Mentor
Handbook

2024/2025

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Welcome

from our SCITT Director

Emily Guibertoni

Welcome to Bishop Challoner Training School Alliance SCITT.   I am delighted to welcome you to the role of school mentor.

Every year, our trainees start the year with excitement and enthusiasm to start their teacher training journey. Forming a good relationship with their mentor is a crucial part of ensuring this initial enthusiasm is nurtured to become the skill, commitment, and passion of a qualified teacher.

The school mentor is the first person trainees will turn to on placement for support, nurture, and expert guidance.

As Haili Hughes writes in her book *Mentoring in Schools, "Mentoring matters – and a well-designed mentoring programme facilitated by a knowledgeable, enthusiastic mentor makes a massive difference"*.

As teachers, we all have memories of the mentors who shaped our early years in the profession. Mentors who were approachable, knowledgeable, available, kind, who were our cheerleaders, who had high expectations, and who believed we can achieve even on our toughest days – these are the people we know enabled us to survive and thrive in the training year and beyond.

It is a great responsibility to be a mentor: trainees have staked their professional career, their finances, and their life's plan on the success of this year, and the mentor is their number one point of contact to support them to success.

And so thank you on the behalf of all our trainees for the time, skill, energy, and kindness you are bringing to the vital role of school mentor this year.

We look forward to working with you throughout the year.

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Welcome

from our Senior Lead Mentor

Firstly, I would like to thank you for the support that you will giving to our trainees this year. Your role as a mentor is key to the success of your trainees ITT journey. BCTSA SCITT are excited to be working alongside you, providing training, guidance and support needed to allow you to be successful.

You may be aware of the developments from the DfE through the Core Curriculum Framework (CCF) recognising the importance of receiving clear, consistent, and effective mentoring.

Andrea Morgan

This is in acknowledgement of the key role you play in supporting recruitment and retention into the teaching profession. It is my role as Senior Lead Mentor and the team of Lead Mentors through BCTSA to help you navigate all the new information, practicalities of placements and your own professional development. I work with a fabulous team who are always working behind the scenes to enable you to be successful.

Seeing our trainees flourish and take that professional leap into the classroom as fully qualified teachers is a real pleasure. I look forward in working alongside you, seeing you develop in your role of mentor and seeing your trainee establish themselves as an effective teacher.

> "A well-lived life is creative, and all effective mentors are creative. Like an artist mixing paint to find the perfect colour for a work of art or a master chef mixing the ingredients to create a delicious dish, mentors creatively partner with trainees to invent, adapt and create new ways to reach the minds and hearts of more children"
>
> *Jim Knight*
> *The definitive guide to instructional Coaching*

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Our Vision & Values

Vision

As an established provider of teacher training, with over 20 years of experience, we deliver an exceptional teacher training programme which is evidence-led and built through collaboration with expert practitioners. We support trainee teacher from all backgrounds. At the heart of our partnership is an innovative and ambitious curriculum that is created by teachers, for teachers,

We are committed to supporting teachers to excel in their vocation through highly rewarding, sustained and successful careers in schools. Our exceptional professional growth model provides teachers with subject specialist training and leadership development opportunities from their early career through to headship and beyond.

Our ultimate goal is to grow great teachers who will transform the lives of the pupils they teach.

Mission

- To transform the lives of children.
- To empower pupils and teachers to fulfil their potential.
- To serve our community by developing exceptional teachers.

Programme Values

- Programmes are evidence-informed and carefully crafted to develop the most effective teaching practices.
- An inspirational professional growth pathway to nurture all vocations.
- To fully embrace equality, diversity and inclusion with all stakeholders.
- Programmes built on genuine partnership and collaboration by teachers for teachers.
- To proactively support the wellbeing of all stakeholders.
- Responsive to the needs and context of our schools.
- Exceptional subject specialist and pedagogical training.

Contacts

Get to know our team who will be supporting you throughout your training journey

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Get to know our team who will be supporting you throughout your training journey

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Roles and Responsibilities

Placement schools must:

- Ensure that the school is an appropriate setting for effective training, with trainees having access to support, good practice and necessary resources.
- Provide written notification to BCTSA SCITT of any changes to the school's classification following inspection.
- Identify suitably experienced and trained mentors for trainees and ensure 1.5 hours of mentoring support each week.
- Ensure mentors have sufficient time and resources to complete all training and effectively support trainees.
- Follow procedures as described in the trainee and mentor handbook.
- Provide an induction day for trainees to include Safeguarding training and all necessary access to policies and related documentation required by the trainee for teaching and professional responsibilities within the school.
- Provide a suitable timetable for trainees as set out in the trainee and mentor handbook.
- Provide access to shared planning and online learning resources.
- Ensure regular observations as set out in trainee and mentor handbooks are carried out by suitably trained mentors and expert staff.
- Assess and review the trainees' progress against the BCTSA SCITT curriculum and, ultimately, the Teachers' Standards.
- Ensure that trainees with protected characteristics are supported through negotiated reasonable adjustments.
- Ensure that the workload of trainee teachers is manageable.
- Ensure that the mental health and well-being of trainees are protected.
- Inform BCTSA SCITT and appropriate Lead Partners of any concerns over trainee progress or professional conduct.

The role of the school ITT Coordinator in a school is to:

The ITT Coordinator's role is to lead their team of mentors to support trainee teachers in their school. In primary schools, this may be carried out by the Headteacher or other designated teacher with oversight of trainees.

Placement Organisation

- Be the first point of contact with BCTSA in coordinating all aspects of the training and assessment of the ITT programme.
- Organise and quality assure the school experience, ensuring trainee entitlement.
- Ensure equality of opportunity for all trainees, including those with protected characteristics.
- Provide an induction programme and ensure trainees are aware of school documentation and procedures.
- Ensure trainees are provided with a copy of Keeping Children Safe in Education and are clear about school-based safeguarding procedures.
- Organise opportunities for trainees to complete school-based tasks.
- Track the attendance of trainees and make this data available to BCTSA as requested.

Mentor Coordination

- Coordinate the selection of school mentors, ensuring they have the expertise to discharge the role successfully.
- Oversee the work of the school mentors and monitor their performance.
- Be responsible for ensuring mentors are aware of and have access to all BCTSA documentation and that they undertake the BCTSA Mentor Training programme.
- Support school mentors to complete 20 hours of mentor training.

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Trainees in need of additional support
- Identify trainees in need of additional support, inform BCTSA and Lead Mentors in a timely manner, and collaborate to design additional support plans.
- Facilitate implementation of additional support plans, including adaptations to the routine school-based programme where need is identified.

Quality Assurance
- Facilitate internal moderation of Progress Reviews and Final Assessments.
- Engage in joint observations with school mentors to secure consistency, fairness and quality of support to trainees.

> "A good mentor remembers how overwhelming it can be to enter the world of teaching and helps the new teacher to navigate their own way through with success"
>
> *Haili Hughes*
> *Mentoring in Schools*

The role of the School Mentor is to:

Be an expert voice in subject, phase and ITT curriculum:
- Understand the Core Content Framework, which underpins all trainee learning, and be able to use this to support formative development of trainees.
- Be aware of what constitutes good teaching and learning and be able to communicate this to trainees.
- Understand the trainee curriculum, and the role of the subject mentor in delivering this.
- Be a subject/phase expert, able to support trainee subject/phase specialism development.
- Engage in educational research to support trainee development.

Deliver high quality mentoring, engaging in CPD to develop practice:
- Be aware of what constitutes excellent mentoring practice.
- Reflect on mentoring skills, engaging in diagnostics, and identify areas to develop practice further.
- Complete 20 hours of general mentor training, as directed by BCTSA, using MOSAIC to record progress.

