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Introduction

We are delighted to welcome you to the NELTA School Direct programme. To guide all parties; Professional Co-ordinating Mentors (PCM), subject mentors (SM) and trainees through the training year we have produced this handbook which sets out key information.

Throughout the year the NELTA Professional Development Team will be on hand to support trainees and school-based mentors alike. Each NELTA School Direct trainee will have a NELTA tutor who will visit trainees in school to ensure that they are making good progress towards meeting the Teachers' Standards. The Professional Development Team will also be delivering a range of sessions on a number of important aspects of Teaching and Learning throughout the year.

This handbook contains many of the key documentation that you will need throughout the year. All of this is also available online through our website <http://nelta.co.uk/get-into-teaching/current-trainees>.

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Guidance on trainee timetabling

Salaried trainees

Trainee timetable allocation should initially be 50% of a main scale teacher's timetable (about 10 one hour periods per week). Although paid as unqualified teachers they are on a training programme and they need time to plan, reflect and complete activities which will help them to demonstrate they are meeting the Teachers' Standards. This 50% timetable can be increased as the trainee progresses and becomes more confident (60% in the second term and up to 80% in the third term). The timetable **must not** exceed 90% of a normal teaching load. We would anticipate that these additional classes would come from the subject mentor to give them some time back for the hours they have invested in the trainee. The trainee will also need to be attached to a tutor group so that they get experience of the pastoral role of a teacher.

Salaried trainees need experience across two key stages and over the course of the programme their teaching should cover no fewer than four school years. Trainees must have experience of Year 11 teaching. This does not mean that they need to be solely responsible for a Year 11 class, they could team teach some lessons with a more experienced teacher. It is important that trainee teachers experience teaching exam classes because they will be expected to do this as an NQT. Please do think carefully about which classes and how many periods of each class a trainee has. We would expect that exam classes would either be shared or there be plenty of support in place to ensure the students are as successful as they can be. Trainees should also have some post 16 experience, although again this could be team teaching/leading small groups of students in revision activities.

When allocating classes please note that all trainees will have three hours of NELTA training (at Beal High School) from 2.15 every Thursday. Do please build in time for travel on these days

When allocating classes please remember that there are five Wednesdays throughout the year when the trainee will attend NELTA training (at Beal High School). Therefore, if lessons for the chosen class fall on these days they will need to be covered. This can mean that deliberate sharing of Year 11 or sixth form groups is actually desirable if they happen on this day.

In addition to the five Wednesdays used for extended study days trainee teachers have to complete a four week (possibly 6 weeks if the timetable swap is with a UCL trainee) contrasting placement at another school. Where we have more than one trainee in a subject within our alliance we try to coordinate these contrasting placements so the trainees can swap places. This means classes do not need to be covered. There is also a requirement for a three day primary placement.

Please be aware trainees will need to be observed regularly and will have to meet with their subject mentor for one hour a week. The mentor will have to share one free lesson a week with them (at least) and will have to have at least one occasion per week where the trainee is teaching and the mentor is free. This clearly has implications when you are considering loadings and departmental capacity. We would also recommend that the Head of Department/ Director should also observe the trainee teaching as the trainee is a member of their department for the year and the HOD may want to employ the trainee the following year. This would mean the HOD/Department Director would need to be free when the trainee is teaching, or have a lesson covered.

Tuition fee trainees

Although tuition fee trainees will be supernumerary, timetables for them will need to be constructed prior to their arrival at school experience placements. If this is SE1 for a trainee the timetable should begin with lesson observations and gradually as the trainee gains competency they could begin to team teach and then deliver whole lessons to some of the classes. By the end of SE1 the timetable should include about 8-10 lessons per week that the trainee will plan and deliver with support. The rest of the timetable should be made up of observation or planning time. In SE2, after a short period observing classes to be taken over, a trainee's timetable should start immediately with 8-10 lessons of planning and teaching with support.

These timetables need to include lessons across both of the key stages in which the trainee will be assessed. The trainee will also need to have experience of Year 11 teaching. This does not mean that they have to take over a class it may mean they support the teaching and learning or do some team teaching. Trainees must also have post 16 experience, although again this could be team teaching/leading small groups of students in revision activities. The trainee should also be attached to a tutor group so that they can gain experience of this pastoral role. All trainees will have three hours of NELTA training (at Beal High School) from 2.15 every Thursday. Do please build in time for travel on these days

The timetable should enable the trainee to practice short, medium and long term planning so having the same group a few times across a week would allow them to plan sequences of lessons and really get to know their classes well.

The trainee will need a weekly meeting with a subject mentor so the constructed timetable would need to include a time when the mentor and the trainee are both free. The subject mentor would also need to observe the trainee so there also needs to either be a lesson where trainee can teach the mentor's class or a time when the mentor is free but the trainee is teaching another class.

Here is an example of a timetable constructed for a trainee, this is for the second placement and note that some classes are observation/team teaching.

Johnny	Before school	Period 1 9:05-10:05 am	Period 2 10:05-11:05 am	Break 11.05-11.25 am	Period 3 11.25-12.25 am	Period 4 12.25-1.25 pm	Lunch 1:25-2:10 pm	Period 5 2.10-3:10 pm	After school
Monday		Mr Hoy Y8H2 Gymnastics Set 1				Mr Howell Year 11- GCSE practical		Mr Hoy Year 7W1- Gymnastics set 2	
Tuesday			Mr D'Silva 7W2 Football		Mr Hoy Year 11 Core Team teach			Mr Calver 9H2 Gymnastics	Junior Rugby training
Wednesday		Miss Edwards 9W2 Fitness	Mentor Meeting Mr Hoy			Mr Calver 9H1 Gymnastics			Year 7/9 training/matches
Thursday	Year 7 Basketball training	Mr Calver Year 10W Core team team			Mr Hoy 8W1 Football				NELTA TRAINING
Friday		Mr calver 10W Core- Basketball	Mr D'Silva Year 12 observe AS Level			Miss Hiscott 7H Swimming	Futsal club	Mr D'Silva Year 10 GCSE Theory	

Initial Induction

When trainees arrive in schools they must be inducted into the school to familiarise them with the work environment and enable them to work successfully in the classroom (see Trainee Induction Evaluation in course documents section). Trainee teachers should be shown the staffroom and be given an appropriate timetable (as detailed above). They should also be shown where they can work (staffroom/departmental office etc.) In addition they should be given access to a full range of ICT facilities – computer login details, photocopying codes/passwords and where appropriate a school email address. If possible student teachers should also be given keys/access to appropriate department areas as this will enable them to become more independent in school. You will also need to ensure that the trainee has been briefed on health and safety issues (evacuation procedures, accident reporting etc.) as well as school specific safeguarding protocols.

Schools must ensure that all trainee teachers are provided with the following at the commencement of their training in each school:

- the child protection policy
- the staff behaviour policy (sometimes called a code of conduct)
- information about the role of the designated safeguarding lead
- a copy of Keeping Children Safe in Education

PCM responsibilities:

- Ensure that a suitable induction programme is in place for trainees.
- Complete Trainee Induction Evaluation with trainee.

Trainee responsibilities

- Complete Trainee Induction Evaluation with PCM.

A step by step guide to the salaried programme

Pre-course training

Summer school

Trainees on the salaried programme are invited to a summer school at the beginning of July prior to the course commencing. This is for five days and is held at the NELTA training centre (Beal High School). Salaried trainees will commence teaching as soon as they start at their employing school in September and most, if not all, will benefit from this intensive introduction to teaching and learning. Certificated Level 1 safeguarding training is included in this programme. We recognise that due to prior commitments some trainee teachers may not be able to attend and in this case we will invite them to the tuition fee summer school held at the beginning of September.

Research your placement forms

On day five of the summer school trainee teachers will visit their employing school to meet colleagues, in particular, in their departments and collect information about the school and department. It is important that the trainee gets an opportunity to discuss timetables, schemes of work and familiarise themselves with the key school policies. There is a form entitled 'Research your Placement' which trainees are required to complete and email to their NELTA tutor before the course starts which records information about their placement school.

Initial subject knowledge audits

This course is a learning journey and the evidence that a trainee collects needs to reflect where they started from and how they developed over the duration of the programme. As such the trainee needs to complete an initial subject knowledge audit to identify their starting point with regards to their confidence in teaching subject specific content. This will be completed before the course begins and will identify initial training needs and areas for development. Based on this audit, and performance at interview, the NELTA team will develop bespoke pre-course tasks for each trainee. These will be discussed at the summer school. As the course progresses subsequent subject knowledge audits should be completed at the various check points detailed on the subject knowledge audit document. NELTA tutors will also identify initial targets for trainees after their interview and attendance at the summer school. These targets will be pre-populated on the trainee's first mentor meeting record along with appropriate actions. This should also form part of the discussion in the first mentor meeting.

