

Postgraduate Teacher Apprenticeship Programme

Manual of Guidance

2025-2026



This Manual of Guidance (v1) is correct at the time of publication (12.09.25).

There may be further updates as we await a DfE review of the Teacher Apprenticeship Standard and End Point Assessment arrangements.

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Handbook

This Manual of Guidance should be read in conjunction with the Programme Handbook, which provides more information about University processes, support and regulations.

1. Programme Information and expectations

Welcome to the Postgraduate Teacher Apprenticeship Programme (PGTA). This is a training programme which leads Reading Partnership Teachers (RPTs) to be recommended for the award of Qualified Teacher Status (QTS), and to achieve their Postgraduate Teacher Apprenticeship Standard.

The course is for primary, secondary and SEND-sector Apprentices. **This Manual of Guidance (MoG) is for all Apprentices, regardless of phase, subject or pathway.** It is written to help Apprentices, and all involved in educating Apprentices, 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 teachers.

Success in this programme leads to:

- A recommendation for Qualified Teacher Status
- The award of a Postgraduate Teacher Apprenticeship (assessed by an End Point Assessment Organisation)
- The academic award of either the Professional Graduate Certificate in Education (PgCE) or for those on the PGCE route, the Postgraduate Certificate in Education (PGCE).

When they are assessed as having met the standards for being recommended for QTS, Apprentices will be ready to go through the Gateway and have their End Point Assessment (EPA). At the time of writing, the DfE are currently reviewing the arrangements for the EPA. The guidance on this element of the Apprenticeship is not included within this Manual and will be published separately.

Apprentices have chosen an employment-based route into teaching, publicly funded through the Apprenticeship Levy, and for some secondary-phase students supported through DfE grant funding. This comes with certain expectations and responsibilities. Teaching Apprentice programmes are governed by three sets of compliance and funding criteria:

[Initial teacher training \(ITT\): criteria and supporting advice](#)

[Apprenticeship funding rules](#)

[Postgraduate teaching apprenticeship funding manual](#)

This means that there are a lot of rules that we must follow to ensure that the programme meets all of the funding eligibility requirements and compliance criteria. We will guide you through this process, but please keep it in mind when our insistence on logging training, completing forms or providing evidence seems hard to understand.

1.1 Employment-based responsibilities

Apprentices are employed members of staff and this means the school has reasonable expectations of employment-related duties during the Apprenticeship training. This means that Apprentices may be timetabled for teaching responsibilities throughout the year, and may be responsible for teaching without the presence of a qualified teacher from an early stage in the course. They must always:

- Have a well-organised and agreed timetable which allows them to meet their school and training responsibilities
- Be released to undertake their minimum off-the-job training, including attending all university-based training
- Received ring-fenced mentoring time

This is a work-based route, which means that the relationship between Apprentice, employer and provider is key. Apprentices should not make comparisons with peers on other routes into teaching – their programme may look and feel very different, with different assessment processes, reporting arrangements, lines of accountability and teaching expectations. Ultimately we all share the same goal – for the Apprentice to successfully gain their teaching qualification and enter the profession as a happy, successful and resourceful teacher.

There are additional criteria for employment-based postgraduate trainee teachers, i.e. those who are employed by their main training school and paid a salary as an unqualified teacher. These criteria include:

1. For the period of the training Apprentices must be employed as unqualified teachers and must be paid in accordance with at least the minimum of the unqualified teacher pay range for the period of their training.
2. They must not be expected to perform more than 90% of the teaching duties normally required of a full-time teacher. These duties should be decided in collaboration with the ITT provider and these duties must not cause detriment to the training programme.

1.1.2 Personal Insurance

Apprentices should check with the school Bursar or Finance Officer the extent to which they are covered as an employee of the school. Should Apprentices wish to extend insurance cover so that they are protected against personal injury or damage to their own property they might like to investigate the insurance that is offered by the Teacher Unions and the professional associations.

1.2 Vision for Excellence – Transforming Lives Through Education

At Reading we train teachers who become reflective professionals able to secure the very best for all pupils. We support them to be resilient, creative and inclusive. With the highest expectations of learning, progress and development, they inspire pupils to become confident, active citizens who are able to cope with the fast-moving demands of the 21st century.

1.3 Programme Contact Details

Name	Role	Contact Details
Catherine Foley	Programme Co-Director	Room: L19 G04 Tel: 0118 378 2661 E-mail: c.m.foley@reading.ac.uk
Scarlett Murphy	Programme Co-Director	Room: L19 G24 Tel: 0118 378 2635 E-mail: s.l.e.murphy@reading.ac.uk
TJ Kaur	Programme Administration Please refer queries about Blackboard and RISIS access, parking and programme administration etc to Admin	E-mail: PGTA-admin@reading.ac.uk
Executive Support	Programme Support and Employer liaison	E-mail: pgta@reading.ac.uk

	Please use this email address for queries related to Employers, employment and onboarding	
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1.4 Safeguarding and suitability

1.4.1 Suitability checks

All Apprentices undergo full background and suitability checks before full enrolment onto the programme, as required within the [DfE's Initial teacher training \(ITT\): criteria and supporting advice](#).

This includes:

- Academic checks – Degree certificates, GCSE Mathematics, English and Science (primary only) qualifications
- Satisfactory health assessment – Medical fitness to teach declaration
- Enhanced with Barred Lists DBS check
- Prohibition order check
- Childcare Disqualification check (primary only)
- Any students that have spent more than 6 months outside the UK in the past 5 years are also required to obtain a letter or certificate of good conduct from the relevant country/countries.

The Institute will provide each Apprentice with a letter, to be kept in their e-Portfolio, signed by the Head of Institute, which will confirm that the Apprentice has been subject to all suitability checks set out above. Schools have the right to ask students to show their original DBS certificate, and students must take this into school with them the first time they attend each new school.

1.4.2 Disclosure and Barring Service (DBS)

For all Initial Teacher Training programmes, applicants are required to demonstrate a satisfactory criminal record check prior to registration.

Current Apprentices must inform the Institute of any breaches of the law during their programme of study which fall within the category of those required to be disclosed at admission. Where a specific breach of the law would render the Apprentice ineligible for continuing on their programme of study, the Apprentice may be suspended from placement pending investigation in line with the policy on and procedure for determination of 'fitness to practise'. This investigation may result in the termination of the Apprentice's registration. Failure to disclose a breach of the law may result in disciplinary action.

Apprentices can download a copy of their suitability confirmation letters through RISIS, via the 'Actions' tab.

1.4.3 Safeguarding training

Apprentices are required to read [Part One of Keeping Pupils Safe in Education 2025](#) by the end of their first week at university. This may be accessed as an audiobook version.

All Apprentices undergo thorough Safeguarding training to ensure that they are equipped to fulfil their responsibilities towards keeping pupils safe. This includes:

1. An introduction to Professionalism and Safeguarding, during their first week of university training.
2. A follow up session later in their training to explore all aspects of the roles and responsibilities of a teacher with regard to Keeping Pupils Safe.

The sessions cover the following areas and students participate in several interactive activities to allow them opportunities to discuss real safeguarding and child protection scenarios and their role and responsibilities in relation to safeguarding pupils within an education context.

- Definition of safeguarding
- Definition of child protection
- What does child abuse mean
- Categories of abuse
- Signs and symptoms of abuse
- Domestic violence
- Female genital mutilation
- The Prevent Duty
- When to act
- Why refer
- Sharing information, when, how and who with
- Key documents and individuals' roles within these e.g. Keeping pupils safe in education
- Key principles for practice
- Positives for pupils when professionals safeguard and protect them.

1.4.3 School inductions for safeguarding:

Apprentices and placement schools (ITTCos and DSLs) have shared responsibility for ensuring that all Apprentices receive an appropriate induction at the start of their school placement (typically on the first day and in all cases within the first week). This induction should follow the school or setting policy, but must include as a minimum (following page 8-9 of [KCSIE](#)):

1. Meeting the Designated Safeguarding Lead (or their nominated Deputy) for an induction, and receiving their contact details.
2. Being made aware of the systems within the school, college or setting which support safeguarding, and having these explained to them.
3. Receiving and having explained the:
 - a. Child protection policy
 - b. Behaviour policy
 - c. Staff behaviour policy (sometimes called a code of conduct)
 - d. Safeguarding response to pupils who are absent from education, particularly on repeat occasions and/or prolonged periods
 - e. Role of the designated safeguarding lead (including the identity of the designated safeguarding lead and any deputies)

Whilst an Apprentice should never have to manage a safeguarding situation without rapid support, they must always feel confident that they understand and can implement the school or setting's procedures.

The DSL (or their nominated representative) should share appropriate safeguarding information about the specific pupils the Apprentice will be working with as per their school policy.

Apprentices must complete their **Induction Record – Safeguarding and Professional Conduct** within their first week on the Apprenticeship. This will be checked by their Apprenticeship tutor.

1.5 Communication

Email is the default means of communication between staff and students. On this programme, our agreement is that:

1. Staff and students will use their official university email address for all communications (emails sent from non-University mail accounts may be classified as SPAM and hence not read). They will all include the agreed upon email signature stating their academic and supervising tutor.
2. Staff and students are expected to check their University email account, Blackboard and other electronic methods of communication on a daily basis, and to respond to messages within two working days wherever possible
3. Tutors will not normally respond to emails between 6pm and 8am on weekdays, or between 6pm on Friday and 8am on Monday.

1.6 Attendance

Full attendance at both school and university training sessions is a requirement. You will be expected to log your attendance alongside all other directed tasks, as part of demonstrating you meet the minimum requirement of 278 hours off the job training. This includes training provided online. Exceptions are allowable only as follows:

1. All absences from school (other than illness) must be agreed in advance with the school mentor or ITT Co-ordinator.
2. Apprentices wishing to participate in an extended school activity which takes place off-site (e.g., residential), should discuss this in advance with their academic tutor.
3. Apprentices are responsible for maintaining their Attendance Tracker every week on their e-portfolio.

Agreed reasons for absence are:

1. The Apprentice is unwell
2. There is an immediate family emergency
3. The Apprentice has an interview for an ECT post
4. The Apprentice has a graduation ceremony to attend
5. The Apprentice is celebrating a religious festival

It is important that Apprentices are punctual both for school and for university training sessions.

If, for any reason, the Apprentice 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 Apprentice or mentor should contact the Programme Director and their Academic Tutor.

1.7 Start and end dates

Apprentices begin their contract on 1 September. Their Apprenticeship begins on the first day of active learning, which is 15th September 2025. Their contract is likely to end on 31 July or 31 August 2026. They are expected to stay in the training school after the final central training day of the programme until the end of the school year.

End point assessment (EPA) arrangements will be confirmed during the course upon confirmation of revised arrangements by the DfE.