Provide formative and summative assessment and feedback:
- Ensure the provider is informed immediately of any concerns about trainee progress.
- Be responsible for the timely and accurate completion of the BCTSA Report Form, discuss it with the trainee teacher and forward it to the Professional Mentor in the school at the appropriate time.
- Take part in Quality Assurance visits and discussions.

Support the smooth running of the trainee placement:
- Plan the timetable for the trainee, ensuring entitlements are met with the correct number of hours for the stage of the course and the trainee's needs and that the Professional Mentor/BCTSA Leaders are informed of any timetable changes.
- Protect 1.5 hours per week for dedicated mentoring time for the trainee and mentor/s to meet, including a one hour weekly meeting which is recorded by the trainee on the weekly mentor meeting form.
- Arrange trainee induction to the department and school.
- Ensure trainee has appropriate copies of school information eg policies, textbooks.
- Be responsible for the day-to-day supervision of the trainee teacher in school.
- Ensure a formal observation of trainee teaching practice, with developmental feedback, takes place once a week ie the trainee receives subject specific written feedback, focused on the progress of students with strengths and areas of development, alongside verbal feedback which goes beyond the observation notes made during the lesson.
- Monitor and assist in developing Trainees' planning, documentation and record keeping especially via SharePoint, implementing schemes of work, lesson evaluations, subject audits.
- Support Trainees in subject knowledge development and the effective use of EdTech.
- Encourage trainees to implement practice of what they have been taught in weekly taught sessions.
- Ensure trainee receives advice on how to write reports to parents and/or give guidance at parents' evenings/consultation.
- Ensure trainee receives advice on how to collect and make use of relevant data to monitor progress and inform planning.
- Keep a record of Trainees' attendance. Communicate with the provider about absence.
- Ensure trainee receives immediate feedback when the trainee has not met the professional standards required.
- Liaise with the Professional Mentor in the school and BCTSA SCITT Leaders and bring to their attention any cause for concern, putting in place an appropriate course of action as outlines in our Cause for Concern document.

Our school mentors will:
- Be subject or phase experts, employed to teach the subject or phase they are mentoring.
- Experienced teachers in the classroom (at least ECT+1).
- Have the capacity to complete the required hours of mentor training.
- Have the capacity to support the trainee with 1.5 hours mentor support a week.

Our school mentors might have:
- Completed an NPQ.
- Have completed a wide range of other CPD appropriate to role and stage.
- Have been mentors previously.
- Have had mentor or coaching training and experience.

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Roles and Responsibilities of the BCTSA team:

BCTSA Lead Mentors

- Lead mentors will undertake 30 hours of initial training, with possible reduced hours due to prior learning, accreditation or involvement in development/delivery of the School Mentor curriculum.
- Support the establishment of a professional network of well trained and expert mentors.
- Be experts in the evidence base for the ITT programme, and in the specific curriculum requirements of BCTSA SCITT.
- Oversee, supervise and quality assure School Mentors.
- Design and deliver mentor training for School Mentors.
- Contribute to the design and delivery of Intensive Training and Practice (ITAP).
- Monitor the progress of trainees on the programme and deliver bespoke interventions where necessary.
- Ensure that School Mentors have the expertise, time, resources and support of their school.
- Support the development of quality assurance procedures for each stage of training.

BCTSA Phase/Subject Leads

BCTSA SCITT will ensure that we provide an effective curriculum for specialist secondary subjects and across all primary subjects and phases. We have expert practitioners in each of these phases/subjects who will undertake this role and their responsibilities will include:

- To design the curriculum for trainee teachers, ensuring that relevant aspects of the CCF are covered.
- Ensure that the curriculum draws on evidence-based research.
- Ensure that the curriculum builds on BCTSA SCITT's primary/secondary training curriculum.
- Create and deliver subject specific mentor training.
- Undertake joint observations with school staff.

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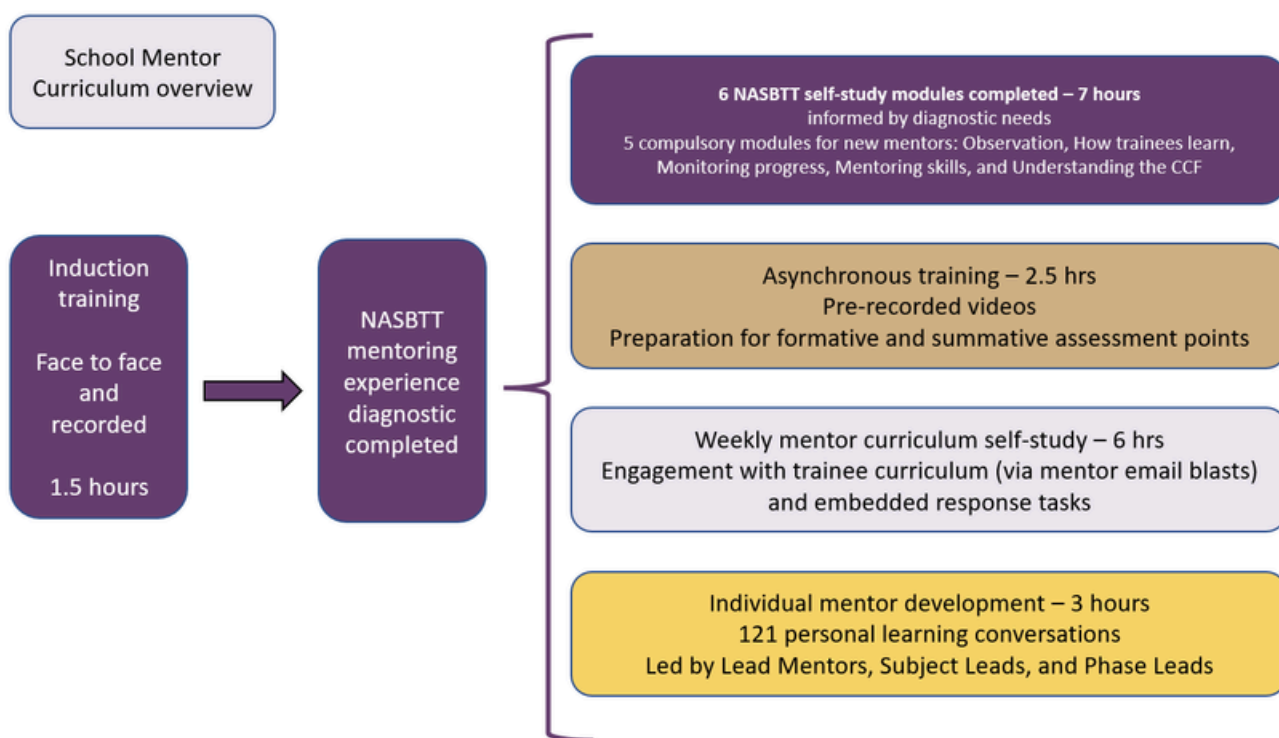
Mentor Training
for School Mentors

Mentors need to complete mentor training to provide effective support for their trainee. For a new mentor to BCTSA SCITT, this training will comprise 20 hours of training. For an experienced mentor, this time requirement may be reduced to 6 hours.

Training has been designed to minimise additional workload, and ensure that all activities are purposeful and directly support the development of effective mentoring.