PCM responsibilities:

- Ensure suitable mentors are in place for student teachers.
- Ensure a suitable timetable is in place for the trainee.

Subject Mentor responsibilities:

- Create a suitable timetable for trainee ready to discuss with the trainee
- Allow trainee time to familiarise themselves with schemes of work etc. on last day of Summer School.
- Discuss initial audits with trainee in first few mentor meetings.

Trainee responsibilities:

- Attend Summer School
- Visit first placement school.
- Complete 'Research your Placement' form.
- Complete initial subject knowledge audit.

Term One

Getting started

From September the salaried trainee will have their own teaching timetable and will be expected to carry out all of the duties expected of a teacher. This includes additional responsibilities such as break duties etc. If trainees did not attend school as part of the summer school in July you will also need to ensure that the trainee has been briefed on health and safety issues (evacuation procedures, accident reporting etc.) as well as school specific safeguarding protocols. Any trainees who did not attend the summer school in July will be expected to attend the tuition fee summer school at the beginning of September.

Mentor meetings, initial targets and observations

Weekly mentor meetings need to start from September. These should be recorded by the trainee on the 'weekly mentor meeting record' form and kept in the student teacher's Professional Development File (PDF). During the first weekly mentor session please discuss the initial subject knowledge audit and the initial targets pre-populated by the NELTA tutor and formulate an action plan for the coming weeks

During subsequent mentor meetings the trainee should be bringing evidence of pupil progress from their classes to analyse and reflect on with their tutor. There is also an opportunity to discuss the previous week's teacher toolkit programme and the impact that this training might have on their teaching and on pupil progress. Further targets related to

specific sub-standards will be generated and action plan created so that the mentor and the trainee can work together to meet and evidence these sub-standards. It is expected that the trainee will record the meeting and targets on the provided pro-forma and these will be in the PDF.

For the first few weeks the mentor should monitor the trainee closely to check that the trainee has settled in well and there are no concerns in the classes they are teaching. We recommend frequent informal observations or learning walks in the two weeks perhaps just 'popping in' for 5 minutes. We would also recommend one formal observation towards the end of the first week.

After this the trainee still needs to be observed and given feedback regularly but the frequency of this depends on the calibre of the trainee and their individual needs. For example if they need to work on their success criteria it may be that the mentor goes in a few times in a week but only for 10 minutes to see the success criteria. A minimum of two formal observations are to be carried out each half term by the mentor. We recommend a minimum of one observation per week, however this need not be a full lesson and need not be a formal observation. This could be for part of a lesson and could be carried out by colleagues other than the subject mentor. In addition to this the NELTA tutor visits to observe the trainee formally over the course of the year, usually with the subject mentor. It is good practice for other members of staff to observe the trainee both formally and informally and give feedback.

Every week we would expect trainees to formally record at least one lesson using the full NELTA lesson plan and to provide evidence of evaluation using the reflection prompts on the last page of the lesson plan. We expect to see evidence of other lesson planning but do not insist this is recorded in detail. We are mindful of workload and the recommendations of the recent reports commissioned by the DfE.

For **formal observations** it is expected that the trainee fills in the **NELTA SCITT Lesson Plan (see documents section)**. For other observations they can use the five minute lesson plan or another planning document. It is expected that all lessons delivered by the trainee will be planned thoroughly, in order that pupils are enabled to make progress.

PCM responsibilities:

- Ensure suitable mentors are in place for student teachers.

Subject Mentor responsibilities:

- Ensure that weekly mentor meetings are held.
- Give trainees regular feedback on their teaching, ensuring that the NELTA SCITT Lesson Plan is used for official observations and instruct all other relevant members of the department to do the same.
- Attend NELTA mentor workshops (see training calendar)
- Discuss the initial audit subject knowledge audit with trainee in first few mentor meetings
- Identify areas for development from first few lessons and suggest action to improve in these areas.

Trainee responsibilities:

- Plan lessons to a high standard.
- Act on lesson observation feedback provided
- Keep record of mentor meetings.
- Complete the initial audit subject knowledge audit before starting in employing school in September.

The visits

Each trainee will have a NELTA tutor who will visit to observe them. The purpose of these observations is to monitor the progress of the trainee and assess the quality of their evidence against the Teachers Standards. It is also to quality assure the mentoring and support the trainee is receiving. The first visit will be an opportunity for the NELTA tutor to sit in on a mentor meeting to ensure that everything is running smoothly, and that in particular, the trainee is bring evidence of pupil progress to their mentor meetings. After this visits will be based around lesson observations, and will take place twice in the first term and then once in the second and third terms (unless there are concerns). The visits will include 4 parts: a meeting with the mentor, a joint lesson observation with the mentor, joint feedback with the trainee and a meeting with the trainee.

During the meeting with the mentor the progress the trainee is making against the Teachers' Standards will be discussed and the tutor will ask the mentor if they believe that the trainee will ultimately meet the Teachers' Standards at least above the minimum level. If the mentor is not certain that they trainee will ultimately achieve this, a support plan will usually be put in place. The NELTA tutor and mentor will also discuss areas of strength (related to the Teachers' Standards and sub-standards) as well as areas for development (related to the Teachers' Standards and sub-standards). The NELTA tutor will also ask the mentor about the level of progress students in the trainee's classes are making and about the evidence of pupil progress that they bring to mentor meetings and what this indicates about progress over time. A joint lesson observation will be carried out with the mentor. The mentor will then provide feedback to the trainee with the tutor. The tutor will then meet with the trainee to discuss their strengths and areas for development, the evidence of pupil progress they have been gathering and any progress they have made with the assignments which are completed over the year. The weekly mentor meeting records will also be checked to see evidence of targets being set and the trainee's progress against the standards. After the visit, the lesson observation record will be sent to the trainee as evidence for their Professional Development File (PDF). The 'visit pack' documentation that will be completed can be found at the back of this folder in the course documents section.

Subject Mentor responsibilities:

- Jointly observe lesson with NELTA tutor on visit day
- Give feedback after lesson with NELTA tutor to student teacher.
- Meet with NELTA tutor to discuss student teacher's progress against the Teachers' Standards.

Trainee responsibilities:

- Meet with NELTA tutor and subject mentor for feedback after lesson.
- Meet with NELTA tutor to discuss progress.

PPR1

This is the first professional practice report for the trainee which is due just after Christmas. This is a form that needs to be completed by the subject mentor and PCM which reports back the progress of the trainee against the Teachers' Standards. Each Standard must be addressed with a short summary of the trainee's progress. These comments should be very clearly based on the assessment guidance grade descriptors which will be sent out with the PPR documents. There is also space to report an overall grade on the trainee. Please use evidence that is currently in the trainee's PDF, lesson observation evidence, mentor meeting

records and evidence of pupil progress to determine this overall grade. Mentors will be asked to give a projected grade for the trainee indicating what they think they will achieve by the end of the course if they continue to perform in the way they have been performing. It is important that any concerns about trainee progress are reported to NELTA in advance of submission of this form so that support can be put in place.

PCM responsibilities

- Comment on student teacher's progress.

Subject Mentor responsibilities:

- Comment on student teacher's progress towards the Teachers' Standards

Trainee responsibilities:

- Discuss PPR1 with subject mentor/PCM

Subject specific training

We recognise that much of the subject specific pedagogy training will be built in to the mentoring process but NELTA tutors will also support subject development on Thursday afternoons when we will hold tutorials with small subject specific groups of trainees.

NELTA subject tutorials are held 2.15 – 4.15 every Thursday at Beal High School.

Extended study days

There are five extended study days throughout the year which the trainee must attend. If trainees teach on this day their lessons will have to be covered. These will be at the NELTA training centre (Beal High School) and will cover the following topics:

- Behaviour for Learning
- How children learn and how children learn language
- SEN
- EAL
- Literacy and numeracy

These sessions will start at 8:30. Refreshments will be provided.

NELTA Teacher Toolkit training

This is our main training programme and these sessions run at the NELTA training centre (Beal High School, Woodford Bridge Road) after school on Thursdays 4:15 pm - 5:15 pm. This course covers the critical practical aspects of teaching and learning such as success criteria, assessing progress and lesson planning. There are also opportunities for guided reflection sessions to support the trainee in reviewing progress and setting targets and actions for areas identified as needing development. Towards the end of the programme the trainees will have to work as a group to deliver training to their peers on an aspect of teaching and learning. These sessions will be attended by all School Direct trainees (including non NELTA trainees). Trainees therefore benefit from working with a wide range of colleagues from different subject areas.

NELTA 'Big 7' training

These are 7 sessions throughout the year delivered after school on Thursday at 4:15 - 5:15. These will be held in different schools across our teaching alliance and attended by all trainees and NQTs from these schools as well. These sessions are an opportunity for trainees and NQTs to network across NELTA. The topics covered in the big 7 are:

- Behaviour for learning
- AFL

- Differentiation
- Managing workload
- Schools in challenging circumstances
- Effective tutoring
- Literacy

PCM responsibilities:

- Ensure that departments/subject mentors release student teachers to take part in all extended study days, NELTA Teacher Toolkit and NELTA Big 7 sessions.

