meetings that take place online, we request that **all participants keep their cameras on** for the whole meeting, unless asked to turn cameras off due to the impact on signal strength.

7. Programme Structure

7.1 Teaching Involvement

The [Programme Structure](#) sets out how much teaching involvement RPTs should be having at each stage of the course. Please follow this throughout the year. The mentor always has some discretion to reduce the teaching involvement for targeted periods to address specific RPT needs but this should always be done in conversation with the RPT, and the Subject tutor and ITTCO should be updated.

This section should be read with [Appendix 19](#), The Principles of Planning which details planning expectations and how these evolve during the year to account for the increased teaching workload and RPT experience.

Percentages are of a whole weekly school timetable. During the Shared Implementation stage, RPTs are in school three days a week and then, after October half term, four days a week. During this stage, Mentors must calculate the percentages over a 3-day week or 4-day week. For example, if there are 24 periods over a 4-day week, then the RPT must be given 33% of the 24 periods (i.e. 8 periods).

The aim is for RPTs to build to the following teaching involvement:

	Supported subject-specific teaching	Activities in support of teaching (observations, Mentor meeting, Professional Studies in school, working as a TA, tutor group time)	Planning and preparation
Placement A: Shared Implementation stage	33%	33%	33% (This can be scaffolded in the first term to include WRoP writing and EPortfolio uploading)
Placement A: Guided Implementation stage	Building up to 50%	25%	25%
Placement A: Guided Implementation Stage – final fortnight	72%	Mentor meeting and Professional Studies	c. 20%
Placement B: Guided Implementation stage	Building up to 40%	30%	30%
Placement B: Independent Implementation stage	50%	25%	25%
Placement B: Independent Implementation stage – four week block	72%	Mentor meeting and Professional Studies	c. 20%

Institute of Education

Placement B: Independent Implementation stage – enrichment week	Subject to nature and purpose of enrichment	Subject to nature and purpose of enrichment – there must be an average of 15 hours spent in a learning environment	Subject to nature and purpose of enrichment
---	---	--	---

Please note that [Appendix 20](#) offers guidance to mentors for how many periods a week each percentage equates to in the timetable.

Teaching involvement for all RPTs

All RPTs work alongside their Mentor and other class teachers moving from ‘shared implementation’ to ‘guided implementation’ and, finally, to ‘independent implementation’. For all RPTs, the timetabled class teacher retains ultimate responsibility for the class. The responsibility for classes therefore reverts to the class teacher when the RPT is at the University and the RPT is not required to set cover work. As RPTs are not employed by the school, the default assumption is that they should not be left alone with classes. In the later stages of the programme where RPTs might benefit from slightly less observer scrutiny, they should only be left alone with pupils if: there is a very clear agreement about where the class teacher will be, the classroom teacher remains alert and available (e.g. does not start teaching another class) and the RPT is entirely comfortable with the arrangement.

In the Shared Implementation Stage, we encourage Mentors to be flexible with their definition of ‘Supported subject-specific teaching’. By using an instructional coaching approach, RPTs can be given really targeted opportunities to implement particular aspects of the ITE curriculum, and afterwards receive immediate, focussed feedback. In these cases, ‘Supported subject-specific teaching’ can involve:

- Teaching small sections of a lesson, using resources that the RPT has already observed being used effectively
- Teaching small sections of a lesson from established resources
- Co-planning resources and observing an experienced teacher deliver them
- Micro-teaching within lessons, focussing on a particular aspect (e.g. substantive content exposition, welcoming pupils and setting starter, managing a transition, questioning pupils after a task, discussing homework, setting a difficult task by modelling an outcome with pupils, etc), with detailed planning and explicitly stated rationale
- Co-planning a full lesson with an experienced teacher, then teaching
- Co-planning a lesson that is not currently taught or resourced, with an experienced teacher, then teaching
- Co-planning a short sequence of lessons, with an experienced teacher, then teaching

N.B. This is not a fixed pathway and mentors will make judgements about when RPTs are ready to move through the different shared experiences.

Teaching 72% of the full timetable for six weeks

From 2024, all ITE providers are required to ensure their programmes are designed so that trainees can experience six weeks of 80% contact ratio teaching. On our documentation this is specified at 72%, as 80% of a teacher’s contact ratio timetable equates to 72% of the full timetable. These six weeks have been split into two blocks: a fortnight at the end of Placement A and four weeks at the end of Placement B. Two weeks before each block, the RPT and mentor (and possibly ITTCO) will meet to discuss what a beneficial and sustainable increase in contact ratio time could look like, given the RPT’s needs, the curriculum, the range of classes and subjects they teach, and the extenuating factors in the school (e.g. Mocks, Work Experience etc.) As part of the conversation, the increase in timetable can include classroom responsibilities other than planning and teaching the lesson, as specified above. Crucially, as part of this calculation of directed time during these blocks, RPTs must take as much control and responsibility of tutor group as is appropriate and possible.

Please note that the RPT’s teaching involvement is responsive to the context of their placement school at each stage of the year; for instance, if teachers in a school experience reduced timetables because of exam leave, assessment weeks, trips, mocks, etc, then it is appropriate that RPT’s timetables will reflect this.

Fundamentally, all teaching percentages throughout the year are subject to review and negotiation with tutors and mentors, in the best interests of the RPT and their qualification as a subject teacher ready for ECT.

7.2 Phases of the programme

Placement A – Placement B

Week starting	Expectations	RPT	Mentor	ITTCO	University Tutor	Lead Mentor
<p style="text-align: center;"><u>Induction Stage</u></p> <p style="text-align: center;">(Mentor Module: Being a Mentor)</p>						
30.8.24	University enrolment, welcome talk and preparation for the first full week at University take place on Whiteknights Campus	<ul style="list-style-type: none"> Familiarise yourself with the Manual of Guidance, Professional Studies Guide and Subject Guide. Ensure you can access Blackboard and Teams. 			<ul style="list-style-type: none"> Use the interview record, INA discussion, and data on prior attainment to identify any particular targets to be set or needs to be addressed in the first part of the programme. 	
2.9.24-6.9.24	<p>RPTs begin the Induction Stage. The aims of this stage are:</p> <ol style="list-style-type: none"> Introduce trainees to teaching profession and induct them into teaching communities. Provide an intensive programme of provider-led content that builds strong, foundational knowledge for trainees to observe 	<ul style="list-style-type: none"> Monday and Tuesday are in your Subject Groups. Make a note of when you will be in subject groups and when you will be in whole-cohort Professional Studies sessions. Download your DBS letter from RISIS to take into school. 	<ul style="list-style-type: none"> Familiarise yourself with the programme and ensure you have a copy of the Manual of Guidance and the Subject Supplementary Guide. Watch the Whole Cohort Mentor Training Recording and complete the subsequent Forms survey. If lacking confidence in the role of a UoR 	<ul style="list-style-type: none"> Ensure the Professional Studies programme is organised and shared with the University. Contact all your RPTs. Communicate the induction programme you design to RPTs as well as your expectations including standards of professional behaviour (e.g. arrival time, dress code). 	<ul style="list-style-type: none"> Plan and teach sessions, ensure RPTs are given clear instructions about where to find information Ensure RPTs learn, retain, revisit, and know how to apply knowledge in practice. Embed the CCF within teaching sessions. Make connections across subject and PS sessions to create a joined-up curriculum experience. 	<ul style="list-style-type: none"> Familiarise yourself with the Mentor training materials Email introduction to your assigned group of mentors Organise an online meeting with them Check Mentor Curriculum engagement and completion (1.1; 1.2; 1.3), including the Mentor Audit.

Institute of Education

Week starting	Expectations	RPT	Mentor	ITTCo	University Tutor	Lead Mentor
	<p>and critique on-placement.</p> <p>c. Introduce RPTs to the curriculum intent, implementation and impact, including key aspects of subject pedagogy, professional expectations of teaching and learning to learn as a teacher.</p> <p>Thursday 5 September of this week will be spent working independently – which will include revisiting notes, preparing for upcoming sessions, and familiarising with the EPortfolio.</p>		<p>Mentor, watch the sessions from the Mentor Training in July (Mentor Curriculum 1.1).</p> <ul style="list-style-type: none"> Plan timetable for the RPT. Ensure you have schemes of work and seating plans etc ready for the RPT. Plan expectations for the RPT – how and when will Mentor meetings take place. Brief other members of the department who will be involved in supporting the RPT implement the ITE curriculum. Familiarise yourself with prompts for your first mentor-RPT meeting (Mentor Curriculum 1.2) 	<ul style="list-style-type: none"> Familiarise yourself with the University's Drop-Box of Key Resources. Share the Whole Cohort Mentor Training Recording with Mentors and remind them to complete the Forms survey to demonstrate engagement It is helpful to have a meeting with your Mentors to share expectations for this phase, as part of the mentor training: <i>Understanding trainee knowledge & development: Being an RPT mentor in your school</i> (Mentor Curriculum 1.4) – see mentor training materials provided. Make practical preparations for RPTs such as network IDs, access to photocopying etc. Speak to Pastoral Leads to identify expert form tutors (based on knowledge 	<ul style="list-style-type: none"> Be mindful of RPTs' cognitive load when dealing with long days and large amounts of new, often challenging, content. Remind the RPTs to complete the <i>Biographical Information sheet</i> and to take/send into school if they have not done so already. This should also go into the EPortfolio once it has been set up. 	<ul style="list-style-type: none"> Begin developing a bank of suggests targets & strategies

Institute of Education

Week starting	Expectations	RPT	Mentor	ITTCo	University Tutor	Lead Mentor
				of pupils and engagement with wider community). Organise an expert form tutor for each RPT to work with.		
9.9.24-27.9.24	<p>University: Developing subject and pedagogical knowledge. Support given to support RPTs with following up University work in school.</p> <p>School: Personalised introduction to teaching, depending on prior experience.</p> <p>This is an opportunity for RPTs to familiarise themselves with the school and begin to establish themselves as members of staff.</p> <p>RPTs should find out about practicalities, such as professional behaviour and computer access.</p>	<ul style="list-style-type: none"> You should actively make links between University-based and school-based learning. You should get into the habit of completing a <i>Weekly Reflection on Progress</i> and uploading to the EPortfolio. On Wednesday 11 September, RPTs will write an <i>Opening Position Statement</i> to share with your Mentor, ITTCo and Tutor. Familiarise yourself with school policies and how they are applied in your department. Wednesday 25 and Thursday 26 September will be the first two ITAP days in school settings – RPTs will need to check they receive full range 	<ul style="list-style-type: none"> Watch video of how to implement the ITE curriculum for the Induction stage (Mentor Curriculum 1.3). Engage with ITTCo-mentor meeting 'Being and RPT mentor in your school' (Mentor Curriculum 1.4). Arrange a weekly time to meet with the RPT - if the scheduled Mentor meeting time is going to be on a Monday or Tuesday, make alternative arrangements until October half term. Review the <i>Weekly Reflection on Progress</i> in the Mentor meeting. Watch the video on how to implement the ITE curriculum for the Shared stage (Mentor Curriculum 2.1). Please use the Subject Supplementary Guide to help the RPT make links 	<ul style="list-style-type: none"> School-based PS sessions begin following guidelines from the University. RPTs should complete full safeguarding training at the earliest stage possible – in line with DfE guidance. This should include GDPR, Prevent, FGM and e-safety. Expectations for absence should also be stressed. Monitor how the RPT is settling in as a member of staff in your school. Check that the <i>Weekly Reflection on Progress</i> is being completed by the RPT and the Mentor. Support the mentor and RPT to complete their ITAP experiences on Wednesday 25, Thursday 26 September and Wednesday 2 October. 	<ul style="list-style-type: none"> Encourage the RPTs to make links with their experiences in school. Monitor the quality of reflective writing and target-setting in the <i>Weekly Reflection on Progress</i>. Arrange an Academic Tutorial to discuss how RPT is settling and any adjustments required. 	<ul style="list-style-type: none"> Attend Lead Mentor meeting on Wednesday 11 September 3.30-4.30pm (online) Introduction to ITTCos at ITTCo meeting 19 September Analysis of Mentor Audits (identify novice mentors; any that might need early support; any that request exemption from mentor training) Check Mentor Curriculum engagement and completion (1.4; 2.1; 2.2) Offer bespoke training to allocated schools in support of staff working with RPTs that <i>aren't</i> mentors.

Institute of Education

Week starting	Expectations	RPT	Mentor	ITTCo	University Tutor	Lead Mentor
		of agreed experiences and complete their ITAP booklet by Wednesday 2 October.	<p>between sessions at the University and their experience in school.</p> <ul style="list-style-type: none"> • Subject-specific Mentor training at the University takes place online on Tuesday 17 September (the Subject Leader will inform you if this changes) – Mentor Curriculum 2.2). • In consultation with your ITTCo and University Subject Tutor, prepare a timetable for the RPT for the first half term. This should enable them to become familiar with the school's policies and practices as they operate in your department. Time should be set aside for a weekly Mentor meeting, school-based Professional Studies sessions with the ITTCo, and some whole-school induction activities. • Support the ITTCO and RPT to complete their ITAP experiences on Wednesday 25, Thursday 26 September and 2 October. 			

Week starting	Expectations	RPT	Mentor	ITTCo	University Tutor	Lead Mentor
<p style="text-align: center;"><u>Shared Implementation Stage</u></p> <p style="text-align: center;">(Mentor Module: Constructive Conversations and Modelling Practice)</p>						
30.9.24-25.10.24	<p>The Shared Implementation Stage begins. The aims of this stage are:</p> <p>a) Support implementation of pedagogical content and professional knowledge of component aspects of practice through deliberative, focused actions that are co-planned with experienced colleagues.</p> <p>b) Provide RPTs with immediate, targeted feedback on practice.</p> <p>The RPTs will begin having teaching involvement. Mentors and ITTCos will support RPTs implement effective</p>	<ul style="list-style-type: none"> • Be enthusiastic about teaching involvement. Look for opportunities to become more involved. • Take ownership of department resources and begin putting your own spin on existing resources. • Use the University planning proformas and WRoP process to accelerate development. • Build subject knowledge, particularly in relevant curriculum areas. • Decide EDMPT focus and write literature review. 	<ul style="list-style-type: none"> • Watch the mentor knowledge and skills video on constructive conversations' (Mentor Curriculum 2.3). • Manage the RPT's progression from observation to working with individuals and groups to team teaching to teaching as appropriate. • Work closely with RPT to provide targeted opportunities with a clear focus and very responsive feedback. • Draw on instructional coaching practises of targeted actions and focused feedback to help give RPTs confidence in basic classroom habits and delivery, making use of the mentor conversation guides (Mentor Curriculum 2.4). 	<ul style="list-style-type: none"> • Get to know RPTs through Professional Studies. • Explore CCF and University Professional Studies curriculum through your school's context. Emphasis of need for PS sessions to contextualise ITE curriculum in their particular school setting. Where ITTCo collaborate across schools, ensure that RPTs still have structured opportunities to contextualise learning. • Allow opportunities for RPTs to reflect and critique. • Ensure RPTs have sufficient opportunities to implement their ITE curriculum and departments are providing support set out in the CCF's 'Learn How' statements. 	<ul style="list-style-type: none"> • Continue high quality Subject Method sessions, increasingly drawing upon RPTs' school experiences. • Use some of subject time to reflect and review on early school experiences. • Provide opportunities for RPTs to plan, co-plan and micro-teach in safe spaces. • Monitor and communicate effectively with subject mentor communities. 	<ul style="list-style-type: none"> • Contact novice mentors for check-in. • Provide responsive support where needed. • Check Mentor Curriculum engagement and completion (2.3; 2.4) • Attend Lead Mentor meeting Wednesday 24 October 3.30-4.30pm (online)

Institute of Education

Week starting	Expectations	RPT	Mentor	ITTCo	University Tutor	Lead Mentor
	practice from their ITE curriculum.		<ul style="list-style-type: none"> Model practices through your own teaching and welcome RPTs asking questions about what makes you an effective teacher. 	<ul style="list-style-type: none"> Monitor and QA mentoring through observations and discussions with Mentors, RPTs and Tutors. 		
28.10.24 -1.11.24	Half term	<ul style="list-style-type: none"> The formative submission of the assignment is due Wednesday of this week. The assignment work can be submitted in advance if RPTs wish to take the week off. 	<ul style="list-style-type: none"> Before half term, make sure the timetable is appropriate for the next 1+4 phase of the placement. Make sure that the RPT understands any preparation you expect them to complete for teaching after half term. 	<ul style="list-style-type: none"> Remind Mentors of the shift from 2+3 timetables to 1+4. 	<ul style="list-style-type: none"> Check that an appropriate timetable is in place. Support progress towards completing EDMPRT Literature Reviews. Mark EDMPRT and provide formative feedback. 	
4.11.24- 13.12.24	<p>Please note that RPTs will be in school for only 4 days a week at this stage so the proportion of timetabled activities must be appropriate for a 4-day timetable. In this phase the focus is on Shared Implementation. Timetable:</p> <ul style="list-style-type: none"> 33% teaching involvement – ideally building to 40% of teaching related activities by the final week of term. 	<ul style="list-style-type: none"> Continue to manage your progress using the WRoPs. Complete lesson plans before lessons, and upload lesson plans, lesson feedback and WRoPs to the EPortfolio before finishing each week. Consider which actions, behaviours, resources and proformas best support your engagement with the UoR ITE curriculum. 	<ul style="list-style-type: none"> Support and guide the RPTs as they progress from using department resources and repeated practising, to collaborative teaching opportunities, team teaching and supported teaching with the classes on their timetable. Prompt RPTs to draw on their observations and reading for the EDMRPT assignment as they reflect on their progress. Spend one Mentor meeting going through 	<ul style="list-style-type: none"> Encourage RPTs to revisit and make connections to their University-based PS sessions and give them opportunities to revisit the CCF in your school context. Monitor RPTs' timetables to check that they are appropriate (including A level teaching wherever possible). Monitor mentoring through observations and discussions with Mentors, RPTs and Tutors. 	<ul style="list-style-type: none"> Monitor the receipt and content of the <i>Weekly Reflection on Progress</i>. Design Professional Practice Reviews to reveal how effectively the RPT is implementing the Subject ITE curriculum and how effectively mentors are co-constructing and modelling implementation of the Subject ITE curriculum. Arrange Professional Practice Reviews between Monday 4 	<ul style="list-style-type: none"> Check in with mentors and completion of CCPs towards Report 1. Check Mentor Curriculum engagement and completion (2.5) End of term check in email with mentors. Support mentors with any support plans that they have agreed with the Tutor and RPT.