1.8 Fitness to Practise

The concept of 'fitness to practise' applies to those students undertaking programmes which lead to a professional qualification in one of the health or social professions. Under the terms of the accreditation of such programmes by the professional, statutory or regulatory bodies, the University has a responsibility to assess the fitness to practise of students and their suitability for a demanding and responsible profession, and to take appropriate action in respect of that assessment. Further guidance can be found on the Centre for Quality Support and Development website:

[Policy on and procedures for the determination of 'fitness to practise' \(reading.ac.uk\)](#)

1.9 Professionalism and conduct

Professionalism within teaching is essentially about displaying attitudes and behaviours which reflect society's expectations of those who educate pupils. In practice, we expect all Apprentices to behave like qualified teachers right from the start of the programme.

Professionalism includes:

- Apprentices taking responsibility for their own learning. We use a reflective model, which means that they will be offered the opportunity to learn how to acquire the knowledge, skills and understanding to become qualified teachers. It is up to the Apprentice to take the initiative to research, to observe, to analyse, to compare, to apply, to practise and, above all, to reflect on what they are doing.
- Taking responsibility to preserve all examples of progress toward achieving the Teachers' Standards, such as copies of assignments, written feedback on teaching and completing teaching files so that examiners can inspect them if necessary.
- Achieving all the Standards to successfully complete the programme.

Apprentices are expected to behave in a professional manner, which means considering others first, getting on with everyone and not expecting others to do their work or clear up after them. They should be introduced to the pupils, parents/carers and rest of the school staff as training teachers, including where they have previously held a different role in the same school. Their behaviour must remain appropriate and in line with the expectations outlined in the University's Regulations for Conduct (www.reading.ac.uk/internal/student/rules-and-regulations/regulations_for_conduct.asp) and in the Reading Student Charter.

In addition, all Apprentices' conduct must be in line with the expectations outlined in the Teachers' Standards and Initial Teacher Training Criteria

(www.gov.uk/government/collections/initial-teacher-training#teacher-standards-and-statutory-guidance).

Any Apprentice failing to abide by the expectations set by the DfE or University may be subject to disciplinary action or action under the Regulations for Conduct or 'Policy on and procedures for the determination of 'fitness to practise''

(www.reading.ac.uk/web/FILES/qualitysupport/FitnesstoPractise.pdf).

Please note that any Apprentice removed from or leaving a programme as a result of misconduct may be referred to the DfE.

Apprentices must respect professional boundaries and ensure that any staffroom conversations they are involved with are treated with appropriate confidentiality. They must be punctual and liaise with the mentor regarding attendance at meetings, events, training days. They must also be appropriately dressed, following any policies of the school, especially with regards to Health and Safety, GDPR, Safeguarding and Attendance.

If an Apprentice experiences problems or issues during the placement, it is the Apprentice's responsibility to raise these with the mentor, the tutor, or their Academic Tutor.

In addition, Apprentices should note the following:

Expenses:

Tea, coffee and meals should be paid for promptly while on school experience as per school policy.

Dress:

Apprentices must dress in a way that is acceptable to the school in which they are working, following any policies, including for PE lessons where relevant.

Start and finish times:

Some schools start as early as 7.30am. Apprentices must aim to arrive at school so that they have sufficient time to be ready for pupils when they come in, meeting the expectations of the school leadership. Apprentices must never come in after pupils have arrived. They should leave at a time agreed with the mentor, following school protocol. It is strongly suggested that Apprentices **ensure their work is completed prior to the next teaching day including preparing any resources, with lesson plans ready before they leave the school.**

1.10 Teaching PE (Primary/SEND Apprentices only)

The guidelines on 'Safe Practice in Physical Education and Sport' state that "Trainee teachers are placed in schools as a fundamental part of their professional training and are not signed off as competent to teach until the end of the training period. **As such, however capable they are in a particular activity, they should not be given full responsibility for any group.** They should be supervised, managed and monitored throughout their training programme" (3.4.45). **In view of this, Apprentices must always ensure that a qualified teacher is present whenever they teach a Physical Education lesson or run a sports club whilst on placement.** This is irrespective of any sports qualification the Apprentice may already have.

1.11 School Trips and Residentials

We strongly encourage Apprentices to be involved with at least one school trip during their Apprenticeship training. If the trip is a domestic, one-day trip during the school week, the Apprentice must be included in the risk assessment and they must be made explicitly 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.

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 Apprentice is going on such a school trip, they must inform their Apprenticeship 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 Apprenticeship 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 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.

With regard to trips and residentials, Apprentices should be listed as 'accompanying adults'. **Please note: if they are acting in the role of a teacher, attending a trip will be considered as on-the-job not off-the-job training. This means that it cannot be counted as part of logged off-the-job training hours.**

1.12 Health and safety in school

All Apprentices are asked to check on the school's policy regarding the Health and Safety at Work etc. Act (1974) particularly responsibilities for themselves as an Apprentice and in relation to the code of practice in the classroom; ascertain location and contents of first aid boxes and the procedures relating to first aid emergencies. Apprentices must make sure they are aware of fire safety procedures and any COVID-19 procedures for working within a school environment.

2. The PGTA Curriculum

The Postgraduate Teacher Apprenticeship programme draws upon the same curricular design as the other initial teacher training programmes at the University of Reading.

2.1 Curriculum Vision for the PGTA Programme

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

Through our emphasis on subject- and phase-specificity, high expectations, sustainability, inclusivity and diversity, our curriculum aims to develop fundamental traits that consistently characterise, and set apart, Reading Partnership Teachers (RPTs).

The Programme nurtures beginning teachers who work in partnership with training schools and the University to become:

- Evidence-informed teachers
- Compassionate individuals
- Pedagogically-skilled practitioners
- Creative critical thinkers
- Ethical community participants

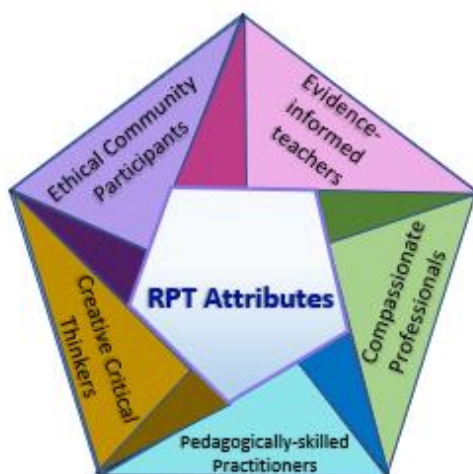


Figure 1 Reading Partnership Teacher Attributes (see Appendix 1 for full details)

We aim to develop truly reflective, knowledgeable practitioners who secure high standards for the pupils they teach across the curriculum, through:

- Providing training which develops a secure knowledge base, challenges and analyses observed practice and draws upon expert input to ensure that our Apprentices have oversight of the 'what, how and why' of the curriculum;
- Ensuring an understanding of the key research that informs practice;

- Tailoring the school-based programme to the subject knowledge, experience, expertise and context of each individual Apprentice;
- Ensuring progression in planning, teaching, assessment and accountability;
- Expecting and modelling the highest standards of professional conduct.

Our approach to teaching and learning is for both the tutors and Apprentices to be both evidence and research-informed and our Apprentices work collaboratively with experts in their field both in the school and at the University. University taught sessions are designed to provide a forum for extending Apprentices' knowledge and understanding beyond their own individual training contexts. Apprentices should be able to articulate:

- Why we teach what we do, in the way that we teach it
- What they are teaching, with deep and confident subject knowledge
- How they are teaching it, and the reasons for the decisions they make
- Who they are teaching, and what they bring to their learning

In addition, our model of pastoral care ensures that the wellbeing of our Apprentices is placed at the centre of the programme. This is supported by the authentic and responsive partnerships which have been developed between the employing schools and University.

2.2 Progression

The curriculum follows a carefully planned and scaffolded progression of school experience modules:

1. Shared Implementation (Module ED3SITA)
2. Guided Implementation (Module ED3GITA)
3. Independent Implementation (Module ED3IITA)

Apprentices will spend at least 120 days in school, with the majority of their time in their main employing school. They also spend a minimum of four weeks in a contrasting school.

- The Shared School Experience - during which Apprentices receive support from their mentor to plan the lessons that they will teach.
- The Guided School Experience - during which Apprentices work with their mentor to develop confidence and increasing autonomy with planning, teaching and assessing.
- The Independent School Experience - during which Apprentices making appropriate progress will, supported by their mentor, continue on a trajectory towards independence in their planning, teaching and assessing.

These experiences include progression in:

- Planning (from shared and modelled planning to independence as appropriate for the school's planning policies and in the context of the DfE workload reform materials)
- Teaching (from working with individuals, pairs and small groups, and/or team teaching, to working independently under the guidance of a qualified teacher)
- Assessment (e.g. of learning within short teaching episodes, across whole lessons, sequences then units of lessons, and in comparison with age-related expectations)
- Accountability (with increasing ownership of accountability for impact on learning throughout the programme)

Approximately 30 days are spent within University-led training with taught sessions to support the development of Apprentices' knowledge and understanding of teaching, learning and subject/phase-specific content.

2.3 Pathways

Our Apprentices bring a wide range of prior experience, both in schools and other environments, to the programme. Therefore, they bring their prior experiences to their chosen pathways:

Primary

- General pathway, giving them a sound understanding of the whole primary curriculum
- 3-7, giving them the experience, the opportunity, and the knowledge to work in both Early Years Foundation Stage (EYFS) settings and infant/primary school settings
- SEND, which supports Apprentices to develop a deeper knowledge and understanding of working with pupils with special needs and disabilities whilst gaining experience in mainstream and special school settings

Secondary

- Art & Design
- Design & Technology
- English
- Geography
- History
- Mathematics
- Modern Foreign Languages
- Physical Education
- Science with Biology, Chemistry or Physics
- Physics with Mathematics

Apprentices will be supported to apply their learning to their specific age-phase and/or subject specialism, including through the provision of a specialist Apprenticeship Tutor.

2.4 Initial Teacher Training Early Career Framework (ITTECF)

The ITTECF

([https://assets.publishing.service.gov.uk/media/661d24ac08c3be25cfbd3e61/Initial Teacher Training and Early Career Framework.pdf](https://assets.publishing.service.gov.uk/media/661d24ac08c3be25cfbd3e61/Initial_Teacher_Training_and_Early_Career_Framework.pdf)) became statutory in September 2025.

The ITTECF states that: 'Providers of ITT and ECT training are expected to translate the framework into a carefully sequenced curriculum of training and professional development to support trainees and ECTs to build their expertise across all aspects of the framework.'

The University of Reading has fully integrated this minimum curriculum entitlement within our wider, ambitious ITE curriculum. The diagram below shows how the ITTECF is introduced, explored, critiqued, contextualised and implemented throughout the programme.

Content from the ITTECF will feature heavily, and meaningfully, within our University-based teaching, and the directed tasks to the wider curriculum to ensure even fuller coverage.

There are some key points worth emphasising:

- The ITTECF has a particular focus on supporting pupils 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 directed tasks, and will be evidenced by lesson plans, lesson feedback, weekly reflections and within the E-Portfolio.