Mentor training is designed to develop key skills:
- Generic mentoring skills, for example, developing understanding of how to have difficult conversations, or knowledge of instructional coaching
- Understanding of the research around mentoring practice
- Understanding of the BCTSA SCITT curriculum your trainee is studying
- Understanding of how to completed formative and summative assessments
- Personal and bespoke development

School Mentor Curriculum overview

Induction training

Face to face and recorded

1.5 hours

NASBTT mentoring experience diagnostic completed

6 NASBTT self-study modules completed – 7 hours
informed by diagnostic needs
5 compulsory modules for new mentors: Observation, How trainees learn, Monitoring progress, Mentoring skills, and Understanding the CCF

Asynchronous training – 2.5 hrs
Pre-recorded videos
Preparation for formative and summative assessment points

Weekly mentor curriculum self-study – 6 hrs
Engagement with trainee curriculum (via mentor email blasts) and embedded response tasks

Individual mentor development – 3 hours
121 personal learning conversations
Led by Lead Mentors, Subject Leads, and Phase Leads

Access to Platforms
Your asynchronous personalised mentor training will be done through NASBTT mentor modules. The certification you get from completing these modules will be valuable in counting as 'training completed' in future years, not just for BCTSA SCITT, but also for other training providers you may work with.

Access NASBTT mentor training here: HTTPs://nasbtt.nimbl.uk/nasb/login/

The trainee and mentor curriculum will be delivered via Mosaic. All materials will be accessed on Mosaic.

Access Mosaic here: https://app.mosaic.penrose.education/

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West Midlands ITE Partnership

The West Midlands ITE Partnership is collaborating on the design and development of mentor training that will be recognised across the region. The intent is to avoid teachers repeating training, and enable mentor training to be recognised across the region, regardless of which school a mentor is working in.

The benefits of this model are designed with these principles in mind.

- Cross-region collaboration between ITT providers
- Avoid duplication and enable portability of mentor training
- Safeguard workload of mentors and providers in implementing training requirements
- Minimise costs to schools
- Protect quality
- Develop core mentor skills that can be used beyond ITT mentoring
- Can be pre-accredited through other mentor training completed

New mentors to any school in the partnership will complete tier 1 training.

Tier 1 training is 6 hours.

Tier 1 training involves completing the following asynchronous modules on the NASBTT Mentor training. NASBTT mentor training can be accessed here: https://nasbtt.nimbl.uk/nasb/login/

- Understanding the Core Content Framework (CCF)
- Essential Skills for effective mentoring
- Coaching and mentoring approaches
- Deliberate Practice
- Observing mentees
- Challenging conversations

You are exempt from tier 1 training if you have completed:

- Identified NASBTT modules
- NPQ-LTD
- ECF Mentor training
- Certified Tier 1 training from another West Midlands Provider – make sure you get your certificate and accreditation badge when you complete this!
- Upload your evidence of any of these training experiences in order

Other providers currently in the West Midlands ITE Partnership include:

- Ark Victoria Academy
- Barr Beacon SCITT
- Birmingham City University
- Haybridge Alliance SCITT
- Keele and North Staffordshire Trust
- King Edwards Consortium
- Lawrence Sherriff School
- Manor Teaching School Hub
- South Birmingham SCITT
- St Joseph's College SCITT
- Staffordshire University
- The University of Birmingham

- The John Taylor SCITT
- Warwick University
- Titan Teacher Training
- Tudor Grange
- University of Wolverhampton
- University of Worcester
- Ormiston Academies
- Severn Academies EWducational T|rust
- Rainbow Teaching School Hub
- Prince Henry SCITT
- Painsley Catholic Coolege
- Newman University

Core Content Training Programme

The Core Content Training Programme is made up of Core Content Training days supported by school experience to enable trainees to put training into practice.

All training is based around the ITT Core Content Framework: https://assets.publishing.service.gov.uk/media/6061eb9cd3bf7f5cde260984/ITT_core_content_framework_.pdf

Part of the school mentor's role is to support the trainee to implement learning from their Core Content Training days.

A typical week of general Core Content Training will look like this:

1 day	4 days				
Core Content Training day to introduce research and practice related to the weekly theme	School experience linked to the weekly theme, **supported by the school mentor**, to include:				
	Observation of expert colleagues	Opportunities to practice target skills	Expert mentoring, including deconstruction and co-construction of skills and knowledge	Feedback	Reflection and evidence-gathering

Each week will be structured to develop one of the 5 curriculum core themes, as set out in the Secondary Programme calendar:

1. Behaviour Management
2. Subject and Curriculum
3. Pedagogy
4. Assessment
5. Professional Behaviours and Part 2 of the Teachers' Standards

Mentor guidance for each week will be accessed Mosaic.

All training days will embed consideration of:
• Managing workload and wellbeing
• Supporting students with SEND in the classroom

The curriculum is designed to revisit themes multiple times throughout the year to enable trainees to introduce, embed, and then extend learning related to each theme.

In the final 6 weeks of the programme, trainees will not have training days, but instead will spend 5 days per week in school, teaching an 80% timetable, in order to prepare for ECT teaching.

The specific foci of teach Core Content Training day is set out on the Secondary Programme calendar.

The 4 weeks designated as Intensive Training and Practice will follow a separate curriculum. These weeks have been assigned to act as 'punctuation points' in the wider curriculum, emphasising the development of key skills which will have been introduced earlier in the Core Content Training programme. School mentors will have separate training to develop their skills in supporting the Intensive Training and Practice weeks

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Assessment of progress

There are 5 assessment points during the year. The dates of each Progress Review and Final Assessment are set out on the Secondary Programme calendar.

Progress Reviews and Final Assessments should be completed by the school mentor, informed by conversations with the trainee and Lead Mentors.

At Progress Review 1-4, the school mentor will assess progress in line with the Core Content Framework statements. They will identify strengths, and areas the trainee needs to continue to work on to make more progress.

At the end of the year, your Final Assessment will be comprised of 2 key elements:
- A Final Assessment assessing performance against the Teacher Standards
- A QTS portfolio of evidence, demonstrating proficiency against each of the Teacher Standards

PGCE Assignments

The PGCE element of the course will be delivered by **Bath Spa University.**

The PGCE is made up of **2 assignments**, each worth 30 credits.

Students will be supported in their development towards the two summative assessments by appropriate formative exercises. The school mentor should discuss PGCE assignments with trainees throughout the year to support them to be successful in these assignments.

Each assignment is assessed through **3 elements**:
- 2000 word written essay
- 15 minute recorded presentation
- Portfolio of evidence

Module summaries from Bath Spa University

Module 1: pedagogy focus
In this module, you will explore how the learning of pupils can be planned for and developed within different lessons or a series of lessons. You will consider a range of pedagogies and then explore specific methods that you have observed and can put into practice in your own Secondary school classroom. In doing so, you will use and evaluate pedagogic approaches to teaching, considering the impact that these can have in enabling pupils to learn. This module expects you to focus on pedagogical approaches related to your specific Secondary subject specialism

Module 2: adaptive teaching focus
In this module, you will explore how adaptive teaching can create inclusive classrooms in Secondary schools, so that all pupils can be supported in their learning. You will consider the different approaches that can be taken to support a variety of pupil needs, through academic reading, observation of colleagues, discussions with specialists and implementation in your own Secondary school classroom. This module expects you to focus on pedagogical approaches related to your specific Secondary subject specialism

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The PGCE element of the programme is underpinned by the 3 core ideas that teaching is art, craft, and science:

Pedagogy as art, craft and science

Pedagogy as the
S C I E N C E
of teaching –
research-informed
decision-making

Pedagogy as the
C R A F T
of teaching –
mastery of a full
repertoire of skills
and practices

