



**Birmingham
Newman
University**

**Secondary ITE UG Year 1
Partnership Handbook
Academic Year 2024/2025**



For Trainees, Mentors and Tutors

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Welcome to Birmingham Newman University's ITE Programmes

In the University's Strategic Framework, the introduction, outlining what is a university, quotes Oscar Romero's view, **"Let us not develop an education that creates in the mind of the Trainee a hope of becoming rich and having the power to dominate. Let us form in the heart... the idea of loving, of preparing oneself to serve and giving oneself to others"**. This view aligns closely with our vision for our Initial Teacher Training and Education programmes as we aim to produce highly qualified future professionals who add value to wider society and the lives of others. Our programmes are routed in the University's mission, which **"sets out how we aim to achieve our vision and the way in which we work. To serve our diverse communities by making high-quality, globally connected education accessible to all who are able to benefit from it. As well as engaging in research, scholarship and professional practice that informs our learning and teaching and positively impacts society"**.

We are inspired by our patron, Saint John Henry Newman, who taught that effective higher education in a close-knit community relies primarily on good relationships between tutor and Trainee. We ensure we are working as an integral part of our partner communities to support the development of the next generation of teachers. As Paulo Freire said, we are members of a learning community in constant dialogue, "jointly responsible for a process in which all grow."

Birmingham Newman University's Strategic Objectives

Birmingham Newman University's Strategic Objectives provide a framework for Secondary ITE (including Secondary Undergraduate, Birmingham Newman Direct and Part-time PGCE) provision as follows:

Transformation of students' lives

- This is significant because success ensures positive change for our students and the many lives they will impact in our region's schools.

Effective working partnerships

- Partnerships with students have been exemplified as a strength of our provision. We are keen to ensure that stronger school partnerships will enhance the provision for our students and route them effectively within these, both in their training year and in the future as ECTs.

Desire to grow our institution

- Increased student numbers demand a wider partnership across all phases of education that provides high-quality training and teacher education.

Add to knowledge and cultivate wisdom

- Education is a rapidly shifting discipline and it is important that we are recognised for being able to add to the knowledge base. Research from staff and students will be generated to develop a wider understanding of aspects of education. An example is the cross-staff-student research work underway in Secondary on Decolonisation of the Mathematics curriculum. It is expected that this and future work will be used to inform and shape the content of future programmes.

We are proud to be a widening participation University and, as such, aim to serve our diverse community.

Birmingham Newman University ITE Team's Aim

Birmingham Newman University aims to prepare the next generation of teachers to a high professional standard in order for them to have a positive impact on the learning, development, and futures of all children. The Newman Teacher is one who learns, develops and gives back, an independent thinker with ambition, empathy and a lifelong love for learning. They are confident, reflective and resilient, and aim to instil the same values in future generations.

Through effective communication, strong relationships within our partnerships and a shared understanding of the curriculum and our roles and responsibilities, we aim to provide a coherent experience for trainees. We value input and feedback from all partners, and as a result of shared curriculum aims, high-quality and focused mentor training, theory, and classroom practice are mutually reinforcing. Continuous improvement and growth are at the heart of everything we do. Our quality assurance procedures ensure that assessment processes and effective curriculum sequencing enable cumulative knowledge and understanding. Our monitoring and evaluation cycle ensures that our Birmingham Newman trainees receive high-quality training which fully prepares them for their future careers.

Welcome from the Partnership Team

Thank you for supporting Birmingham Newman University Initial Teacher Education (ITE) courses. We value the strong partnership that has been developed between the University, schools and trainees and look forward to working with you this year to support the future of Secondary teaching in our joint commitment to make a real difference to children, young people and their families.

The Secondary Partnership team are proud currently to work with around 300 school including mainstream and special schools in a wide geographical area and are always striving to grow our partnership and work more closely together to ensure that our Birmingham Newman Curriculum is purposefully integrated with the learning in schools. Alongside our Undergraduate Programme, we have both full-time and part-time PGCE Core routes, and we also support Birmingham Newman Direct and Assessment Only candidates.

The aim of this handbook is to ensure that school colleagues, professional mentors, mentors and trainees have an overview of our courses and expectations. It clarifies the formation of our Birmingham Newman Curriculum, course structures, target setting, assessment processes and placement visit procedures. Additional documentation linked to placements (including mentor training) is available on our Partnership website:

ITE Teaching Partnerships – Birmingham Newman University

All partner schools will also have signed and hold copies of The Birmingham Newman Partnership Agreement.