Institute of Education

Week starting	Expectations	RPT	Mentor	ITTCo	University Tutor	Lead Mentor
	<ul style="list-style-type: none"> • 33% activities in support of education (e.g. observations, experience as TA, PS, Mentor meeting) • 33% planning and preparation (The amount of teaching on the timetable will depend on prior experience.) <p>Percentages apply to a every available lesson across the 4 days in school.</p>	<ul style="list-style-type: none"> • Prepare for Report 1 by preparing for the professional learning conversation with your University Tutor during the first Professional Practice Review. • Tuesday 12 November, Monday 25 November, and Tuesday 3 December will be ITAP days in school settings – RPTs will need to check they receive full range of agreed experiences and complete their ITAP booklet each day. • Discuss the weeks after Christmas – what classes will you take, how much responsibility will you have, what resources/freedom are available? • Complete and submit EDMPT by Tuesday 17 December. 	<p>the EPortfolio together to make sure every lesson plan, lesson feedback and WRoP has been uploaded.</p> <ul style="list-style-type: none"> • Before the Professional Practice Review, spend part of the mentor meeting discussing what lesson will be planned with the University Tutor, and checking both of you understand the ITE assessment expectations. • Coordinate with the University Tutor so a convenient time can be found for their Professional Practice Review and discuss with them if you feel an on-site visit is preferable – this might be if the RPT has struggled to settle or if you are new to mentoring with the University (Mentor Curriculum 2.5). • Ensure that the RPT receives high quality written feedback on the university feedback pro-forma, including targets, at least three times a week. 	<ul style="list-style-type: none"> • Prompt form tutors to provide RPTs with at least one piece of written feedback, copying you in. • For Lead Partner recruited RPTs, make arrangements for Placement B and communicate promptly with the University. • Complete ITTCo comments and targets on Report 1. Ensure it is sent to pgcesecondary@reading.ac.uk by 6 December. • Ensure you have observed all RPTs teach. • Support the mentor and RPT to complete their ITAP experiences. • Submit bids for core Placement B RPTs. 	<p>November and Friday 29 November and observe and support the Mentor and RPT co-constructing an upcoming lesson. Complete the Professional Practice Review Report Form.</p> <ul style="list-style-type: none"> • Arrange on-site observation if Professional Practice Review reveals any issue with the RPT's implementation or support. • Provide Additional Support for RPTs not showing engagement with the curriculum and curriculum expectations over a sustained period. • Check Report 1 for engagement with the curriculum and for the quality of comments and targets. 	

Institute of Education

Week starting	Expectations	RPT	Mentor	ITTCo	University Tutor	Lead Mentor
			<ul style="list-style-type: none"> • If <i>any</i> aspect of the ITE assessment expectations isn't going to be met before Report 1 is due on 6 December, make sure this is discussed with the RPT at least two weeks before the report and they are given structured opportunities to meet targets. If they aren't going to meet any of these, discuss with the University Tutor whether Additional Support is required. • Complete Report 1 in discussion with the RPT to be submitted to ITTCo by Friday 6 December. • Support the ITTCo and RPT to complete their ITAP experiences. 			
<u>Guided Implementation Stage</u> (Mentor Module: Moving Forwards)						

Institute of Education

Week starting	Expectations	RPT	Mentor	ITTCo	University Tutor	Lead Mentor
2.1.25-6.1.25	Consolidation at University of learning from the Induction and Shared Implementation. There are four University days between 9 December and 6 January: aim is to shift RPT focus from what the teacher is doing to what the pupils are learning.	<ul style="list-style-type: none"> You will be able to use these sessions to answer questions arising from your experience and to develop your understanding of your practice, as well as to encounter new ideas. Prepare to hit the ground running on placement from Tuesday 7 January, making sure subject knowledge and curriculum knowledge is secure. 	<ul style="list-style-type: none"> Watch the Whole Cohort Mentor Training recording 'Implementing the trainee curriculum: guided stage' (Mentor Curriculum 3.1) and complete the subsequent Forms survey. 	<ul style="list-style-type: none"> Final preparations for PS sessions next term. Please note that these will need to include an introduction to safeguarding procedures in your school. 	<ul style="list-style-type: none"> Mark EDMPT. As well as covering important subject content this week, support the RPTs' transition by discussing expectations in relation to the Second School Placement. 	<ul style="list-style-type: none">
7.1.25-14.2.25	<p>The aims of the Guided Implementation Stage are:</p> <p>a) Support the embedding of pedagogical content and professional knowledge consistently, in both placements.</p> <p>b) Ensure increasing trainee ownership of curriculum and complex pedagogical decisions, with a focus on adapting practice for the</p>	<ul style="list-style-type: none"> Use the medium-term plan or non-negotiables plan if helpful. Continue to complete mandatory documents and upload to the EPortfolio before finishing each week. Prepare for the Professional Practice Review. Choose a EDMPIP focus and writing EDMPIPa. At this point in the year, teaching jobs for September start to be advertised. Get in the habit of checking regularly for posts in your subject. Requesting 	<ul style="list-style-type: none"> The increase in teaching can be a big jump for some RPTs. Please support your RPT in working towards this at the pace that is best for them. Watch the mentor knowledge & skills video 'Moving Forwards' (Mentor Curriculum 3.2). Provide written feedback on teaching at least three times a week. Make use of the mentor conversation guides (Mentor Curriculum 3.3). In Mentor meetings, review the Report 1 targets. 	<ul style="list-style-type: none"> Add brief ITTCo comments and targets on the provisional Report 2 and send to pgcesecondary@reading.ac.uk Friday 14 February 2024. (This will be a week later for schools on an earlier half term). Liaise with Placement B mentors to ensure they are aware of mentor training and Joint Mentor Visit. Support Mentors in arranging their Joint Mentor Visit. Meet with mentors in advance of new RPT cohort for Placement B, as 	<ul style="list-style-type: none"> Confirm Placement B school placements. Monitor the receipt and content of the Weekly Reflection on Progress. Arrange Professional Practice Reviews between Monday 13 January and Friday 14 February and observe the Mentor/class teacher giving feedback. Complete the Professional Practice Review Report Form. Plan for any adjustments to the programme based on Report 1 and Autumn Term Evaluation. 	<ul style="list-style-type: none"> Catch-up mentor training for any new mentor for Placement B (inc. Mentor Audit of new mentors) Attend ITTCo meeting 9 January (online); sharing of success stories. Check Mentor Curriculum engagement and completion (3.1; 3.2; 3.5) <p>Check-in with mentors for Provisional Report 2 and before RPTs leave for Placement B.</p> <ul style="list-style-type: none"> Ensure Joint Mentor meetings have taken place.

Institute of Education

Week starting	Expectations	RPT	Mentor	ITTCo	University Tutor	Lead Mentor
	<p>needs of classes and pupils.</p> <p>Timetable:</p> <p>Building towards 50% supported teaching (between 13 January – 31 January).</p> <p>25% activities in support of education (e.g. observations, experience as TA, PS, Mentor meeting)</p> <p>25% Planning and preparation.</p> <p>Building to 72%** contact ratio teaching (between 3 February – 14 February).</p> <p>Percentage is of a WHOLE timetable (so if there are 25 periods a week, the RPT will be teaching 12-13 at 50%).</p>	<p>details of jobs may help you develop your understanding of what schools are looking for even if you decide not to apply.</p> <ul style="list-style-type: none"> On Monday 10 February, RPTs will attend Placement B induction (part of ITAP Professional). Make the most of this - ask lots of questions and get a clear picture of what the first few weeks will look like and how you can prepare. 	<ul style="list-style-type: none"> When you meet with your RPT and their other Mentor on the Joint Mentor Visit, discuss how their assignment focus and most impactful targets. Coordinate with the University Tutor so a convenient time can be found for their Professional Practice Review (Mentor Curriculum 3.5). The Placement A Mentor will write the provisional Report 2 by Friday 14 February at the end of Placement A – and make it clear where the RPT will need particular effort/opportunities/support from the beginning of Placement B before the final submission of Report 2. Placement B Mentors to make contact with the Placement A Mentor to arrange a time to conduct a Joint Mentor Visit. Placement B Mentors: read some of the recent Weekly Reflections on Progress of your RPT and attend ITTCo-led meeting 	<p>part of the Mentor Curriculum 'Being an RPT mentor in your school' (3.4).</p> <ul style="list-style-type: none"> Ensure RPT is fully immersed in all pastoral responsibilities of a form tutor during 3 February - 14 February. 	<ul style="list-style-type: none"> Offer a drop-in session for RPTs wishing to discuss EDMPIP. 	<ul style="list-style-type: none"> Cross-check success of RPT/mentor relationship and identify any issues moving forward.

Institute of Education

Week starting	Expectations	RPT	Mentor	ITTCo	University Tutor	Lead Mentor
			<p>Mentor Curriculum 'Being an RPT mentor in your school' (3.4).</p> <ul style="list-style-type: none"> Where Placement A is an 11-18 school and the RPT will be at an 11-16 for Placement B, mentors must be proactive in finding suitable post-16 experiences before Friday 14 February. Prior to February, Meet with RPT to discuss options for a beneficial and sustainable increase in contact ration teaching during 3 February - 14 February. 			
17.2.25-21.2.25	<p>Half term</p> <p>Monday-Wednesday is designated for independent study.</p>	<ul style="list-style-type: none"> RPTs can choose to submit EDMPIPa in advance of half term or use these days to help spread workload. Submit EDMPIPa on Wednesday 19 February. 			Mark EDMPIPa.	
24.2.25-4.3.25	<p>Consolidation at University of learning. Focus on preparing RPTs for upcoming Placement B and being more creative and independent.</p>	<ul style="list-style-type: none"> RPTs will complete their final ITAP Professional day on Thursday 27 February. 	<p>Meet with your Placement B RPT on Thursday this week and try to give them guidance on curriculum and subject knowledge, if this was not possible on the Joint Mentor Visit.</p>	<p>Incorporate ITAP activities into induction and welcome on Thursday 27 February.</p>	<p>Draw upon experiences on Professional Practice Reviews to ensure RPT needs are met in university sessions.</p>	<p>Online meeting with mentors (follow up with any new Placement B mentors).</p> <p>Check Mentor curriculum engagement and completion (3.3; 3.4)</p>

Institute of Education

Week starting	Expectations	RPT	Mentor	ITTCo	University Tutor	Lead Mentor
5.3.25-28.3.25	<ul style="list-style-type: none"> On Thursday 27 February, RPTs begin Placement B. Timetable until Report 2: Building towards 40% supported teaching involvement. 30% activities in support of education (e.g. observations, experience as TA, PS, Mentor meeting) 30% Planning and preparation. Encourage RPTs to observe lots of lessons in this period (to Friday 21 March). <p>Rising to 50% teaching involvement (between Monday 24 March – Friday 4 April).</p>	<ul style="list-style-type: none"> Use your experiences at Placement A to embrace all new opportunities and learning at Placement B. Continue writing WRoPs and completing appropriate lesson plans (ideally medium-term plans or non-negotiable plans). Focus on achieving targets set in the Provisional Report. Complete Report 2 in discussion with your Mentor. Complete ITAP (Assessment) Monday 24 March, Tuesday 25 March and Wednesday 26 March. 	<ul style="list-style-type: none"> Attend subject-specific mentor training live online Tuesday 10 March 3.40-5pm (Mentor Curriculum 4.1). Prepare a timetable for the Placement, making it clear where RPTs will pick up classes over time. In particular, plan for the weeks leading up to Report 2, and give your RPT details of any preparation they will need to do for teaching. Watch mentor knowledge & skills video 'Supporting Independence & Specialism' (Mentor Curriculum 4.2). Discuss with your RPT where they will need to plan extended sequences and where they will have opportunities for independence. Review the Provisional Report 2 in discussion with the RPT and add any further details to the final Report 2. 	<ul style="list-style-type: none"> Welcome RPTs on Thursday 27 February. Follow statutory guidance around safeguarding inductions. Work with Mentors to support a successful transition to the second placement. Some RPTs may be ready to teach full classes early on. Others may need to spend the first week observing classes that they will begin teaching the following week. Where possible the RPT should experience working as a form tutor with a different year group from their Placement A. Follow your PS programme up to the end of the programme. Support RPTs and mentors to complete ITAP (Assessment) activities in week beginning 24 March. Provide additional support for Mentors of RPTs who are making slower than expected progress at this stage in the programme. 	<ul style="list-style-type: none"> Provide feedback on EDMPIPb proposal forms. Draw on the contrasting experiences of the two schools in order to prompt reflection. Support RPT to set meaningful short-term targets for Report 2. 	<ul style="list-style-type: none"> Check Mentor Curriculum engagement and completion (4.1).

Week starting	Expectations	RPT	Mentor	ITTCo	University Tutor	Lead Mentor
			<ul style="list-style-type: none"> • Send Report 2 to ITTCo by Friday 21 March. • Support the RPT in their completion of ITAP (Assessment) activities in week beginning 24 March. 	<ul style="list-style-type: none"> • Brief form tutors to expect their RPT to be actively involved in tutor time. • Arrange Primary School visits before Easter. These visits must involve some KS2 observations and ideally some observations of teachers using phonics. • Complete ITTCo comments and targets on the Final Report 2. Ensure it is sent to pgcsesecondary@reading.ac.uk on completion by Friday 21 March. 		
<p style="text-align: center;"><u>Independent Implementation Stage</u></p> <p style="text-align: center;">(Mentor Module: Supporting Independence and Specialism)</p>						
31.3.25-13.6.25	<ul style="list-style-type: none"> • From Monday 24 March, RPTs begin the Independent Implementation Stage. • The aims of this stage are: <ol style="list-style-type: none"> a) Support consistent high-quality, subject teaching across all aspects of the trainee curriculum. 	<ul style="list-style-type: none"> • Ensure that you plan your teaching in such a way as to meet the targets that were set in Report 2. • This period of teaching will give rise to the most advanced evidence towards the Standards. Make sure that you record it carefully. 	<ul style="list-style-type: none"> • Watch whole cohort video 'Implementing the ITE curriculum: Independent Stage' (Mentor Curriculum 4.3). • Many RPTs will be ready to teach with less regular observer scrutiny. Please note that the class teacher retains responsibility for 	<ul style="list-style-type: none"> • Continue following your PS curriculum in line with the University PS requirements. Emphasise the contextualisation within your school and the comparison with their Placement A experience. • Towards the end of the module, ITTCos might 	<ul style="list-style-type: none"> • The 'Tripartite' Professional Practice Review is the opportunity to assess attainment and experiences against the Teachers' Standards and to discuss likely progress in final weeks of teaching. 	<ul style="list-style-type: none"> • Check Mentor Curriculum engagement and completion (4.2; 4.3; 4.4; 4.5) • Support James Furlong Mentor Award

Institute of Education

Week starting	Expectations	RPT	Mentor	ITTCo	University Tutor	Lead Mentor
	<p>b) Provide extended periods of teaching and oversee ownership of progress and assessment.</p> <p>RPTs, mentors, ITTCos and Tutors need to turn their attention to the summative assessment for the year – measured against the Teachers’ Standards.</p> <p>A period of extended teaching during which the RPT should expect to become increasingly independent in taking responsibility for students’ learning. This intended as a natural progression throughout Placement B and may well start some time before the Easter holidays.</p> <ul style="list-style-type: none"> RPTs will be at University on Monday 24 March and Tuesday 22 April to cover the expectations of the Independent stage, Tripartite Professional 	<ul style="list-style-type: none"> External Examiners for each subject, as well as the Chief External Examiner, will visit a sample of RPTs over two days in May. The purpose of these visits is to moderate the grades awarded by the Partnership and to contribute to the evaluation of your training. If an RPT has been placed in 11-16 Placement A and Placement B schools, it must be arranged that they experience an extended Sixth Form enrichment placement between 2 June and 20 June. Please note that for RPTs who have been in two 11-16 schools, they will need to begin their 72%** block of four weeks on Tuesday 6 May. 	<p>the class and must ensure that appropriate procedures are in place to support the RPT if they require assistance.</p> <ul style="list-style-type: none"> Make use of the Mentor Conversation Guides for this stage (Mentor Curriculum 4.4). Prepare Report 3 in discussion with the RPT. The ‘Tripartite’ Professional Practice Review will indicate whether the RPT is on course to meet the Teachers’ Standards, and how to keep improving as a teacher. Where this is not likely to be met, clear targets should be identified to achieve this during the remaining weeks of teaching and the enrichment should also be used. Prior to the Professional Practice Review, review your RPT’s sixth form experience to ensure they have met the course requirements and ensure a plan of action is put in place if they are yet to. 	<p>like to be creative with how PS time is spent, and some time might be made available to spend supporting Mentors and moderating their assessment of RPTs’ teaching as final assessment approaches.</p> <ul style="list-style-type: none"> Ask supervising form tutors to provide written feedback on their RPT that can contribute to their final assessment. If you are able to meet briefly with any External Examiners who visit your school it is very much appreciated, because this helps to provide a complete picture of the training. Ensure RPT is fully immersed in all pastoral responsibilities of a form tutor during Monday 12 May – Friday 13 June. 	<ul style="list-style-type: none"> Arrange these Tripartite visits between Monday 28 April and Friday 6 June. Use Professional Practice Review meetings to suggest high-quality, purposeful ECT targets. Subject Leads to arrange internal moderation visits with other Subject Leads during this four-week window. Communicate with mentors every fortnight to support with ITE curriculum implementation. If a RPT does not have evidence that they have met any area of the Teachers’ Standards at this time, arrange for additional support. External Examiner visits will take place in May. Programmes for External Examiner visits should sample a range of attainment and offer the Examiner sufficient opportunity to form a balanced view of the training provided in your subject. 	

Institute of Education

Week starting	Expectations	RPT	Mentor	ITTCo	University Tutor	Lead Mentor
	<p>Practice Review, EDMPIPb and Enrichment. In subjects they will also reflect on the Primary visits.</p> <ul style="list-style-type: none"> • Timetable until 6 June: 50% supported teaching involvement, rising to 72%** teaching involvement (between Monday 12 May – Friday 13 June.). 		<ul style="list-style-type: none"> • The enrichment period should also be used for teaching for RPTs who may have been absent for extended periods or unduly affected by external issues (e.g. Covid-19). • If an External Examiner visits your RPT, they will ask to observe a lesson with you and to have a discussion with you. They may ask to observe you give feedback to the RPT. • Use the Professional Practice Review to set meaningful, robust ECT Targets (Mentor Curriculum 4.5). • Prior to February, Meet with RPT to discuss options for a beneficial and sustainable increase in contact ration teaching during Monday 12 May – Friday 13 June. 		<ul style="list-style-type: none"> • Offer or organise subject enrichment opportunities for RPTs, or support cross-curricular enrichment opportunities. 	

Institute of Education

Week starting	Expectations	RPT	Mentor	ITTCo	University Tutor	Lead Mentor
Half term 26.5.25- 30.5.25		<ul style="list-style-type: none"> RPTs can choose to work on EDMPIPb part 2 if it helps spread workload. Submit EDMPIP by Wednesday 28 May. 			<ul style="list-style-type: none"> Mark EDMPIPb. 	
16.6.25- 20.6.25	Enrichment week In this week, where appropriate and in the RPT's interests, RPTs will gain new and different experiences in their Placement B schools, which will focus on one of: pastoral/PSHE, SEND< Sixth Form, or Second Subject.	<ul style="list-style-type: none"> The purpose of this Enrichment week is to support your development as an excellent teacher. For some, the most appropriate way of achieving this will be to continue to teach a normal timetable. For others, new experiences may be appropriate. At the end of the Enrichment week, you will be expected to make a short presentation about your experiences to colleagues in your Placement B school (details to be agreed with the ITTCo). WRoPs do not need to be written in this period unless requested by University Tutor to provide evidence for Report 3. 	<ul style="list-style-type: none"> If your RPT is continuing to teach in the department, please help them to focus on specific areas that will help to move their teaching to the next level. Do speak to the ITTCo and University Tutor if extra support is needed. All RPTs are likely to benefit from new experiences that will help them to experience teaching in different ways. Some teaching in another subject or a special project within your own department are options that you may wish to consider in consultation with the RPT, ITTCo and Tutor. 	<ul style="list-style-type: none"> School-based PS sessions will not normally run in this period. Finalise ITTCo comments and targets on Report 3. Ensure it is sent to pgcesecondary@reading.ac.uk by Friday 20 June. All RPTs are completing their final ITAP in their Placement B on Friday 20 June for the last day. If possible on the final day, ITTCos could arrange for: <ol style="list-style-type: none"> RPTs to present on their experiences and findings during the enrichment to the other RPTs (ideally the ITTCo will be present but if it isn't possible it can be organised with just RPTs) RPTs to present on their findings and 	<ul style="list-style-type: none"> Monitor enrichment activities, ensuring all RPTs focus on appropriate priorities. 	