Subject Mentor responsibilities:

- Support student teachers to attend extended study days, NELTA Teacher Toolkit and NELTA Big 7 sessions.

Trainee responsibilities:

- Attend all extended study days NELTA Teacher Toolkit and NELTA Big 7 sessions.
- Ensure that appropriate colleagues are informed in a timely fashion if cover is required for extended study days and that appropriate cover work is set.

Assignment One: Lesson Sequence

Trainees have to complete two assignments. The first of these will need to be started early in term one and is due just after the Christmas holidays. The assignment requires trainees to plan a sequence of lesson after having completed some research into the delivery of and pedagogy behind the topic or skill taught in the sequence of lessons. After planning and delivering this sequence of lessons, the trainee should write up a c2500 word report which explains the rationale for the choices and decisions made in the planning process and analyses the impact that these choices had on pupil progress.

The planning process will facilitate trainees in gaining a better understanding of how to deliver a topic in the subject they teach (TS3). Then, in order to write up the report, evidence covering a range of standards cover several Teachers' Standards and the evidence on the impact of pupil progress will be collected to determine the effectiveness of the lesson sequence. All of the raw data and evidence can then be attached to the report to make an evidence bundle. This will help trainees to reflect on how the Standards work together to promote pupil progress.

The assignment brief and mark scheme are in the PDF and at the back of this folder. Trainees will receive a training session on this assignment and some support tutorials. In addition to this it is expected that the mentor will support the trainee with the planning and execution of this project.

If assignments are not handed in to us on time we will notify the PCM and create a support plan with specific action to enable the assignment to be completed and submitted. The school must work with us on the support plan and enable the trainee to work towards assignment completion. If, after this point, the assignment is still not submitted we will commence the cause for concern process in consultation with the PCM.

PCM responsibilities:

- Create a support plan with NELTA Tutor if assignment is not handed in in time.
- Ensure that this support plan is adhered to.

Subject Mentor responsibilities:

- Support trainee to plan and complete the lesson sequence assignments

Trainee responsibilities:

- Attend training sessions and tutorials on assignments
- Conduct research, plan and deliver the lesson sequence
- Analyse the impact of the planning decisions on pupil progress by collecting evidence
- Write up findings and submit by deadline set.

Term Two

Timetables

As the trainee becomes more competent their timetable can be increased. We recommend up to 60% in term 2. They could gradually begin to take on classes from other teachers. It would make sense if these were classes from the mentor so that they could get some time back in recognition of the time they have put into mentoring. Do be mindful of the capacity trainees will have to complete assignments and observe lessons to continue their training.

Visits

During term two there will be at least one visit from the NELTA tutor. The visit will continue to focus on the progress the trainee is making against the Teachers' Standards.

SE2

During term two the trainee will have to complete a second school placement in a contrasting setting. This placement is conducted over a minimum of four weeks and usually takes place after the February half-term. In most cases the trainee is not supernumerary and so this will generate cover implications. This is a statutory requirement for all ITT courses to ensure that trainees gain a wide range of teaching experience across the age and ability ranges. Where possible we try to arrange swaps with trainees from different schools. If this is not possible the timetable may be able to be covered with other members of the department if there is capacity.

Prior to the second placement there is a form entitled 'Research your Placement' for the trainees to fill in which prompts them to find out important information about the contrasting school. There is also a guidance document which makes some suggestions about how to make the second placement stress free. Where a swap is possible it is recommended that the trainees who are going to swap meet to discuss classes and schemes of work. Where a swap is not possible the trainee should speak to the prospective mentor or Head of Department to find out teaching information.

On their first day trainees will need to be inducted into the workings of the school; a tour of the campus, being given ICT login details, health and safety policies explained etc. The trainee will need to be mentored weekly as they would have been in their employing school. If this is a direct swap the mentor would just keep the same regular mentor meetings with the visiting trainee. Frequent observation and feedback should also continue as they would have for an employed trainee. The NELTA tutor will visit the trainee in their second school placement. The format of the visit will be the same as in the first observation visit.

Lesson Observations

For the first few weeks the mentor should monitor the trainee closely to check that the trainee has settled in well and there are no concerns in the classes they are teaching. We recommend frequent informal observations or learning walks in the first week perhaps just 'popping in' for 5 minutes. We would also recommend one formal observation towards the end of this week.

After this the trainee still needs to be observed and given feedback regularly but the frequency of this depends on the calibre of the trainee and their individual needs. For example if they need to work on their success criteria it may be that the mentor goes in a few times in a week but only for 10 minutes to see the success criteria. A minimum of two formal observations need to be carried out by the mentor. We recommend a minimum of one observation per week, however this need not be a full lesson and need not be a formal observation. This could be for part of a lesson and could be carried out by colleagues other than the subject mentor. In addition to this the NELTA tutor visits to observe the trainee formally over the course of the year, usually with the subject mentor. It is good practice for other members of staff to observe the trainee both formally and informally and give feedback.

Every week we would expect trainees to formally record at least one lesson using the full NELTA lesson plan and to provide evidence of evaluation using the reflection prompts on the last page of the lesson plan. We expect to see evidence of other lesson planning but do not insist this is recorded in detail. We are mindful of workload and the recommendations of the recent reports commissioned by the DfE.

Second School Placement Report

The mentor for a trainee on their four week second school placement will need to write a placement report for the trainee. This is similar in structure to PPR1 where there is space to comment about the trainee's performance against each Standard and from this the mentor should report back a projected grade. As before the quality of evidence the trainee has against each Teachers' Standard and the quality of the trainee's teaching as determined by the impact of teaching on pupil progress should be used to determine the projected grade. Ensure that the grade descriptors outlining the Standards and sub-standards and the overall grading criteria are used to make this assessment.

If there are concerns about trainee performance during the second placement the NELTA tutor should be notified as soon as possible and this should be prior to the submission of the second school placement report. This is so a support plan can be put in place to ensure the trainee gets back on track to meet the Teachers' Standards above the minimum level.

Assignment Two – The impact of pedagogy on pupil progress

Assignment Two is due after Easter. This is where the trainee has to test how different aspects of teaching (differentiation, assessment or behaviour management) can support the progress of pupils. The trainee will have to write a c2500 word report outlining the research, methodology and analysis of the impact their chosen aspect of teaching has on pupil progress.

This assignment is designed to be an analysis of how the trainee's practice enables progress of the whole class. Trainees are expected to carry out academic research to identify strategies which can help pupils make progress. The pupils then need to be base-lined so that the trainee can demonstrate an understanding of their starting points. Trainees should then deliver their lesson using researched strategies and analyse the impact these teaching elements have on pupil progress. This should also generate a bundle of evidence that can be used within the file to demonstrate the quality of teaching. The assignment brief

for this assignment and the mark scheme are at the back of this folder and in the student PDF.

PCM responsibilities:

- Ensure a suitable induction to SE2 is provided.
- Ensure suitable mentors are in place for student teachers in SE2.
- Check suitability of timetables for SE2.
- Ensure that departments/subject mentors release student teachers to take part in all extended study days, NELTA Teacher Toolkit and NELTA Big 7 sessions.

Subject Mentor responsibilities:

- Create a suitable timetable for trainee in SE2.
- Ensure that weekly mentor meetings are held.
- Give trainees regular feedback on their teaching, ensuring that the **NELTA SCITT Lesson Plan** is used for official observations and instruct all other relevant members of the department to do the same.
- Attend NELTA mentor workshops (see training calendar)
- During NELTA tutor's visit, jointly observe lesson with NELTA tutor and give feedback
- Complete second school experience report
- Support student teachers to attend subject extended study days, NELTA Teacher Toolkit and NELTA Big 7 sessions.
- Support trainee in completing Assignment Two

Trainee responsibilities:

- Ensure the smooth handover of the second placement by meeting with the trainee from the second school (or HOD if a swap is not possible) to discuss lessons, classes and pupils in the second school placement
- Plan lessons to a high standard.
- Act on lesson observation feedback provided
- Keep records of mentor meetings.
- During NELTA tutor's visit meet with NELTA tutor and subject mentor for feedback after lesson.
- Meet with NELTA tutor to discuss progress.
- Discuss second school experience report with subject mentor
- Attend all extended study days NELTA Teacher Toolkit and NELTA Big 7 sessions.
- Ensure that appropriate colleagues are informed in a timely fashion if cover is required for extended study days and that appropriate cover work is set.

Term Three

Trainees will remain in their employing school until the end of the academic year. On returning from their SE2 experience we expect that student teachers will continue to receive regular feedback on their teaching and weekly mentor meetings. They will also be expected to attend both whole day and twilight training sessions.