Pedagogy as the
A R T
of teaching –
responsive, creative
and intuitive
capacities
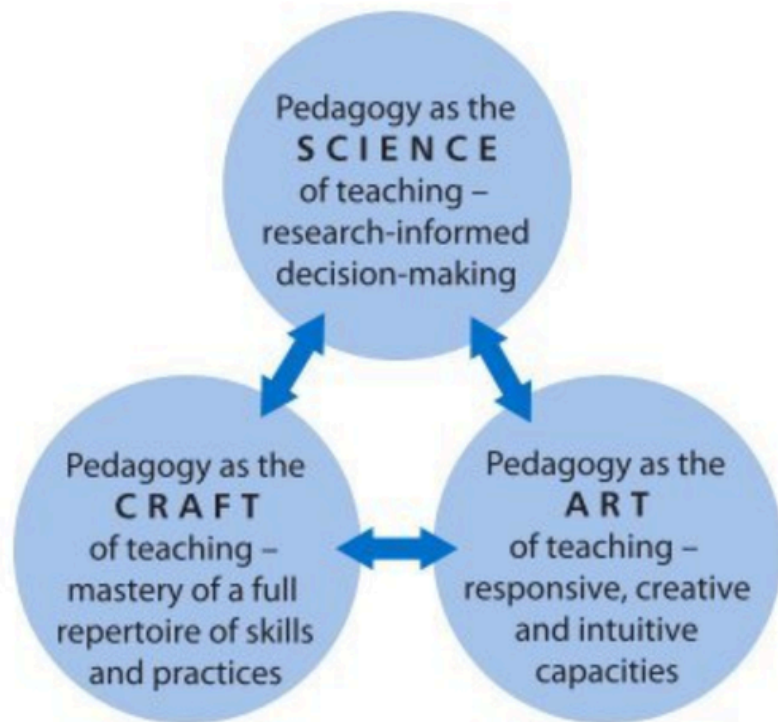
Pollard *et al.* (2019

School Experience

Your role as school mentor is to provide expert support on school experience days, when trainees are on placement.

Each week, trainees should engage with the elements of the programme set out below.

Each week, school mentors will have a **'Mentor Weekly blast'** document to provide training and guidance for you as a mentor. Your Mentor Weekly blast document will include:

- A summary of the research underpinning the week
- The Core Content Framework statements which are in focus during the week
- Suggested discussion tasks for the weekly mentor meeting
- A checklist of reminders of the key tasks the trainee must complete in the week

Reading this document is a core part of your mentor training hours (20 hours for new mentors).

Each week, the school mentor should support trainees to complete the following elements of their curriculum:

- Observation of expert colleagues
- Practice lesson planning
- Practice teaching
- Feedback on teaching practice
- Discuss and deconstruct teaching approaches
- Collecting evidence for their QTS portfolio
- Wider activities in the school for Standard 8/Part 2 of the Standards
- Reflection

All these elements of the school experience are outlined each week in the Mentor Weekly Review document.

You can access all these documents on Mosaic.

Teaching Requirement

Minimum weeks in school placements: 24 weeks, 120 days

Training route teaching requirements

A trainee timetable should include a minimum of 15 hours per week. These hours should be a mix of observation, co-teaching and teaching.

Towards the end of the course, trainees will spend 6 weeks on an 80% contact ratio teaching. The 80% refers to a full teaching timetable, as it is typically defined by the school where the experience is taking place, rather than 80% of a full pupil or school timetable.

We recommend a teaching escalation roughly as set out below, but this should be adapted to meet the development needs of the trainee.

	Recommended teaching	Progress review
Weeks 1-2	All lessons observing expert teachers	
Weeks 3-4	Introduce teaching elements, including parts of lessons and co-teaching	
Weeks 4-7	Build to teaching 2 full lessons per week	Week 7 – Progress review 1
Weeks 8-14	Build to teaching 5 full lessons per week	Week 14 – Progress review 2
Weeks 15-20	Second placement Teaching 7 full lessons per week	Week 20 – Progress review 3
Weeks 21-26	Build to teaching 10 full lessons per week	Week 27 – Progress review 4
Weeks 28-31	Build to teaching 15 full lessons per week	
Weeks 32-27	Teach an 80% timetable for 6 weeks	Week 35 – Final assessment

Salaried route teaching requirements

Salaried route trainees may teach up to an 80% timetable. We recommend salaried trainees begin on 50% timetable and gradually build to 80% as they grown in confidence.

The % refers to a full teaching timetable, as it is typically defined by the school where the experience is taking place, rather than % of a full pupil or school timetable.

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Inclusive Practice
supporting all trainee teachers

What does inclusive practice look like for our trainees?

We recognise some trainee teachers might need additional support or reasonable adjustments to the training programme in order for them to reach their potential, and successfully complete the year.

We support the implementation of reasonable adjustments and support for trainees, while recognising that the end point aim of meeting the Teacher Standards cannot be adjusted: support must always be with the goal of enabling trainee teachers to successfully reach the national standard set to qualify as a teacher by the end of the training programme.

The school mentor plays a key role in supporting trainees in all aspects of the programme:

Pre-Programme Support
- **application** – identification of need for further support at interview, and opportunities for support in interview preparation

- **interview** – identification of need for further support to be considered in placement and induction planning

- **induction** – personalised to the needs of the trainee teacher, with extra opportunities for bespoke induction where needed

- **identification of reasonable adjustments and pre-planning** with placement schools

During the training year
- **implementation** of reasonable adjustments identified in the pre-programme stage

- **weekly mentoring support** designed for regular target setting, review, and implementation of strategies personalised to the needs of the trainee teacher

- **early identification** of the need for additional support through rigorous tracking of progress

- **planned intervention** with experts from the BCTSA Central Team as needed

- **personalised support** on development needs beyond that covered in the standard curriculum

- delivery of **additional targeted training** as needed

- involvement of external agencies where appropriate

- **access to Bath Spa university support** for academic demands of the PGCE programme (PGCE route only)

Post-programme support
- **personalised** job hunting support

- **preparation** for ECT

- **ongoing tracking** and access to BCTSA CPD and support ongoing during ECT years

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Intensive Training and Practice

Intensive Training and Practice (ITaP) weeks are a new introduction of training that has a specific and focused element of teacher training curriculum. The intent is to consolidate trainees' knowledge of key evidence-based principles for effective training. The main aim is to strengthen links between evidence based research and classroom practice (DfE).

ITaP will take place over 4 separate weeks spread throughout the year. Each week will have a different focus linked with the Core Content Framework (CCF) and will look at:
1. Managing Behaviour
2. Modelling
3. Formative Assessment
4. Adaptive Teaching

The ITaP weeks will integrate both research and training input along with classroom practice allowing them also the opportunity to observe and deconstruct effective classroom practice within these areas.

The success of the ITaP will be the working partnership of experts who will have an input of critical analysis, deconstruction of the positive (and negative) features and feedback on the key focus. Expert input will include School Mentors and BCSTA SCITT Lead Mentors to help to secure the focused elements within a school and classroom environment.

Prior to each ITaP week, School Mentors will receive training and be sent information regarding the practicalities of the 2 days in school looking at the key focus, classroom observations, classroom practices including opportunities to plan and practice ITaP in a low stakes environment, deconstruction and reflection to support day 2 & 4 of the ITaP week within school. It is key that the school mentor has a clear and planned approach of how they can support their trainee to consolidate their learning and experience.

The **ITaP** weeks will be ran as follows:
- **Day 1** Training, observation, deconstruction and reflection with BCSTA SCITT.
- **Day 2** School based observation, deconstruction and reflection with mentor.
- **Day 3** Training, observation, deconstruction and reflection with BCTSA SCITT.
- **Day 4** School based observation, deconstruction and reflection with mentor.
- **Day 5** Training and Conference with BCTSA SCITT.