Institute of Education

Week starting	Expectations	RPT	Mentor	ITTCo	University Tutor	Lead Mentor
		<ul style="list-style-type: none"> Please note: RPTs in the Court Moor Alliance who have experienced two 11-16 placements will spend three weeks on an intensive Sixth Form placement, starting Monday 2 June. 		<p>conclusions from their assignment to their mentor (ideally other colleagues from the department will be present but this isn't always possible)</p> <p>c) Report is complete and RPTs are made aware of content – make sure they know you are recommending them as 'exceeding' our curriculum expectations for the year</p> <p>d) RPTs to give back resources and equipment and say good-bye.</p>		
23.6.25-24.6.25	<ul style="list-style-type: none"> Monday and Tuesday will be spent at the University. Review of the year and preparation for induction as an Early Career Teacher (ECT). 	<ul style="list-style-type: none"> This week will provide an opportunity to reflect on your development as a teacher over the year and identify your priorities for development as an ECT. These must use the ECT Targets discussed at the Professional Practice Review and refined by your mentor in Report 3. Complete your ECT Transition Targets and 	<ul style="list-style-type: none"> Complete your mentor reflection (500 words) and submit to your Lead Mentor (Mentor Curriculum 4.6). 		<ul style="list-style-type: none"> These two days present an opportunity to share experiences of excellent practice. It is also a time to discuss continuing development throughout a teaching career, including evaluating and signing-off the RPTs' ECT Transition Record. 	<ul style="list-style-type: none"> Mentors from both Placement A & Placement B to complete written reflections. LMs to check, provide (brief) feedback and confirm completion of Mentor Training. Attend LM meeting to discuss reflections Thursday 26 June PM (in person).

Institute of Education

Week starting	Expectations	RPT	Mentor	ITTCo	University Tutor	Lead Mentor
		plan for your transition from RPT to ECT.			<ul style="list-style-type: none"> • Ensure that appropriate programme evaluations are completed. 	

8. Additional details of the Training Programme

8.1 A framework for teacher expertise

Our aim in educating excellent teachers is to ground practice in understanding as the basis for lifelong career development. In order to provide a research-based foundation for all aspects of the programme, we have provided extensive reading lists in the Professional Studies Guide, Subject Guides and Assignment Guide.

See [Appendix 18](#) for our framework for 'Curriculum Thinking' which has been developed from the research of Professor R. Harris, 2019, University of Reading and aims to further strengthen our embedded reflective practice.

8.2 Personalisation of learning

RPTs are vastly different in the backgrounds, knowledge, and confidence that they bring to the teaching profession. Whilst the programme provides common content and knowledge, common structure and common aspirations for all, Tutors, Mentors and ITTCos recognise that every RPT is different. Efforts are made, as far as possible within the constraints of meeting the required outcomes, to adapt the requirements of the education programme to the learning needs of individual RPTs.

Every school is also different. Although every RPT is assured equality of opportunity, the form of experience that this opportunity takes will inevitably vary from school to school. ITTCo meetings will be used to develop ITTCo capacity and support with differing RPT needs, even if not relevant to them for a specific placement.

It is important that all those involved in the training are involved in agreeing the personalisation of the programme. At all stages, this will involve balancing the need for challenge with the need for support in order to work out with RPTs how to promote their optimal development. It is anticipated that RPTs will be receptive to advice and feedback from Mentors, ITTCos and Tutors, when treated with fairness and dignity.

We value and view our RPTs as student partners, meeting with subject representatives frequently in order to assess the impact of our teaching and learning. Honesty, transparency, and teamwork are actively encouraged. We whole-heartedly believe that students are part of a community of learners, both within the University and in our school settings and that this programme provides them with opportunities to learn collaboratively as well as individually. RPTs are provided with wholesome opportunities to discuss and analyse with experts in the field. Research forms an integral part of student learning, including the development of their skills in engaging in their own research and disseminating this in forms appropriate to their audience.

8.3 Primary school placement

ITTCos are asked to arrange for their Placement B RPTs to spend at least one day in a primary school between 28 February and 4 April. The RPTs must experience this primary school visit before the Easter holidays, as KS2-KS3 transition is a key focus on the University day on Tuesday 22 April. Ideally RPTs will visit a primary school as part of their Placement A as well, however this is not mandatory. The primary school preferably should be a feeder school; however, it is also acceptable if it is a primary school part of their Placement B school's placement's Multi-Academy Trust. RPTs are required to carry out a task set by their Subject Leader during this visit. The criteria for all primary school visits are that RPTs *must* observe Key Stage 2 for at least part of the day and *ideally* will be involved with some teaching of phonics. Even if observations are not possible, RPTs must discuss phonics and the development of literacy for pupils with low levels of literacy, as laid out in the Core Content Framework.

Institute of Education

8.4 Sixth Form experience

All RPTs must have the opportunity to experience and demonstrate competence in Sixth Form teaching as part of their programme. Where possible, at least one placement school will provide this opportunity. Where an RPT is on Placement A in an 11-19 school and learns that Placement B will be in an 11-16 school, mentors must be proactive in finding suitable post-16 experiences before Friday 14 February.

RPTs in the Court Moor Alliance who have experienced Placements A and B in 11-16 schools, will spend three weeks on an intensive Sixth Form placement, starting Monday 2 June. If any RPT, for any reason, does not gain sufficient Sixth Form experience by the Tripartite Professional Practice Review, the Subject Tutor will recommend whether this experience can be gained through an intensive Sixth Form experience or whether the requirements can be met through a targeted plan through the Enrichment week. Please note that for RPTs who have been in two 11-16 schools, they will need to begin their 72%** block of four weeks on Tuesday 6 May, a week earlier than their peers.

It can prove challenging to allocate Sixth Form classes to RPTs and indications from Ofsted suggest that this experience should involve observing, planning and assessing (both formatively, and summatively, against a mark-scheme) as well as teaching involvement (at least 20 hours).

The following approaches may be of some help:

- Team-teaching or collaborative teaching, where the RPT prepares part of a lesson (or sequence of lessons) or teaches part of the group and is involved in planning and assessing.
- Revision lessons prepared by the RPT in discussion with the Mentor.
- For RPTs with strong subject knowledge, Sixth Form teaching may form a good introduction to teaching early on in the programme. It will enable them to focus on the pupils' learning while thinking less about classroom management issues.

Our one stipulation about the involvement of RPTs in post-16 teaching is that they must plan and teach at least two successive post-16 lessons at some point in their ITE year. This does not necessarily have to be in their main subject. Any post-16 experience in a second subject must be in consultation with the RPT.

We provide a simple tracking sheet ([Appendix 5](#)) for RPTs to record their post-16 teaching and to note whether the experience was observing practice, collaborative teaching or sole teaching and we will monitor and support schools in delivering this increased contact throughout the academic year. This tracking sheet will be kept in their main EPortfolio.

8.5 Enrichment Week

This is a week in June during which RPTs will be offered the opportunity to enrich their practice through an experience beyond typical timetabled teaching.

- This opportunity will be available to all RPTs, although it is recognised that some may want or need to remain teaching their timetable and RPTs will not take part if they have been absent for more than 5 days during the course for reasons other than interviews.
- In some circumstances, enrichment can take place within a setting outside of the Placement B school, which must be agreed with the RPT, Mentor, ITTCO and Subject Tutor.
- RPTs will report back on their work to their main placement school on Friday 20 June.
- Mentors and Tutors will discuss with RPTs what appropriate Enrichment focus will be to best support their learning, practice and interests.

Three types of Enrichment focus will be available to RPTs:

1. Teaching a Second Subject
2. Teaching Post-16 Students
3. Teaching PSHE and Supporting Pastoral Development

4. Teaching Pupils with SEND

Throughout the Enrichment week, RPTs will need to continue meeting the DfE's compliance criteria of at least 15 hours a week spent in learning environments. It is not appropriate for RPTs to join the school in which they will be employed for Enrichment, unless there is a specific enrichment opportunity being offered.

8.6 Guidance for ITTCos on planning induction to the Placement B school

Induction to the Placement B school will be delivered as part of the ITAP on Embedding Professional Behaviours within a School Context. ITTCos at Placement B schools are asked to prepare an induction for their RPTs on Monday 10 February and Thursday 27 February. Guidance will be provided for what RPTs must experience on these days, such as safeguarding training and time to compare the policies, language, vision and opportunities in both placement schools. Clear guidance will be sent to all ITTCos in January. It is necessary for all Mentors to attend New Mentor Training on Thursday 6 February, which includes sessions from Lead Mentors in the partnership and focuses on excellent mentoring for the second placement. This mentor training is important for Mentors who have not hosted a Placement A RPT as they need to engage with the first two modules of the Mentor curriculum.

When planning the Placement B induction, please consider the following points:

- An important part of the induction will be for the RPT to meet the ITTCO and their Mentor as well as other key members of staff.
- This is a time when administration can be carried out (e.g. arranging network access).
- RPTs will provide a letter from the University confirming their DBS clearance.
- It will be important for the Mentor and RPT to have enough time together for the Mentor to start planning a timetable that responds to the RPT's strengths and areas for development.
- Please arrange activities that will help the RPTs to know their way around the school and to address any uncertainties about their placement.
- Please communicate the schedule to RPTs in advance, including the date and time they should arrive, and any particular expectations of them (e.g. dress code).

8.7 Initial Teacher Education in the event of a crisis (e.g. Covid-19)

Like all aspects of life, there have been challenges presented to initial teacher education by the circumstances surrounding Covid-19. We are proud of the collaborative partnership commitment to adapt to every challenge so far, and we are confident in the quality of our provision. We have seen that it is flexible and robust enough to cope with any rapidly evolving situation. Since 2022, our ITE programme and curriculum planning has not been overly affected by Covid-19 or any other external crisis.

However, all those involved in the training should be aware that:

- The course structure provided is provisional, and subject to change as necessary.
- The programme will involve a blend of in-school training, face-to-face training at University, some online content (such as Assignment sessions, and group and individual tutorials).
- As an RPT, being successful this year will mean embracing the learning opportunities provided by being part of the school team during a time of unprecedented challenge. RPTs will see how schools, and the University, flex and adapt to ensure they provide the best, safest environment for everyone in their care. They will need to be flexible and respond to last minute changes, including potential postponement of Professional Practice Reviews and adjustments to classroom support, as a result of rules concerning self-isolation.
- In the event of a teachers or RPTs being required to work remotely, RPTs, Mentors and ITTCos will be expected to continue with Mentor meetings and Professional Studies. Likewise, the RPT will be expected to continue with their timetable, teaching their classes remotely under the guidance of the placement school.

Institute of Education

- If an RPT ever needs to self-isolate, but is not unwell, they will be expected to carry out the school expectations of any teacher in their position.

8.8 Fundamental English and Maths skills

The University of Reading and its Partnership of schools is expected to assure the English and mathematics knowledge of a trainee before Qualified Teacher Status is awarded.

Before being recommended for QTS, trainees must be able to demonstrate competence in the following areas:

- Speaking, listening and communicating are fundamental to a teacher's role. Teachers should use standard English grammar, clear pronunciation and vocabulary relevant to the situation to convey instructions, questions, information, concepts and ideas with clarity. Teachers should read fluently and with good understanding.
- Writing by teachers will be seen by colleagues, pupils and parents and, as such, it is important that a teacher's writing reflects the high standards of accuracy their professional role demands. They should write clearly, accurately, legibly and coherently using correct spelling and punctuation.
- Teachers should use data and graphs to interpret information, identify patterns and trends and draw appropriate conclusions. They need to interpret pupil data and understand statistics and graphs in the news, academic reports and relevant papers.
- Teachers should be able to complete mathematical calculations fluently with whole numbers, fractions, decimals and percentages. They should be able to solve mathematical problems using a variety of methods and approaches including: estimating and rounding, sense checking answers, breaking down problems into simpler steps, and explaining and justifying answers using appropriate language.

An integral part of the course is to give RPTs opportunity to demonstrate these skills. Furthermore, Subject Tutors, Mentors and ITTCos need to monitor and support RPTs to develop and demonstrate these skills. Fundamental Skills will be assessed as part of Professional Practice Reviews. For Report 1 and 2, Mentors record where the RPTs have demonstrated competencies of these skills. Subject Leaders provide Mentors with examples of actions and evidence they might draw upon. These Mentor reports form the basis of evidence that demonstrates the RPTs have proved their competence. If an RPT struggles with any aspect of the Fundamental English and Maths Skills, the Mentor, ITTCo and Tutor must communicate with each other and agree a plan of targeted support. For those RPTs lacking confidence or competence, we have included a days on 3 January, where RPTs can audit their skills and revisit times they have demonstrated their Fundamental Skills.

8.9 Climate and Sustainability Education

The University of Reading has committed to providing an education that empowers all students to build knowledge and relevant competencies around issues related to climate change and sustainability. It is our aim that every RPT will be actively involved in debates and discourses around the role of their teaching in enabling their pupils to better understand the world around them. Every curriculum subject makes a distinct contribution to a coherent and holistic climate and sustainability education. Through the ITE curriculum, every RPT will be supported to know what the issues and debates are in their subject area, generate creative curriculum and pedagogical actions to achieve ambitious aims, and actively contribute to the conversations taking place in their school departments. RPTs will be encouraged to explore and critique the different aims of the curriculum subjects, and shown how cross-curricular links can be made which ensure pupils make connections between the different parts of their climate and sustainability education. Where Mentors or departments are sceptical, Subject Leaders and Tutors will work to support RPTs in reshaping existing mindsets and finding opportunities to implement their curriculum aims.

The contribution of each Secondary ITE subject can be seen below.

Secondary ITE Climate and Sustainability Education Curriculum Aims



English

In English, RPTs recognise that English is about making meaning from the world around them, through texts and language. English RPTs learn about the types, themes, and topics of texts and their positioning, in relation to the natural world, climate, and sustainability through the use of an ecocritical lens.



Maths

In Mathematics, RPTs are educated to teach children about the effects of climate change over time and impact of our daily activities. By analysing data associated with climate change such as emissions, children will be enabled to make informed, conscious and ethical decisions to promote sustainability.



Modern Foreign Languages

In MFL, RPTs are educated to teach that learning languages allows us to communicate with each other, developing understanding and tolerance of different cultures and different ways of living. We aim to show that big ideas and concepts can be expressed through relatively simple language: High cognitive challenge with lower linguistic competence.



History

In History, RPTs are educated to teach that humans and the natural world have always influenced each other, that the relationship between humans and nature have differed throughout history, and that societies have tackled environmental and climate challenges differently.



Art

In Art & Design, RPTs are educated to teach how to raise awareness of environmental issues through art and experience. They will deal with sustainability issues as part of the art curriculum and are encouraged to make ethical decisions about choices relating to materials and resources, and to pass these onto their learners.



Physical Education

In Physical Education, RPTs are educated to teach that our subject can influence the relationship between humans and nature with the actions and decisions we make for our lessons and school fixtures.



Science

In Science, RPTs are educated to teach the underlying [current] scientific explanations which enable students to understand how they interact with the natural world.



Design and Technology

In Design & Technology, RPTs are educated to teach about the impact that artistic and technological activities have on the environment, both historic and current.



Geography

In geography, RPTs are educated to teach that there are connections around the world, at many scales, between human and physical systems. These inter-relationships can create both challenges and opportunities.

8.10 Initial Teacher Core Content Framework

The ITE Core Content Framework (<https://www.gov.uk/government/publications/initial-teacher-training-itt-core-content-framework>) became statutory in September 2020.

In the introduction, it states, 'The ITE Core Content Framework (CCF) does not set out the full ITE curriculum for trainee teachers. The complexity of the process for becoming a teacher cannot be overestimated and it remains for individual providers to design curricula appropriate for the subject, phase and age range that the trainees will be teaching. While the ITE Core Content Framework is presented around the Teachers' Standards for clarity, the ITE Core Content Framework is not, and should not be used, as an assessment framework. Trainee teachers will not be expected to collect evidence against the ITE Core Content Framework, and they will continue to be assessed against the Teachers' Standards only' (p3).

We have fully integrated this minimum curriculum entitlement within our wider, ambitious ITE curriculum. Our Professional Studies Guide details how every aspect will be explicitly introduced, before being explored in Subject sessions, contextualised in school settings, and revisited in structured opportunities (such as in our Independent Study days).

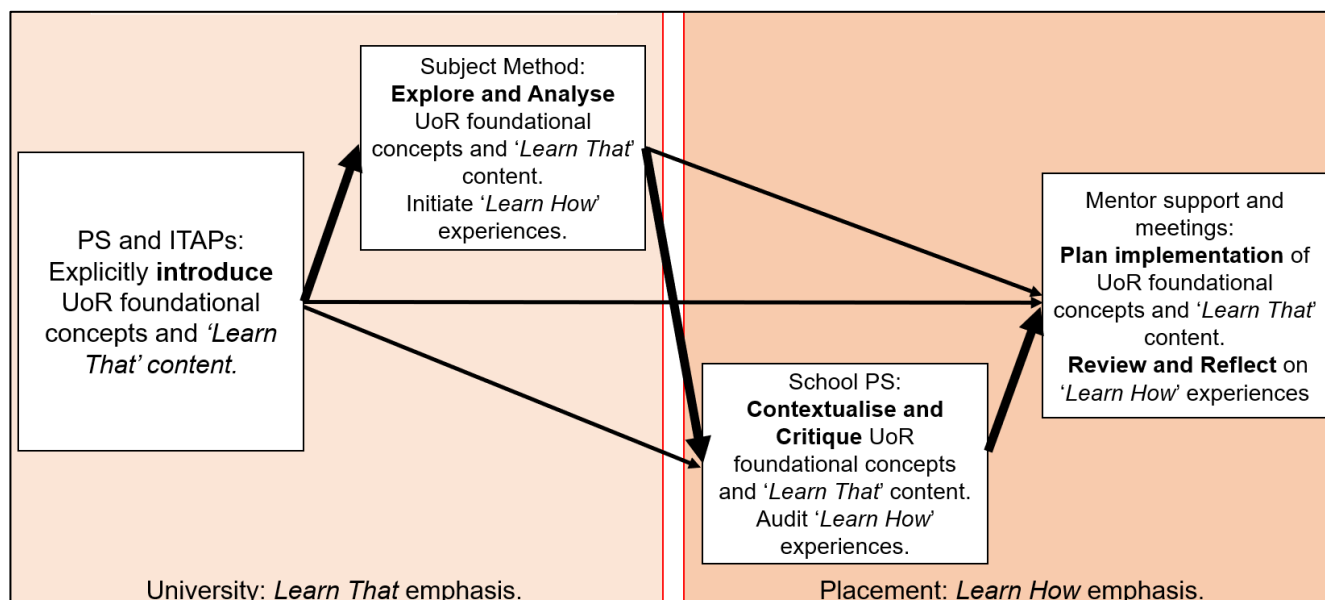
The CCF will feature heavily, and meaningfully, within our University-based teaching and our school-based Professional Studies is aligned to the wider curriculum to ensure even fuller coverage.