- The ITTECF has a particular focus on Behaviour management. In our programme, training is embedded throughout the year, and receives a particular focus in the ITAPs on 'Building professional relationships' and 'Behaviour for learning'. This incorporates the guidance arising from the Carter Review of Initial Teacher Training (2015) and subsumed within the ITTECF.

2.5 Curriculum Design

The ITT Core Content Framework (ITTECF) underpins the PGTA curriculum, which is arranged under five strands:

- High expectations and managing behaviour
- Pedagogy (how pupils learn, classroom practice and managing behaviour)
- Curriculum
- Assessment
- Professional behaviours and wellbeing

The ITTECF has been mapped to our Professional Studies sessions, as well as key delivery mechanisms of the programme curriculum such as directed tasks and the weekly Apprentice-mentor planning process. In addition to this entitlement, our programme places a particular emphasis on:

- Pastoral support, mental health, wellbeing and resilience for both pupils and Apprentices
 - This underpins all of our taught sessions and is an integral part of our programme. We deliver specific session to support the mental health and wellbeing of Apprentices and have a robust Academic Tutor system to support this
- SEND, inclusion and diversity in addition to that which is represented within the ITTECF
 - While our pathways cover specific aspects of SEND, this is embedded across all teaching – all teachers are teachers of SEND
- Critically-reflective, evidence-informed practice through a mentor and Apprentice-owned programme planning process
 - The placements support this process through strong, certified mentoring
- Professional relationships within and beyond school
- Climate and Sustainability Education
- The wider role of the teacher beyond curriculum delivery responsibilities

The curriculum is a complex crafting of experiences and activities, informed by expert input from a wide range of sources and mediated through practise, observation, feedback, discussion, analysis and reflection. The Apprentices are supported in becoming critical curriculum thinkers through this input and continue this learning through their on-the-job training in school.

Ultimately these curricular strands lead to achieving the Teachers' Standards as set out in Table 1.

ITE Curriculum Strands	TS1	TS2	TS3	TS4	TS5	TS6	TS7	TS8	Part Two
Strand A: High expectations and managing behaviour	✓						✓		
Strand B: Pedagogy		✓		✓	✓				
Strand C: Curriculum			✓						
Strand D: Assessment						✓			
Strand E: Professional behaviours and wellbeing								✓	✓

Table 1 Curricular Strands and the Teachers' Standards

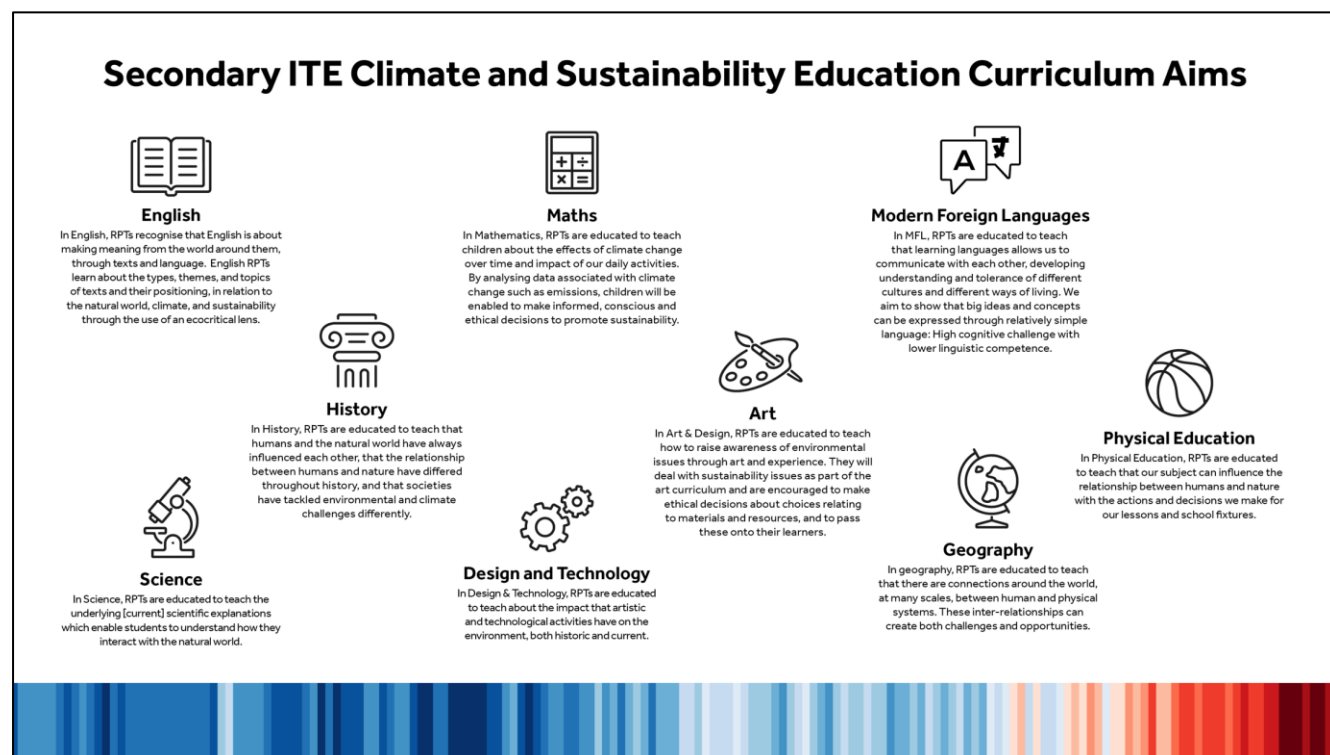
2.6 Climate Education and Sustainability

Across all of our ITE programmes at the University of Reading, RPTs will learn about:

- what is happening to our climate, how to help pupils learn about climate and sustainability in an age-appropriate and accessible way, and how to develop their own positioning as a teacher
- climate justice, the impact of current and future changes to our environment and climate on ourselves and others, and implications for teachers
- how to translate knowledge and theory into change and personal action through building climate and sustainability education into their planning, teaching, and pupils' learning.

More information is available via [Climate Education Action Plan \(reading.ac.uk\)](https://reading.ac.uk/climate-education-action-plan)

Secondary-phase Apprentices are taught that every curriculum subject makes a distinct contribution to a coherent and holistic education for sustainable development. Through the ITE curriculum, every Apprentice 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. Apprentices 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 Apprentices in reshaping existing mindsets and finding opportunities to implement their curriculum aims. The contribution of each Secondary ITE subject can be seen below.



2.7 Artificial Intelligence

Artificial intelligence (AI) is used regularly in many partnership schools and our programme will develop Apprentices' digital literacy and effective implementation of AI when on placement. In order

to support Apprentices with the opportunities and challenges that AI offers teachers, the effective, appropriate and critical use of AI will be explored within Professional Studies and subject-specific sessions. Throughout the programme, Apprentices must follow school policies concerning the use of AI, especially concerning data protection.

For example, when using AI to support lesson development there are three broad, guiding principles:

1. Use and discussion of AI should be open and transparent. Ideally Apprentices 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. Apprentices need to be able to share what they typed into the interface.
3. Apprentices need to be able to discuss 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 Apprentices need to follow university guidance for use of AI when writing assignments.

All Apprentices should be aware that AI language models such as ChatGPT work by 'data mining'. This applies particularly to open access models, but may also apply to paid-for / subscription versions. **Apprentices must never enter any identifying details into any AI platform, and must be confident in their school's data protection policy.**

2.8 Ensuring Breadth of Curriculum experience (primary-phase Apprentices)

Primary Apprentices complete a Breadth of Curriculum Tracker throughout their initial training. This is used proactively by mentor, Apprentices and tutor to ensure that before the end of their training they have observed expert practitioners and taught across the whole primary curriculum. Any exceptions, for example due to exceptional circumstances, are noted on the ECT transition form.

2.9 Ensuring proficiency in Fundamental Skills

The DfE require providers to assure that all Apprentice teachers demonstrate competence in speaking, listening and communicating, writing, and aspects of data management, mathematical calculation and problem solving (Fundamental Skills). Ensuring proficiency in Fundamental Skills is embedded throughout the programme, around the following key mechanisms:

1. Identifying any likely targets/areas of challenge through the pre-programme 'initial needs document' process and highlighting these to mentors and supervising tutors
2. Ensuring all areas are monitored and evaluated throughout the placements:
 - a. Mentors highlight any concerns within the progress reviews
 - b. Tutors discuss the Fundamental Skills with Apprentices and mentors within QA visits and report any concerns
 - c. Identifying and addressing subject knowledge targets including the Fundamental Skills through the weekly planning cycle
3. Providing a structured programme of audits and tasks for key elements including grammar, spelling and punctuation, and mathematics including data, graphs and calculations.

2.10 Qualifications

This Manual of Guidance contains advice relating to three elements of the Postgraduate Teacher Apprenticeship programme at the University of Reading:

1. The QTS Recommendation

2. The Postgraduate Teacher Apprenticeship
3. The level 6 (PgCE) or level 7 (PGCE) academic award

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.

2.10.1 QTS awards

All Apprentices are working towards Qualified Teacher Status as part of their Apprenticeship training. They must pass three sequential modules (ED3SITA, ED3GITA and ED3IITA) relating to practical teaching and implementation of the University's curriculum.

Students on both the PgCE ('QTS only') and PGCE programme routes will take the following three modules:

Module Code	Module Title	Credits	Level
ED3SITA	Practical Teaching: Shared Implementation – PGTA	40	6
ED3GITA	Practical Teaching: Guided Implementation – PGTA	40	6
ED3IITA	Practical Teaching: Independent Implementation – PGTA	40	6

2.10.2 The Teacher Apprenticeship Standard

The Postgraduate Teacher Apprenticeship Standard is ST0490v1.1 and is set out at by Skills England at <https://skillsengland.education.gov.uk/apprenticeships/st0490-v1-0>

The Standard sets out the Knowledge, Skills and Behaviours (KSBs) required of a Teacher. These are identical to the Teachers' Standards. For ease of reference and to avoid confusion across different teacher trainees in the same schools, within this MoG we refer to the 'Teachers' Standards' (plural) rather than using the language of the 'Teacher Apprenticeship Standard' (singular).

2.10.3 The Academic Awards

In addition to undertaking their placement modules, 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.

Please note: the Master's-level aspect of the programme is separate to, and distinct from, the Apprenticeship and cannot be funded through the Apprenticeship levy. Time undertaken for the M-level elements of the programme cannot form part of logged off-the-job training hours. This

means that Apprentices must expect to undertake M-level study within their own time, beyond the school day.

The Apprentice will be expected to complete these alongside placement – and both modules rely on work to be undertaken in their placement school. The Apprentice will be told how to share this with their mentor, but they are not expected to remove themselves from teaching timetable requirements to complete their study. The assignments have been carefully designed to dovetail with progress through the training year and with professional expectations of Apprentices on placement.

3. Pastoral care, wellbeing and support

Many Apprentices will encounter challenges during their training year. We have well-established systems of support both within the Institute of Education and across the wider University and encourage every Apprentice to engage with this support at the first sign that it might be helpful to their personal wellbeing and professional development. We do our best to balance the need to nurture our Apprentices whilst supporting them to develop the resilience to cope with the demands of the teaching profession. External Examiners and OFSTED have recognised the quality of our pastoral care and the impact on outcomes.