Subject Mentors will need to carefully plan the 2 days in school to allow trainees to observe each key focus within a classroom environment. This will include working with school mentor and other teachers in designing opportunities for trainees to plan and practice ITaP in a low stakes classroom environment and have those key mentoring conversations that allow discussion, deconstruction and reflection of practice.

These opportunities, to apply aspects of practice, will be not only be for the ITaP week but also recognising the importance of implementation over time. It is therefore important that ITaP learning is revisited throughout the training curriculum and school experience.

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Policy and Procedures
Cause for Concern

Please see the 'Cause for Concern and At Risk Policy' for further information about the processes and support for trainees in need of additional support.

If you have concerns about a trainee's progress, please contact your Lead Mentor at the earliest possible time. If you are not sure who your Lead Mentor is, contact the Senior Lead Mentor, Andrea Morgan, on a.morgan@bishopchalloner.bham.sch.uk

The Bishop Challoner Training School (BCTSA) SCITT programme is committed to ensuring that all trainee teachers are treated fairly and with consideration. As a training provider we have a responsibility to ensure high and consistent standards.

All trainee teachers do not progress at the same rate and we have a responsibility to identify trainee teachers who are experiencing difficulties which may affect their ability to meet the Teachers' Standards by the end of the academic year. We aim to ensure that where trainee teachers are identified as cause for concern, strategies to support progress are implemented as soon as possible.

Cause for Concern
Cause for Concern is intended to be a developmental and supportive process. A cause for concern will be raised when:

- A trainee's teaching, for any reason, is not developing as expected; for example, if a trainee 'plateaus' and there is no evidence of further progress or development in the quality of their teaching;
- a trainee struggles professionally or personally to make progress;
- a trainee fails to demonstrate high standards of personal and professional conduct.

Specifically, a cause for concern:
- can be raised at any stage of the programme;
- will usually relate to specific aspects of the trainee's teaching and be characterised by a lack of expected progress by the trainee against the ITT curriculum or by a lack of impact on outcomes for pupils;
- may relate to problems with professional relationships and following school policies and expectations.

A cause for concern will outline the concern and related targets, identify training and actions and agree review points. It will result in increased agreed school and centre-based support and monitoring.

Targets to support a cause for concern procedure
- Targets for improvement must be explicitly linked to area(s) of concern in the trainee's teaching, mastery of the ITE curriculum, impact on outcomes for pupils or ability to uphold the expectations in Part Two of the Teachers' Standards.
- Targets will require agreed actions for both the trainee and all those working with them in the training programme.

The setting and revision of targets must be based on the review of the full range of evidence; there must be clear correlation between the identified issues and the targets set.

At Risk
If a trainee is judged to be failing to meet the teacher standards towards the end of their training a Support/Remediation Action Plan will be put into place. Clear targets for improvement will be specified and improvement will need to be demonstrated within 3 weeks of the Action Plan. If the trainee is being taken through a separate process, for example disciplinary or fitness to practice, this policy does not take precedence over those and does not prevent any outcome or sanction being issued.

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Policy and Procedures

In line with Part 2 of the Teacher Standards, all trainee teachers must ensure they have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.

Planned absence on School experience days in placement schools

- For any absence for School experience placement days, trainees should follow the absence procedures of the school
- BCTSA must be informed of all school absences to monitor attendance.

Unplanned absence on School experience days in placement schools

- For any absence for School experience placement days, trainees should follow the absence procedures of the school
- BCTSA must be informed of all school absences to monitor attendance.

Wellbeing

Wellbeing support for mentors

We recognise being a mentor is a demanding role. To support mentors to fulfil the role while considering reasonable workload and wellbeing, we have the following strategies in place:

- When schools sign the partnership agreement to take on a trainee, they agree that mentors will be given appropriate time to fulfil the role
- The mentor curriculum has been designed with workload in mind, so that every element is immediately purposeful and practical, with no element which might be 'work for work's sake'
- The Lead Mentors will laiise with you throughout the year to support you to complete your mentor role. Part of these check ins will involve wellbeing and workload discussions.
- You can contact your Lead Mentor at any time (in work hours!) for support with workload and wellbeing concerns

The school mentor role in wellbeing support for trainees

Support for trainees in the demanding training year is at the heart of our SCITT offer.

The school mentor plays a vital role in supporting trainee wellbeing, as you are often the first person a trainee will come to, or the first person to realise more support is needed.

If you think your trainee needs further wellbeing support than you can provide, contact your Lead Mentor asap.

There are three layers to our wellbeing support for trainees.

Programme wellbeing support

For all trainees, we offer wellbeing support built into the programme design.

- Personal wellbeing and workload mentor check-ins in weekly mentor meetings
- Explicit discussion of wellbeing and workload strategies in weekly training sessions, led by experienced teachers
- Wellbeing bulletins to share wellbeing strategies throughout the year
- A programme design that carefully considers the course workload across the year, helping trainees balance their time and plan to manage workload effectively
- If trainees are on the PGCE programme, they will have access to the University wellbeing services offered by Bath Spa University: https://www.bathspa.ac.uk/students/student-wellbeing-services/
- Contact details for the central team so you can talk about any worries you have at any time

Additional, targeted support

At points during the year, trainees might have individual wellbeing needs which mean they need additional, targeted support. This support will always be bespoke, to help them navigate any challenges they are facing, whether as part of the programme, or with life outside of studies.

The role of trainee support team is to provide:
- Listen to you
- Help you identify sources of support, signposting you to support services
- Plan and problem solve
- Agree any actions and next steps

Our team are not trained counsellors or able to offer clinical advice: our guidance is to help signpost you to those who can provide expert services

External signposting

There are a number of external routes mentors to signpost trainees towards:

While we can't vouch for individual organisations, we might recommend:

NHS support, for example from your doctor

Education Support, a charity for those in school with a hotline for additional support

The TES wellbeing Hub - Programme wellbeing support

For all trainees, we offer wellbeing support built into the programme design.

We also try to provide more broad wellbeing opportunities, in response to the needs of the cohort each year. These might include, but are not limited to:

General wellbeing opportunities

- Making friends and building networks – we encourage trainees to make connections with others on the programme. We promote building of social connections within your cohort as an important part of wellbeing support
- Mental health support – throughout the year we will recognize and engage with mental health awareness opportunities, such as Movember or Mental Health Awareness Day.
- Community events – wellbeing walks, shared lunches, or gratitude boards are just a few examples of community events we run each year to build a positive sense of shared community

External sources for urgent, non-emergency support

- Call 111 (NHS) or your GP
- Talk to your pharmacist
- Samaritans
- Education Support hotline
- Call 0800 129 9999 to contact the NHS Mental Health Crisis team if you need urgent, but non-emergency help

> "
> Stress is a normalised part of being a teacher, regardless of ethnicity…Teachers from an ethnic minority background have to deal with the stress of teaching, plus the additional impact of racist and racialised experiences…Where participants have effective line management [mentoring] relationships they can be useful for sharing information, discussing sensitive topics and managing stress"
>
> *Mental Health and Wellbeing of Ethnic Minority Teachers, Education Support*

Calendar and Placement Dates
Secondary Programme

Training days will be the same for all trainees, on both full and part time programmes.

QTS only candidates will have alternate training provision on the 'PGCE module training days'.

Part-time trainees will have bespoke placement dates, agreed through agreement with school, trainee, and BCTSA SCITT.