There are some key points worth emphasising:

- The CCF has a particular focus on supporting children with Special Educational Needs and Disability (SEND) and on how to support pupils with their mental health. These aspects are addressed throughout school-based and University-based training, including through the range of school-based tasks, and will be evidenced by lesson plans, lesson feedback, WROPs within the EPortfolio.

Institute of Education

- Behaviour management training is embedded throughout the programme, and receives a particular focus in the ITAPs on Professional Behaviours and Observing Expert Colleagues. This incorporates the guidance arising from the Carter Review of Initial Teacher Training (2015) and subsumed within the CCF.
- Part Two of the Teachers' Standards defines the behaviour and attitudes which set the required standard for conduct throughout a teacher's career. These standards stand alongside the CCF and are embedded throughout the programme.



8.11 RPT workload and wellbeing

Maintaining a sustainable and healthy work-life balance is an essential element of training to teach. All school partners and University colleagues are responsible for ensuring that all expectations should be in line with the recommendations within the DfE policy guidance at

<https://www.gov.uk/government/publications/addressing-workload-in-initial-teacher-education-ite>

Following staff and student feedback, we have made several changes since 2021, to help alleviate time and/or workload pressures:

- Reviewed and amended Placement model following feedback about stress related to multiple transition points, intensity resulting from short placement length, importance of Mentors being fully invested in progress, and RPTs' opinions on when was the most stressful point of the year to transition between schools;
- Updated Curriculum Strand to focus on 'Professional Behaviours and Teacher Wellbeing' including updated assessment criteria and Professional Studies curriculum;
- Removal of the requirement to collect evidence in the Shared or Guided Teaching Modules in order to show engagement with the curriculum;
- A streamlined EPortfolio with very clear expectations, with the quantity of uploads reducing after Christmas;
- Some university sessions delivered online and review of cognitive load in university sessions;
- Clear expectations of the use of lesson planning pro-forma after Christmas to encourage medium term planning;
- More supportive and constructive process of visiting and assessment through collaborative planning focus of Placement A Professional Practice Review;
- Guidance provided for Mentors on scaffolding the Placement A timetable to ensure WRoP writing and EPortfolio uploading habits.

Institute of Education

- Longer, more flexible Professional Practice Review windows to give RPTs more input.
- High quality guidance and teaching about use of Artificial Intelligence on placement, including regulation and support around effective implementation.

In response to feedback from RPTs, a key focus for Programme Leadership and Subject Leaders is supporting RPTs' cognitive load during university sessions. The university days are long and the University needs to commit to ensuring teaching is sensitive to the amount of new, often challenging, content that RPTs encounter.

- Where possible, Professional Studies and Subject Method sessions will be timetabled in rooms that accommodate groups, discussion and interaction.
- RPTs have Independent Days after three consecutive days of university sessions. These are designed to help with the cognitive load of such an ambitious programme. These Independent Days provide structured reviewing time, and opportunities for RPTs to discuss, collaborate and contextualise content and issues with peers.
- Sessions will increasingly draw upon RPTs' placement experiences and developing knowledge, in order to bring meaning and relevance to all new content.
- Sessions that introduce new content will provide regular opportunities for RPTs to analyse, critique, prepare and practice.
- All staff will work with students to review implementation of curriculum through university teaching, and look to respond where necessary.
- Each Subject Leader can schedule up to four digitally enabled Subject Method sessions each year.
- Where subject cohorts are very small (<5), Subject Leaders will arrange for some Subject Method sessions to be run in schools by experienced and expert school partners. These will be carefully integrated within the subject curriculum and ensure RPTs get regular opportunities to work with larger communities.

Increasingly, Partnership schools are trying to introduce elements of flexibility to the working lives of teachers. The University supports any measure to enhance the flexibility of working for RPTs that is in line with their placement school practices and which doesn't have a detrimental impact on their development as a teacher.

8.12 Attendance

Full attendance at both school and University training sessions is a requirement. This includes training provided online throughout all timetabled sessions. Exceptions are allowable only as follows:

- all absences from school (other than illness) must be agreed in advance with the school Mentor, ITTCO and Subject Leader.
- RPTs wishing to participate in a school activity which takes place off-site (e.g. residential), must request an authorised absence from the Subject Leader as soon as the RPT becomes aware of the opportunity.
- all absences from University sessions (other than illness) must be agreed in advance with the Subject Leader. The Mentor and RPT are advised to consider how any missed areas of the curriculum will be caught up on. If more than five school days are missed, the Tutor and RPT must discuss whether the RPT should remain on placement during enrichment. These authorised absences require RPTs to complete an Authorised Absence form ([Appendix 14](#)).

Any unauthorised absence on the day (e.g. illness) must be communicated through the relevant institution's agreed channels. In school this is usually to email the Mentor and ITTCO before an agreed time. At university, RPTs must email Subject Leaders (and tutor if not your Subject Leader) before 9am if they are to miss either Subject Method or Professional Studies/ITAP sessions. A short summary explaining the absence is always required. As this is a professional qualification, upon returning to the programme, RPTs must complete a very

Institute of Education

short form ([Appendix 15](#)). It is the responsibility of RPTs to update their attendance sheet each week on their EPortfolio – this is particularly important after any absence.

Acceptable reasons for absence from any element of the Programme are similar to those which would be acceptable for a teacher (e.g. attendance at an interview, personal illness, and serious emergency relating to close family). It is important that RPTs are punctual both for school and for University training sessions.

If, for any reason, the RPT cannot get to school at the appointed time, they should follow the school's procedure for notification of absence. If an absence is likely to be lengthy, the Mentor should contact pgcesecondary@reading.ac.uk for advice. An absence form should always be completed (see Appendices 14 and 15 of this Manual of Guidance). Please be aware that prolonged absence can lead to the bursary being withheld.

8.13 School Supervision Duties

As part of involving RPTs in the school community and developing their awareness of whole-school responsibilities, we encourage RPTs to do school supervision duties. Our criteria for school supervision duties are:

- RPTs must be accompanied by someone they work closely with on a day-to-day basis (e.g. Mentor, ITTCo or department colleague).
- Duties should take place in areas that constitute relatively 'low stakes' parts of the school (e.g. corridors, library, school gates). If this isn't possible, the seniority of the accompanying member of staff should reflect the circumstances.
- Where appropriate, training needs to be bespoke to the area they are supervising.

8.14 Artificial Intelligence

Artificial intelligence (AI) is used regularly in many partnership schools and our programme will develop RPTs' digital literacy and effective implementation of AI when on placement. In order to support RPTs with the opportunities and challenges that AI offers teachers, there is a Professional Studies lecture on effective, appropriate and critical use of AI, and subject leads will follow up on this in Subject Method sessions if appropriate. Throughout the programme, RPTs must follow school policies concerning the use of AI, especially concerning data protection. For using AI for placement activities there are three broad, guiding principles:

1. Use and discussion of AI should be open and transparent. Ideally RPTs will make it clear from the outset (e.g. highlight on their lesson plan), and all must be honest if asked whether AI has been used.
2. RPTs need to be able to share what they typed into the interface.
3. RPTs need to be able to share how they critically engaged with the outcome.

Please note that these principles apply to placement activities (e.g. lesson planning, resourcing, making resources more inclusive, reflections), and RPTs need to follow university guidance for use of AI when writing assignments.

8.15 School Trips

We strongly encourage RPTs to be involved with at least one school trip during their placement year. If the trip is a domestic, one-day trip during the school week, the RPT must be included in the risk assessment and they must be made explicit aware of how they are expected to behave. This is seen as part of everyday expectations of a teacher and the university does not need to add an additional administrative layer. RPTs

Institute of Education

should inform their Subject Tutor in advance, and collect some evidence of the experiences and impact of the trip in their WRoP and/or EPortfolio.

If the trip is any of the following: residential, at the weekend, and/or overseas, then the university considers this to be beyond the 'everyday expectations' of a teacher. If an RPT is going on such a school trip, they must inform their Subject Tutor in advance and confirm they have read the risk assessment. In advance of the trip, the RPT must send a copy of the risk assessment to the Subject Tutor and Jude Brindley:

j.brindley@reading.ac.uk. If the risk assessment contains confidential information about individual pupils, then the RPT can email their Subject Tutor and Jude Brindley to confirm they have read the risk assessment and are satisfied that they understand their role and expected behaviours on the trip. Please note that the purpose of this exercise is to ensure that a risk assessment has been completed, not to critique the quality of the risk assessment itself.

9. Assessment of practical teaching

9.1 Overview

Our assessment framework clearly sets out a progression model against the curriculum. At the end of the programme, the assessment framework draws heavily upon the Teachers' Standards (which can be accessed here: <https://www.gov.uk/government/publications/teachers-standards>), to inform assessment criteria. These Teachers' Standards are statutory for all ITE providers when making summative judgements about candidates' suitability to qualify as a teacher.

The Teachers' Standards are split into two sections:

- Part One of the Teachers' Standards identifies eight areas in which teachers are expected to demonstrate competence.
- Part Two of the Teachers' Standards sets out expectations of a teacher's Personal and Professional Conduct.

In order to ensure RPTs have had every opportunity to meet the Teachers' Standards by the end of the course, all RPTs are required to engage fully with the curriculum throughout the year. Our curriculum expectations evolve as the year continues in order to reflect the RPTs' growing knowledge base and possible bank of experiences. The course is structured and designed so that engagement with, and success against, our curriculum expectations (such as: intention, implementation and reflection of teaching, participation in quality University and school-based sessions, engagement with structured mentoring and tutoring support, completion of key documents, involvement in wider school life) will mean RPTs are on track to achieve the Teachers' Standards by the end of the course. In order to ensure this, Mentors, ITTCos and Subject Tutors will regularly have formative conversations with RPTs.

The process of researching and writing PGCE assignments is an integral part of training and is expected to contribute evidence towards assessment against the Teachers' Standards.

9.2 Assessment against the Teachers' Standards

Everything the RPT does throughout the year can conceivably contribute as evidence of their having met the Standards at the end of the course. Therefore, RPTs need to take responsibility for keeping documents and resources in an accessible format and uploading mandatory proformas to their EPortfolios. However, they will not be required to itemise evidence against the Teacher Standards until the final stage of the curriculum. After Easter in their final term, they may choose to start identifying and collating evidence that they think particularly captures their achievements over the course of their ITE year. The final Curriculum Check-Point affords RPTs the chance to draw together the evidence they feel best signifies how they have engaged with the curriculum expectations and competence against the Teachers' Standards in a Best Evidence Guide.

9.3 Assessing at the Curriculum Check-Points for Reports 1 and 2

The ITE programme is divided into four curriculum stages, three of which are assessed modules – Shared Implementation, Guided Implementation and Independent Implementation – and each of these modules conclude with a report written by the RPT's Mentor and submitted by the ITTCO, known as Report 1, Report 2 and Report 3. The Shared and Guided modules conclude with a Curriculum Check-Point, whereby the RPT and Mentor take stock of how effectively the RPT has engaged with the ITE curriculum across the whole module. These formative discussions will be informed by the University of Reading Curriculum Check-Point assessment framework which is broken into eight different aspects of teacher development, and sets out actions and attainment that should be expected at each stage of the curriculum. These indicators give Mentors and RPTs a clear reference point for discussions about the curriculum expectations up to that point of the year and against the University's own intent and implementation (see Curriculum Vision). In order to inform these discussions and the subsequent report, RPTs will complete an audit, which will serve as a personal and reflective document to encourage them to revisit their own work and progress each module.

Our Curriculum Check-Points are structured opportunities to assess the following:

- Showing professional behaviours and becoming an ethical community participant
- Showing high expectations and getting to know pupils
- Taking responsibility for behaviour management
- Building knowledge of their subject and curricula choices
- Planning and teaching appropriate, ambitious lessons
- Adapting practice in response to learners' needs
- Demonstrating pupil progress on different time scales
- Using assessment for formative and summative purposes

The Curriculum Check-Points align with our curriculum strands, as outlined below:

Curriculum Strand	Assessment Focus	Showing professional behaviours and becoming an ethical community participant	Showing high expectations and getting to know pupils	Taking responsibility for behaviour management	Building knowledge of their subject and curricula choices	Planning and teaching appropriate, ambitious lessons	Adapting practice in response to learners' needs	Demonstrating pupil progress on different time scales	Using assessment for formative and summative purposes	Part 2
Professional Behaviours and Teacher Wellbeing	CCPa									Part 2
High Expectations and Managing Behaviours		CCPb	CCPc							
Subject and Curriculum Knowledge					CCPd					
Planning, Teaching and Adapting Practice						CCPe	CCPf			
Progress, Outcomes and Assessment								CCPg	CCPh	

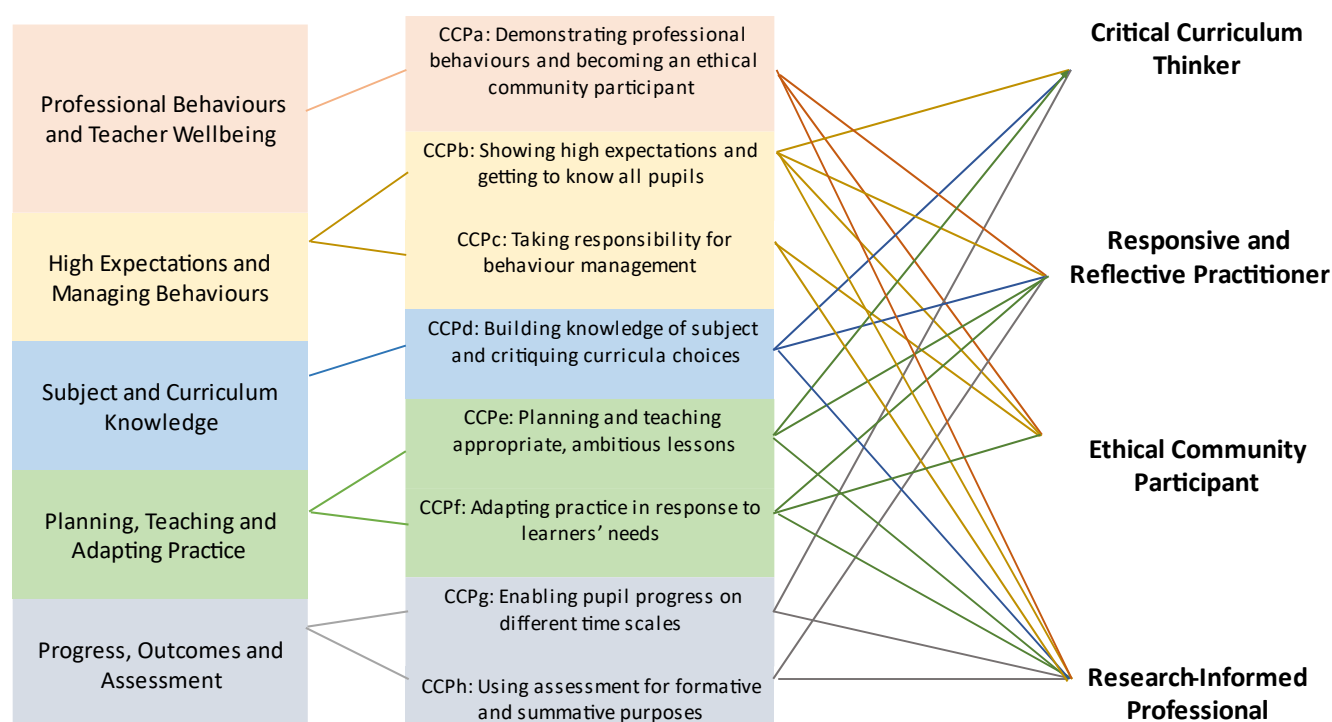
There is no grading against these different component parts of becoming a teacher. Mentors, Subject Tutors and RPTs will use the Curriculum Check-Point assessment framework to decide whether the RPT is 'meeting' the curricular expectations at that point of the year. The criteria within this framework need to be

interpreted using a ‘best-fit’ approach. In order to inform discussions and next steps, the assessment criteria also describe what an RPT might be doing within our curriculum to ‘exceed’ expectations. This is not a formal grade, rather a directional and discursive tool.

If the RPT is not meeting the expectations, the Mentor will be encouraged to discuss with the RPT whether they have had the *opportunity* to meet the expectation and whether they have had the *support* to meet the expectation. Conversations about the RPT not meeting the curriculum expectations can occur at any part of the year as part of the on-going formative dialogue integral to this programme. If RPTs have had both opportunity and support, the Mentor will raise the issue with their ITTCo and the Subject Tutor where next steps, which might involve an Additional Support process, can be agreed. A report can only conclude that an RPT has not met the curriculum expectations if the Mentor has identified this on a succession of WRoPs, discussed with the RPT at least two weeks before the Report, and if specific opportunities to meet the assessment criteria have been provided and supported.

Mentors and ITTCos will receive training and support in using the Curriculum Check-Point assessment criteria in the autumn term.

At the end of the ITE year, the curriculum strands, as assessed through the curriculum check-points, demonstrate RPTs who have achieved our distinctive curriculum intent, as set out here:



9.4 Professional Practice Reviews

Every RPT will experience three Professional Practice Reviews during the year. These will be undertaken by the Subject Tutor and each will involve the Mentor and ITTCo. Each Professional Practice Review has a distinct developmental focus for the Mentor as in line with the aims of each module in the Mentor curriculum, and a distinct assessment focus for the RPT, as set out in the table below:

	Professional Practice Review 1	Professional Practice Review 2	Professional Practice Review 3
--	--------------------------------	--------------------------------	--------------------------------

ITE Curriculum Stage	Shared Implementation	Guided Implementation	Independent Implementation
Mentor Module	Constructive Conversations and Modelling Practice	Moving Forwards	Supporting Specialism and Independence
When	Tuesday 5 November – Friday 6 December	Tuesday 13 January – Friday 14 February	Monday 28 April – Friday 6 June
Format	Tutor to decide whether a hybrid meeting (RPT and Mentor in same room, Tutor online) or on-site meeting is required. Co-planning conversation.	On-site school visit. Observation of RPT teaching a full lesson, followed by feedback conversation.	On-site school visit. Observation of RPT teaching a full lesson, followed by trialogue to reflect on attainment, progress and targets.
RPT Preparation	Subject Leader will provide guidance and this will vary from subject-to-subject. Preparation should include identifying a lesson to co-plan, discussing curriculum aims for that lesson with Mentor, and building subject knowledge in the relevant area.	RPT to plan a lesson in detail, ensuring they provide a detailed lesson plan in advance of the lesson. Planning can be collaborative, although should show some independence.	RPT to plan a lesson in detail, ensuring they provide a detailed lesson plan in advance of the lesson. Planning should largely be independent.
Mentor development focus	Knowledge of key themes and content from ITE curriculum, capacity to conduct constructive conversations, and support for RPT in preparation of teaching.	Knowledge of key themes and content from ITE curriculum to be identified through lesson observations, capacity to conduct feedback conversations, and support for RPT to reflect following teaching and improve future teaching.	Knowledge of requirements against the Teachers' Standards, and ability to set meaningful ECT targets.