Learning support is provided by a wide array of services across the University, including: the University Library, the Careers Centre, the Academic English Programme, Study Advice and IT Services. Details are set out in the Programme Handbook.

Student guidance and welfare support are provided by Student Support Co-ordinators, Academic Tutors, School Senior Tutors, the Students' Union Advice Team, the Medical Practice, Counselling and Wellbeing and the Disability Advisory Service (DAS). Student and Applicant Services also offer advice and support in several areas, including finance and academic issues such as withdrawals and suspensions. All information about how to contact Student Support Services is contained in the Programme Handbook.

Maintaining a sustainable and healthy work-life balance is an essential element of training to teach. 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>

Apprentices should note that further questions, queries and concerns should be directed to their Academic Tutor and/or the Student Support Coordinators. Our Student Support Coordinators are a wealth of knowledge and wisdom and can expertly direct Apprentices to the more specialized support at the University.

Education Support Partnership

This is an independent charity which says, 'We believe everyone working in education deserves to feel at their best so we're dedicated to helping organisations and their staff to boost health, happiness and wellbeing through individual support and great management.' The [Education Support Partnership](#) website shows what is on offer. This includes a 24-hour free and confidential helpline which can help with any issues, personal or professional.

3.1 The Academic Tutor

Every student at the University of Reading is appointed an Academic Tutor. The Academic Tutor for

all Apprentices during 2025-2026 is Scarlett Murphy. You will have the opportunity to meet with her regularly, individually and as part of a group, during the programme. Your Academic Tutor's duties are:

- To see you regularly to help you reflect on your progress and support your Personal Development Planning
- To help you in the transition as you settle into university, and to help you make the most of your time at Reading
- To advise and support you regarding your studies, and help you with any academic difficulties that may affect your progress
- To provide reports and references for future academic or career choices.

For further information about how to make the most of your Academic Tutor, and other support services available at the University, please visit the [Academic Tutors webpage](#).

3.2 Fitness to Teach

The idea of 'fitness to teach' links to the entry conditions for initial teacher training set down by the Department for Education, within which providers have a responsibility to ensure that Apprentices have the health and physical capacity to train to teach and will not put pupils and young people at risk of harm. All Apprentices undergo a medical assessment carried out by Cordell, which identifies whether they are fit to teach with no additional needs or have additional needs or need reasonable adjustments in order to access the course and carry out their role. Apprentices may also choose to disclose additional needs to us via email or a direct conversation. An Academic tutor will meet individually with all Apprentices identified as having additional needs to discuss how these needs can be met both at university and in school and to support appropriate sharing of information. Some Apprentices may have a support plan in place or require adjustments in school.

Please note that disclosure is limited to sharing information that is necessary to ensure appropriate reasonable adjustments are made, and/or that any information relevant to the safeguarding of pupils is made available.

FTN designations often include (but not be limited to) dyslexia, dyspraxia, depression, and anxiety. We also have several Apprentices who self-declare a disability during the programme, often a mental illness, as they underestimated the impact of the training on an existing condition that was well controlled.

3.3 Dealing with negative behaviours

#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.

Anti-racism and microaggressions

The University of Reading has a no tolerance policy in dealing with any microaggressions and racism, including while the students are on placement. We expect all who work with our APPRENTICES to provide an inclusive and supportive environment and address any microaggressions or issues directly to ensure the APPRENTICES feel safe and able to learn. More information regarding the anti-racism framework that we use to support our programmes can be found here:

<https://www.ucet.ac.uk/downloads/14636-Anti-Racism-ITET-framework.pdf>

Specific examples of microaggressions occurring on school placements and how to address these can be found here: https://discovery.ucl.ac.uk/id/eprint/10163641/1/UCL_Brunel_Leaflet_DIGITAL.pdf

Reporting an incident to the IoE

If you want to report an incident that happened while you were on placement, contact your Programme Co-Director, Catherine Foley: c.m.foley@reading.ac.uk

If you want a confidential conversation in relation to racial equity and justice with a staff member who is not directly involved in your programme, contact the School Director of Racial Equity and Justice Suzy Tutchell: s.tutchell@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 the Head of School, Sarah Marston s.m.marston@reading.ac.uk.

4. Roles and responsibilities

4.1 The role of the Apprenticeship Tutor

The Apprenticeship Tutor is an employee of the University and will act as support and guide to Apprentices, whilst ensuring they are being supported appropriately by the school. Apprentices will first meet their tutor at a group tutorial, prior to their first visit. The tutor will visit Apprentices in school as well as meeting them and their mentor online. The Apprenticeship Tutor is responsible for quality assurance, mentor support and training, and sharing in the continuous and final assessment of the Apprentice.

Tutors will –

- Maintain contact with the Apprentice and their mentor prior to each placement starting and during the first week
- Monitor the e-portfolios of the Apprentice's weekly and **comment on targets set and observations**
- Ensure that the Apprentice is logging their off-the-job training on a weekly basis
- Ensure that the Apprentice's off-the-job training is on track to meet the minimum 278 hours by the end of their Apprenticeship
- Keep in contact with the Apprentices (let the PD know of any extended absences – the Apprentice's, the tutors or mentor's)
- Be a first port of call for the Apprentice and school, in case of any queries or difficulties raised by the mentor or Apprentice
- Provide guidance and advice where possible and if in doubt alert the Programme Director or academic tutor
- Keep in contact with mentors and schools
- Complete the relevant number of visits (see below) in the designated window
- Conduct tripartite Progress Reviews in partnership with the Apprentice and their line manager (or mentor if the line manager designates responsibility)
- Report any concerns to the Programme Director
- Attend meetings as per the annual schedule of meetings, and any training or exam boards as invited
- Use their university email address at all times when contacting the university, Apprentice and school and check this regularly, responding to Apprentices, mentors and Programme Director
- Provide a reference comment / visit form after each visit when prompted to do so

Apprentices making good progress in Partnership schools who are experienced with regards to ITT will have three visits over the year supplemented by three online review meetings.

- Additional visits may be directed as needed and could be:
 - To support an Apprentice on an Extra Support Form (ESF)
 - To quality assure a school new to the Partnership
 - To support a new mentor
- Any extra visits needed must be discussed with the Programme Director before being organised.

4.2 Lead Mentors

Following the ITT Market Review, all accredited providers must recruit Lead Mentors. There are two features of the Lead Mentor role that differ from the other roles described: the Lead Mentor works exclusively with the Mentors and not their RPTs, and the Lead Mentor is 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, and monitoring and encouraging mentor engagement with the mentor curriculum.

4.3 Mentors and school staff

4.3.1 The role of the Mentor

The school mentor is a key person in the training programme and the expectations are outlined in Appendix 2. As well as being a role model and providing a source of expert input and guidance, the mentor will organise the experiences the Apprentice needs to have in school. The mentor will also organise other experienced staff within the school (if necessary and in addition to themselves) to observe and assess the Apprentice's teaching capability and subject knowledge. We appreciate that while being extremely rewarding, being a mentor can add to an already busy workload and it is important that we work with mentors to support the training programme and ensure they are supported, in addition to the Apprentices receiving their training. Occasionally the mentor is not the Apprentice's class teacher.

All Apprentices must receive a minimum of 1.5 hours' mentoring per week for their training to be compliant. This will typically comprise an hour's mentor meeting, plus 15 minutes pre-lesson discussion and 15 minutes post-lesson discussion linked to a weekly lesson observation.

The content of the programme and related directed tasks are based around the [Initial teacher training and early career framework](#) (ITTECF) which is organised within Standards into two types of content:

1. 'Learn that' statements providing key statements drawn from national and international evidence of what underpins good 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.

Any tasks are structured around the ITTECF areas and will support the Apprentice's curricular entitlement.

The role of the mentor includes:

1. Meet with Apprentice to complete all relevant inductions, or ensure these are conducted with the relevant member of staff (eg the DSL or DDSL)
2. Support the Apprentices:
 - a. Formally, via a mentor meeting once a week, to be recorded on the Weekly Planner (found in the Apprentice's e-Portfolio), setting effective and appropriately challenging targets.
 - b. Informally, with regular opportunity for reflective discussions, encouraging Apprentices to identify the positives
3. Collaborate with and support Apprentices to plan, teach and assess, being mindful of expectations at each stage of training. See the 'Staged Planning Support' section (Appendix 4) for details
4. Observe teaching (once per week) and carry out a post lesson discussion, sharing written feedback after the discussion
5. Support Apprentices to meet the Teachers' Standards

6. Support Apprentices with their directed tasks, drawing on evidence-based research
7. Assess the Apprentice being mindful of their progress through the course and particular expectations for this stage in their training
8. Notify the Apprenticeship Tutor if there are any worries or queries, identifying where progress is a cause for concern and liaise with the Apprentice, ITTCo and university to devise an appropriate support plan
9. Attend and complete all mentor meetings and curriculum sessions.
10. Support the completion of any Intensive Teaching and Practice (ITaP) activities as shared prior to each ITaP.

For the mentor, mentoring provides:

1. A catalyst to reflect upon one's own practice
2. A way of developing personal and professional skills further
3. Opportunities to network with other professionals
4. Job satisfaction and increased self-esteem
5. New opportunities for career and professional development

Mentor support is an important aspect of the training process and mentor support is a focus for all ITT programmes. We support mentors in the following ways:

1. This Manual of Guidance detailing the training expectations and mentor requirements
2. Face to face / online training early in the programme, setting Programme expectations and guidance, which is recorded and forms part of the mentor curriculum
3. A planned and sequenced series of core and additional training to ensure synergy between the provider- and school-led aspects of the programme
4. A dedicated Mentor Hub holding all guidance and documentation.

4.3.3.1 Mentor Hub

Mentors on the Postgraduate Teacher Apprenticeship programme have their own dedicated area of the UoR ITE Mentor Hub where they can find all guidance and documentation:

Main page: <https://sitesb.reading.ac.uk/ioe-mentoring/sample-page/pgta-mentor-hub/>

Link for school documentation: <https://sitesb.reading.ac.uk/ioe-mentoring/sample-page/pgta-mentor-hub/pgta-school-documentation/>

4.3.2 Initial Teacher Training Co-ordinator (ITTCo)

This will usually either be a senior teacher, deputy or headteacher. The ITTCo is the school's main link with the University. The ITTCo is responsible for the overall quality of training and support Apprentices receive in school. The ITTCo is responsible for liaising with the University and for overseeing the Apprentice's time at school, and opportunities for discussion with them will need to be made available.

ITTCos should liaise with the Line Manager to ensure that Apprentices are being released to undertake a minimum of 20% off-the-job training, comprising a minimum of 278 hours over the course of the Apprenticeship.

The ITTCo would be the first person Apprentices should talk to if they find they are having difficulties with their mentor. Occasionally, the mentor is also the ITTCO, in which case the Apprentice should be confident to reach out to an alternative leader or the Head Teacher if necessary.