Autumn 1

Week Beginning	Wk	Mon	Tues	Wed	Thu	Fri	Titles	Assessment	PGCE	CCF1 / 7 Behaviour	CCF3 / Curriculum	CCF2,4,5 / Pedagogy	CCF6 Assessment	CCF8 Prof. behaviours
2nd Sep	1						School-based (pre-course tasks)		Enrolment - online					
9th Sep	2	INDUCTION					INDUCTION		11/09 1-3 PM Online Programme Launch					
16th Sep	1	CCT1					Effective Teacher Behaviours							
23rd Sep	2	ITAP 1: behaviour					ITAP: Teacher language for behaviour							
30th Sep	1	PGCE					PGCE module 1 launch day		PGCE launch day - 4 hours					
7th Oct	2	CCT2					Effective Learning Behaviours / Lesson design							
14th Oct	1	SD1		PGCE online 1-3pm			Core subject approached / Assessment for Learning introduction	Progress Review Check 1	16/10 1-3 PM Critical writing					
21st Oct	2	ITAP2: AFL strategies					ITAP: AfL and responsive teaching							
28th Oct		HALF-TERM												

Main Placement School

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Autumn 2

Week Beginning	Wk	Mon	Tues	Wed	Thu	Fri	Titles	Assessment	PGCE	CCF1 / 7 Behaviour	CCF3 / Curriculum	CCF2,4,5 / Pedagogy	CCF6 Assessment	CCF8 Prof. behaviours
4th Nov	1	SD2					Subject specialism / Lesson design in my subject							
11th Nov	2	CCT3					Lesson design, cognitive load, retrieval							
18th Nov	1	SD3		PGCE online 1-3pm			Subject specialism / Curriculum sequencing		20/10 1-3 PM critical practice					
25th Nov	2	ITAP 3: scaffolding strategies					ITAP 3: scaffolding strategies							
2nd Dec	1	SD4					Subject specialism / Literacy, including phonics							
9th Dec	2	CCT4					Effective assessment	Progress Review Check 2						
16th Dec	1	SD5					Subject specialism / assessment focus							
23rd Dec		END OF TERM												
30th Dec		END OF TERM												

Main Placement School

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Bishop Challoner Training School Alliance

Spring 1

Week Beginning	Wk	Mon	Tues	Wed	Thu	Fri	Titles	Assessment	PGCE	CCF1 / 7 Behaviour	CCF3 / Curriculum	CCF2,4,5 / Pedagogy	CCF6 Assessment	CCF8 Prof. behaviours
6th Jan	2	CCT5					Questioning and Lesson design				✓	✓	✓	
13th Jan	1	SD6					Subject specialism / questioning strategies		PGCE module 1 hand in		✓	✓		
20th Jan	2	PGCE					PGCE Module 2 Launch Day		Module 2 Launch	✓		✓		✓
27th Jan	1	CCT6					Adaptive plans & adaptive practice					✓	✓	
3rd Feb	2	CCT7					Effective feedback strategies	Progress Review Check 3				✓	✓	
10th Feb	1	CCT8					Maintaining effective learning behaviour			✓				
17th Feb			HALF-TERM											

Spring 2

Week Beginning	Wk	Mon	Tues	Wed	Thu	Fri	Titles	Assessment	PGCE	CCF1 / 7 Behaviour	CCF3 / Curriculum	CCF2,4,5 / Pedagogy	CCF6 Assessment	CCF8 Prof. behaviours
24th Feb	2	CCT9					CCT9 Engaging with research / Wellbeing							✓
3rd Mar	1	SD7					Subject specialism / adaptive teaching / modelling		05/03 2-3PM Critical Evaluation		✓	✓		
10th Mar	2	ITAP 4: subject modelling					ITAP: effective modelling of core subject knowledge				✓			
17th Mar	1	SD8					Subject specliasms / Effective feedback strategies						✓	
24th Mar	2	CCT10					Progress, feedback and data						✓	
31st Mar	1	CCT11					Professional learning/relationships / Careers	Progress Review Check 4						✓
7th April	2	CCT12					Behaviour management for challenging material			✓				
14th April			END OF TERM											
21st April			END OF TERM											

Main Placement School   Complimentary Placement

**Calendars are accurate at June 2024 but are subject to change. Up to date calendars can be found on Mosiac*

Summer

Week Beginning	Wk	Mon	Tues	Wed	Thu	Fri	Titles	Assessment	PGCE	CCF1 / 7 Behaviour	CCF3 / Curriculum	CCF2,4,5 / Pedagogy	CCF6 Assessment	CCF8 Prof. behaviours
28th April	1	SD9					Subject specliams / Medium term planning and metacognition		Module 2 hand in					
5th May	2	BANK HOLIIDAY												
12th May	1	SD10					Subject specialism / Oracy and independent practice							
19th May														
26th May		HALF-TERM												
2nd June														
9th June								Final Assessment						
16th June														
23rd June						Bath Spa Return QTS			QTS Board					
30th June														
7th July		ECT Preparation					PS 13 ECT preparation							
14th July									PGCE Exam Board					

Main Placement School

**Calendars are accurate at June 2024 but are subject to change. Up to date calendars can be found on Mosiac

Calendar and Placement Dates
Primary Programme

Training days will be the same for all trainees, on both full and part time programmes.

QTS only candidates will have alternate training provision on the 'PGCE module training days'.

Part-time trainees will have bespoke placement dates, agreed through agreement with school, trainee, and BCTSA SCITT.

Autumn 1

Week Beginning	Wk	Mon	Tues	Wed	Thu	Fri	Titles	Assessment	PGCE	CCF1 / 7 Behaviour	CCF3 / Curriculum	CCF2,4,5 / Pedagogy	CCF6 Assessment	CCF8 Prof. behaviours
2nd Sep							School-based (pre-course tasks)		Enrolment - online					
9th Sep				Induction			INDUCTION		11/09 1-3 PM Online Programme Launch					
16th Sep					PE/SEND	CCT1	How children learn							
23rd Sep					Maths 1	CCT2	Effective teacher behaviours							
30th Sep					PE/SEND2	PGCE	PGCE module 1 launch day		PGCE launch day - 4 hours					
7th Oct		ITAP1: Behaviour					ITAP1: Behaviour							
14th Oct				PGCE online 1-3pm	PE/SEND3	CCT3	Lesson Planning / Design (Maths)	Progress Review Check 1	16/10 1-3 PM Critical writing					
21st Oct					Maths 2	CCT4	SEND / TA / Behaviour for SEMH							
28th Oct		HALF-TERM												

Main Placement School

**Calendars are accurate at June 2024 but are subject to change. Up to date calendars can be found on Mosiac

Autumn 2

Week Beginning	Wk	Mon	Tues	Wed	Thu	Fri	Titles	Assessment	PGCE	CCF1 / 7 Behaviour	CCF3 / Curriculum	CCF2,4,5 / Pedagogy	CCF6 Assessment	CCF8 Prof. behaviours
4th Nov	1	ITAP2 Adaptive teaching: scaffolding strategies					ITAP2 Adaptive teaching: scaffolding strategies							
11th Nov	2				PE/SEND4	CCT5	Intro to phonics / Early Reading							
18th Nov	1	SD3		PGCE online 1-3pm	PE/SEND5	CCT6	Questioning / Maths		20/10 1-3 PM critical practice					
25th Nov	2				Maths 3	CCT7	Behaviour / PECs / Maths							
2nd Dec	1	ITAP3: Assessment					ITAP3: Assessment							
9th Dec	2				Maths 5	CCT8	Assessment for learning		Progress Review Check 2					
16th Dec	1													
23rd Dec		END OF TERM												
30th Dec		END OF TERM												