RPT assessment focus	<p>RPT reveals how effectively they can draw upon subject knowledge, curriculum knowledge, and pedagogical content knowledge developed through the ITE curriculum, in order to plan lessons that reveal the quality of their learning and practice.</p> <p>N.B. If the Professional Practice Review reveals any issue with the RPT's implementation or support, the Tutor can choose to arrange a lesson observation before the end of the module.</p>	<p>RPT reveals their progress and attainment through a detailed discussion of their experiences, and their capacity to plan a lesson with some independence, using feedback from Shared Professional Practice Review. RPT shows how effectively they implement lesson plans and reflect by drawing upon experiences and the ITE curriculum following teaching.</p>	<p>RPT reveals their progress and attainment through a detailed discussion of their experiences, a lesson planned themselves, and a three-way conversation that establishes targets and priorities for the remainder of the course and beyond.</p>
-----------------------------	--	--	--

9.5 Failure to engage with the ITE curriculum expectations

At any point in the year, the RPT might not be meeting the curriculum expectations at that stage of the ITE curriculum. The clarity of our curriculum content and expectations for each module, and our regular formative interactions (tutorials, Mentor meetings, lesson feedback) and proformas (lesson plans and WRoPs) mean it is discernible when an RPT is demonstrating a sustained pattern of failing to 'meet' our expectations at a particular point in the year. In these instances, the Mentor will be encouraged to discuss with the RPT whether they have had the *opportunities* to meet the expectations and whether they have had the *support* to meet the expectations. If RPTs have had both opportunity and support, the Mentor will raise the issue with their ITTCO and the Subject Tutor where next steps can be agreed. In most cases, an Additional Support ([Appendix 8](#)) process will be appropriate and specific targets can be negotiated.

If the RPT struggles to respond to Additional Support, it may be agreed that they need to begin a Cause for Concern process ([Appendix 9](#)). If an RPT fails to respond to the Cause for Concern process, in the first instance they will discuss with their Subject Leader the options available to them. If they continue, they will be subject to moderation, which will report to the ITTCO, Subject Leader and Programme Director. If an RPT has gone through this process before an Exam Board, the Exam Board may recommend that the RPT fails the module and cannot progress on the course.

At any point, an RPT can request to begin an Additional Support process because they have identified an area of the curriculum that they want to focus on and require formal support. In order to begin this process, the RPT needs to talk to their Mentor, ITTCO and Tutor, before completing an Additional Support proforma. The Additional Support and Cause for Concern pro-formas must be completed and shared with the RPT, Mentor, ITTCO and Tutor within two working days of the process being agreed and initiated. The review date must allow time for support to be given and RPTs to reflect on their practice, but must be reviewed within three weeks of the Additional Support being agreed.

Report 1

Institute of Education

At the end of the Shared Implementation stage, Mentors will write a short report to capture their RPTs' engagement with the curricular expectations. It is vital that the Mentor uses the University of Reading's placement expectations, curriculum intent, and assessment framework as a guide, as our course has its own set of criteria that is bespoke to our Partnership. Before the report, the RPT will complete an audit against the curriculum expectations and use this as a discussion points to inform the Curriculum Check-Points and provide the basis of the report. Before the Mentor writes their section of the Report, the RPT will identify some examples of their attainment that demonstrate engagement with the ITE curriculum.

Report 2

The Placement A Mentor will complete a Provisional Report 2 at the end of the RPT's first school placement. This is a simple document. The RPT will move to their Placement B school for several weeks before Report 2 is submitted, so Placement B Mentors and ITTCos will review how far the final Report 2 needs to be updated in light of any developments, responses to targets or further engagement with the ITE curriculum in a new school. Before the Mentor writes their section of the Report, the RPT will identify some examples of their attainment that demonstrate engagement with the ITE curriculum.

Summative Assessment and Report 3

The final teaching assessment is agreed in a tripartite meeting of the RPT, Mentor and University Tutor. Together they will go through the RPT's Best Evidence Guide and EPortfolio in advance to inform this discussion. This is typically the final formal report on the RPT's school experience. We are looking for best fit against the Standards descriptors and it is important that the RPT is able to support their assessment with evidence from teaching the full range of key stages and also the full ability range. In recent years, Ofsted has indicated that progress in Standards 2, 5 and 6 can be a key discriminator in making judgements; in other words, they expect the best trainees to have a deep understanding of the principles and practices of assessment, adaptive practice and how these affect pupil progress. The decision documented in this report will be ratified by the final Exam Board at the end of June. It is important to stress that the Best Evidence Guide can be updated after the Tripartite Professional Practice Review in light of new experiences and achievements.

ITTCo Review

ITTCos review Reports 1, 2 and 3 once they have been completed by Mentors and RPTs, checking that they have been completed correctly and consistently. ITTCos add a comment concerning the RPT's contribution to school-based Professional Studies and to the life of the school, including their role as a form tutor. It is important that ITTCos send a copy back to the RPT once they have added their final comment.

9.6 ECT Transition Record

Towards the end of the programme, RPTs will be asked to complete this document to support their transition from their training year to their ECT years ([Appendix 21](#)). The ECT Transition Record form is completed as a separate word document. It asks RPTs to reflect on their strengths and on areas for further development. It also prompts reflection on differences between their training school and their employing school. RPTs should contact their employing school to find out about any specific expectations they might have in order to inform target setting. The targets will be discussed and proposed as part of the Tripartite Professional Practice Review. These will be reviewed and refined by Mentors in light of subsequent experiences and attainments as part of Report 3. Finally they are approved and confirmed by the RPT's Tutor, and the Transition Record should be made available to the Induction Tutor in the employing school as part of the process of planning the ECT years. The University is responsible for giving this to their ECT school.

When appropriate, RPTs and their Tutors may wish to identify further support from the University for the RPT in making the transition to employment. For example, a joint observation between the Tutor and the RPT's Induction Mentor might be helpful.

10. Evidence: Reflection and target-setting

The evidence that RPTs need is demonstrated through their engagement with, and completion of, our ITE curriculum and stated curriculum expectations at particular points of the year. Subject Tutors, Mentors and ITTCos will be constantly engaged in formative dialogue with RPTs through our rigorous programme structure and design, which will inform decisions about RPT feedback and targets. At the first two Curriculum Check-Points, RPTs will have the opportunity to audit their engagement with the curriculum. At the third and final Curriculum Check-Point they must collate what they consider to be the best evidence that demonstrates their engagement with the curriculum and subsequently achievement against the Teachers' Standards.

10.1 Evidence of progress against the curriculum expectations

The expectations for an RPT change as the year progresses and are clearly laid out in our assessment framework. Evidence will come primarily through mandatory documents that are uploaded to the EPortfolio as a compulsory requirement. This includes: lesson plans, lesson feedback, WRoPs and Best Evidence Guide. Experiences and achievements that will feed into these documents include:

- Assignments
- Learning notes from University sessions, both Subject and PS
- Written lesson evaluations of the RPT's own lessons
- Written feedback on tutor sessions from an observing teacher, their Mentor/ITTCO or University Tutor
- Mark-book to show data provided by the school, RPTs marking and assessing, and evidence of progress by pupils
- RPT observations of other teachers' lessons and how these relate to their own practice
- Notes and reflections from staff meetings, parents' evenings, or training sessions that demonstrate what has been done and/or understood.
- Other evidence such as emails, images, cards etc.

Crucially, the evidence alone does not tell us what RPTs have learned or how RPTs have progressed in their practice as a beginning teacher – it needs to inform subsequent decisions and practice.

10.2 Weekly Reflection on Progress (WRoP): an important summary of an RPT's week-by-week progress

One of the single most important parts of the University of Reading Partnership programme is the WRoP. The purpose of this document is for RPTs to record their current learning priorities and set short term targets; RPTs will then record their progress or learning and review targets. It is the RPT's responsibility to write WRoPs not their Mentor's. Subject Leaders will share examples of effective and ineffective WRoPs; the important thing is that it should not be a description of all RPTs have done but a summary of their key learning 'moments'. RPTs must complete a *Weekly Reflection on Progress* ([Appendix 4](#)) for most weeks of the programme.

Guidance on completing this document is given here:

1. The WRoP is split into parts that need to be done *before* a Mentor meeting (update on targets, reflection on the week including Professional Studies) and *during/after* a Mentor meeting (content covered in Mentor meeting and targets/strategies for the coming week).
2. We recommend a maximum of two targets should be set, focused on the areas that will be most helpful to their development in the following week.
 - Targets will be informed by feedback given to RPTs on their teaching by staff in the previous week.
 - Each target should relate to an aspect of their development as a teacher (e.g. "Communicate effectively with parents regarding their child's learning") not to specific tasks (such as "prepare, attend and participate in Year 8 parents' evening", which is a strategy (or way) for meeting the target. If RPTs struggle with the difference, they should talk it through with their University Tutor.

Institute of Education

- Targets should be SMART (Specific, Measurable, Achievable, Relevant, Time-bound).
- 3. Possible strategies or ways for meeting targets might include reading around an issue or aspect of their subject specialism, researching teaching resources, observations of teachers, trying out a strategy with a particular class.
- 4. The WRoP also provides a record of the Mentor meeting. No other agenda needs to be created and no further notes need be taken.

10.3 Lesson Planning Pro-formas

Every single lesson in the ITE year must be planned using a University of Reading lesson planning pro-forma ([Appendix 19](#) shows the University's 'Principles of Planning'). These are designed to scaffold the thinking required to consistently demonstrate RPTs are becoming critical curriculum thinkers, and responsive and reflective practitioners. At the beginning of the programme they act as a safety net to give the RPT and class teacher confidence and, as the ITE curriculum develops, they become a more flexible scaffold allowing RPTs to visualise different possibilities.

Different subjects will have slightly different pro-formas but throughout the year, all lesson plans will include sections on the what, the how and the why of planning, teaching, adaptive practice and assessment. RPTs may experience slight variations based on the nature and demands of different subjects (e.g. when RPTs see classes more regularly they may move to medium-term plans earlier) and the needs of individual RPTs (e.g. if an RPT is struggling to identify opportunities for formative assessment or coherent transitions, they may need longer on the full lesson plans). This variation is normal and RPTs should respond to the direction of their Subject Leader.

The expectations of completing planning pro-formas is the same for all RPTs:

ITE Curriculum Stage	Planning Requirements
Shared Implementation stage	RPTs complete a full lesson planning pro-forma designed by their Subject Lead for every lesson. When teaching parts of lessons, RPTs still must follow this process.
Guided Implementation stage	RPTs can: <ul style="list-style-type: none"> - Plan using a medium-term plan designed by their Subject Lead to cover every lesson. - Plan using a simplified 'non-negotiables' lesson pro-forma designed by their Subject Lead. Whether RPTs choose to use the medium-term plan or the simplified lesson pro-forma, all RPTs must complete a full lesson planning pro-forma for 1 in 3 lessons.
Independent Implementation stage	RPTs can: <ul style="list-style-type: none"> - Plan using a medium-term plan designed by their Subject Lead to cover every lesson. - Plan using a simplified 'non-negotiables' lesson pro-forma designed by their Subject Lead. Whether RPTs choose to use the medium-term plan or the simplified lesson pro-forma, all RPTs must complete a full lesson planning pro-forma for 1 in 5 lessons.

10.4 EPortfolio and teaching files

RPTs will compile and maintain a professional EPortfolio, which will enable them to keep key documents which provides the evidence needed to demonstrate their engagement with the curriculum and their development

Institute of Education

into an effective practitioner. The EPortfolio will be set up with three key sections: Admin, Teaching and Reflections. RPTs and Partners are given a table of contents ([Appendix 10](#)) with very clear instructions about what is mandatory to demonstrate meeting the course expectations (e.g. lesson plans, lesson feedbacks, WRoPs and BEGS) and beyond this it is up to the RPT to decide if they want to create other sections to capture their progress and successes (e.g. University notes, tutor sessions, nice emails).

Besides being a tool for evidence collection and reflection, the EPortfolio is an 'outward-facing' folder and will need to be made available to others: Mentor, ITTCO, Tutor.

The expectations for the EPortfolio are:

ITE Curriculum Stage	EPortfolio Requirements
Induction	Add all administrative information.
Shared Implementation stage	All lesson plans, lesson feedback and WRoPs must be uploaded to the EPortfolio before the end of the working week. ITAP Booklets.
Guided Implementation stage	All lesson plans (or medium-term plans) and lesson feedback for <u>one KS3 class</u> and <u>one KS4 class</u> must be uploaded to the EPortfolio before the end of the working week. All lesson feedback and WRoPs continue to be uploaded.
Independent Implementation stage	All lesson plans (or medium-term plans) and lesson feedback for <u>one KS3 class</u> and <u>one KS4 class</u> must be uploaded to the EPortfolio before the end of the working week. All lesson feedback and WRoPs continue to be uploaded. ITAP Booklets. Before the Tripartite Professional Practice Review, RPTs must upload: lesson plans and lesson feedback from at least two successive post-16 lessons; reflections on their Primary visit, and examples of them being an community participant throughout the year.

This is the minimum requirement to meet the ITE curriculum expectations. RPTs can include more if they want, and we advise that RPTs add examples of really effective practice and positive emails throughout the course.

If at any point the expectations of maintaining the EPortfolio are not being met, the RPT might need to move to the Additional Support process as it is a requirement in the assessment framework and an important means of informing formative conversations about engagement with the curriculum and progress towards becoming an ECT.

11. Professional Studies (PS)

11.1 University-based PS sessions: overview

The purpose of University-based PS sessions is to put the RPTs' experiences of education in context, they will aim to draw on the mixed-subject, mixed-school experiences of the RPTs and develop an understanding of how these differ and how they relate to educational policy and research. **This information must be read in conjunction with the Professional Studies Supplementary Guide and the Blackboard site.**

It is through University-based PS sessions that RPTs will be explicitly introduced to the 'Learn that...' content of the Core Content Framework. These points have been clearly identified in the PS Supplementary Guide and RPTs will explore, revisit, contextualise, critique and apply the content introduced in these sessions throughout the year.

Most Professional Studies sessions will be planned and taught in an '*Introduction to...*' format. This means they will be delivered in workshops or short lectures where key content and issues are introduced, and further exploration is signposted. These will then be explored in subject-specific ways in Subject Method sessions, and further examined and contextualised in school-based Professional Studies sessions. Topics will be more relevant to different RPTs at different points in the year, and our intention is for them to be re-watched or revisited to help with meaningful application and long-term retention.

11.2 School-based PS sessions

The Partnership Agreement between the University and Schools states the requirement for RPTs is that they have two timetabled hours each week for structured professional (and institutional) development. Of these two timetabled hours, at least one hour needs to be led by an experienced teacher as part of the PS curriculum that has been organised by the ITTCo (or Lead Partner alliance). The other hour can be fulfilled creatively, through activities such as focused observations that relate to the PS sessions, scripting conversations in line with school policies, or working with colleagues as part of the school's wider professional development programme. Ideally, these periods will be timetabled to take place during the first two periods of Thursday morning. (This arrangement helps to promote collaboration between schools.) However, schools may timetable this when they wish, and some may choose to integrate some of their PS programme within their training provision for ECTs and other qualified staff, so long as it is carefully aligned with the wider PS curriculum.

Where schools deliver Professional Studies in collaboration, we support the use of some online delivery given the time, cost, and environmental benefits. We do ask that if RPTs in a school are attending an online PS session that they always gather in the same room to access the online material so they can discuss and share experiences in a live and generative way.

In June, all ITTCos are sent the topics that must be covered as part of this PS curriculum, and they have autonomy around how they implement this. ITTCos are asked to prepare a programme that cover the PS curriculum, allowing opportunities for each topic to be related to the context of their own particular school. These topics are outlined in the Professional Studies Guide. It is expected that a schedule of sessions is timetabled in advance so that RPTs can prepare and so that ITTCos can arrange for relevant colleagues (e.g. SENCOs, Heads of Year, Deputy Heads) to lead relevant sessions. All ITTCos across the Partnership will send their PS schedule to the University before RPTs begin their placements.

12. Intensive Training and Practice

Part of the Department for Education's Compliance Criteria stipulates that all ITE providers must include

Institute of Education

opportunities for trainee teachers to experience Intensive Training and Practice (ITAP) units during their programme. These days do not count towards the mandatory 120 placement days that all ITE providers must offer. All ITE programmes are following a similar programme for these ITAPs:

- 4-5 areas of focus, identified and planned together with stakeholders on that programme, and sequenced in ways that are sensitive to the differing programme structures and partnership needs
- At least one day for every ITAP focus to be spent in school.
- Use of Mentor training (and ITTCo training on Secondary) to develop capacity to support effective implementation.
- Use of same model of implementation: introduce, analyse, prepare, enact and review.
- Use of booklets to capture intensive experiences, learning and reflections.
- Booklets to be stored in EPortfolios.
- Assessment Frameworks for each Curriculum Check-Point to be updated to embed ITAP outcomes.

On the Secondary ITE programme, the four ITAP areas of focus are:

- Observing Expert Colleagues
- Embedding Professional Behaviours within a School Context
- Being an Inclusive and Adaptive Teacher
- Assessing and Providing Feedback for Progress Over Time

On ITAP days, both at University and in school, Subject Leads, Mentors and ITTCos will need to demonstrate a high level of consistency in order to ensure all RPTs receive a similar quality of experience and access to the same meaningful outcomes. While school-based days on the ITAPs will involve the RPTs being off-timetable, there will be occasions when Mentors and RPTs can be pragmatic in adapting to the requirements. Examples include: where an ideal 'enactment' opportunity falls shortly after the ITAP day; where an RPT would really benefit from teaching a timetabled lesson that is unrelated to the ITAP; where the Mentor is part-time; or where a component of the ITAP has already been covered in detail because it was pressingly relevant at an earlier time.

13. Assignments

This information must be read in conjunction with the Assignment handbook and the Blackboard sites dedicated to the two assignments.

13.1 Overview

RPTs complete two Master's Level modules (EDMPRT and EDMPIP).

Details of the two assignments are given in a separate Assignment Guidance document and the separate Blackboard site. Both assignments are assessed at Master's Level (Level 7). Work submitted at Master's Level should show evidence of:

- a wide range of background reading and use of other pertinent sources of information
- empirical research (which RPTs may have undertaken themselves or which may have been undertaken by others and published) and analysis of first-hand experience
- a thorough understanding of the issues and concepts under discussion
- a well-structured, organised and clear argument
- good presentation and correct referencing, spelling, grammar and punctuation
- independence of thought

Detailed assessment criteria for the assignments are given in the Assignment Guidance document.

Institute of Education

Information on the formal requirements surrounding the submission of assignments can be found in the *Online Student Handbook*

(www.reading.ac.uk/internal/student/OnlineStudentHandbook/std-serv-osh-index.aspx).