4.3.3 The Partnership Agreement / Employer Framework Agreement

The University has a formal Employer Framework Agreement in place with all schools involved in the provision of Apprenticeships. This states the responsibilities of the employer and the University (the 'main provider) in contributing towards a successful training programme. Contrasting placement schools will be asked to sign and return a Partnership Agreement.

5. PGTA Programme Structure 2025-2026

	Date		Notes	M	T	W	T	F
	W							
Shared Implementation Stage (ED3SITA)								
		01.09.25	Not counted in 120 placement days (ITT)					
		08.09.25						Start of PGTA – Enrolment, safeguarding and induction
	1	15.09.25		ITAP (A/C)				ITAP (A/B)
	2	22.09.25		ITAP (A/B)				ITAP (A/B)
	3	29.09.25						Catch-up day/M-level
	4	06.10.25						
	5	13.10.25						ITAP (A/C)
	6	20.10.25	Interim PR this week	ITAP (A/C)	ITAP (C)	Report due date		ITAP (A/C)
	7	27.10.25						
	8	03.11.25						
	9	10.11.25						
	10	17.11.25						ITAP (B/D)
	11	24.11.25		ITAP (B)	ITAP (D)			
	12	01.12.25	Progress review					ITAP (B/D)
	13	08.12.25	Progress review			Report due date		
	14	15.12.25						Catch-up day
		22.12.25						
		29.12.25						
Guided	15	05.01.26						

Independent Implementation Stage (ED3 ITA)	16	12.01.26					
	17	19.01.26	Contrasting placement Interim Progress Review w/c 09.02.25	ITAP (A/B)			
	18	26.01.26					Catch-up day (PGCE EDMPIP)
	19	02.02.26					Catch-up day (PGCE EDMPIP)
	20	09.02.26				Report due date	
	21	16.02.26					
	22	23.02.26					
	23	02.03.26					ITAP (D)
	24	09.03.26		ITAP (B/E)	ITAP (D/E)		ITAP(B/D)
	25	16.03.26	Progress review				
	26	23.03.26	Progress review			Report due date	
		30.03.26					
		06.04.26					
	27	13.04.26					ITAP (C/E)
	28	20.04.26		ITAP (E)			ITAP (C/E)
	29	27.04.26	Min 80%				Catch-up day (PGCE EDMPIP)
	30	04.05.26	Min 80%	Bank holiday			Catch-up day
	31	11.05.26	Min 80%				Catch-up day
	32	18.05.26	Min 80% Interim Progress Review			Report due date	
	33	25.05.26					
	34	01.06.26	Min 80%				
	35	08.06.26	Min 80%				Catch-up day

3 6	15. 06. 26	Final Progress Review					Catch-up day
3 7	22. 06. 26	Final Progress Review				Report due date	Confirmation that all entry and gateway requirements are met by this date / QTS recommendation
	29. 06. 26	EPA period begins**					ECT transition
	06. 07. 26						
	20. 07. 26						

The programme is designed to build up progressively in terms of teaching expectations, culminating in Apprentices teaching a minimum of **80% of a full teaching timetable for at least six weeks**. In effect, this means teaching at a minimum of 72%, as 80% of a teacher's 90% contact ratio is 72%.

Please note that the Apprentice'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 Apprentice's timetables will reflect this.

Teaching contact ratios

This Apprenticeship involves a combination of meeting employment-based obligations and having sufficient time for training and development in order to engage with the statutory requirements of the ITTECF and maintain an appropriate work-life balance. Typical contact ratios should follow this pattern:

- Up to 50% timetable from September to end of December
- Building up to 80% timetable ratio from January on (PPA ½ day per week minimum **throughout in addition** to off-the-job training)
- Minimum 80% teaching ratio for minimum of 6 weeks from 27th April

Crucially, all teaching percentages throughout the year are subject to review and negotiation with tutors and mentors, in the best interests of the Apprentice and their qualification as a subject/phase teacher ready for their ECT induction. They must always give Apprentices sufficient time to maintain their off-the-job training.

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 should liaise with Mentors, at least a week before the holiday, to identify worthwhile and relevant activities for the Apprentice 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 the age range above/below the training phase.

5.1 Contrasting placement

Apprentices must undertake a contrasting placement of a minimum of four calendar weeks.

The ITT Criteria and supporting advice states:

“Trainee teachers need a variety of experience in schools to enable them to meet all of the Teachers’ Standards. **They need to teach children and young people in their specified age range, from different backgrounds, as well as gaining experience of different approaches to teaching and to school organisation and management.**

Trainees must have taught classes to pupils in two schools prior to the award of QTS. It is not sufficient for trainees only to have had non-teaching work experience in these schools.”

The contrasting placement will typically take place from week commencing 19.01.2026 for a period of four weeks. If the employing school would like to negotiate a different timeframe for the placement, it may be accommodate to arrange this providing all course requirements are met, including ITAP provision which includes specific directed time in school. If the ITTCo would like to suggest a different time frame, they should email pgta@reading.ac.uk by the end of the first half term, Friday 24th October 2025.

In all cases, the contrasting places must be four consecutive weeks, and take place between Monday 3rd November and Friday 12th June. Apprentices must be fully released from their employing schools during this period.

5.2 ITAPs (Intensive Training and Practice)

Students on all primary and secondary ITT programmes must receive a minimum of 20 days’ ‘Intensive Training and Practice (ITAP)’. This Intensive Training and Practice must focus on specific, foundational, or pivotal areas of the ITT curriculum.

The ITAPs on the Postgraduate Teacher Apprenticeship programme address:

- A. Building professional relationships (4 days)
- B. Behaviour for learning (5 days)
- C. Using modelling to inform progress over time (4 days)
- D. Being an adaptive and inclusive teacher (4 days)
- E. Teaching for diversity (3 days)

The 20 ITAP days must be **in addition** to typical placement days. These are outlined in the timetable above. On ITAP days in school, Apprentices will remain in school but need to be able to complete a range of tasks. **Please ensure that the students are not timetabled to teach their normal timetable on these days / attend trips etc. and treat them as university training days – attendance at all is compulsory and cannot be missed to cover classes or staff absence.** Additional information will be sent prior to each ITaP commencing.

5.3 Ensuring Compliance

The Department for Education (DfE) produces ‘Initial Teacher Training Criteria’ (<https://www.gov.uk/government/publications/initial-teacher-training-criteria/initial-teacher-training-itt-criteria-and-supporting-advice>). All ITT provision must be compliant with these criteria and also align with the Ofsted Framework for the inspection of ITE. The University, as the ITT provider, is accountable and responsible for the recommendation of the award of QTS and so needs

to ensure that all provision meets the criteria. Alongside, the Apprenticeship programme is and must remain compliant with all [Apprenticeship requirements and funding rules](#).

The training criteria determine that Apprentices are enabled to meet all the Standards for QTS across the age range of training. In order to fulfil the training criteria, the following should take place:

Requirement	How we address this
Primary Apprentices must be prepared to teach within the age phase 3 – 11 (primary) and their training must enable them to acquire the knowledge and skills they need to teach within the phase for which they are training. Typically, primary training will take place across the 3 – 7 or 5 – 11 age ranges. No training programme should cover fewer than four consecutive school years.	We track the year groups for each placement on the e-portfolio and when organising placements at the start of year. Apprenticeship tutors will discuss and review this coverage on each visit. NB, if the year groups covered are predominantly in Key Stage 2, Apprentices will need to undertake school-based observations and tasks to ensure sufficient experience of phonics and early reading.
Secondary Apprentices are training to teach the 11-18 age-range.	All secondary apprentices must have the opportunity to experience and demonstrate competence in sixth-form teaching as part of their programme. 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).*
Apprentices should have the opportunity to develop a comprehensive understanding of progression across, and before and after, the age range for which they are training to teach. This might include enhanced experiences in other age ranges.	Apprentices are required to carry out visits in the preceding and subsequent age phases (e.g. Early Years or KS3 for primary-phase, KS2 for secondary phase). Please ensure they are released to attend these visit days, which can contribute to off-the-job training hours.
Apprentices must log a minimum of 278 hours of off-the-job training during their Apprenticeship.	Guidance on this is provided in the 'On- and off-the-job training' section below.
Each Apprentice must teach in at least two schools. Note that Apprentices must <i>teach</i> in two schools and not just have experience of two schools. These schools must give Apprentices opportunity to teach pupils from different backgrounds and gain experience of different approaches to teaching and to school organisation and management.	The course structure provides a contrasting placement of a minimum of 4 weeks. Employing schools are responsible for arranging these contrasting placements. Apprentices will need to be released from their employing schools to spend time teaching in another school. They should not be expected to return to their employing school during the time they are in their contrasting school.

5.3.1 Additional guidance on sixth-form teaching (secondary phase only)

The following approaches may be of some help:

- Team-teaching or collaborative teaching, where the Apprentice 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 Apprentice in discussion with the Mentor.
- For Apprentices 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 Apprentices 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 Apprentice.

5.4 On- and off-the job training

The idea of on- and off the job training is a key concept of any Apprenticeship Training Programme. It is defined in the [Apprenticeship Funding Manual](#) as follows:

It is training which is received by the apprentice within their practical period, during the apprentice's normal working hours, for the purpose of achieving the knowledge, skills and behaviours of the apprenticeship they are undertaking. By normal working hours we mean the hours for which the apprentice would normally be paid, excluding overtime.

It is not on-the-job training, which is training received by the apprentice for the sole purpose of enabling the apprentice to perform the work for which they have been employed. By this we mean training that does not specifically link to the knowledge, skills and behaviours set out in the apprenticeship.

Further information about off-the-job training can be found on [GOV.UK](#)

Essentially, anything that is part of the usual, employed duties of a teacher, for example teaching, planning, preparation and assessment, is part of on-the-job training. Anything that relates to 'new learning', for example training, directed tasks and reading, observing colleagues, attending staff meetings or INSET, is part of off-the-job training, even where these activities are also undertaken by qualified colleagues in the school.

The Table below provides a guide to off- and on-the job training. Please reach out to your Apprenticeship Tutor in the first instance if you are unsure what comprises on- and off-the-job training in any specific cases.