Main Placement School

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Spring 1

Week Beginning	Wk	Mon	Tues	Wed	Thu	Fri	Titles	Assessment	PGCE	CCF1 / 7 Behaviour	CCF3 / Curriculum	CCF2,4,5 / Pedagogy	CCF6 Assessment	CCF8 Prof. behaviours
6th Jan						CCT9	English 1: 4 key skills + handwriting				■			
13th Jan						CCT10	Interleaving/ English writing skills /Literacy across the curriculum		PGCE module 1 hand in			■		
20th Jan						PGCE	PGCE Module 2 Launch Day		Module 2 Launch		■	■		
27th Jan						CCT11	English / Reading / Phonics/ EAL					■		
3rd Feb						CCT12	Assessment of English	Progress Review Check 3					■	
10th Feb						CCT13	Cognitive Science / Science					■		
17th Feb		HALF-TERM												

Spring 2

Week Beginning	Wk	Mon	Tues	Wed	Thu	Fri	Titles	Assessment	PGCE	CCF1 / 7 Behaviour	CCF3 / Curriculum	CCF2,4,5 / Pedagogy	CCF6 Assessment	CCF8 Prof. behaviours
24th Feb				PGCE Online		CCT14	Cultural capital/ Job preparation, trips, risk assessments		26/02 2-3PM Critical Evaluation					■
3rd Mar						CCT15	Schemas / History / Geography					■		
10th Mar						CCT16	Retrieval practice / technology / MFL / Report writing					■		
17th Mar		ITAP4 scaffolding strategies SEND					ITAP4 scaffolding strategies SEND					■		
24th Mar						CCT17	Computing / Esafety				■			
31st Mar						CCT18	PSHE/RE.BV/SRE/ Mental Health	Progress Review Check 4						
7th April						CCT19	Metacognition / Art / DT / Music				■			
14th April		END OF TERM												
21st April		END OF TERM												

🟧 Main Placement School   🟪 Complimentary Placement

Bishop Challoner Training School Alliance

**Calendars are accurate at June 2024 but are subject to change. Up to date calendars can be found on Mosiac

Summer

Week Beginning	Wk	Mon	Tues	Wed	Thu	Fri	Titles	Assessment	PGCE	CCF1 / 7 Behaviour	CCF3 / Curriculum	CCF2,4,5 / Pedagogy	CCF6 Assessment	CCF8 Prof. behaviours
28th April						CCT20	Cross Curricular /outdoor learning / PE		Module 2 hand in					
5th May		BANK HOLIIDAY				School Visits	Pru/Special/Secondary							
12th May														
19th May														
26th May		HALF-TERM												
2nd June														
9th June									Final Assessment					
16th June														
23rd June						Bath Spa Return QTS			QTS Board					
30th June														
7th July		ECT Preparation					PS 13 ECT preparation							
14th July									PGCE Exam Board					

Main Placement School

**Calendars are accurate at June 2024 but are subject to change. Up to date calendars can be found on Mosiac

Bath Spa University

PGCE Assignment Dates

SCITT 2024-2025		BC		
		Date	Time	Location
PROG LAUNCH		11.09.2024	1300-1500	BC/Teams
ASSIGNMENT 1	Launch Lecture	30.09.2024 (S) 04.10.2024 (P)	TBC	BC
	Plan	14.10.2024		
	LR Seminar	16.10.2024	1300-1500	Teams
	Draft	18.11.2024		
	PR Seminar	20.11.2024	1300-1500	Teams
	Tutorials #1	w.b. 25.11.2024	TBC	Teams
	Review Mtg 1	w.b. 25.11.2024	TBC	Teams
	Tutorials #2	w.b. 16.12.2024	TBC	Teams
	Submission	13.01.2025		
	Results	03.02.2025		
	Resub Tutorials	w.b. 04.02.2025	TBC	Teams
	Review Mtg 2	w.b. 04.02.2025	TBC	Teams
	Resubmission	24.02.2025		
	Resub Results	10.03.2025		
ASSIGNMENT 2	Launch Lecture	20.01.2025 (S) 24.01.2025 (P)	TBC	BC
	Plan	03.02.2025		
	CE Seminar	26.02.2025	1400-1500	Teams
	Draft	03.03.2025		
	Tutorials #1	w.b. 10.03.2025	TBC	Teams
	Tutorials #2	w.b. 24.03.2025	TBC	Teams
	Submission	28.04.2025		
	Results	20.05.2025		
	Resub Tutorials	w.b. 21.05.2025	TBC	Teams
	Review Mtg 3	w.b. 21.05.2025	TBC	Teams
	Resubmission	10.06.2025		
	Resub Results	24.07.2025		
SCITT QTS RETURN		27.06.2025		
BSU EXAM BOARD		16.07.2025?	TBC	BSU

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CALENDAR OF DEADLINES

Enrolment	
Progress review 1	18th October
Progress review 2	13th December
Progress review 3	7th February
Progress review 4	5th March
Final assessment	20th June
QTS portfolio submission	Week commencing 9th June
PGCE assessment 1 deadline	Week commencing 20th January
PGCE assessment 2	Week commencing 12th May

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School Based Induction

Trainees first week in school will be an induction week, as they get to know the school, staff, and students.

Each school will organise this in a different way. Some induction may take place in a formal training context, other information may be shared in a more flexible way. Expect your trainees to be proactive in asking questions about any areas where they are unsure.

Use the checklist below to ensure trainees have all the information they need.

	Completed	Notes
Logistics		
School based Safeguarding training (including Prevent)		
IT logins, including school email account, logins, and logins to any school platforms used (e.g. SIMS or ClassCharts)		
IT technical support		
Laptop/computer setup		
Access to school policies		
ID card and keys		
Fire and lockdown procedures		
First aid procedures, including First Aiders and reporting accidents procedures		
Relevant health and safety		
Dress code / expectations		
Staff absence procedures		
Staff facilities, including door codes, photocopying		
Lunch arrangements (e.g. cashless payments)		
Map of the school		
Copy of school prospectus / Staff handbook		
Key staff		
School based mentor		
ITT coordinator / professional mentor		
Senior DSL / DSL team		
Head of department/department staff		
Understanding the school approaches to behaviour, curriculum, and inclusion		
Behaviour policy and systems		
Curriculum overview		
Access to shared curriculum resources		
Learning support / SENDCO		
School approaches to literacy and numeracy across the curriculum		
Marking and feedback policy		
PSHE approaches		
Support for pupil premium/disadvantaged students		
Support for EAL students		
Rewards systems		
School data and reporting processes		
Setting/grouping policy		
Copy of department handbook		
School use of pupil voice (including school council)		

Bishop Challoner Training School Alliance

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Research Overview

As with all teacher training, Bishop Challoner Training School SCITT programmes are evidence-informed and carefully crafted to develop the most effective teaching practices.

The mentor curriculum evidence base

For mentors, our mentor curriculum has been designed around the following evidence framework. These references are not exhaustive, but they give a good flavour of research and evidence you will hear explored in your mentor training.

- Department for Education (2019) 'Core Content Framework', available at:
  https://assets.publishing.service.gov.uk/media/6061eb9cd3bf7f5cde260984/ITT_core_content_framework_.pdf

- Coe et al (2020) 'Great Teaching Toolkit' , available at:
  https://www.cambridgeinternational.org/Images/584543-great-teaching-toolkit-evidence-review.pdf

- Education Endowment Fund (2021) 'Effective Professional Development Guidance Report' , available at:
  https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/effective-professional-development/EEF-Effective-Professional-Development-Guidance-Report.pdf?v=1718529710

- Hughes Haili (2021) 'Mentoring in Schools' Crown House Publishing: Wales

- Feeley M and Karlin B (2023) 'The Teaching and Learning Playbook', Routledge: London

The trainee curriculum evidence base

There is a large and detailed evidence base for the ITT Core Content which is set out in the national framework.