The Portfolio of Evidence

It is expected that the trainee would have been building up an evidence base throughout the year. This would have come out of mentor meetings where the trainee brings evidence of pupil progress, lesson observation forms, lesson planning forms and reflection, the assignments and evidence bundles and PPRs etc. Most pieces of evidence will cover lots of different Standards and the best trainees will be able to articulate how different aspects of the Standards work together to enable pupils to make good progress. There is a tracker document that the trainee can use to describe pieces of evidence and indicate their location in the file. This means that trainees might place a bundle of evidence within a particular section but they have logged on the tracker that it also provides evidence for several more Standards. Trainees are also expected to include some reflective annotations to analyse the evidence they have included for scrutiny and indicate what impact it had on pupils and explain why this piece in particular was included. Guidance on what to include in the portfolio can be found in the PDF and the back of this file.

Final PPR

There is a final professional practice report due in near the end of the trainee's programme. This is very similar in format to the previous PPR and the second school experience report. A comment needs to be made indicating the trainee's competency for each Teachers' Standard. A final grade is then given which should reflect what the mentor believes the trainee should be graded at the final assessment. It is important that the Standard and Sub-standard grading criteria are used and the guidance on overall grading is adhered to so that assessment is accurate. This PPR needs to be submitted by the deadline shown on the calendar as it will be discussed at the final assessment visit and used in conjunction with trainee evidence and visit reports to establish the overall grade. It may be that as a result of discussion with the tutor and further scrutiny of trainee evidence the final PPR needs to be amended to reflect accurately trainee performance and to link clearly with the Teachers' Standards.

Final Assessment visit

Towards the end of the programme the final assessment visit will happen. The NELTA tutor will conduct a partnership assessment with the mentor to determine a final grade based on all of the evidence they have of the trainee's performance. This will include the evidence against each Teachers' Standard, evidence bundles, quality of the trainee's teaching as demonstrated by the impact of teaching on pupil progress, reports from tutor visits, PPRs and second school reports. The final visit will consist of:

- A joint lesson observation and feedback to the trainee
- Scrutiny of the Professional Development File (PDF) with the trainee to discuss evidence
- A meeting with the mentor to discuss the final PPR, evidence in the PDF and to discuss and agree grading

The PDF will be collected at this stage for moderation purposes and will be scrutinised by the examination board.

An internal moderator may accompany a tutor to this final assessment visit. After the assessment has been made an external examiner may wish to observe a trainee and speak to the mentor to moderate the judgements that have been made.

After the evidence has been scrutinised by the examination board and/or moderated the recommendations regarding QTS will be made to NCTL and the trainee will be notified of the outcome by e mail. The trainee will be expected to complete a transition document outlining their reflections on the training year. Once this document is completed the trainee can arrange to collect their PDF.

Trainees and mentors will be invited to a graduation ceremony in July and will receive a certificate of completion indicating their final grade. The QTS certificate will be available electronically from NCTL.

Further guidance for the final assessment visit and the moderation procedures is at the back of this folder.

PCM responsibilities:

- Ensure that departments/subject mentors release student teachers to take part in all subject specific training and extended study days, NELTA Teacher Toolkit and NELTA Big 7 sessions.
- Create a support plan with NELTA Tutor if Assignment Two is not handed in in time.
- Ensure that this support plan is upheld.

Subject Mentor responsibilities:

- Continue holding weekly mentor meetings.
- Give trainees regular feedback on their teaching, ensuring that the **NELTA SCITT Lesson Plan** is used for official observations and instruct all other relevant members of the department to do the same.
- Complete the final PPR in time for the final assessment visit and amend if discussions with the NELTA tutor lead to changes
- Ensure that the trainee has completed their PDF by the final visit period including reflective analysis of each piece or bundle of evidence
- Attend NELTA mentor workshops (see training calendar)
- Be available during the final assessment visit to observe the trainee's lesson and give feedback and to discuss the final grading and evidence.
- Support trainees to attend subject specific training and extended study days, NELTA Teacher Toolkit and NELTA Big 7 sessions.

Trainee responsibilities:

- Plan lessons to a high standard.
- Act on lesson observation feedback provided
- Keep records of mentor meetings.
- During Final Assessment visit meet with NELTA tutor and subject mentor for feedback after lesson and meet with NELTA tutor to discuss evidence in the portfolio of evidence.
- Discuss the final PPR with subject mentor/PCM and NELTA tutor.
- Complete 'transition into teaching' part of the final assessment documentation
- Collect portfolio of evidence
- Attend subject specific training and extended study days NELTA Teacher Toolkit and NELTA Big 7 sessions and ensure that sufficient notice is given to any class teachers whose lessons will be missed.
- Write and submit Assignment Two

Other information

Primary placement and A-level experience

Trainees will have to demonstrate phase expertise and an understanding of the learning process both before and after the phase for which they are trained to teach. As such, all trainees will need to complete a primary experience placement. It is expected that the trainees find their own placements but if they have problems doing this they need to contact the NELTA tutor who can support them with finding a placement. The trainee should negotiate the timing of this primary experience placement with the school but they must complete it before the final assessment. The purpose of this is to support the trainees to understand the pupils' starting points before they start secondary school so that they can maximise pupil progress. It also allows them to see the bigger picture of a pupil's educational journey. Whilst at the primary school trainees are expected to complete the relevant documentation (see Primary Experience document) which will enable them to reflect on how their subject is both taught and assessed at KS2. We expect that during their primary school experience visit trainees will spend the majority of their time in Yr5/Yr6 classes. The placement should last for a minimum of three days.

In addition trainees may well be expected to teach A Level or other Level 3 courses once they are qualified and so we need to prepare them for this. Trainees must experience Level 3 teaching. This does not mean they need to have sole class responsibility but they need to experience high quality A Level teaching through observation, team teaching or shared classes. After experiencing some A Level/Level 3 teaching trainees are expected to complete the relevant documentation (see A Level Experience document) which will enable them to reflect on how their subject is both taught and assessed at KS5.

Employment

The trainee will be on an 11 month contract during their training year and will be an employee of the school. There is an expectation of employment at the end of their training programme but no guarantee that a trainee will be employed in their placement school at the end of the 11 month period and no guarantee they will be employed in an alliance school. Trainees should be encouraged and supported to seek suitable employment in the second term to ensure they are employed by the end of the programme. NELTA will run a session on interview skills and the NELTA tutor and mentor can support the trainee with interview lessons and questions.

If you believe you will have a vacancy within your school and you have a trainee who you think would be suitable for this position we recommend that they are interviewed and appointed as soon as possible. If you know it is unlikely you will have a vacancy please communicate this early and support the trainee to apply elsewhere. Please communicate a trainee's employment status with the trainee's NELTA tutor regularly because we will notify other schools of trainees seeking employment.

PCM responsibilities:

- Ensure that trainees are released so that they can attend primary placements
- Ensure that trainees are given experience of A Level or other Level 3 course teaching
- Liaise with the SLT member(s) responsible for staffing and communicate vacancies

or lack of vacancies to mentors, HODs and trainees

- Liaise with the subject mentor about the suitability of the trainee for employment within the school if there are vacancies
- Coordinate interviews as early as possible for departments who could potentially recruit trainees
- Ensure the trainee is receiving support with interviews and is supported and encouraged to apply elsewhere if there is no vacancy at the placement school

Subject mentor responsibilities:

- Discuss and support reflection on the primary placement experience
- Ensure that the trainee gets some experience of A Level teaching or Level 3 teaching (this could be at the second placement)
- Support the trainee to reflect on Level 3 teaching
- Liaise with the PCM regarding departmental vacancies and the suitability of the trainee for these vacancies
- Support trainee with interview skills and application skills
- Communicate employment statuses of trainees to the NELTA tutor in good time

Trainee responsibilities:

- Organise primary placement in discussion with HODs/PCMs and mentors
- Complete the primary placement activities and discuss this with mentors
- Ensure colleagues are notified in good time and organise any cover during planned absence to complete the primary placement
- Communicate with mentors/ PCMs/ tutors and HODs about career progression after the training year
- Seek support with interview skills and application skills if actively looking for employment

A step by step guide to the tuition fee programme

Initial training

Summer school

Our tuition fee trainees attend a summer school which is held in the second week of September. This is designed to help trainees grasp the basics of teaching and learning before they start in the classroom.

Research your placement forms

On the last week of September trainees will arrange to go into their first placement schools to meet colleagues, in particular, in their departments and collect information about the school and department. It is important that the trainee gets an opportunity to discuss timetables, schemes of work and familiarise themselves with the key school policies. There is a form entitled 'Research your Placement' that they are required to complete and e-mail to their NELTA tutor before the placement begins. This form records some basic information about the placement school.