Off the job training		
Off the job learning must be new to the apprentice, this can include training which other members of staff in the school are also undertaking e.g. completed during staff meetings and INSET days. It must always be aligned with the knowledge, skills and behaviours (KSBs, i.e. Teacher Standards 1-8 and Part 2).		
What CAN be included:	What this looks like in practice	What can't be included:
- The teaching of theory (e.g. lectures, role playing, simulation exercises, online learning and manufacturer training); - Practical training (e.g. shadowing, mentoring, industry visits and	Teaching of theory (university-led) - Attending face to face lectures and seminars - Live online learning - Asynchronous online learning - Engaging with online discussion and response	- Initial assessment and onboarding activities (enrolment, initial induction training e.g. policy inductions) - English and maths standalone qualifications (where required, these must be delivered in addition to the minimum

participation in competitions); - Learning support; - Time spent writing assignments; - Revision	boards (eg padlet, mentimeter) - Completion of online professional development courses (eg FutureLearn Multilingual learning OOC) - Completion of online safeguarding and GDPR training Practical training (school-based) - Observing qualified teachers - Visits to other settings - Observing professional meetings e.g. EHCP reviews, parent consultations - Joining other Professional studies input (eg secondary school-led PS) - Mentor meetings (1 hour) and 2 x 15 minute lesson observation discussion (pre and post lesson) weekly (must total 1.5 hours per week to be ITT compliant) - INSET days and staff meetings (mapped against TS to ensure they comprise new learning) Learning support - Academic support from the university e.g. study skills - Academic tutor meetings to support learning Time spent reflecting on progress: - Progress review paperwork and preparation	off-the-job training requirement); - Training to acquire knowledge, skills and behaviours that are not required by the apprenticeship standard; - Progress reviews - Teaching including all student facing activity and other duties typically considered to be within the role of the teacher (undertaking additional break and lunch duties if they are part of the typical practice in the school), including formal observations (excluding pre and post lesson discussion) - Examinations and other on-programme testing (e.g. linked to a qualification or the EPA); - Training which takes place outside the apprentice's normal working hours; - If off-the-job training must, by exception, take place outside of these hours, the apprentice must agree and be compensated for this arrangement (e.g. time off in lieu or an additional payment). The majority of the training must not be delivered in this way.
School-based training INSET: log at least 20 hours across the year Staff meetings: log at least 30 hours (calculated at 30 x 1 hour per week) Mentoring: log 1.5 hours per week x 34 weeks active on placement = 51 hours	University led training 30 days (9.30am - 4pm excluding 45minute lunch break, or equivalent directed time linked to '<i>teaching of theory</i>') 1 day x 4 hours (excluding onboarding/admissions activity)	

Written revision: log 1 hour per half-term = 6 hours Practical training: log 1 hour per week (activities drawn from 'Practical training' list, excluding INSET, staff meetings, and mentoring) = 34 hours Typical school-based OtJ: 141 hours in total Must not fall below: 101 hours		
Total must not fall below 278 hours		

5.4.1 University-led training

This has been designed by the University to complement the training received in school and ensure that all Apprentices receive their statutory entitlement to the contents of the ITTECF. It will be delivered both face-to-face and online.

The purpose of central training is to:

- understand the knowledge and understandings behind pedagogy across and beyond the range set out in the ITTECF
- relate theory and practice
- become critically reflective professionals displaying the full range of RPT attributes and able to make professional judgements and decisions
- provide the opportunity to share with other Apprentices best practice from their schools
- introduce Apprentices to the latest research and thinking
- develop Apprentices' own knowledge and understanding
- reflect on the teaching observed and carried out
- consider alternative methods and approaches

5.4.2 School-based training and INSET

All Apprentices should be fully embedded within their main training schools and as such, provided this does not clash with university training, should take full advantage of any training opportunities offered to them within their schools. This may include attending INSET in addition to a wide range of training opportunities as agreed with the mentor, such as visits to other settings or working alongside teachers with particular subject expertise. Mentors should ensure that Apprentices are invited to any pupil progress meetings, parent consultations, staff meetings and events that will help them understand and take on the wider role of the teacher. This activity **should be logged as part of their off-the-job training**.

5.4.3 Catch-up days

These days have been interspersed throughout the course to acknowledge the workload and wellbeing pressures on those on this intensive route into teaching. These days are not included within central training or directed time, and therefore **not included within planned off-the-job training hours**. They should be used for:

- M-level study towards the PGCE assignments for those undertaking the PGCE route (some of the days include taught content for PGCE students)
- Catching up on directed tasks, reading or subject knowledge development

- Catching up on planning, assessment or other school-related work

The Mentor and Apprentice should discuss the best use of this time during their mentor meetings, and the Apprentice Tutor will ask about how the time is being used alongside probing workload and wellbeing during their visits.

5.5 Planning

Apprentices come from a variety of backgrounds and experience: some have been TAs in school and are therefore used to the educational environment; some have had experience of schools as a volunteer. The starting point for all Apprentices will be different, and their Initial Skills Radar against the Teachers' Standards should indicate their areas of strength and development.

The planning should begin by being **co-planned** between mentor (or other colleagues within the secondary subject department) and Apprentice. Apprentices **will begin by using their mentor or colleague's plans and will move onto planning a part of a lesson or activity before attempting whole lessons**. They may use school schemes. We reiterate to mentors that co-planning means planning a lesson together, not just sharing and discussing.

The Spring practical experience module (ED3GITA) is Guided. The mentor should guide the Apprentice appropriately and lessons should be co-planned / discussed in detail. They may use school schemes.

The Summer practical experience module (ED3IITA) is an independent experience. The Apprentice should be planning independently as far as possible, although still under the direction of the mentor. They may use school schemes.

When planning for groups, small activities, parts of a lesson or whole lessons, Apprentices should use either the University lesson plan proforma (on Blackboard), or the appropriate planning proforma required by their school. Medium term planning should be presented on school or University proformas. Planning should be clear and logical and the Apprentice's contribution to existing planning must be clearly indicated.

5.6 Annotations and Evaluations

Every lesson plan which an Apprentice has taught should be annotated as part of the reflective cycle. Annotations could address:

- Achievement of learning outcomes
- Pupils' learning and their work
- Relationships
- Organisation and management of the whole lesson
- Organisation and management of a particular phase within the lesson
- Use and effectiveness of resources
- Use of teaching methods
- Discipline and control of class or groups
- Management of or behaviour of individual pupils
- Aspects of delivery, such as pace of lesson
- Aspects of the lesson, such as the appropriateness of the content and its match with the pupils' needs
- Introductions and conclusions to teaching episodes
- Work with teachers, with and within teams
- Work and relationships with other adults in the classroom / in the school
- Use of questioning, explaining, discussion, instruction

- Awareness and use of the learning environment
- The use of time - the Apprentice's and the pupils'

Annotations should be note form and immediately useful to the Apprentice in reflecting and planning subsequent teaching. These annotations should support discussions with the mentor either during lesson observation feedback or the weekly meeting.

6. Weekly meetings, observations of practice and target setting

6.1 Weekly meetings and the weekly planner

Throughout their training, the Apprentice will have weekly meetings with their mentor. These meetings should appear on both the Mentor and Apprentice's timetables so that the time is protected. This is an opportunity to reflect and to discuss targets to aid their progression and personalised learning. The meeting should have an agenda and be shared in advance. It will follow the following structure:

1. Review and reflect upon progress over the latest week;
2. Have a focused developmental dialogue on an agreed area of practice supported by evidence and expertise; and
3. Plan the next steps in training (identify up to three areas to focus upon in practice – these can be linked).

The remainder of the meeting should cover:

1. Planning the timetable and directed tasks for the following week
2. Working together to identify training priorities and opportunities, informed by the entitlement set out in the ITTECF
3. Looking back to reflect on progress and achievements informed by feedback from formal and informal observations, using this feedback to set targets for the forthcoming week
4. Review progress against the Assessment Descriptors (autumn/spring) or Teachers' Standards (summer) and plan for any specific training needs
5. Address any personal support needed (e.g. help with personal organisation or time management issues, anxieties or concerns affecting training and progress, relationships within school)
6. Maintain an overview of the long-term training plan to ensure that requirements are being met

The Apprentice will complete their Weekly Planner during the meeting in their E-portfolio, on Aptem. These will be checked weekly by the tutors, who will check the Apprentice:

1. Has taught the necessary subjects / proportion of the timetable (with PPA time protected – 20% of the timetable at least)
2. Has been observed once and has observed other teachers (they should not be receiving numerous observations)
3. Has logged an appropriate number of off-the-job training hours
4. Is making good progress as assessed by their mentor and has agreed targets to take forward / reflected on previous targets

The Tutor will make the Apprentice aware, either by email or a note directly on their portfolio that the targets have been checked. The Appendices to this MoG give additional support in supporting the Apprentice to set SMART targets in their weekly planners. Primary trainees can draw upon the Good Practice Guide to support them in setting appropriate targets, and all Apprentices should refer to the Assessment Descriptor to check they are on track to make expected progress.

Apprentices are entitled to Preparation, Planning and Assessment time – this counts as on-the-job training as it is part of the role of a qualified teacher. During PPA, Apprentices might:

- Assess, analyse and respond to individual or classes' work
- Plan and prepare teaching materials
- Annotate or amend teaching plans
- Observe pupils
- Record assessments
- Reflect on and evaluate teaching through discussion with mentors and tutors

Further guidance should be provided by the mentor in line with expectations in the employing school.

6.2 Setting Targets

The Weekly Planner enables Apprentices to track their progress towards the targets set by staff and tutors in Partnership placements, tutors in relation to university based work and themselves in response to the range of experiences provided during the year. The Assessment Descriptors can be used to support target setting as Apprentices work towards meeting the Apprenticeship Teaching Standard. Apprentices, Tutors and Mentors should ensure the targets are 'SMART':

- S Specific - the target must say exactly what needs to be learned or done
- M Measurable - It must say exactly how this can be measured
- A Achievable - The target must not be too hard or too large
- R Realistic - The target must be 'do-able'
- T Timed - There should be a set time limit for achieving the target.

6.3 Observations of the Apprentice

We expect Apprentices to be observed **once a week** formally by their mentor / another class teacher / member of SLT. The mentor must ensure that the Apprentice is regularly observed teaching and receives **written feedback** on the teaching observed using the University of Reading (UoR) observation summary proforma. The mentor should:

- Ensure that there is a formal discussion accompanied by an observation summary form each week throughout their training. This should include at least one substantial teaching observation per week. This responsibility may be shared with other colleagues, but the responsibility for frequency and quality of feedback remains with the mentor
- Ensure that lesson observations are not graded
- Ensure that feedback includes a focus on subject-specific content, curricular and pedagogical knowledge
- Help other qualified teachers to observe/support the Apprentice – not support staff / HLTAs
- Ensure post lesson discussion occurs no later than the end of the same day wherever possible.

Support for the lesson observation process is provided within the observation summary form. Discussions after an observed teaching episode should encourage the Apprentice to reflect on their own teaching and the impact this has had on the pupils learning. Targets set should enable the Apprentice to progress and improve practice before the next observation, and inform the weekly targets set in the mentor meeting.