The following sections are of particular importance:

- Penalties for late submission
- Extenuating circumstances
- Academic misconduct (especially plagiarism)
- References
- Re-examination

14. Programme evaluation

Continual evaluation throughout the year is vital to ensure that RPTs and their pupils in Partnership Schools continue to gain maximum benefit from their involvement with the programme. It is the responsibility of all those involved in delivering the programme, at the University and in schools, to respond to evaluations and ensure that the highest quality of provision is maintained.

14.1 Programme evaluation surveys

RPTs, Mentors and ITTCos will be asked to complete online evaluations of the programme at key points throughout the year. Results from these evaluations will inform the adaptation and development of the programme during the current year as well as for future years and are made available on Blackboard.

14.2 Professional Practice Reviews

Subject Tutors will carry out Professional Practice Reviews RPTs each term. The timing, format and focus for each Professional Practice Review can be seen in Section 10.4. The RPT can receive an additional school visit in the first term as well if the Subject Tutor feels there the Professional Practice Review identified sufficient cause to require an observation and reflective conversation with the Mentor and RPT. The purpose of these Professional Practice Reviews is to monitor the quality of the training that RPTs are receiving in school, to model the expected and possible mentoring conversations, and to moderate the assessments of the teaching that are being made by Mentors and ITTCos. It is important that the Tutor ensures that the RPT, Mentor and ITTCo are informed of the date and timing before the visit takes place. The format of each Professional Practice Review is detailed in [Section 9.4](#). They will also review paperwork and have a short discussion with both the RPT and the Mentor. Whenever possible, the Tutor needs to meet the ITTCo during the Professional Practice Review for a short discussion. The Tutor will complete a Professional Practice Review Report, a copy of which will be sent to the RPT, Mentor, ITTCo and Subject Leader (if not also the Tutor).

14.3 External Examiners

The University appoints External Examiners to assess and moderate the programme, coordinated by a Chief External Examiner. The role of the External Examiners is to ensure that assessments made by the University of Reading are consistent with those of other institutions and to monitor the quality of provision by the Partnership. Each External Examiner will visit a sample of approximately three RPTs across the range of attainment, across the different routes and across the different programmes. External Examiners may wish to observe lessons jointly with Tutors or with staff from school and may wish to observe feedback given to RPTs. They will also review paperwork and meet with groups of RPTs at the University. External Examiners sit on the examination board that considers whether each RPT has passed the programme, and they submit to the University a written report on their visit.

14.4 Quality Assurance

There are five main strands to quality assurance within the Secondary programme:

- Recruitment
- Curriculum

Institute of Education

- Placement selection
- Placement experience
- Assessment

Professional Practice Reviews carried out by Subject Tutors play a crucial part of the quality assurance of these five strands. During the year, Subject Tutors will carry out Professional Practice Reviews to meet with Mentors and ITTCos, and review provision by both the University and the School. The meeting aims to consider the extent to which each partner is fulfilling their responsibilities in accordance with The Partnership Agreements (Training and Recruitment). It also enables each partner to provide the other with feedback on their fulfilment of their role. This meeting plays an important part in monitoring the consistency of provision across the Partnership. A central part of this is a discussion of how ITTCos monitor consistency across their team of Mentors. For schools that work as part of a Lead Partner consortium, the meeting will address how the consistency of provision across the consortium is monitored. During the meeting the final part of the On-site Secondary Professional Practice Reviews Form will be completed, recording any points raised and actions agreed. Issues raised about partnership working will be followed up or monitored, as appropriate. The quality of provision across the Partnership is regularly monitored by the University. Should any problems be identified, the University will work with ITTCos to address them.

15. Finding a teaching post

15.1 Advice and guidance

The University Careers centre (<http://www.reading.ac.uk/careers/>) can offer advice on applications and interviews - this service is available free to all University of Reading students (including School Direct RPTs) while studying and for a further 12 months (i.e. until the July following graduation).

RPTs can drop into the Careers Centre which is based on the first floor of the Carrington Building on the Whiteknights campus for a short discussion with a Careers Adviser. We suggest it is best to phone 0118 378 8359 or e-mail careerscentre@reading.ac.uk to check availability. Email guidance: http://student.reading.ac.uk/essentials/careers_and_professional_development.aspx

Support for finding an ECT post is also given in Subject and school-based PS sessions. We also encourage RPTs to ask placement schools and Subject Tutors for help with this aspect. One of the roles of this course is to ensure local teacher supply, so schools are always happy to advise and will often offer practice interviews.

15.2 References

When RPTs apply for teaching positions their referees will typically be the ITTCo of one of their placement schools and their Tutor at the University of Reading. University references will be prepared by Tutors. On the application form, RPTs should write the name of their Subject Tutor and their email address. It is the University's policy to give references by letter rather than using forms provided by employers (which often do not recognise the circumstances of trainee teachers). School ITTCos typically write references in collaboration with the Subject Mentor.

15.3 Signing Contracts

The university cannot become involved with employment issues between RPTs and schools, even if the school is part of the University of Reading's Partnership. However, the university does strongly encourage RPTs to sign contracts only when they fully intend on upholding that contract. If there is a change in circumstances we strongly encourage RPTs to communicate the situation as soon as possible with the employing school, and to be honest and clear in their correspondence.

Institute of Education

15.4 Visiting Prospective Schools

When deciding whether to apply for vacant jobs, it is a relatively common practice for teachers to visit prospective employing schools. As this is not unusual teacher practice, the University of Reading supports RPTs who wish to do this. These visits must follow two criteria; they must:

- Not interfere with Professional Studies or Subject Method days on campus
- Be arranged outside of the RPTs' teaching timetable (e.g. such as an afternoon where the RPT has no lessons)

RPTs need to ensure their mentor, ITTCo and tutor are aware, and in cases where leaving the school site would be inappropriate or detrimental to the RPT's development, the RPT will have to arrange their visit out of school hours or virtually.

16. University Library

The library supports RPTs' learning by providing access to print and digital resources (including e-journals, e-books, multimedia resources and databases), and search facilities to help them find books, journals and other materials for their studies. If RPTs are new to Reading, take a look at our guide to getting started with the library: [Information for new students](#)

Teaching Practice Collection

The Teaching Practice Collection is located on the 3rd floor of the library. It contains recent children's fiction and non-fiction, a range of textbooks to GCSE level, music scores and multimedia items including scientific models and picture sets. All items are listed on the library catalogue.

Library Support

As well as a wide range of print and digital resources, the Library offers expert support for your studies from our Academic Liaison, Study Advice, and Maths Support teams.

Academic Liaison Librarians

The Academic Liaison Librarian is RPTs main point of contact with the library – there is one for every subject offered at Reading. They can help RPTs make effective use of the huge range of resources the Library has to offer in support of their studies by:

- **showing RPTs how to use information resources effectively** – Academic Liaison Librarians create [online Library guides for your subject](#) and provide group training sessions for their School/Department
- **providing individual help with research** – in-depth one to one help in finding information including: helping RPTs to identify the most relevant print and e-resources to use; guidance on developing effective search strategies; and advice on both referencing and reference management tools such as EndNote
- **showing RPTs how to save time** - by making the most of all library services.

Find out who the Academic Liaison Librarian is [here](#).

17. Learning Hub

The Learning Hub is a dedicated resource base for students and staff at the Institute of Education. It is home to a wide range of resources to aid teaching and lesson planning, including children's literature, teaching

Institute of Education

schemes, toys, puppets and posters, for loan and reference. The Learning Hub also provides the following services:

- Study space and printing facilities
- 1:1 and “Drop-in” sessions with the University Library’s Study Advice and Academic Liaison Librarians for Education (also available online via Teams and Collaborate)
- Technical Services area - Please note: the Technician is now based in L22 G02. To book a technical services appointment, please contact a.m.boucher@reading.ac.uk
- University Library Book Drop

For more information about opening hours, resources and services available at the Learning Hub please visit the [Learning Hub](#) web page.

The [Study](#) section in Essentials will also provide RPTs with more information about how to best make use of the Study facilities whilst at the University of Reading.

18. IT Services

Information about IT Services, including PC availability in the PC laboratories, is available on the IT Services website.

PCs are available at London Road, in the following locations:

- L14 G21 (Student Common Room).
- L33 G11 (when not required for teaching).
- L33 120 (when not required for teaching).
- Multi-function printers\scanners are available at London Road, in L14, L24 and L33.

In addition, there are subject-specific facilities and software for Music in L29 109 and for Art in L04 G02. These computers are for Subject use only, not for general use.

Please ensure that RPTs comply with the rules for the 'Acceptable Use of University Computers and Data Network': <http://www.reading.ac.uk/internal/its/its-rules.aspx>

Incidents and requests can be raised by:

- contacting extension 6262 internally or 0118 378 6262 externally
- emailing it@reading.ac.uk
- logging onto the self-service portal at: <https://uor.topdesk.net/>
-

Further information is available in the sections on the Library and IT Services in the Online Student Handbook.

19. Communication

Students should note that email is an important means of communication between staff and students. Students must use their official University email address, rather than a personal one, when communicating with the University for the following reasons:

- the University guarantees that your University of Reading email account will be available to you for the entire duration of your studies
- the University guarantees that suitable, supported email software will be available to you for the entire duration of your studies
- the University offers an email service to standards of availability, reliability, performance and security which it determines and which are under its own control
- email sent from non-University mail accounts may be classified as SPAM and hence not read

Institute of Education

If you have any questions for your Support Centre team, or for other teams outside of the Student Support Centres who can help with other issues, please use the 'Ask a Question' page on the RISIS portal. This has links to the Student Helpdesk and useful contacts. Logon to the RISIS portal (www.risisweb.reading.ac.uk) or [Me@Reading](#) Student portal. The Student Helpdesk is easy to use on PCs, laptops and mobile devices. It is quick to ask a question and you get an email when we respond with a link taking you straight to your question and our response. You have easy access to all the questions you have previously asked and our responses all in one place.

Useful links:

- Information is also provided electronically by logging on to the Blackboard Learn portal (www.bb.reading.ac.uk/), where students can find detailed information on modules and school specific information;
- logon to the RISIS web portal (www.risisweb.reading.ac.uk) where students can find personal information, make module choices, enrol, and the 'Ask a Question' page with links to the Student Helpdesk;
- logon to [Me@Reading](#) Student portal for information relevant to you, your programme and upcoming events (see section below);
- or view Essentials website pages for students (<http://student.reading.ac.uk/essentials>).

Teaching staff and RPTs are expected to check their University email account, Blackboard Learn portals and other electronic methods of communication regularly, and to respond to messages as appropriate.

RPTs are required to check their University email accounts regularly and we recommend checking daily during term time.

20. Accessing support and reporting an incident

#NeverOk

#NeverOk is a joint University of Reading and Reading Students' Union campaign.

We take a stand against negative behaviours, including: sexual misconduct and assault, hate crime, bullying and harassment, discrimination, and abuse.

You can report incidents involving any form of bullying, harassment or discrimination to the University at neverok@reading.ac.uk.

Once you have reported an incident, a member of the university Welfare team will be in touch to offer support and explain the process and what happens next.

Urgent assistance

If you find yourself in a situation where someone is being aggressive or threatening and require urgent assistance, you should call the University's Security team on 0118 378 7799 (or 0118 378 6300 in an emergency). Alternatively, if there is an imminent threat to someone's safety, call 999 as soon as possible.

Reporting an incident to the IoE

If you want a confidential conversation with a staff member who is not directly involved in your programme, contact the School Directors of Racial Equity and Justice, Kari Sahan: k.e.sahan@reading.ac.uk and Suzy Tutchell: s.tutchell@reading.ac.uk.

If you want to report an incident that happened while you were on placement, contact your Programme Director, Will Bailey-Watson: w.baileywatson@reading.ac.uk

If you want to report an incident that happened on campus or involving IoE students or staff, or on placement and you don't feel comfortable talking to your Programme Director, contact Head of School, Sarah Marston s.m.marston@reading.ac.uk.

If you would like to anonymously report an incident but do not want to speak to anyone, you can complete this form: [reporting form](#). The School Director of Racial Equity and Justice will receive this information and will use it to inform changes and improvements in our provision, facilities, support and staff and student training on antiracism. Note that you have the option to give your name and contact details on this form if you wish to.

Appendix 1: The primary responsibilities of a Subject Mentor are:

1. To support the RPTs in their implementation of the University of Reading's ITE curriculum.
2. To support the work of RPTs by providing them with a planned programme of structured tutorials of approximately one hour each week during school placements.
3. To introduce the RPTs to the ethos and working procedures of the department and its staff.
4. To arrange for RPTs to work with pupils across the Key Stages and attainment range.
5. To provide opportunities for the RPTs to work with other teachers and support staff in the department, where appropriate.
6. To co-ordinate the RPT's work with other members of staff in the department, ensuring consistency and monitoring feedback.
7. To provide regular oral and written feedback on each RPT's teaching. Written feedback should be given to the student at least three times a week.
8. To be involved in facilitating the RPT's work on subject-related issues and co-ordinating it with work undertaken in University-based Subject sessions.
9. To contribute to the monitoring and assessment of the students' progress against the ITE curriculum and, at the end of the course, against the Standards for the award of Qualified Teacher Status.
10. To attend the University-based training and watch resources from the Mentor curriculum, in order to share ideas, be updated on programme developments and build competence as a ITE mentor.
11. To engage with curriculum implementation initiatives supplied by the relevant Subject Leader throughout the year, such as the Mentor Conversations guide and Mentor Bulletins.
12. To meet with the RPT's Mentor on their other placement to discuss progress and targets.
13. To engage with the DfE's Core Content Framework and support the University's efforts to embed this within the wider curriculum.
14. To support the Quality Assurance monitoring procedures of the Programme and thereby strive for continual improvement in the quality of both school-based and centre-based training.
15. To check the RPT's EPortfolio regularly.

Appendix 2: The primary responsibilities of an ITT Co-ordinator are:

1. To prepare and implement a policy for ITE within the school.
2. To manage and support the team of Subject Mentors and form tutors, ensuring that they understand the demands of their role and facilitate the sharing of good practice by meeting with them at intervals to share good practice and monitor the progress of the RPTs across the whole school programme.
3. To support the RPTs in their implementation of the University of Reading's ITE curriculum.
4. To introduce the RPTs to the ethos and working procedures of the school and to key members of staff.
5. To provide training for RPTs on safeguarding and on the relevant school policies.
6. To prepare, and share with Mentors, a school-based PS programme and lead, with the help of specialist colleagues, a series of weekly seminars on how key issues affect and are dealt with in the school. ITTCos must designate 2 hours (or two periods) each week on all of their RPTs' timetables for Professional Studies. This will include seminars that contextualise and critique ITE curriculum content, and can include other forms of structured professional development and critical reflection.
7. To be involved in facilitating the RPTs' work on whole-school issues and connect these with the University-based Professional Studies programme.
8. To arrange for each RPT to be attached to a form group and work alongside an expert form tutor.
9. To observe each RPT at work with a subject group and give written feedback on the lesson.
10. To arrange for each RPT to spend at least one day in a feeder Primary school.
11. To monitor and contribute to the assessment of the RPTs' progress towards the Standards for the award of Qualified Teacher Status by monitoring the quality of the Scheduled Reports completed by Mentors, adding additional comments where appropriate and discussing the Reports with the RPTs.
12. To attend the University-based training sessions in order to share ideas and be updated on programme developments. A 'stand in' should be sent in cases of unavoidable absence (Schools are funded to release ITT Co-ordinators for 3 half-day Partnership Development and Training sessions each year.)
13. To support the Quality Assurance monitoring procedures of the PGCE Programme and thereby strive for continual improvement in the quality of both school-based and centre-based training.
14. To meet with Subject Tutors during Professional Practice Reviews.
15. To ensure that the school is represented at each of the relevant Subject Mentor Development and Training sessions throughout the year. (When the nominated Mentor is unable to attend, every effort should be made to send a representative in their place.)
16. To engage with the DfE's Core Content Framework and support the University's efforts to embed this within the wider curriculum.
17. To check the RPTs' EPortfolio regularly.

Appendix 3: The REVIEW process for giving feedback

Stages		Comments	Sample Statements/Questions
R	Reassure and Re-integrate	<i>Reassure without letting RPT know your thoughts; even if they know you thought some teaching was effective, they still have to work out what!</i>	Thank you. There was some really effective work there...
E	Establish focus on objectives	<i>Personal goals may be relevant at the start of the programme; as teacher grows, focus must fall on pupil learning</i>	What did you want to achieve yourself? What was your personal goal? What did you want the group to learn?
V	Visit through questions	<i>Get RPT to think about importance of lesson plan to success or otherwise of lesson</i> <i>Link questions to specific Q Standards, particularly those that were a focus of the lesson and part of the RPT's targets</i> <i>OR depending on the RPT a much more open-ended approach can be used, and they can set the agenda</i> <i>Note strength of answers - assessment</i>	In trying to achieve your outcomes how helpful was your lesson plan? What went well with regard to...? What else went well? What about... how did that go? If you had the opportunity to do it again, what would you do differently? What didn't go to plan? What were you less happy about?
I	Input – your own contribution	If the RPT has run out of ideas (frustrated at questioning) move to more direct 'leading' (telling)	Questioning What about ...? What else ...? How else ...? How could that have been achieved?
E	Emphasise and summarise key points raised		Lots of useful points there – Let me try to summarise them for you... (briefly pick out the key issues)
W	"What have you learnt?" "What will you now do?"		Ask the RPT the questions and try to nail precisely what they will do with what they have learnt to take them forward in the next lesson.

Source: England RFU coaching, with additional material from University of Reading

Appendix 4: Weekly Reflection on Progress (WROP) and record of Mentor meeting (sample)

Name	Mentor	Date	
Reflection on progress this week and record of topics discussed at Mentor meeting <i>* Sections to be completed prior to the Mentor meeting by the RPT. Other sections to be completed during the Mentor meeting. All WROPs must be uploaded to the EPortfolio to demonstrate progress against the curriculum.</i>			
Target from previous week*:	Progress this week on target (How do you know? What is your evidence?)*:	New target (or target carried over) discussed in the Mentor meeting:	Strategies to meet target (to be discussed with your mentor):
1.			
2.			
What have you reflected on this week as a developing teaching of your subject? *			
What have you learnt in Professional Studies this week? (Either at school or University) Why is this valuable? How will you try to implement this in your practice? **			

Record of topics discussed at Mentor meeting (bullet points):

To be completed or approved by the Mentor:				
Is the RPT engaging appropriately with the University and school expectations at this stage?	Yes		No	
If no, has the University Tutor been contacted to offer support?	Yes		No	

The purpose of this is to log teaching experiences with post-16 students. It may be an observation, working with a small group, a microteach, a collaborative or team-teaching lesson or it may be that you teach the lesson or part of the lesson alone. The lesson may be timetabled, or it may be an extra session for revision or exam preparation. Observing and supporting assessment activities can be included plus hours spent assessing and marking work (with the support of a class teacher or following support from a class teacher).

All RPTs must gain at least 20-25 hours of experience of post-16 teaching, including activities outlined above, during which time they must demonstrate competence in their own post-16 teaching.