Initial subject knowledge audits

This course is a learning journey and the evidence that a trainee collects needs to reflect where they started from and how they developed over the duration of the programme. As such the trainee needs to complete an initial subject knowledge audit to identify their starting point with regards to their confidence in teaching subject specific content. This will be completed before the course begins and will identify initial training needs and areas for development. Based on this audit, and performance at interview, the NELTA team will develop bespoke pre-course tasks for each trainee. These will be discussed at the summer school in September. As the course progresses subsequent subject knowledge audits should be completed at the various check points detailed on the subject knowledge audit document. NELTA tutors will also identify initial targets for trainees after their interview and attendance at the summer school. These targets will be pre-populated on the trainee's first mentor meeting record along with appropriate actions. This should also form part of the discussion in the first mentor meeting.

Subject Mentor responsibilities:

- Create a suitable timetable for trainee ready to discuss with trainee
- Allow trainee time to familiarise themselves with schemes of work etc.
- Discuss initial audits with trainee in first few mentor meetings.

Trainee responsibilities:

- Attend Summer School
- Visit first placement school.
- Complete 'Research your Placement' form.
- Complete initial audits.

Term One

Getting started in SE1

Trainees will be in departments, in placement schools from the first week in October. On the first day trainees will need to be inducted into the workings of the school; a tour of the campus, provision of ICT login details, health and safety policies explained etc. The school will also need to ensure that the trainee has been briefed on health and safety issues (evacuation procedures, accident reporting etc.) as well as school specific safeguarding protocols. For the first few weeks much of the trainees' time will be spent on focused observations outside and within the department. These observations should specifically include the classes that will eventually form their timetable. Tuition fee trainees may have no/very little previous experience in the classroom. By the end of their first placement they should be teaching 8-10 hours per week, however, many will need to build up to this fairly slowly. It is suggested that trainee teachers begin by observing the classes they are to take over, then teach starters/plenaries followed by team teaching building up to solo teaching episodes. Tuition fee trainees should also be attached to a tutor group so that they can participate in and understand this role. Tuition fee trainees are supernumerary and are not allocated their own timetable, they should gradually take over lessons from the timetabled teacher and they should not ordinarily be left in the classroom on their own in the first term. Tuition fee trainees must not be used for cover.

Mentor meetings, subject knowledge audits and observations

Weekly mentor meetings need to start from October. These need to be recorded on the 'Weekly mentor meeting record' form and kept in the trainee teacher's Professional Development File (PDF). During the first weekly mentor session please discuss the subject knowledge audit and the initial targets pre-populated by the NELTA tutor and formulate an action plan for the coming weeks

During subsequent mentor meetings the trainee should be bringing evidence of pupil progress from their classes to analyse and reflect on this with their tutor. There is also an opportunity to discuss the previous week's teacher toolkit programme and the impact that this training might have on their teaching and so on pupil progress. Further targets related to specific sub-standards will be generated and action plan created so that the mentor and the trainee can work together to meet and evidence these sub-standards. It is expected that the trainee will record the meeting on the provided pro-forma and these will be in the PDF.

Trainees can only improve as teachers by acting on the lesson observation feedback they are given. We expect that our trainees be given regular feedback on their teaching, be it formal or informal. This should be particularly easy in the first placement, as trainees are not left in classes on their own. We expect that after every lesson there will be feedback of some description (usually this will be from the class teacher). As a minimum, one formal full lesson observation is to be carried out once a week. This doesn't always have to be the subject mentor; it could be the class teacher or other colleagues. In addition to this the NELTA tutor will come in to observe the trainee formally over the course of the placement, usually with the subject mentor. It is good practice for other members of staff to observe the trainee both formally and informally and give feedback.

Every week we would expect trainees to formally record at least one lesson using the full NELTA lesson plan and to provide evidence of evaluation using the reflection prompts on the last page of the lesson plan. We expect to see evidence of other lesson planning but do not insist this is recorded in detail. We are mindful of workload and the recommendations of the recent reports commissioned by the DfE.

For **formal observations** it is expected that the trainee fills in the **NELTA SCITT Lesson Plan**. For other observations they can use the five minute lesson plan or another planning document. It is expected that all lessons delivered by the trainee will be planned thoroughly, in order that pupils are enabled to make progress.

PCM responsibilities:

- Ensure a suitable induction to the school is provided.
- Ensure suitable mentors are in place for trainees.
- Check suitability of timetables.

Subject Mentor responsibilities:

- Create a suitable timetable for trainees, ensuring time for observation at the beginning of the placement.
- Ensure that weekly mentor meetings are held.
- Give trainees regular feedback on their teaching, ensuring that the **NELTA SCITT Lesson Plan** is used for official observations and instruct all other relevant members of the department to do the same.
- Attend NELTA mentor workshops (see training calendar)
- Complete the initial audit subject knowledge audit with trainee in first few mentor meetings
- Identify areas for development from first few lessons and suggest action to improve in these areas.

Trainee responsibilities:

- Plan lessons to a high standard.
- Act on lesson observation feedback provided
- Keep records of mentor meetings.
- Complete the initial audit subject knowledge audit with mentor in first few mentor meetings

The visits

Each trainee will have a NELTA tutor who will visit to observe them. The purpose of these observations is to monitor the progress of the trainee and assess the quality of evidence against the Standards. It is also to quality assure the mentoring and support the trainee is receiving. The first visit will be an opportunity for the NELTA tutor to sit in on a mentor meeting to ensure that everything is running smoothly, and that in particular, the trainee is bringing evidence of pupil progress to their mentor meetings. After this visits will be based around lesson observations, and will take place twice in the first placement (unless there are concerns). The visits will include four parts: a meeting with the mentor, a joint lesson observation with the mentor, joint feedback with the trainee and a meeting with the trainee.

During the meeting with the mentor the progress the trainee is making against the Teachers' Standards will be discussed and the tutor will ask the mentor if they believe that the trainee will ultimately meet the Teachers' Standards at least above the minimum level. If the mentor is not certain that they trainee will ultimately achieve this, a support plan will usually be put in place. The NELTA tutor and mentor will also discuss areas of strength (related to the Teachers' Standards and sub-standards) as well as areas for development (related to the Teachers' Standards and sub-standards). The NELTA tutor will also ask the mentor about the amount of progress students in the trainee's classes are making and about the evidence of pupil progress that they bring to mentor meetings and what this indicates about progress over time. A joint lesson observation will be carried out with the mentor. The mentor will then provide feedback to the trainee with the tutor. The tutor will then meet with the trainee to discuss their strengths and areas for development, the evidence of pupil progress they have been gathering and any progress they have made with the assignments which are completed over the year. The weekly mentor meeting records will also be checked to see

evidence of targets being set and the trainee's progress against the standards. After the visit, the lesson observation record will be sent to the trainee as evidence for their Professional Development File (PDF). The 'visit pack' documentation that will be completed can be found at the back of this folder in the course documents section.

Subject Mentor responsibilities:

- Jointly observe lesson with NELTA tutor
- Give feedback after lesson with NELTA tutor to student teacher.
- Meet with NELTA tutor to discuss student teacher's progress.

Trainee responsibilities:

- Meet with NELTA tutor and subject mentor for feedback after lesson.
- Meet with NELTA tutor to discuss progress.

PPR1

This is the first professional practice report for the trainee which is due in just after Christmas. This is a form that needs to be completed by the subject mentor and PCM which reports back the progress of the trainee against the Teachers' Standards. Each Teachers' Standard must be addressed with a short summary of the trainee's progress. These comments should be very clearly based on the assessment guidance grade descriptors which will be sent out with the PPR documents. There is also space to report back an overall grade on the trainee. Please use evidence that is currently in the trainee's PDF, lesson observation evidence, mentor meeting records and evidence of pupil progress to determine this overall grade. Mentors will be asked to give a projected grade for the trainee indicating what they think they will achieve by the end of the course if they continue to perform in the way they have been performing.

It is important that concerns about trainee progress are reported to NELTA in advance of submission of this form so that support can be put in place.

PCM responsibilities

- Comment on student teacher's progress.

Subject Mentor responsibilities:

- Comment on student teacher's progress towards the Teachers' Standards .

Trainee responsibilities:

- Discuss PPR1 with subject mentor/PCM

Subject specific training

We recognise that much of the subject specific pedagogy training will be built in to the mentoring process but NELTA tutors will also support subject development on Thursday afternoons when we will hold tutorials with small subject specific groups of trainees. In some subjects such as PE there will be a lot of subject specific input at the start of the programme as indicated on the programme calendar.

Extended study days

There are five extended study days throughout the year which the trainee must attend. If trainees teach on this day their lessons will have to be covered. These will be at the NELTA training centre (Beal High School) and will cover the following topics:

- Behaviour for Learning

- How children learn and how children learn language
- SEN
- EAL
- Literacy and numeracy

These sessions will start at 8:30. Refreshments will be provided.