In carrying out a formal lesson observation, the observer will need four documents:

1. A copy of the Apprentice's planning for the observation;
2. A copy of the curriculum expectations and/or Teachers' Standards;
3. A copy of the Good Practice Guide (GPG) relevant to the subject (if applicable - primary)
4. A copy of the observation summary form, with Section A **completed in advance by the Apprentice.**

A lesson observation will typically follow the format below:

1. Prior to the observation: the Apprentice and mentor should identify an appropriate professional development focus: something that they are working on in their practice as a result of previous observations and professional dialogue;
2. During the observation: the observer should annotate the plan in relation to the Apprentice's teaching skills and impact on pupils' learning, and begin to consider strengths and targets;
3. After the observation the observer should ask the Apprentice to reflect privately on the lesson. If the observer is an in-school colleague, they could give them time to annotate their own copy of their plan before the discussion.
4. The observer should begin the discussion with a question such as 'What did you want the pupils to learn?' Together, complete the observation summary form, including the assessment of current progress;
5. After the discussion: ensure that the Apprentice has a copy of any notes made and that you both get a copy of the agreed Observation Summary Form.
6. Consider any targets identified and strengths when completing the weekly planner

The observer/s do not necessarily need to observe a whole lesson from start to finish. Particularly if there are no concerns, it is fine for the observers to leave the activity and discuss feedback. It is also sensible for observers to use lesson observation time to scrutinise any examples of evidence towards the Strands / Teacher Standards. The feedback is not intended to judge the Apprentice, but rather share expertise, facilitate thinking and encourage the Apprentice to reflect on next steps.

The Apprentice must provide copies of planning (this could be done electronically but only if the observer is confident they can annotate planning using their device).

6.4 Lesson Observations by the Apprentice

Apprentices are asked to complete at least one lesson observation per week of another teacher

Planned and focused observation of expert teaching is an essential element in learning how to be a teacher and addressing the ITT Core Content Framework. It requires the observer to make notes and to reflect on how experienced teachers work and on focused deconstruction of practice with an

expert teacher. Apprentices will be given guidance on focus areas for observation over the course of the year.

Observing how expert colleagues ... and deconstructing this approach: Working with expert colleagues – using the best available evidence – to critique a particular approach – whether using in-class observation, modelling or analysis of video – to understand what might make it successful or unsuccessful. (Core Content Framework p. 5)

Observations should be carefully planned by the Apprentice and mentor to address agreed targets, identify progress towards the Assessment Descriptors (autumn/spring) and align with the central training programme.

7. Documentation

The Apprentices will be directed as to how they might organise their work and evidence towards meeting the Teachers' Standards during their school experiences. Organisation needs to be easy to maintain to support their workload. They will use the following:

7.1 E-portfolio

The E-portfolio will be hosted on Aptem. It enables the Apprentice to plan and track their progress through the programme. It will become the core of their evidence that they have met the requirements of the course and should be awarded Qualified Teacher Status (QTS) as well as confirming they can go through gateway to their End Point Assessment and have logged an appropriate number of off-the-job training hours. When in school, Apprentices should use it as a basis for discussion with their mentors and tutors. At the end of their training, it will support their transition into the Early Career Induction period.

7.2 Skills Radar

As part of the onboarding process, Apprentices completed a Skills Radar through which they assessed their initial starting point against the Teachers' Standards. This should support the training opportunities and support offered in school, and they will discuss these with their Apprenticeship Tutor as part of each Progress Review.

7.3 Teaching files

Although the majority of documentation will be electronic, Apprentices are advised to set up a Teaching File for each experience. Documentation should be organised and be made available for tutors when they visit and can be used as examples of progress towards meeting the Teachers' Standards. They should also be accessible to mentors during weekly meetings. If these files are kept carefully and thoroughly there will be no need for a separate 'evidence' file – all the evidence required to demonstrate the Standards have been met will be contained in their files and e-portfolio and there is no need for replication. Apprentices may keep these electronically or physically, but they must be accessible to others.

Files should be monitored to ensure they provide evidence of impact on pupils' learning. The ITTCo, mentor and tutor should access the files on visits / during meetings, so Apprentices must ensure that they are accessible to another reader. Teaching files are not expected to contain a large number of teaching resources, but may include:

1. Pupil information (subject to GDPR) - lists, ages, groupings, support, previous assessments, etc.
2. Medium term plans or unit plans which are used to plan lessons
3. Lesson plans (or small group session plans) or detailed weekly plans
4. Written feedback following observations of teaching
5. Evaluations of teaching and pupils' learning plans through annotation
6. Records of impact on pupils' learning
7. When reviewing these files, the following questions may be helpful to support professional dialogue:
 - a. Do lesson evaluations demonstrate a focus on learning and the implications for the next lesson?
 - b. Are there records of the effective use appropriate teaching and learning resources?
 - c. Does planning take account of the individual needs of learners?
 - d. Is there evidence that the assessment strategies being used are supporting learning?

- e. Is there evidence of an ability to assess learners accurately against national frameworks?
- f. Is the role of other adults highlighted in planning?
- g. Is there evidence of progress in setting teaching and learning objectives?
- h. Is account being taken of diversity and equal opportunity issues?
- i. Does the file show a developing subject knowledge and its effective application to teaching?
- j. What evidence is there in the teaching file of progress in pupils' learning?

8. Monitoring and assessment

Monitoring of progress takes place through a range of mechanisms:

- Apprentice Tutor monitoring of the E-Portfolio via Aptem
- Interim Progress Reviews (formative)
- Progress Reviews (pass fail)

This process involves regular Tutor visits, at least three times face-to-face during the Apprenticeship. The visits will take place during the specified window as far as possible. If there are no concerns, there may be more flexibility regarding timing, or if the tutor/mentor is working part-time. If there are concerns, tutors must book a visit earlier in the window rather than later.

In all cases, there must be a formal review of progress a minimum of once per three calendar months, to meet Apprenticeship levy funding requirements.

During the in-school visits, the Tutor and Mentor will observe the Apprentice teaching, as well as review paperwork and progress. The Tutor and Mentor do not necessarily need to observe a whole lesson from start to finish, particularly if there are no concerns.

Practical experience modules are assessed as pass/fail in the penultimate or final week of each practical experience module. During the final meeting of each school experience, the examples that the Apprentice presents to their progress towards meeting the Apprenticeship Standard will be assessed in relation to the expectations at that stage of the training process.

Assessment Descriptors

The Assessment Descriptors are designed to give insight into appropriate expectations against each of the Curriculum Strands of the Postgraduate Teacher Apprenticeship ITE curriculum. In the autumn and spring terms, progress will be reviewed against the Assessment Descriptors, as these are written to break down key milestones in progression towards the overall Teacher Apprenticeship Standard.

Progress Review meetings at the end of each practical experience module are summative assessment points and at the end of the Autumn and Spring, Apprentices must achieve a 'pass' to progress to the subsequent term.

Assessment is based upon evidence that has built up over the preceding term against the Assessment Descriptors on the E-portfolio and through observations of practice.

8.1 Tutor visits

Information about visits will be provided well in advance of the visit taking place. The notes below are intended as guidance to help the visit go smoothly.

The Tutors will visit once per term. During the visit, they will:

- Observe all or part of a lesson (this will be a joint observation with the mentor)
- Engage in a joint feedback session with the mentor
- Liaise with the mentor and ITTCo
- Discuss the Apprentice's E-Portfolio and evidence of progress.
- Discuss and evaluate progress with the Apprentice and Mentor

Apprentice Preparation:

Arrangements for visits should be made well in advance in consultation with the mentor and **should not be cancelled or postponed unless it is completely unavoidable to do so**. The Apprentice should ensure there is a quiet space to complete the meeting prior and following the lesson observation and prepare by:

- Informing the School Office that the tutor is visiting
- Making sure there is space in the classroom for the tutor to sit and observe
- Making sure that the E-Portfolio is available and accessible
- Checking that there is a suitable space in school for a pre- and post-lesson discussion
- Completing the Professional Development Focus box on the Lesson Observation Form and
- Making sure a copy of the lesson plan and observation form is available (the tutor may ask for an electronic copy the day before)

Please note that if there are concerns around progress, particularly if an Extra Support Form has been put in place, then it is likely that additional visits will be arranged.

If Apprentices are unwell on the day when the tutor is visiting, it is essential that the tutor is informed as early as possible.

Mentor Preparation:

To support the visit and assessment process, Mentors should ensure the Apprentice is prepared with their planning and documentation readily accessible. The Mentor will need to support the Apprentice in identifying different examples of how they have progressed towards the curriculum expectations and **ensure cover is organised for the class to enable the post lesson discussion and review to take place. A visit can take up to 2 hours so cover should be organised to ensure this release time is available for Apprentice and Mentor.**

Mentors should also help the Apprentice in booking / finding a quiet space for discussions where they will not be disturbed by staff or pupils.

8.2 Additional support

There may come a time during the Apprenticeship when the Apprentice, their Mentor, ITTCo or Apprenticeship Tutor, or combination of these, are concerned that the Apprentice is not on track towards meeting the Apprenticeship Standard. A common indicator can be when the same target, such as clear modelling of tasks, managing transitions between whole-class learning and independent work, or setting tasks that address the intended learning intention, have been set for 2-3 consecutive weeks without progress.

This process is designed to support Apprentices who are experiencing challenges and difficulties, for whatever reason or who have been identified as not meeting expectations as set out in the

programme curriculum. This can be identified at an Interim Review or a Progress Review, or at any point during the Apprenticeship training. Extra Support is a supportive process, which enables the specific mechanisms for improvement to be targeted and formalised. Very often, this becomes evident during a visit or formal observation.

8.2.1 Extra Support Forms (ESFs)

This form is available on Blackboard and on the Mentor Hub. **If needed, the form will be crafted by the Apprentice, mentor and tutor together.** It is fine for this to be in draft form and finalised after consultation with one of the Programme Directors, but it is important for the Apprentice and mentor to know that support is needed, and take steps to put this in place. Key steps to follow:

- The Programme Director and the Apprentice's Academic Tutor must be informed if there are concerns and an ESF is being considered
- The Apprentice must be fully involved in drawing up the ESF
- Targets should be linked to the Assessment Descriptors (autumn/spring) or Teachers' Standards (Summer) and should be SMART
- The final copy of the ESF should be sent to PGTA-admin@reading.ac.uk for filing, cc'ing in the Programme Director. If handwritten, please scan and email.

The Lead Mentor may contact mentors to offer additional support in delivering their role and supporting the Apprentice.

The deadline of when the ESF will be reviewed must be explicit. Time constraints, particularly during the final placement, mean that the review date may only be a few days or a week from the date of the ESF. Mentors of secondary-phase Apprentices should ensure that targets are achievable within the cycle of the Apprentice's teaching timetable. Depending on circumstances and capacity, the review of the targets on the ESF may necessitate a further visit from a tutor, alternatively the mentor or ITTCO may review the targets.

If progress towards the targets is not deemed satisfactory, then either the ESF will be reissued, or a Cause for Concern form will be issued. In all cases, Apprentices who have identified as being a Cause for Concern will receive a moderation visit.

8.2.2 Cause for Concern Form (CfC)

Should the ESF not result in the progress necessary to achieve success, then a Cause for Concern Form may be issued. Should an ESF or CfC form be necessary, then the Programme Director MUST be kept fully informed. They can offer advice and support to all contributors involved in the process.