Below, we have set out, next to each of our 5 curriculum themes, some key pieces of research and evidence that trainees will be learning about during their training year.

The core text for all our trainees is:

Pearce, J (2022) What Every Teacher Needs to Know: how to embed evidence-informed teaching and learning in your school, Bloomsbury: London

Behaviour Management
Bennett, T. (2017) 'Creating a Culture: How school leaders can optimise behaviour', available at:
https://assets.publishing.service.gov.uk/media/5a7506e4ed915d3c7d529cec/Tom_Bennett_Independent_Review_of_Behaviour_in_Schools.pdf
Bennett, T. (2020) 'Running the Room: The teacher's Guide to Behaviour', John Catt Publishers: Woodbridge

Cowley, Sue (2014) 'Getting the Buggers to Behave', Bloomsbury: London

Dweck, Carol S. (2008) 'Mindset: the new psychology of success', New York: Ballantine Books.

Education Endowment Foundation (2019) Improving Behaviour in Schools Guidance Report. [Online] Accessible from:
https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour

Education Endowment Foundation (2019) Improving Social and Emotional Learning in Primary Schools, Accessible from: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel

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Subject and Curriculum

Each individual subject and phase will have a bespoke reading list, which your trainee teacher will be able to share with you.

Early Years Literacy: Education Endowment Foundation (2018) Preparing for Literacy. [Online] Accessible from: **https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-early-years**

KS1 Literacy: Education Endowment Foundation (2020) Improving Literacy in Key Stage 1. [Online] Accessible from: **https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1**

KS2 Literacy: Education Endowment Foundation (2021) Improving Literacy in KS2. [Online] Accessible from: **https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2**

Secondary Literacy: Education Endowment Foundation (2018) Improving Literacy in Secondary Schools. [Online] Accessible from: **https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4**

Pedagogy

SEN support: Carroll, J., Bradley, L., Crawford, H., Hannant, P., Johnson, H., & Thompson, A. (2017). SEN support: A rapid evidence assessment. Accessible from: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/628630/DfE_SEN_Support_R EA_Report.pdf

Pedagogy: Coe, R., Aloisi, C., Higgins, S., & Major, L. E. (2014) What makes great teaching. Review of the underpinning research. Durham University: UK. Available at: http://bit.ly/2OvmvKO

Science of Learning: Deans for Impact (2015) The Science of Learning [Online] Accessible from: https://deansforimpact.org/resources/the-science-oflearning/. [retrieved 10 October 2018].

Learning techniques: Dunlosky, J., Rawson, K. A., Marsh, E. J., Nathan, M. J., & Willingham, D. T. (2013) Improving students' learning with effective learning techniques: Promising directions from cognitive and educational psychology. Psychological Science in the Public Interest, Supplement, 14(1), 4–58. https://doi.org/10.1177/1529100612453266.

Working memory: Gathercole, S., Lamont, E., & Alloway, T. (2006) Working memory in the classroom. Working memory and education, 219-240. Hattie, J. (2012) Visible Learning for Teachers. Oxford: Routledge

Metacognition: Education Endowment Foundation (2017) Metacognition and Self-regulated learning Guidance Report. [Online] Accessible from: https://educationendowmentfoundation.org.uk/tools/guidance-reports/

SEN in Mainstream: Education Endowment Foundation (2017) SEN in Mainstream Schools Guidance Report. [Online] Accessible from: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send

Direct instruction: Rosenshine, B. (2012) Principles of Instruction: Research-based strategies that all teachers should know. American Educator, 12–20. https://www.aft.org/sites/default/files/Rosenshine.pdf

Cognitive load: Sweller, J. (2016). Working Memory, Long-term Memory, and Instructional Design. Journal of Applied Research in Memory and Cognition, 5(4), 360–367. https://www.sciencedirect.com/science/article/abs/pii/S2211368115000935

4. Assessment

Formative assessment: Black, P., & Wiliam, D. (2009) Developing the theory of formative assessment. Educational Assessment, Evaluation and Accountability, 21(1), pp.5-31.

Principles of assessment: Christodoulou, D. (2017) Making Good Progress: The Future of Assessment for Learning. Oxford: OUP

Feedback: Education Endowment Foundation (2021) Teacher Feedback to Improve Pupil Learning, Accessible: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback

Feedback: Hattie, J., & Timperley, H. (2007) The Power of Feedback. Review of Educational Research, 77(1), 81–112. https://doi.org/10.3102/003465430298487

5. Professional Behaviours and Part 2 of the Teachers' Standards

CPD: Education Endowment Foundation (2021) Effective Professional Development, Accessible at: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development

Teaching Assistants: Education Endowment Foundation (2021) Making Best Use of Teaching Assistants, Accessible at: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants

Working with parents: Education Endowment Foundation (2018) Working with parents to support children's learning, Accessible at: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents

Careers: Gatsby (2014), Good Career Guidance, accessible: https://www.goodcareerguidance.org.uk/benchmarks-and-background

Careers: Gatsby (2019) Good Career Guidance: Perspectives from the Special Educational Needs and Disabilities Sector, accessible: https://www.gatsby.org.uk/uploads/education/good-career-guidance-perspectives-from-the-send-sector.pdf

BCTSA Mentor Framework

A: Knowledge of the ITT Curriculum and the BCTSA SCITT curriculum

- **A1** To understand the evidence base for teacher training including the ITTCCF and how trainee teachers learn.
- **A2** To understand the sequencing and progression of the BCTSA SCITT curriculum.
- **A3** To be informed about the research and practice strategies to support trainee learning in line with the trainee curriculum.
- **A4** To maintain a current understanding of effective practice in ITT mentoring
- **A5** To understand the role and responsibility of a mentor within the BCTSA SCITT curriculum
- **A6** To understand and implement the assessment and monitoring processes of BCTSA SCITT to secure trainee progress

B: Professional skills and behaviours of a mentor

- **B1** To undertand how to establish and maintain effective mentoring relationships
- **B2** To understanding what effective mentee observation and feedback looks like, supported by SCITT documentation and strategies
- **B3** To lead mentoring conversations to ensure they are developmental and secure progress over time
- **B4** To know how to set high quality, specific, and timely targets and feedback for trainees to ensure progress
- **B5** To support trainees to engage in deliberate practice
- **B6** To collaborate effectively with the wider SCITT team, seeking advice and support where needed, to support trainee progress
- **B7** To be inclusive and proactive in creating an environment where trainees can thrive
- **B8** To have awareness of strategies to support trainee wellbeing, including monitoring and guiding trainees to manage workload
- **B9** To seek out further professional development, and strive to improve personal practice
- **B10** To treat trainees with respect and professionalism, including confidentiality, seeking support, and addressing issues where appropriate

C: Expertise in current subject and phase pedagogies, including research into how pupils learn

- **C1** To understand current research and best practice in behaviour management and creating a positive classroom culture
- **C2** To maintain knowledge of effective curriculum and assessment in your own phase
- **C3** To have secure subject knowledge of current research and best practice in the field
- **C4** To understand common misconceptions in a subject specialism and how to support trainees to address these
- **C5** To understand current research on how pupils learn, including research on memory, cognitive load theory, and the role of schemas.
- **C6** To understand pedagogical approaches to lesson planning, including direct instruction
- **C7** To understand a variety of approaches to adaptive teaching in classroom practice
- **C8** To have a secure understanding of the curriculum intent and implementation in your setting

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