NELTA Teacher Toolkit training

This is our main training programme and these sessions run at the NELTA training centre (Beal High School) after school on Thursdays 4:15 pm - 5:15 pm. These are held after the 2.15 sessions with course tutors. The Teacher Toolkit programme covers the critical practical aspects of delivering teaching and learning. There are also opportunities for guided reflection sessions to support the trainee in reviewing progress and setting targets. Towards the end of the programme the trainees will have to work as a group to deliver training to their peers on an aspect of teaching and learning. These sessions will be attended by all School Direct trainees (including non NELTA trainees) and trainees therefore benefit from working with a wide range of colleagues from other subject areas and providers.

NELTA Big 7 Training

These are 7 sessions throughout the year delivered after school on Thursday at 4:15 - 5:15. These will be held in different schools across our teaching alliance and attended by all trainees and NQT from these schools as well. These sessions are an opportunity for trainees and NQTs to network across NELTA. The topics covered in the Big 7 are:

- Behaviour for learning
- AFL
- Differentiation
- Managing workload
- Schools in challenging circumstances
- Effective tutoring
- Literacy

PCM responsibilities:

- Ensure that departments/subject mentors release student teachers to take part in all subject specific training and extended study days, NELTA Teacher Toolkit and NELTA Big 7 sessions.

Subject Mentor responsibilities:

- Support student teachers to attend subject specific training and extended study days, NELTA Teacher Toolkit and NELTA Big 7 sessions.

Trainee responsibilities:

- Attend subject specific training and extended study days NELTA Teacher Toolkit and NELTA Big 7 sessions.
- Ensure that sufficient notice is given to any class teachers whose lessons will be missed.

Assignment One: Lesson Sequence

Trainees have to complete two assignments. The first of these will need to be started early in term one and is due just after the Christmas holidays. The assignment requires trainees to plan a sequence of lesson after having completed some research into the delivery of and pedagogy behind the topic or skill taught in the sequence of lessons. After planning and

delivering this sequence of lessons, the trainee should write up a c2500 word report which explains the rationale for the choices and decisions made in the planning process and analyses the impact that these choices had on pupil progress.

The planning process will facilitate trainees in gaining a better understanding of how to deliver a topic in the subject they teach (TS3). Then, in order to write up the report, evidence covering a range of standards cover several Teachers' Standards and the evidence on the impact of pupil progress will be collected to determine the effectiveness of the lesson sequence. All of the raw data and evidence can then be attached to the report to make an evidence bundle. This will help trainees to reflect on how the Standards work together to promote pupil progress.

The assignment brief and mark scheme are in the PDF and at the back of this folder. Trainees will receive a training session on this assignment and some support tutorials. In addition to this it is expected that the mentor will support the trainee with the planning and execution of this project.

If assignments are not handed in to us on time we will notify the PCM and create a support plan with specific action to enable the assignment to be completed and submitted. The school must work with us on the support plan and enable the trainee to work towards assignment completion. If, after this point, the assignment is still not submitted we will commence the cause for concern process in consultation with the PCM.

PCM responsibilities:

- Create a support plan with NELTA Tutor if assignment is not handed in in time.
- Ensure that this support plan is adhered to.

Subject Mentor responsibilities:

- Support trainee to plan and complete the lesson sequence assignments.

Trainee responsibilities:

- Attend training sessions and tutorials on assignments.
- Conduct research, plan and deliver the lesson sequence.
- Write up findings and submit by deadline set.

Term Two

SE2

During term two trainees will begin their second school experience (SE2). This begins just after the February half term and should be a contrasting placement that allows trainees to further develop as teachers. Prior to the placement in the first week of February the trainees will need to visit the placement school and fill in a document entitled 'Research your Placement' so they can collect information about the school and find out what schemes of work they will be expected to teach and for which classes.

As with SE1 weekly mentor meetings should begin immediately and should be recorded on the 'Weekly mentor meeting record' form and kept in the trainee's Professional Development File (PDF).

During SE2 trainees will be considerably more experienced in the classroom. They should still have a timetable of 8-10 hours of teaching time per week, but unlike SE1, should only need a short period of observing the classes they will be teaching, before assuming responsibility for teaching all of the classes on their timetable. If things are going well, it may

be appropriate to leave the trainee alone for periods of time. If this happens the normal class teacher should be close by e.g. in a departmental office. The trainee must know where the class teacher is at all times and how they can be summoned for support. The class teacher should not be used for cover or be otherwise unavailable when the trainee is teaching.

During SE2 feedback remains critical to our trainees. Again, we expect that our trainees are given regular feedback on their teaching, be it formal or informal. We expect that after every lesson there will be feedback of some description (usually this will be from the class teacher). As a minimum, one formal full lesson observation is to be carried out once a week. This doesn't always have to be completed by the subject mentor; it could be the class teacher or other colleagues. In addition to this the NELTA tutor will visit several times to observe the trainee over the course of the placements. These will be joint observations with the subject mentor. It is good practice for other members of staff to observe the trainee both formally and informally and give feedback.

Every week we would expect trainees to formally record at least one lesson using the full NELTA lesson plan and to provide evidence of evaluation using the reflection prompts on the last page of the lesson plan. We expect to see evidence of other lesson planning but do not insist this is recorded in detail. We are mindful of workload and the recommendations of the recent reports commissioned by the DfE.

For **formal observations** it is expected that the trainee fills in the **NELTA SCITT Lesson Plan**. It is expected that all lessons delivered by the trainee will be planned thoroughly, in order that pupils are enabled to make progress.

NELTA Training

During SE2 all trainee teachers are expected to attend all of the NELTA based central training. The dates and times for these sessions are indicated in the calendar.

Visits

The NELTA tutor will visit each trainee to observe them in SE2. The purpose of these observations is to monitor the progress of the trainee and assess the quality of evidence against the Standards. It is also to quality assure the mentoring and support the trainee is receiving. If a mentor has not worked with a NELTA trainee during SE1, the first visit of SE2 will be an opportunity for the NELTA tutor to sit in on a mentor meeting to ensure that everything is running smoothly, and that in particular, the trainee is bring evidence of pupil progress to their mentor meetings. After this there will be one Tutor visit within this term. The visit will include four parts: a meeting with the mentor, a joint lesson observation with the mentor, joint feedback with the trainee and a meeting with the trainee.

Assignment Two – The impact of pedagogy on pupil progress

Assignment 2 is due after Easter. This is where the trainee has to test how different aspects of teaching (differentiation, assessment or behaviour management) can support the progress of pupils. The trainee will have to write a c2500 word report outlining the research, methodology and analysis of the impact their chosen aspect of teaching has on pupil progress.

This assignment is designed to be an analysis of how the trainee's practice enables progress of the whole class. Trainees are expected to carry out academic research to identify strategies which can help pupils make progress. The pupils then need to be base-lined so that the trainee can demonstrate an understanding of their starting points. Trainees should then deliver their lesson using researched strategies and analyse the impact these teaching elements have on pupil progress. This should also generate a bundle of evidence that can be used within the file to demonstrate the quality of teaching. The assignment brief

for this assignment and the mark scheme are at the back of this folder and in the student PDF.

PCM responsibilities:

- Ensure a suitable induction to the school is provided.
- Ensure suitable mentors are in place for trainees.
- Check suitability of timetables.
- Ensure that departments/subject mentors release trainees to take part in all subject specific training and extended study days, NELTA Teacher Toolkit and NELTA Big 7 sessions.
- Create a support plan with NELTA Tutor if assignments are not completed /handed in on time.
- Ensure that this support plan is adhered to.

Subject Mentor responsibilities:

- Create a suitable timetable for trainees, ensuring time for observation at the beginning of the placement.
- Ensure that weekly mentor meetings are held.
- Give trainees regular feedback on their teaching, ensuring that the **NELTA SCITT Lesson Plan** is used for official observations and instruct all other relevant members of the department to do the same.
- Attend NELTA mentor workshops (see training calendar)
- During NELTA tutor's visit, jointly observe lesson with NELTA tutor and give feedback
- Complete PPR2
- Support student teachers to attend subject specific training and extended study days, NELTA Teacher Toolkit and NELTA Big 7 sessions.
- Support trainee to plan and start to complete assignment 2.

Trainee responsibilities:

- Plan lessons to a high standard.
- Act on lesson observation feedback provided
- Keep minutes of mentor meetings.
- During NELTA tutor's visit meet with NELTA tutor and subject mentor for feedback after lesson.
- Meet with NELTA tutor to discuss progress.
- Attend subject specific training and extended study days NELTA Teacher Toolkit and NELTA Big 7 sessions.
- Ensure that sufficient notice is given to any class teachers whose lessons will be missed.
- Work with another trainee to plan and execute a piece of JPD.
- Write up findings and submit by deadline set.

Term Three

Trainee teachers will remain in their second placement school through to the last week in June. During this term we expect that trainees will continue to receive regular feedback on their teaching and attend weekly subject mentor meetings. They will also be expected to attend both whole day and twilight training sessions.