8.3 Progress Reviews

At the end of each practical experience module during the Progress Review, Apprentices will be required to discuss how they have addressed all the expectations for that module. This will be done through:

- Completion of an 'Assessment of Progress' which calibrates progress against the expected standards as set out in the Assessment Descriptors (autumn/spring) and directly against the Teachers' Standards (summer)
- Documentary evidence of the Apprentice's professional learning (entitled the 'Progress Review Form'), including an assessment against the Level 6 FHEQ guidance (see link below)
- a verbal discussion with the Apprenticeship Tutor of their professional skills, knowledge and understanding against the KSBs

Detailed guidance will be provided prior to the first Progress Review via Blackboard and the Mentor Training Hub.

The school mentor has a key role in supporting the Apprentice in the preparation for this aspect of the Progress Reviews. Their discussions with the mentor will not only help them to evaluate the quality of their evidence but will enable them to prepare for their assessment meeting with confidence.

In the final Progress Review (Summer), evidence of satisfactory performance in all course elements is necessary if the Apprentice is to be recommended for the Award of Qualified Teacher Status. The decision will be based on the Apprentice's attainment of the Standards, "in a way that is consistent with what could reasonably be expected of a Apprentice teacher prior to the award of QTS" (Teachers' Standards, Introduction Section 6).

All final assessment outcomes will be reviewed at a Moderation Meeting. Once confirmed by the Exam Board, attended by the External Examiner, the Apprentice will be notified of the outcome. Once the results have been ratified by University of Reading, recommendations for QTS will be made to the DfE. The DfE will award QTS during the summer months.

The End Point Assessment process is currently being updated, and further guidance will be added when available.

8.3.1 Failure to meet the Standards

If the Apprentice fails to meet all of the Standards at the final Progress Review in the Summer, they will not be recommended for Qualified Teacher Status. If the Apprentice has not passed, options available to them will be discussed, including re-sitting and any appropriate exit awards. If there are any concerns that an APPRENTICE is not on track, these should be shared early on in the placement so there is time for the Apprentice to address this through the ESF and CfC process.

To all Apprentices, we look forward to working with you throughout the year. A big thank you to all tutors, mentors and ITTCOs for your support this year and continued support.

Scarlett Murphy and Catherine Foley

Postgraduate Teacher Apprenticeship Programme Co-Directors

Appendices

Appendix 1: Reading Partnership Teacher Attributes

Evidence-informed Teachers	Compassionate Professionals	Pedagogically skilled Practitioners	Creative Critical Thinkers	Ethical Community Participants
This aspect considers how Apprentices build their confidence, knowledge and expertise to use evidence to inform their practice and decision-making.	This aspect considers an empathetic approach to inclusive education, with a pastoral understanding of pupils' needs.	This aspect considers the development of pedagogical knowledge, including that which is subject-specific, to meet the diverse needs of all learners.	This aspect considers how reflection and informed teacher autonomy is vital to ensuring teachers can manage the issues and challenges learners face when accessing our 21 st century curriculum.	This aspect includes an understanding of social justice and how this intersects with being a responsible local and global citizen.
As a Reading Partnership Teacher, I draw upon deep, connected subject knowledge and contextualised knowledge of research and theoretical perspectives applicable to education. I use this to inform my curriculum design and classroom pedagogy. I know where to go to revisit and update my knowledge base to ensure that my practice draws upon the latest evidence.	As a Reading Partnership Teacher, I am resilient enough to deal with any given circumstance while nurturing and caring for each individual, including myself. I encourage independence and confidence in the pupils I teach and support a healthy body and mind.	As a Reading Partnership Teacher, I strive to develop appropriate pedagogical practices across all subjects of the primary curriculum, to the point where I can use them reflexively. I have high expectations of oracy across all subjects and employ strategies that support learners to self-review and feel empowered in their learning.	As a Reading Partnership Teacher, I investigate authentic and inclusive approaches to delivering the curriculum. I combine my knowledge of research and context to make curriculum design and pedagogical decisions, reflecting on and adjusting my practice to meet varied needs.	As a Reading Partnership Teacher, I am a brave and active role model in protecting the environment through delivering a curriculum underpinned by climate sustainability. I draw on local and global issues to help learners understand the power of diversity and support them in knowing how to combat discrimination and take control of their future.

Appendix 2: PGTA PGCE 2025-2026 Monitoring and reporting dates

AUTUMN TERM 2025 (Module ED3SITA – Shared implementation)

Interim review: w/c 20.10.25

Progress review: w/c 1.12.25 or 8.12.25

SPRING TERM 2026 (Module ED3GITA – Guided teaching)

Interim review: w/c 9.2.26

Progress review: w/c 16.3.26 or 23.3.26

SUMMER TERM 2026 (Module ED3IITA – Independent teaching)

Interim review: w/c 18.5.26

Progress review: w/c 15.6.26 or 22.6.26

End Point Assessment (EPA)

This is currently under review by the DfE. Further details will be provided when available.

Notes:

1. There are three Interim Reviews, one during each school experience module, which are purely formative. Each Progress Review (at the end of each experience) is a summative pass/fail assessment.
2. External examiners will visit a sample of Apprentices to moderate and quality-assure achievements during May/June 2026. We will get in touch with Apprentices and mentors as soon as possible about these visits, and would be grateful if every effort could be made to accommodate them.

Appendix 3: Guidance for Effective Lesson Feedback

Lesson feedback starts with agreement in advance of the lesson of the core focus of your feedback. This should be identified by the Apprentice on the Lesson Observation Summary form and should be related to one of their current professional development targets or areas for development. This keeps the impetus to drive improvement in the areas that need it and it is a constructive way of supporting the Apprentice. This doesn't mean that you won't comment on anything else at all, but it does ensure that they get feedback on the element they have been working on and are not overloaded with too many things to think about.

The feedback discussion will be greatly helped by notes made during the lesson. Make sure the Apprentice has provided a copy of their planning (in whatever format they are using at that time). As you observe, annotate the plan with notes or questions on what you see. These will relate to the identified focus but should also relate to impact on learning, encompassing stronger and weaker features seen. (Making sure you position yourself so that you can see pupils' reactions is useful.) These annotations will be a reliable aide memoire to support the post-lesson discussion and allow you to begin to identify strengths and areas for development.

If possible, allow the Apprentice time to reflect a little and formulate their own appraisal of the lesson. They could annotate their own copy of the plan, or just think through their key thoughts in relation to their professional development focus and pupils' learning. They will make notes on their proforma and there is a space for you to write their reflections down on the Observation Summary form.

Separate out any emotional responses to the lesson. Teaching observed lessons can trigger emotional (affective) reactions in any professional and Apprentices are as susceptible to this as anyone if not more so. This would mean it should be acknowledged but then put jointly to one side so that the lesson content can be discussed more analytically, or it may mean delaying the feedback discussion until later in the day if the response is particularly significant.

Ensure a reflective conversation takes place and not just a filling in of the Lesson Observation Summary form. Feedback is best understood if a dialogue occurs that allows the Apprentice to construct their own understanding. This means ascertaining the Apprentice's views on practice and listening to see how they might confirm your thoughts, surprise you or influence your next comments. It is also an opportunity for you to challenge some of their appraisal and begin to build new perspectives.

Encourage the mentor to begin with 'What did you want the pupils to learn?' This is a highly effective question for focusing on the main objective and sharpening thinking around that; it is non-affective and incisive. In general, questions are often a vital part of feedback. For example, the comment "There was poor behaviour during that transition," makes the Apprentice a passive recipient, whereas rephrasing this as "What do you think started the poor behaviour during that transition?" means that a dialogue is begun and the Apprentice is challenged to think.

Questions to facilitate reflection:

Step in Gibbs' reflective cycle	Example questions/prompts
Description	Tell me what happened in your lesson on Tuesday. Can you describe the incident with Jo in more detail? What were you thinking/feeling at that point? Tell me what your key aim was for the lesson? What did you want the pupils to learn?

Evaluation	How effective did you think that activity was? What did you find easy/difficult? How do you know the class learned X?
Analysis	Why do you think your lesson with X was difficult? How was it different from the previous lesson with that class?
Conclusions	If you were to teach that lesson again, what would you change?
Action Plan	As you've suggested that most of the class found the first activity too easy, let's think about pitch and pace at the beginning of lessons...

(Roberts, 2020, p128)

As the conversation evolves, identify points to be recorded on the Lesson Observation Summary, bearing these points in mind:

- **Any lesson feedback should comment on the impact made on the pupils' learning.** This is why we are all here and is a key factor in deciding how successful a lesson has been.
- **Be clear and positive about things done well.** Two repeated comments that Apprentices make are: "My feedback just stated what I'd done; it didn't say if it was good" and "My feedback only listed the criticisms". A statement like "The praise in the plenary linked to the objective," can be transformed into approval easily: "You added good value to the plenary by linking it nicely to the objective". Apprentices thrive on positive reinforcement.
- If your lesson feedback is **specific to the pedagogies and approaches of the subject** being taught it is more likely to be helpful to the Apprentice in developing them as a teacher of that subject.
- **Always remember where the Apprentice is in his/her training.** Expectations increase as the Apprentice progresses through their programme and thus feedback – and targets – should be manageable from the Apprentice's starting point.
- **Ensure the agreed targets are developmental.** i.e. do they articulate what greater proficiency or skills in the identified area look like? Will they help the Apprentice develop rather than simply tick something off a list?

Apprentices are not graded on individual lessons but **it is important that the most relevant achievement box at the end of the form is ticked/highlighted.** The training process is a transparent one and all parties need to understand what progress is being made, either for reassurance or to ensure no misunderstandings occur.

Don't write up your feedback 'in best'! As long as feedback is readable and can be understood by others, it can be in note form, use bullet points or include amended bits. It should be done whilst meeting together, as we are not in favour of anything that requires duplicated effort!

Appendix 4: Target Setting to Support Development

Target setting is integral to our programmes and is used as a tool to support Apprentices with an upward trajectory of progress towards achievement of the Teachers' Standards. All three programmes have regular opportunities for targets to be reviewed, assessed and revised.

Occasionally there is confusion between targets and to-dos. Whilst a to-do list is an essential part of a teacher's tool kit, a to-do is not a target. The following to-dos have appeared as targets:

- Learn how to work the photocopier
- Teach a maths lesson
- Plan a trip
- Lead an assembly

None of these are developmental, they are all 'things' that the Apprentice needs to do and, once done, can be ticked off. They are not targets!

Targets should be:

S = Specific

M = Measurable

A = Attainable

R = Relevant and realistic

T = Timely

And, for our Apprentices, they should support progress towards the Teachers' Standards.

The target:

"Work on developing Assessment for Learning in your lessons."

Is too vague. Although it is clearly designed to support the Apprentice to make progress towards TS 6, AfL is huge – which aspect is the Apprentice meant to focus on? It needs to be more focussed and more manageable, for instance:

"Work on differentiating questioning during inputs, ensuring that your questions are appropriate for LA and HA pupils."

Progress towards this target could be evident in a short period – a week for instance.

The target:

"Improve behaviour management."

Is also too vague.

"Address low level disruption by ensuring all pupils are quiet when you are talking"

Is more achievable and again, progress should be seen in a short space of time.