[illegible]

Appendix 6: Lesson Feedback

University of Reading: Secondary Initial Teacher Education Partnership	
RPT:	Observer:
Date:	Class/group:
Professional development focus for this lesson/sequence of lessons:	
How has the RPT addressed their development focus?	

Observation notes <i>(Please use the space below to make notes on the lesson – if you provide analysis/comments within a commentary, please highlight these for the RPT's ease and benefit)</i>

Observer Reflections on the RPT's Lesson		
What support was received by RPT in planning this lesson and how effectively have they worked with colleagues in planning, teaching and responding to feedback?	Department lesson	
	Adapted department lesson	
	Non-department lesson	
What are the strengths (and/or areas that have been improved) from previous observations? (Where possible try to give subject-specific feedback and identify where the RPT has appropriately engaged with their ITE curriculum for this stage of the course):		
Professional Behaviours and Teacher Wellbeing (CCF 8)		
High Expectations and Managing Behaviour (CCF 1&7)		
Subject and Curriculum Knowledge (CCF 3)		
Planning, Teaching and Adaptive Practice (CCF 4&5)		
Progress, Outcomes and Assessment (CCF 2&6)		
What target(s) would you like to see the RPT act on in future teaching? (Where possible try to give subject-specific feedback and where appropriate include specific strategies that might address the target(s))		

Lesson Observation Feedback Guidance for Observers – devised by the University of Reading’s Lead Mentors

An observation should typically follow the format below:

1. Prior to the observation: ensure that you and the RPT have identified an appropriate professional development focus and that the RPT has shared their lesson plan with you.
2. During the observation: write down what happens when in the ‘observation notes’ section. It may be useful to annotate their lesson plan in relation to their identified focus and impact on children’s learning. Consider your use of evaluative language in this section – all observers must identify aspects of effective and well-intentioned practice and record in the ‘strengths’ section, connected to the curriculum strands.
3. During the observation: try to record constructive comments as questions that might prompt reflection (e.g. ‘what conditions would have allowed the pupils to focus on the activity?’, ‘how far did the starter achieve the intended aim?’, ‘how might the instructions for the first activity be restructured to ensure all pupils understood?’)
4. After the observation: if time allows, ask the RPT to reflect privately on the lesson. One effective method is to give them time to annotate their copy of the lesson plan before your discussion.
5. Begin the post-lesson discussion with a question such as ‘What did you want the children to learn?’ Discuss the RPT’s reflections, contributing your own where appropriate (see further guidance for structuring lesson observation feedback conversations in the Mentor Handbook). Agree developmental targets and suggest some strategies that they can use to address them.
6. After the discussion: check that the RPT has saved a copy of this completed form.

Appendix 7: Internal moderation form

PGCE Secondary Internal Moderation Visit 2024-25

RPT:	
Subject:	
School:	
Visit date:	
Class seen/Details of enrichment placement:	
Internal Moderator	

Overview of RPT's year
Attainment in relation to the curriculum (including assessment against Standards, evidence of Fundamental Skills and coverage of the CCF)
Quality Assurance of Training
Observations on consistency across subjects

Please return to pgcsecondary@reading.ac.uk, the relevant Subject Leader and Programme Director after the visit.

Appendix 8: Additional Support Form

University of Reading Secondary ITE Partnership Additional Support Form

This form should be used to document additional support required by a Reading Partnership Teacher (RPT) in order for them to sufficiently demonstrate their engagement with, and fulfilment of, the curriculum expectations. An RPT, mentor, ITTCO or Subject Tutor could initiate an Additional Support process but once it has been initiated, this **form must be completed and shared with all four of these people within two working days**. The review date must allow time for support to be given and RPTs to reflect on their practice, but must be reviewed within three weeks of the Additional Support being agreed. If the RPT does not respond positively to this Additional Support, then the *Cause for Concern* form should be used.

RPT Name:	
School:	

Please comment below on which aspects of school-based work require additional help and support. There are three boxes but **these do not all need to be filled**.

Context (i.e. who has requested this Additional Form, what support/opportunities has the RPT had so far)			
Area of curriculum where RPT requires additional support (<i>refer to specific parts of the UoR Assessment Framework</i>)	Target/Expected outcome:	Support to be provided and by whom:	Review date and comment:
Signatures:			
Mentor:			Date form completed:
Reading Partnership Teacher:			
Subject Tutor:			

This form should be agreed by the RPT, Mentor and Subject Tutor. A copy should be kept in the RPT's EPortfolio and a copy sent to the Administration Team for the RPT's file.

Appendix 9: Cause for Concern Form

University of Reading Secondary ITE Partnership Cause for Concern Form

This form will be used to signal that, without substantial improvement in the RPT's work or professional conduct, they are not engaging with our curriculum to the extent that they will be **at risk of failing** the course and are not on course to achieve QTS.

The form may be activated by a Mentor, Tutor, ITTCO or the RPT in order to highlight a concern and document what needs to be done to help the RPT meet the expected level for that stage in the programme. It may be necessary to activate this form even if *the Additional Support Form* has not been completed. This **form must be completed and shared with all four of these people within two working days of the Cause for Concern process being initiated**. The review date must allow time for support to be given and RPTs to reflect on their practice, but must be reviewed within three weeks of the Additional Support being agreed.

RPT's Name:	
School:	

Please comment below on which aspects of school-based work require additional attention if the RPT is to demonstrate they are engaging with and enacting the curriculum to a sufficient standard. There are three boxes outlining needed support but **these do not all need to be filled**.

Issue of Concern:	Related to which area of the curriculum:

Context			
Area of curriculum where RPT requires additional support (<i>refer to specific parts of the UoR Assessment Framework</i>)	Target/Expected outcome:	Support to be provided and by whom:	Review date and comment:
Signatures:			
Mentor:			Date form completed:
Reading Partnership Teacher:			
Subject Tutor:			

This form should be agreed by the RPT, Mentor and Subject Tutor. A copy should be kept in the RPT's *EPortfolio* and a copy sent to the Administration Team for the RPT's file.

Appendix 10: EPortfolio contents 2024-25

ADMIN

RPT Profile

1. Personal information & contact details
2. DBS confirmation letter
3. Opening position statement
4. Subject knowledge audit (if required by the Subject Leader)
5. Evidence of school-based CPD (including safeguarding, GDPR, Health & Safety)
6. Register of attendance
7. Post-16 Tracker
8. Teacher Reference Number (released later in the academic year)

Placement Profile

9. Placement school profile
10. Timetables
11. Professional Studies school timetables
12. Additional support forms/Cause for Concern (where relevant)

TEACHING

1. Taught lessons (to include all lesson plans and all lesson feedback forms side by side)

RPTS or Subject Leaders may choose to create folders to upload:

- Record of work with tutor groups and feedback forms
- Additional placements/experiences
- Lesson resources
- Medium term sequence plans
- Academic reading log

REFLECTIONS

1. All copies of Weekly Reflection on Progress (WROPs)
2. Best Evidence Guide (BEG)
3. All Professional Practice Review forms

RPTS or Subject Leaders may choose to create folders to upload:

- Lesson observations of colleagues
- Copies of Reports 1, 2 and 3
- Assignment feedback
- Positive emails from pupils and colleagues
- Any effective teaching plans, feedback and resources in the Guided Implementation and Independent Stages that isn't from the case study classes.

ITAPS

1. Completed workbook on Observing Expert Colleagues
2. Completed workbook on Embedding Professional Behaviours within a School Context
3. Completed workbook on Being an Inclusive and Adaptive Teacher
4. Completed workbook on Assessing and Providing Feedback for Progress Over Time

COMMUNITY PARTICIPANT

1. Any examples of involvement in activities that positively contribute to the University, department, school or wider subject community

Please note, there will be some variations according to specific subject needs.

All numbered points are mandatory and their completion is part of our curriculum expectations.

Appendix 11: Opening Position Statement

Preliminary Subject Knowledge Audit and Opening Position Statement

In order to meet the Teachers' Standards at the end of the year, you must provide evidence of a sound subject knowledge and understanding. This audit will help us to consider the grounding you have and allow you to record what you have already achieved in terms of Subject Knowledge.

Part 1: At the start of the course, write a brief summary of your current Subject Knowledge.

This might include a brief list of relevant A level subjects (or equivalent), relevant courses attended or areas covered in your degree/s, professional or voluntary work you have undertaken that relates to teaching your subject and any additional information that you feel demonstrates knowledge and experience that will inform your development as a teacher of your subject.

Part 2: Opening Position Statement

This helps us to find out a little more about you before the course starts.

Your Opening Position Statement may take the form of a series of brief paragraphs or, if you prefer, a number of bullet points addressing the following questions:

1. What knowledge and expertise am I bringing with me to the PGCE course that will be relevant to teaching?
2. What opportunities do I expect there to be on the course for me to enhance my existing knowledge and expertise?
3. What personal qualities do I already have that will help me in the PGCE year?
4. What areas of subject knowledge do I feel I need to develop through the year in order to prepare me for a career in teaching?
5. What personal targets do I intend to set myself for the year to come?
6. What are my current expectations of, attitudes towards and feelings about the forthcoming year?
7. What actions have I already taken to prepare myself for the year? (This should include work you have done towards any pre-course targets)

Appendix 12: Biographical Information Sheet

You should complete this sheet at the start of the course. A copy of it should be given to your ITTCO and your Mentor at the start of each of your school placements.

Title: _____ Name: _____

Subject: _____

A levels & grades:		
First degree:		
Year of graduation:	Degree class:	Higher degree:

Contact address:	Contact telephone:
	Contact mobile:
	Contact email:
	Car registration (if using car on school site):
	Teacher Reference Number (add this later in the year):
Emergency name and contact address:	Emergency telephone:
	Emergency mobile:
Any special educational needs or disability that your school needs to be aware of:	Any medical conditions that your school needs to be aware of (e.g. diabetes):
Any allergies that your school needs to be aware of:	Religious faith (this is optional but will help school identify days of religious observance):

What specific expertise do you have in your subject?
What additional useful skills/knowledge/experiences do you possess? (Previous work experience, extra-curricular, clubs/societies, LSA, IT etc.)

Trainee: _____ **Observer:** _____ **Tutor Group:** _____ **Date:** _____

General administrative duties of the tutor and tutor time routines: <ul style="list-style-type: none"> • Please tick if fulfilled • Please cross if the opportunity arose but was not taken • Please leave blank if not applicable to the session 	
Uniform issues dealt with	
Equipment issues dealt with	
Homework diary issues dealt with	
Register taken	
Punctuality issues dealt with	
Other administrative duties undertaken efficiently e.g. giving out notices/taking notes in etc	

Please provide a summary of the tutor session and the relationship between the RPT and individual students/the group:	
STRENGTHS	AREAS FOR DEVELOPMENT

Actions that would help the trainee work towards achieving these targets:

Appendix 14: Authorised Absence Form

University of Reading Secondary ITE Partnership

Application for Authorised Absence Form

If you know in advance that you may be absent from school or for a University session, then you must complete this application for authorised absence.

RPT Name:	
Subject Leader:	
Professional Studies Tutor:	
Placement School:	
Proposed Date(s) of Absence:	
I wish to be absent from (delete as applicable):	Subject /Professional Studies/School

Reason for proposed absence (before completing please refer to the guidance on acceptable and unacceptable reasons for absence in the *PGT Handbook which can be found on Blackboard*.

For absence from University sessions

Please outline below the work you will undertake in order to make up the missed session and when this will be completed:

Name and signature (and comment if appropriate) of Subject Leader or Professional Studies Tutor (as appropriate to the session to be missed) authorising the absence:

Name _____ Signature _____

For absence from school

Please note that you will be required to undertake additional days in school to make up for days that you have been absent if absence is not linked due to the primary visit or an interview. You should consult your Subject Mentor and ensure that all teachers with whom you would be working on the day of your absence are informed and that you set appropriate work for any classes that you would have been teaching.

Name and signature (and comment if appropriate) of ITTCO authorising the absence:

Name _____ Signature _____

RPT Signature _____ Date _____

The completed form should be submitted to your mentor and Subject Leader (and tutor if not your Subject Leader).

Appendix 15: Unauthorised Absence Form

University of Reading Secondary ITE Partnership

Unauthorised Absence Form

If, for any unforeseen reason, you have been unable to attend school or a University session then you must complete this form to record your absence.

RPT Name:	
Date/s of Absence:	

Reason for absence:	
For medical absences of 7 consecutive days or more please tick to confirm a medical certificate has been attached to this form.	

For absence from University sessions
Please outline below the work you will undertake in order to make up the missed session and when this will be completed:

RPT Name _____ Date _____

The completed form should be submitted to your Mentor and Subject Leader (and tutor if not your Subject Leader).

Appendix 16: School Attendance Sheet

Your school Mentor or ITTCo must sign the register at the end of each week.

Autumn Term 2024: Attendance (47 available days in school)

Week	Date	Mon	Tues	Weds	Thurs	Fri	Signed (Mentor)
0	26.08.24						
1	02.09.24						
2	09.09.24						
3	16.09.24						
4	23.09.24						
5	30.09.24						
6	07.10.24						
7	14.10.24						
8	21.10.24						
9	28.10.24						
10	04.11.24						
11	11.11.24						
12	18.11.24						
13	25.11.24						
14	02.12.24						
15	09.12.24						

Spring Term 2025: Attendance (49 available days in school)

Week	Date	Mon	Tues	Weds	Thurs	Fri	Signed (Mentor)
18	31.01.25						
19	06.01.25						
20	13.01.25						
21	20.01.25						
22	27.01.25						
23	03.02.25						
24	10.02.25						
25	17.02.25						
26	24.02.25						
27	03.03.25						
28	10.03.25						
29	17.03.25						
30	24.03.25						

Summer Term 2025: Attendance (37 available days in school)

Week	Date	Mon	Tues	Weds	Thurs	Fri	Signed (Mentor)
34	21.04.25						
35	28.04.25						
36	05.05.25						
37	12.05.25						
38	19.05.25						

39	26.05.25						
40	02.06.25						
41	09.06.25						
42	16.06.25						
43	23.06.25						

Appendix 17: Professional Practice Review Forms

Shared Teaching Module: Professional Practice Review Form

(when your tutor sends you the completed document, please save in your EPortfolio)

Professional Practice Review Details			
RPT Name:		School Name:	
Mentor Name:		Date of Meeting:	
Tutor Name:		Class observed:	
Professional Practice Review Checklist and Evidence			
Shared Teaching Placement discussion with Tutor and RPT			
Attendance records up to date		Suitable amount of lesson involvement/lessons taught	
Lesson plans and evaluations complete		RPT can discuss examples of them demonstrating Fundamental Skills	
Formative written targets set following observations		Awareness and implementation of the Core Content Framework	
Post-16 teaching		Discussion of Curriculum Check-Point Audit	
Key actions or support/opportunities needed to meet curriculum expectations before the Report is written:			
Organisation of EPortfolio with screenshot of WRoPs, plans and feedback			
Feedback or actions concerning the EPortfolio:			
Shared Lesson Planning with Tutor, Mentor and RPT			
RPT well prepared for collaborative planning:		RPT can articulate how the ITE curriculum influenced this lesson outline/discussion:	
Subject knowledge (comment optional)		University subject session content	
Lesson outline (comment optional)		Professional Studies	
		Core Content Framework	
RPT and Mentor led shared-planning conversation		RPT presented a structured section	
RPT sought appropriate support and guidance from mentor/tutor		RPT was responsive to feedback	
Tutor/mentor/RPT discuss and agree next steps for the lesson		RPT aware of time frame for updates and reflective WRoP following lesson	
Space for tutor notes during the discussion:			

Mentoring support			
Weekly Mentor meetings		Next steps in progress discussed	
WROPs completed		RPT timetable appropriate	
Appropriate targets on lesson feedback and WROPs		Mentor understands next stage of course	
Mentor attended University Mentor meeting and watched Mentor training video		Feedback and WROP uploaded to EPortfolio after the lesson	
School Checklist			
Timetabled school PS (2 hours)		Tutor satisfied school PS programme follows university guidance	
ITTCO has arranged tutor group for RPT		Lesson observation by ITTCO	
Form tutor has given written feedback to RPT		Discussion of feedback from ITTCO's observation	
Type of tutor group		Report discussed with RPT by Mentor and/or ITTCO	
Detailed notes on what the RPT has learnt about the pastoral roles and responsibilities of being a teacher during this term:			
Conclusion			
Are the tutor and mentor satisfied that the RPT has appropriately engaged with the ITE curriculum so far:	Yes		No
If no, what formative action has been agreed (such as a follow-up f2f visit, Additional Support, specified targets to cover in WROP, etc)?			

Brief summary of feedback (if not covered in previous sections)

Guided Teaching Module: Professional Practice Review Form

(when your tutor sends you the completed document, please save in your EPortfolio)

Professional Practice Review Details			
RPT Name:		School Name:	
Mentor Name:		Date of Meeting:	
Tutor Name:		Class observed:	
Shared Teaching Placement discussion with Tutor and RPT			
Attendance records up to date		Suitable number of lessons taught (40%)	
Lesson plans complete		Lesson evaluations complete	
Formative written targets set following observations		Examples of continued implementation of the Core Content Framework	
Post 16 teaching experience and tracker up-to-date		RPT can discuss examples of their Fundamental Skills on Placement B	
Discussion of Curriculum Check-Point Audit (recognising it is still early in the module)			
Key actions or support/opportunities needed to meet curriculum expectations before the final Report 2 is written:			
Organisation of EPortfolio with WRoPs, plans and feedback			
Feedback or actions concerning the EPortfolio:			

Mentoring support			
WRoPs completed before mentor meetings		Weekly Mentor meetings (one hour)	
Appropriate targets on lesson feedback and WRoPs		Examples of how mentor targets have been applied in practice	
Has discussed Provisional Report 2 and targets for Final Report 2 with mentor?		Joint mentor visit has taken place	
Key actions or agreed outcomes from the joint mentor visit (if already conducted):			

School Checklist				
Has school-based PS been every week?		PS programme has included range of sessions looking at Core Content Framework in a second school context		
Has school-based PS lasted 2 hours?		Type of tutor group		
Lesson observation by ITTCO		Form tutor has given written feedback to RPT		
Has discussed Provisional Report 2 and targets for Final Report 2 with ITTCO?		Further comments about school support:		
Detailed notes on what the RPT has learnt about the pastoral roles and responsibilities of being a teacher during this term:				
Conclusion				
Are the tutor and mentor satisfied that the RPT has appropriately engaged with the ITE curriculum so far:	Yes		No	
If no, what formative action has been agreed (such as a follow-up f2f visit, Additional Support, specified targets to cover in WRoP, etc)?				
Brief summary of feedback				

Independent Teaching Module: Professional Practice Review Form

(when your tutor sends you the completed document, please save in your EPortfolio)

Professional Practice Review Details			
RPT Name:		School Name:	
Mentor Name:		Date of Meeting:	
Tutor Name:		Class observed:	
Independent Teaching Placement discussion with Tutor and RPT			
The attendance record is up-to-date		The RPT has had sufficient post-16 teaching and experience	
The Best Evidence Guide was completed and received in advance of Tripartite visit. The evidence selected was appropriate.			
During the Tripartite visit, the RPT is able to talk through specific examples of practice highlighted in the Best Evidence Guide.			
During the Tripartite visit, the RPT's reflections on their placement and progress show they have covered knowledge and had experiences stipulated in the Core Content Framework.			
Targets for the rest of the programme have been discussed and agreed.			