Final PPR

There is a final professional practice report due in near the end of the trainee's programme. This is very similar in format to the previous PPR and the second school experience report. A comment needs to be made indicating the trainee's competency for each Teachers' Standard. A final grade is then given which should reflect what the mentor believes the trainee should be graded at the final assessment. It is important that the Standard and Sub-standard grading criteria are used and the guidance on overall grading is adhered to so that assessment is accurate. This PPR needs to be submitted by the deadline shown on the calendar as it will be discussed at the final assessment visit and used in conjunction with trainee evidence and visit reports to fine tune the overall grade. It may be that as a result of discussion with the tutor and further scrutiny of trainee evidence the final PPR needs to be amended to reflect accurately trainee performance and to link clearly with the Teachers' Standards.

Final Assessment visit

Towards the end of the programme the final assessment visit will happen. The NELTA tutor will conduct a partnership assessment with the mentor to determine a final grade based on all of the evidence they have of the trainee's performance. This will include the evidence against each Teachers' Standard, evidence bundles, quality of the trainee's teaching as demonstrated by the impact of teaching on pupil progress, reports from tutor visits, PPRs and second school reports. The final visit will consist of:

- A joint lesson observation and feedback to the trainee
- Scrutiny of the Professional Development File (PDF) with the trainee to discuss evidence
- A meeting with the mentor to discuss the final PPR, evidence in the PDF and to discuss and agree grading.

The PDF will be collected at this stage for moderation purposes and will be scrutinised by the examination board.

An internal moderator may accompany a tutor to this final assessment visit. After the assessment has been made an external examiner may wish to observe a trainee and speak to the mentor to moderate the judgements that have been made.

After the evidence has been scrutinised by the examination board and/or moderated the recommendations regarding QTS will be made to NCTL and the trainee will be notified of the outcome by e mail. The trainee will be expected to complete a transition document outlining their reflections on the training year. Once this document is completed the trainee can arrange to collect their PDF.

Trainees and mentors will be invited to a graduation ceremony in July and will receive a certificate of completion indicating their final grade. The QTS certificate will be available electronically from NCTL.

Further guidance for the final assessment visit and the moderation procedures is at the back of this folder.

PCM responsibilities:

- Ensure that departments/subject mentors release student teachers to take part in all subject specific training and extended study days, NELTA Teacher Toolkit and NELTA Big 7 sessions.
- Create a support plan with NELTA Tutor if Assignment Two is not handed in in time.
- Ensure that this support plan is upheld.

Subject Mentor responsibilities:

- Continue holding weekly mentor meetings.
- Give trainees regular feedback on their teaching, ensuring that the **NELTA SCITT Lesson Plan** is used for official observations and instruct all other relevant members of the department to do the same.
- Complete the final PPR in time for the final assessment visit and amend if discussions with the NELTA tutor lead to changes
- Ensure that the trainee has completed their PDF by the final visit period including reflective analysis of each piece or bundle of evidence
- Attend NELTA mentor workshops (see training calendar)
- Be available during the final assessment visit to observe the trainee's lesson and give feedback and to discuss the final grading and evidence.
- Support trainees to attend subject specific training and extended study days, NELTA Teacher Toolkit and NELTA Big 7 sessions.

Trainee responsibilities:

- Plan lessons to a high standard.
- Act on lesson observation feedback provided
- Keep records of mentor meetings.
- During Final Assessment visit meet with NELTA tutor and subject mentor for feedback after lesson and meet with NELTA tutor to discuss evidence in the portfolio.
- Discuss the final PPR with subject mentor/PCM and NELTA tutor.
- Complete 'transition into teaching' part of the final assessment documentation
- Collect portfolio of evidence.
- Attend subject specific training and extended study days NELTA Teacher Toolkit and NELTA Big 7 sessions and ensure that sufficient notice is given to any class teachers whose lessons will be missed.
- Write and submit Assignment Two

Other information**Primary placement and A-level experience**

Trainees will have to demonstrate phase expertise and an understanding of the learning process both before and after the phase for which they are trained to teach. As such, all trainees will need to complete a primary experience placement. It is expected that the trainees find their own placements but if they have problems doing this they need to contact the NELTA tutor who can support them with finding a placement. The trainee should negotiate the timing of this primary experience placement with the school but they must complete it before the final assessment. The purpose of this is to support the trainees to understand the pupils' starting points before they start secondary school so that they can maximise pupil progress and to see the bigger picture of a pupil's educational journey. Whilst at the primary school trainees are expected to complete the relevant documentation

(see Primary Experience document) which will enable them to reflect on how their subject is both taught and assessed at KS2. We expect that during their primary school experience visit trainees will spend the majority of their time in Yr5/Yr6 classes. The placement should last for a minimum of three days.

In addition trainees may well be expected to teach A Level or other Level 3 courses once they are qualified and so we need to prepare them for this. Trainees must experience Level 3 teaching. This does not mean they need to have sole class responsibility but they need to experience high quality A Level teaching through observation, team teaching or shared classes. After experiencing some A Level/Level 3 teaching trainees are expected to complete the relevant documentation (see A Level Experience document) which will enable them to reflect on how their subject is both taught and assessed at KS5.

Employment

On completion of the training the training year, there is an expectation of employment within a NELTA school, but no guarantee. Trainees should be encouraged and supported to seek suitable employment in the second term to ensure they are employed by the end of the programme. NELTA will run a session on interview skills and the NELTA tutor and mentor can support the trainee with interview lessons and questions.

If you believe you will have a vacancy within your school and you have a trainee who you think would be suitable for this position we recommend that they are interviewed and appointed as soon as possible. If you know it is unlikely you will have a vacancy please communicate this early and support the trainee to apply elsewhere. Please communicate a trainee's employment status with the trainee's NELTA tutor regularly because we will notify other schools of trainees seeking employment.

Concerns about trainees

All trainees will come up against difficulties and make mistakes, especially at the beginning of their training year. However, if there are particular concerns about a trainee they will require timely and appropriate support to enable them to progress. Areas of concern will usually be identified by the subject mentor through lesson observations or in weekly mentor meetings. If there is evidence that the trainee may not meet the Teachers' Standards above the minimum level the first step is to construct a support plan for the trainee. If a placement school feels that a support plan is needed it is important that the PCM discusses this with the NELTA tutor so that the NELTA tutor can advise on completing a support plan form. Alternatively the NELTA tutor may feel that there is a need for a support plan and will discuss this with the PCM and/or the mentor.

Support Plans

The support plan (for more details see the course documents section) should be introduced in a meeting between the trainee and their school tutors (PCM and/or SM) and, if possible, their NELTA tutor. It should have specific and realistic targets and specific action that must be taken to improve with realistic short term time frames. A review meeting should also be scheduled. Whilst the trainee must take responsibility for their own development, their placement school and NELTA team should also provide appropriate support. If the trainee has made successful progress, at the review meeting held between the trainee, school-based mentors and NELTA tutor where the support plan is signed by all parties to indicate that no further action is required.

However, if at the review meeting it is clear that the trainee has not made sufficient progress against the targets set, then the school-based mentors and NELTA tutor may consider moving to the Cause for Concern stage. Please note however that it is very important that any areas of concern be raised as early as possible and that a suitable support plan put in place to allow a trainee the chance to make progress towards the Teachers' Standards before any cause for concern is raised.

Cause for Concern

If the targets on the Support Plan have not been met, then the Cause for Concern is issued (for more details see the course documents section). Further targets and actions will be set, with appropriate review dates. It is the responsibility of the NELTA tutor and Subject mentor/PCM to decide upon and implement appropriate time-specific targets. It is the responsibility of the trainee, school-based mentors and NELTA tutor to document the progress that the trainee has made towards the targets. At the final review of the Cause for Concern process (in consultation with the trainee, school-based mentors and NELTA tutor) a decision will be made as to whether the trainee has made sufficient progress to now be on track to meet the Teachers' Standards. If the trainee has made sufficient progress then no further action is required. If any of the areas of concern remain and the trainee has **not** made the required progress by the time of the final review, the trainee should be advised by the school-based mentors and the NELTA tutor that they are at risk of not meeting the Teachers' Standards above the minimum level. The school-based mentors and NELTA tutor should advise that the place on the School Direct programme may be terminated. For salaried trainees the school will then be required to end the contract of employment for the trainee as an "unqualified teacher training for QTS on the School Direct (Salaried) programme." Any further contractual issues are matters with which the school will deal. A trainee may wish to consider whether to withdraw from the programme and should make this decision in consultation with the school and the NELTA tutor.

PCM responsibilities:

- Discuss any need for support plan/cause for concern with NELTA tutor
- Meet with trainee to discuss support plan/cause for concern
- Support subject mentor to put support plan/cause for concern in place.
- Review trainee progress against support plan/cause for concern

Subject Mentor responsibilities:

- Discuss any need for support plan with NELTA tutor/cause for concern with NELTA tutor
- Meet with trainee to discuss support plan/cause for concern
- Support trainee to meet targets on support plan/cause for concern
- Review student teacher's progress against support plan/cause for concern

Trainee responsibilities:

- Meet with PCM/SM to discuss support plan/cause for concern
- Work towards meeting any targets set out in a support plan/cause for concern.