Mentoring support			
WROPs completed before mentor meetings		Weekly Mentor meetings (one hour)	
Appropriate targets on lesson feedback and WROPs		Examples of how mentor targets have been applied in practice	
Mentor involved in discussion about remainder of course, including Enrichment		Mentor involved in lesson feedback discussion after the Tripartite Visit observation	

School Checklist			
School-based PS has been every week		PS programme has included range of sessions looking at Core Content Framework	
Primary school visit arranged and conducted		Type of tutor group	
Lesson observation by ITTCO		Form tutor has given written feedback to RPT	
ITTCO met with Tutor during the Tripartite visit		Further comments about school support:	
Detailed notes on what the RPT has learnt about the pastoral roles and responsibilities of being a teacher during this term:			
Conclusion			
Has the RPT provided evidence that they are on track to meet all of the Teachers' Standards by the end of this placement?			
If not, has there been a discussion of clear targets, actions and support to ensure that the Teachers' Standards are met by the end of this placement?			

Comments and targets for the remainder of the placement from the Tripartite meeting.

Early Career Teacher (ECT) Targets as agreed by Mentor, Tutor and RPT (Link to relevant Teachers' Standard where appropriate)

Appendix 18: The University of Reading secondary ITE model of how we are developing 'Curriculum Thinking', using History as an example (Harris, 2019)

The thinking behind this curriculum model is the result of a number of studies conducted in the area of history education (see below). These generally highlight that teachers think carefully about and adopt a range of engaging pedagogic approaches to the teaching of history. Yet they also show that many teachers are less able to articulate the rationale behind the study of their subject and in particular how this affects content selection.

Harris, R. & Haydn, T. (2006). Pupils' enjoyment of history: what lessons can teachers learn from their pupils?, *Curriculum Journal*, 17: 4, 315 — 333

Haydn, T. & Harris, R. (2010). Pupil perspectives on the purposes and benefits of studying history in high school: a view from the UK, *Journal of Curriculum Studies*, 42: 2, 241 — 261

Harris, R. & Reynolds, R. (2014). The history curriculum and its personal connection to students from minority ethnic backgrounds, *Journal of Curriculum Studies*, 46:4, 464-486

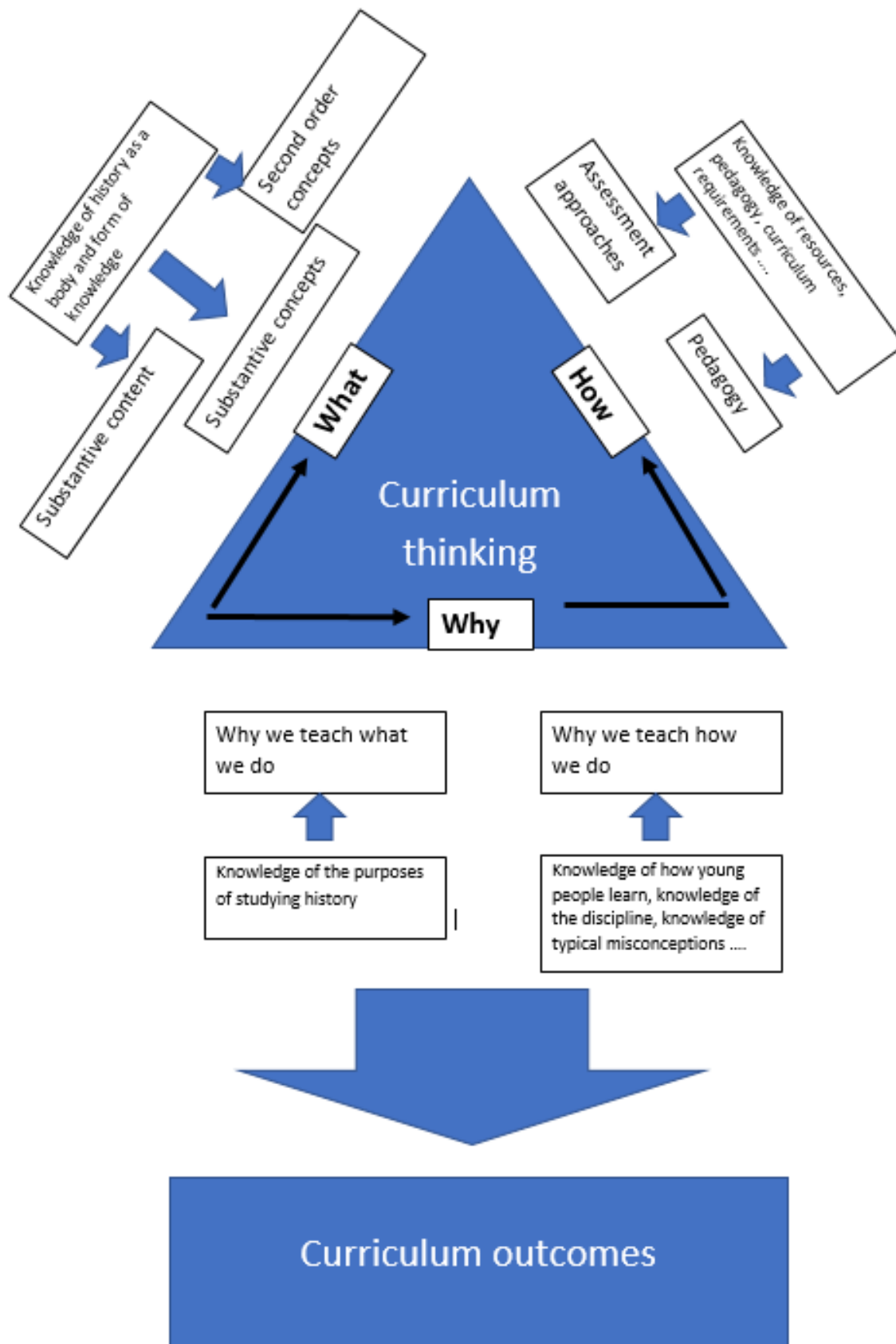
Harris, R. & Burn, K. (2016). English history teachers' views on what substantive content young people should be taught, *Journal of Curriculum Studies*, 48:4, 518-546

Harris, R. & Reynolds, R. (2018). Exploring teachers' curriculum decision making: insights from history education, *Oxford Review of Education*, 44:2, 139-155

Harris, R. & Graham, S. (2019). Engaging with curriculum reform: insights from English history teachers' willingness to support curriculum change, *Journal of Curriculum Studies*, 51:1, 43-61

Collectively these papers, plus some of the additional data surrounding these studies, highlight the fact that the selection of specific content is often taken as a 'given', and has, in many ways, become 'ossified', especially at Key Stage 3. Little consideration is given to the overall 'big picture' being created through content selection – what 'framework of knowledge' should young people develop? In addition, there can be a mis-match between the rationale for studying the subject and the specific content covered in the curriculum. Although the focus of these studies has been on history education, feedback from colleagues identifies similar issues in other areas of the curriculum.

Ideally teachers should have a clearly communicated philosophy for the study of their subject, which critically informs their curriculum decision-making. Teachers should be able to explain why the specific topics they teach are worthy of study and have a meaningful connection to the lives of the young people they teach.



Appendix 19: Principles of Planning

In response to the recent DfE (2019) workload review guidance, the secondary programme has adopted the following principles of planning for the partnership:

- RPTs should be taught how to plan for learning, both for individual lessons and lesson sequences. The teaching of planning should be explicitly structured.
- Mentors should be co-planners as well as observers and assessors.
- RPTs should have access to departmental resources and schemes of work from the beginning of their placements. They should be able to use and adapt these resources, but also be taught to critique them and reflect on their impact on pupil learning.
- Planning should be *shared* during the Shared Implementation stage until Report 1, then move to *guided* until report 2 and finally *independent* until the end of the course. This is in line with our module specifications.
- There is no rule regarding when RPTs must submit their plans to classroom teachers. This is for Mentors and RPTs to decide. In the past some departments have set a policy of all lesson plans being submitted 48 hours in advance: we strongly discourage this practice as it creates an extra level of pressure for RPTs and teachers rarely have capacity to give feedback sufficiently promptly in order for the RPT to make substantive changes without it causing undue stress. We encourage the mentor meeting being used to agree key aspects of upcoming planning and, if mentors want to scrutinise plans before lessons, choose targeted classes for RPTs to submit plans 48 hours in advance.
- In order to address workload burden and reflect the changing purpose of lesson planning pro-formas as RPTs become more experienced and knowledgeable, the expectations of completing planning pro-formas changes:

Shared Implementation stage	RPTs complete a full lesson planning pro-forma designed by their Subject Lead for every lesson. When teaching parts of lessons, RPTs still must follow this process.
Guided Implementation stage	RPTs can: <ul style="list-style-type: none"> - Plan using a medium-term plan designed by their Subject Lead to cover every lesson. - Plan using a simplified 'non-negotiables' lesson pro-forma designed by their Subject Lead. Whether RPTs choose to use the medium-term plan or the simplified lesson pro-forma, all RPTs must complete a full lesson planning pro-forma for 1 in 3 lessons.
Independent Implementation stage	RPTs can: <ul style="list-style-type: none"> - Plan using a medium-term plan designed by their Subject Lead to cover every lesson. - Plan using a simplified 'non-negotiables' lesson pro-forma designed by their Subject Lead. Whether RPTs choose to use the medium-term plan or the simplified lesson pro-forma, all RPTs must complete a full lesson planning pro-forma for 1 in 5 lessons.

- Different subjects will have slightly different pro-formas but throughout the year, all lesson plans will include sections on the what, the how and the why of planning, teaching, adaptive practice and assessment. RPTs may experience slight variations based on the nature and demands of different subjects (e.g. when RPTs see classes more regularly they may move to medium-term plans earlier) and the needs of individual RPTs (e.g. if an RPT is struggling to identify opportunities for formative assessment or coherent transitions, they may need longer on the full lesson plans). This variation is normal and RPTs should respond to the direction of their Subject Leader.
- If an RPT has a strong rationale for struggling to thrive using the lesson planning pro-forma, they can negotiate a 'planning licence' with their subject tutor. This allows for an agreed adjustment to expectations which must then be implemented consistently and the agreement shared with Subject Leader, mentor and ITTCO.
- All lessons will be self-evaluated, but this may change to one a day for the Independent Implementation stage (from Report 2 and for the final teaching module when RPTs are moving to 'ECT-ready'). Lesson self-evaluations may also move from written to a tickbox format or an annotated RAG approach as the number of lessons taught increases.
- University Subject Leaders should establish a resource sharing area for RPTs.
- Our Curriculum Thinking model of 'Why? What? How?' (Appendix 18, Manual of Guidance) should be explicit in the planning format.
- RPTs should collate their plans and evidence of analysis of planning in their teaching files which can be e-teaching files in order to link to their EPortfolio.

Appendix 20 : Guide for mentors drawing up RPT timetables

Lessons per week in your school timetable													
15				20			25			30			
Teaching involvement		Teaching involvement	Other activities	PPA	Teaching involvement	Other activities	PPA	Teaching involvement	Other activities	PPA	Teaching involvement	Other activities	PPA
	33%	5	5	5	6	7	7	8	8	9	10	10	10
	40%	6	4	5	8	6	6	10	7	8	12	9	7
	50%	7	4	4	10	5	5	12	6	7	15	7	8
	72%	11	2	2	14	3	3	18	3	4	21	4	5

- Please use this guide in conjunction with the teaching involvement requirements detailed in the MoG.
- It is recommended that mentors design a timetable for the full 5 days, even when RPTs are only in school for 3 and then 4 days, and then release the days as the RPT's involvement in school increases. Please attempt to spread lesson evenly across the week, rather than clustering them at either end of the week.
- Please remember that the teaching involvement percentages can be found on the calendar and importantly they refer to the total amount of lessons in your school's timetable. They do **not** refer to the total amount of lessons that a member of staff may teach on their own timetable.

Appendix 21: Reading Student Charter

Staff and students at the University of Reading, have worked together to develop this charter that clearly sets out what we all expect of each other. It recognises the importance of an effective partnership commitment, in which the University and its staff have professional obligations but where students are also responsible for themselves as learners and as individuals.

Students expect the University

- to provide an excellent and varied learning experience
- to deliver degrees with relevant content informed by the latest research
- to provide access to learning resources and facilities that allow you to excel
- to offer opportunities to gain knowledge and skills useful for life beyond University
- to support students' professional development and access to career information, advice and guidance
- to provide a broad range of social, cultural, sporting and co-curricular activities
- to facilitate opportunities to express views which are considered and responded to.

Students expect staff

- to teach in an engaging and varied manner that inspires learning
- to give timely and constructive feedback on work
- to provide effective pastoral and learning support when needed
- to respond, communicate and consult in a timely and effective manner
- to recognize the student body to be a diverse collection of adults who are partners with an equally important voice in their learning.

The University expects students

- to work hard at their studies and to be active partners in shaping their experience of HE
- to seek out opportunities to enhance their understanding and to develop practical and intellectual skills
- to take advantage of the wealth of activities (social and developmental) provided by the University and the Students Union
- to be aware that their conduct affects other students and reflects on the University, and to act accordingly
- to provide constructive feedback on their time at Reading through the Students Union and directly to the University.

Staff expect students

- to be pro-active in managing their learning and in seeking help when needed
- to be enquiring in their thinking
- to manage their time to fulfil academic and other commitments
- to engage fully with all academic commitments
- to conduct themselves and to engage in their studies with honesty
- to keep appointments and to communicate with staff in a timely and courteous manner
- to take ownership of their own health and well-being.

We all expect each other

- to treat one another with respect, tolerance and courtesy, regardless of identity, background or belief, both in person and online
- to show responsible stewardship of the University environment, facilities and resources
- to challenge one another intellectually and to contribute to the advancement of knowledge
- to work fairly and effectively with one another both inside and outside the academic context
- to be accountable for our actions and conduct

Institute of Education

- to recognize and value positive contributions from others.

Appendix 22: ECT Transition Form

Name:

Dear Induction Mentor,

The following Transition Form outlines the strengths that have been identified during my Initial Teacher Training and my targets to take into my ECT induction. These targets were devised during my final Tutor visit, refined in my final Mentor report, and have been approved by my University Subject Leader. It also provides details of the settings I am transitioning between and the impact this may have on my training needs.

Overview of training. Please include name and address of school.

Placement A school	
Placement B school	
Employing school name and address	

Employment

My employing school differs from my Placement schools in the following ways: (I have thought about: size; type; ethos; catchment area; curriculum and planning; Ofsted grade; behaviour; SEND; EAL; support staff; and community needs)

Outcomes of initial teacher education

Strengths:	Teachers' Standards:
Targets for development:	Teachers' Standards:
Areas of exceptional practice or contribution:	Teachers' Standards:

Support I would like in the first year of induction (consider your employing school and Early Career Mentor, Local Authority / Approved Body, University of Reading)	
Student's address:	Student's E-mail:
Signed (with date):	

Please note, we will send this document to your employing school prior to September; by completing it you are giving your consent for it to be shared. This ensures that you receive appropriate induction support.

This form must be saved as 'ECT Transition Form_YOURNAME' and emailed to your Subject Leader by Friday 27th June.

Appendix 23: Quality Assurance

Recruitment	Curriculum	Placement Selection	Placement Experience	Assessment
<p>Admissions Team overseeing Safeguarding and recruitment support</p> <p>Recruitment Pack provided to all Lead Partners. Consistent paperwork and processes.</p> <p>Lead Partner Recruitment Meeting prior to recruitment</p> <p>University to sign-off any adaptations in practice, deviating from the Recruitment Pack.</p> <p>Steering to discuss on-going best practice (October, March, June).</p> <p>Co-Interview sample between Lead Partners and University.</p> <p>Initial Needs and Assessment evening for school-recruited offer holders.</p>	<p>Steering Committee to critique and communicate curriculum initiatives and implementation (October, March, June).</p> <p>ITTCo Meetings to plan, reflect and train (September, January, June).</p> <p>Mentor Training provided for new mentors (July and January). Subject Mentor meetings twice a year (September and February). Mentor Curriculum to develop mentor capability to support RPTs implement the ITE curriculum.</p> <p>Profession Studies Guide provided in June. All schools and/or Lead Partners to provide Professional Studies overview before September.</p> <p>Subject Leader meetings and training, supported by learning walks conducted by Programme Leadership.</p> <p>Core Content Framework Audits carried out termly on placement.</p> <p>EPortfolio showing on-going engagement with ITE and school curricula.</p>	<p>Steering to critique and approve new placement schools.</p> <p>Partnership Agreement to be signed setting out placement expectations.</p> <p>Lead Partner ITTCo Meetings arranged across the Partnership to review and allocate placements in line with capacity, student need and quality of support.</p> <p>All Placements A and B confirmed by University.</p>	<p>Professional Practice Reviews to assess impact of curriculum in school and support mentor capacity to implement (November, January, May).</p> <p>Internal Moderation of each module carried out by the university.</p> <p>External Examining of placement quality across the programme by external examiners.</p> <p>Professional Studies sessions in school providing forum to share mentoring experiences with ITTCos.</p> <p>Tutorials providing students safe spaces to reflect on experiences.</p> <p>ITTCo Meetings to share experiences, communicate messages, and raise queries/concerns.</p> <p>ITAP booklets showcasing consistency of curriculum implementation and impact.</p>	<p>Tutorials from beginning of Shared Implementation module revealing each RPT's engagement with and impact of curriculum.</p> <p>WROPs from beginning of Shared Implementation module revealing quality of RPT's reflection of their implementation and impact.</p> <p>EPortfolio from beginning of Shared Implementation module revealing quality of day-to-day teacher implementation.</p> <p>Professional Practice Reviews revealing quality of RPT's engagement with the ITE curriculum and quality of implementation in practice (November, January, May).</p> <p>Steering, ITTCo and Mentor Meetings to discuss shared understanding of assessment criteria and ensure assessment practices are fit for purpose.</p> <p>ITAPs revealing quality of impact in four key areas.</p>

	<p>WROPs reflecting on curriculum experiences at university and school.</p> <p>ITAP booklets showcasing consistency of curriculum implementation and impact.</p> <p>Professional Practice Reviews, using different approaches, to assess impact of curriculum in school and support mentor capacity to implement (November, January, May).</p> <p>Student feedback (Student Staff Partnership Group, Module Evaluation, Programme Evaluation).</p> <p>Internal Moderation of each module carried out by the university.</p> <p>External Examining of the programme by external examiners.</p>		<p>Mentor Training and Curriculum to develop mentor capability to support RPTs implement the ITE curriculum.</p> <p>Joint Mentor Visit to support transition and coherence of programme.</p> <p>EPortfolio showing quality of feedback and support with planning/resourcing.</p> <p>WROPs revealing quality of support through targets and PS reflections.</p>	<p>Reports revealing overall attainment and formative feedback at the end of each module.</p> <p>Standardisation and moderation of PGCE assignments in line with university policy.</p> <p>Internal Moderation of each module to reveal consistency of assessment.</p> <p>External Examining of outcomes compared with sector.</p>
--	---	--	--	--