NELTA Mentors

Choosing subject mentors

The choice of subject mentor is absolutely vital as they have, perhaps, the biggest impact on a trainee during their training year. Whilst we impose no “experience requirement” on our NELTA mentors (less experienced mentors can sometimes be the best!), we would expect that all subject mentors be good or outstanding classroom practitioners. They should also have a sound grasp of what outstanding Teaching and Learning looks like and should be able to give constructive developmental feedback to trainees related to the Teachers’ Standards.

Mentor expectations

Subject mentors are expected to meet with trainees on a weekly basis. This is vital in developing trainees as practitioners because it gives them an opportunity to reflect on their teaching over the last week and the impact they had on pupil progress. Mentor meetings are also an ideal opportunity for trainees to develop their subject knowledge by e.g. discussing an upcoming scheme of work with their mentor.

We also expect that a subject mentor observe their trainee regularly. For a tuition fee trainee this is often much easier as they will likely teach many of their mentor’s classes and for the first placement at least we would expect a trainee not to be left unattended. As such it should be possible for the mentor to feedback on a number of lesson deliveries every week. With salaried trainees a mentor should monitor the trainee closely in the first few weeks – we recommend that there are frequent informal observations or learning walks in the first 3 weeks - these do not need to be full hour observations and may just be ‘popping in’ for 5 minutes. We would recommend at least one full formal observation per week. After this the trainee still needs to be observed and given feedback regularly but the frequency of this depends on the calibre of the trainee and their individual needs. For example if they need to work on their success criteria it may be that the mentor goes in a few times in a week but only for 10 minutes to see the success criteria. For all NELTA trainees a minimum of **at least two** formal observations are to be carried out each half term by the mentor.

Mentors must also ensure that they complete each of the termly reports on their trainee. These reports are vital in recording a trainee’s progress and setting developmental targets.

PCM responsibilities:

- Ensure suitable mentors are put in place.
- Support subject mentors to attend NELTA mentor workshops.

Subject Mentor responsibilities:

- Attend NELTA mentor workshops.
- Meet with trainees weekly.
- Provide trainees with regular feedback.
- Complete all relevant paper work regarding trainee’s progress (PPRs etc.)

Standards Tracker

A key element of the teacher training course is the gathering of evidence to prove that a trainee has met each of the Teachers' Standards across the age and ability range for which they are training to teach. To help them to do this each trainee has a standards tracker in their PDF (see the course documents section) which allows them to log evidence they have collected throughout the programme. Lots of evidence and particularly evidence bundles can be used as evidence for more than one Standard. The trainee may decide to place an evidence bundle in a particular section under a particular Teachers' Standard but they can record the evidence bundle under lots of different Standard headings as it will provide evidence for lots different Standards. Trainees should be updating this tracker as new evidence is collected. The Tutor visits will provide an opportunity to discuss the evidence found in the file. The trainee will be asked to bring evidence of pupil progress to each mentor meeting for discussion. Some of these pieces/ bundles could be used to build up together evidence packs for each Standard which can then be filed and recorded on the tracker document.

PCM responsibilities:

- Use standards tracker to help inform comments on PPR1, 2

Subject Mentor responsibilities:

- Use standards tracker to help inform comments on PPR1, 2,
- Discuss standards tracker with trainee in weekly mentor meetings.

Trainee responsibilities:

- Complete standards tacker as new evidence is filed.
- Discuss standards tracker with mentor in weekly mentor meetings.

Observing Lessons

Observing outstanding classroom practitioners will greatly benefit trainees during their training year. Tuition fee trainees should have some observation periods built into their timetable and salaried trainees should make use of non-contact time to observe as much as they are able.

Observations are of most benefit when they are focussed. To help with the observation process Students Teachers should use the Lesson Observation Prompt Sheet when they are observing colleagues (see course document section).

Subject Mentor responsibilities:

- Guide trainee towards colleagues most suitable for observation.
- Integrate observation lessons into timetables for tuition fee trainees.

Trainee responsibilities:

- Observe outstanding practice regularly
- Complete focused observations on prescribed areas of teaching and learning.

National Priorities

Throughout their training year student teachers are expected to make progress in their understanding of the National Priorities. These are:

Phonics/Early Reading/Literacy in a subject
Primary Mathematics/Numeracy in a subject
SEN
EAL
Behaviour Management
PE (primary only)

Throughout the training year trainees will get a chance to attend sessions which address each of these areas. They should also carry out observations of more experienced colleagues focussing on SEN, EAL and Behaviour Management.

Wider contribution to school life

As well as working in their subject area it is vital that trainees play a wider role in school life.

Pastoral responsibilities

All trainees should be attached to a form group and are expected to attend some registrations and assemblies. They should also attend Year Team meetings where appropriate.

Parents' Evenings

Trainees are expected to attend parents' evenings for the year groups which they teach to provide feedback to on students' progress. Salaried trainees may have sole responsibility for a class, and so their participation in parents' evenings are particularly important. Tuition fee trainees should accompany the permanent class teacher to parents' evenings.

Extra-curricular activities

Whilst the training year can be very busy, trainee teachers are encouraged to take part in school trips and also help run/facilitate lunch time or after school clubs. This should not impede on their planning of lessons or assessment of students, but can be very helpful in enabling the evidencing of TS8.

PCM responsibilities:

- Ensure that student teachers are paired up with suitable co-tutors.

Subject Mentor responsibilities:

- Ensure that trainee attends and are prepared for relevant parents' evenings.
- Facilitate trainee to take part in school trips/extra-curricular events where possible.

Trainee responsibilities:

- Attend AM/PM registration, assemblies and form time.
- Attend all relevant parents' evenings.
- Take part in school trips/extra-curricular activities where appropriate/possible

Grievance procedure

NELTA values its trainees and recognises the contribution they make to schools across the alliance. We are committed to treating our employees and trainees in a fair and respectful manner and endorse their right to expect the same of all leaders, managers and colleagues. Across all schools in the alliance we expect that Head Teachers/Principals and all staff will actively work together to resolve any people management or day-to-day work related issues promptly and sensibly. Depending on the nature of the issue this can sometimes be challenging and occasionally make people both anxious and frustrated. Such internal process can sometimes fail and so in some cases a grievance procedure must be enacted. It is important however, that the grievance procedure is only followed when all other internal processes have been exhausted.

All trainees have the right to raise a grievance relating to training and work place issues and expect that it will be dealt with seriously, swiftly and fairly. It is our aim to resolve the grievance between the parties by action as close as possible to the point of origin and to prevent escalation into a more serious dispute. A successful outcome is less about apportioning blame and more about achieving a way forward that is acceptable to all parties. For further information on this procedure see our course documentation on the NELTA website.

Dress Code

A school is a professional environment and we expect our trainee teachers to dress accordingly. Whilst we acknowledge that clothes should be subject appropriate (PE teachers need to wear sports-wear to teach lessons), trainee teachers must ensure that they dress in a professional manner at all times and adhere to their school's dress code. For trainee teachers of practical subjects such as PE, this may involve changing into business attire for classroom based lessons.

Absence Procedure

If at any point in the year trainees are unable to come into school due to sickness they must inform their subject mentor as soon as possible (but **before 7:30am**) as well as their NELTA tutor. They must also ensure that they follow the school's absence policy which usually involves sending in/giving instructions for cover work for classes that will be missed. This is particularly important for salaried trainees who have their own timetable and responsibility for their own classes.

Course Documents

The following pages contain all of the essential NELTA course documents. All of these documents can also be downloaded from our website (<http://nelta.co.uk/programmes/initial-teacher-training-programme/>)

Section 1 – Calendar and training programmes

- ITT calendar
- The Teacher Toolkit programme

Section 2 – The Teachers’ Standards and Assessment

- Teachers’ Standards on one page
- Teacher’s Standards grading criteria
- Suggested evidence against the Standards and guidance on constructing evidence bundles
- Tutor visit procedures
- Initial Tutor visit documentation
- Tutor visit documentation
- Professional Practice Report 1
- Second School experience report (salaried only)
- Final Professional Practice report
- Assignment 1 guidance
- Assignment 1 mark scheme
- Assignment 2 guidance
- Assignment 2 mark scheme
- Final assessment procedures
- Final assessment documentation
- Support plan and cause for concern procedure
- Support plan and cause for concern documentation

Section 3 – Course documents

- Example of mentor meeting records
- Formal lesson planning sheet and reflection
- PE formal lesson planning sheet and reflection
- The 5 minute lesson planning sheet and reflection
- Lesson observation prompt sheet for trainees
- Research your placement 1
- Research your placement 2
- Making the second placement stress free (salaried only)
- Trainee agreement
- A Level experience document
- Primary experience document