Jane Bradley

Associate Dean for Recruitment and Partnerships

Email: j.bradley@staff.newman.ac.uk

Caroline Montgomery

Head of Secondary ITE and FE

Email: caroline.montgomery@staff.newman.ac.uk



Contact List

Ingrid Lee	Secondary Partnership Lead Email: i.lee@staff.newman.ac.uk
Alethe Bailey	Senior Lecturer in Computing Email: a.bailey@staff.newman.ac.uk
Ben Hart	Senior Lecturer in History Programme Lead SITE Birmingham Newman Direct Email: b.hart@staff.newman.ac.uk
John Keenan	Senior Lecturer in English Email john.keenan@staff.newman.ac.uk
Karen Teasdale	Senior Lecturer in Drama and Professional Studies Email: k.teasdale@staff.newman.ac.uk
Lisa Vickerage	Senior Lecturer in Religious Education Programme Lead SITE PGCE CORE Email: l.m.vickerage@staff.newman.ac.uk
Liz Plummer	Senior Lecturer in PE Programme Lead SITE UG Email e.plummer@staff.newman.ac.uk
Martin Husbands	Senior Lecturer in Geography Email: m.husbands@staff.newman.ac.uk
Scott Porter	Senior Lecturer in Science Email: s.porter@staff.newman.ac.uk
Sharon Holness	Senior Lecturer in Science Email: s.holness@staff.newman.ac.uk
Upkar Singh	Senior Lecturer in Mathematics Email u.singh@staff.newman.ac.uk
Josephine Houghton	Faculty Office Administrator Email: secondaryprogrammes@newman.ac.uk
Louise Smith	Faculty Office Administrator Email: secondaryse@newman.ac.uk
Patrycja Adams	Faculty Office Administrator Email: secondaryprogrammes@newman.ac.uk

Acronyms

CCF – Core Content Framework

DBS – Disclosure and Barring Service

ECT – Early Career Teacher

FLT – Faculty Leadership Team

IRB – Internal Review Board Faculty Leadership Team

ITE – Initial Teacher Education

ITESG – Initial Teacher Education Strategy Group

ITT – Initial Teacher Training

NCCAT – Newman Continuous Curriculum Assessment Tool

PG – Postgraduate

PM – Professional Mentor (School-based Lead Mentor)

PSRB – Professional Statutory of Regulatory Body

SBT – Subject Based Tutor

SED – Self-Evaluation Document

SEND – Special Education Need or Disability

SKE – Subject Knowledge Enhancement

SM – Subject Mentor (School-based)

UG – Undergraduate

Introduction to Year 1 Undergraduate Programme

The Undergraduate Secondary Placement takes the form of one day a week (Thursday) from **Thursday 27 February through to 15 May** (10 single days), concluding with a whole week's practice from **19 May until 23 May** (so 15 days for the placement in total).

This booklet is designed to support the work-related placement aspects of the Undergraduate course. The activities have been developed in line with the Newman Secondary ITTE Curriculum.

The programme structure and reflection tasks in this booklet outlines the activities that are expected to be undertaken for professional experience.

This will be an exciting opportunity for trainees to develop their understanding of the role of a teacher within a school as well as developing an understanding of how to support the pupils who attend. The placement will enable them to develop further the skills needed to take on the professional responsibilities of a class teacher within your setting, and to ensure they have identified and addressed relevant professional development opportunities/needs.

Key aims for placement in school

A trainee should:

1. Familiarise themselves with school procedures and documentation, including safeguarding policies, at whole school and class level.
2. Observe lessons and identify elements of lesson structure which contribute to effective management and teaching.
3. Initially co-plan and co-teach whole class activities, and in the short term take increasing responsibility for planning and teaching groups within lesson time. This will lead to opportunities to plan, teach and assess whole class lessons independently.
4. Reflect on how academic studies support practice within the classroom.
5. Complete all reflection tasks as outlined in the Placement Structure and upload on to their ePortfolio.

Placement Structure

Placement Structure:	
Tasks in school:	Reflection tasks:
Week 1 School Induction Departmental Induction	Complete a school profile for your placement school. Include information about the following: Geography/location of the school The catchment area Number of pupils The characteristics of the pupils (FSM, SEND, Social and economic background of pupils) Most recent Exam results Most recent Ofsted Report
Week 2–4 Observations of classroom teachers	Explain how your observations in lessons have enhanced your knowledge and understanding of: <ul style="list-style-type: none"> • The Role of the Teacher • Teaching, Learning and Assessment • Adaptive Practice • Managing Behaviour • Subject Knowledge
Week 5–7 Working with specific learners within lessons	Choose a pupil or small group of pupils that you have observed and supported in lessons. Describe the pupils' specific learning needs and their barriers to their learning. What teaching and learning strategies were used to support pupils? Remember to anonymise the pupils in your comments.
Week 8 Plan a lesson to deliver for a group you have observed	Annotate your lesson plan with the feedback from your SBT
Week 9 Deliver part of a lesson with a small group showing how you have implemented feedback from your SBT	Evaluate the effectiveness of your teaching and learning strategies
Week 10 Plan and deliver part of a lesson for a small group	Evaluate the effectiveness of your teaching and learning strategies
Week 11 (5 days) Plan and support lessons throughout the week	Evaluate the effectiveness of your teaching and learning strategies. Explain how your observations and teaching activities have enhanced your knowledge and understanding of: <ul style="list-style-type: none"> • The Role of the Teacher • Teaching, Learning and Assessment • Adaptive Practice • Managing Behaviour • Subject Knowledge

Undergraduate Secondary Year 1 Calendar 2024–25

Secondary UG Year 1 2024/25											
				Year 1 UG		University Days		School Experience		ITAP Days	
September	October	November	December	January	February	March	April	May	June	July	August
M 0	30	4	2	31	3	3	31	5	2	30	4
T	1	5	3	31	4	4	1	6	3	1	5
W	2	6	4	1	5	5	2	7	4	2	6
T	3	7	5	2	6	6	3	8	5	3	7
F 30	4	8	6	3	7	7	4	9	6	4	8
S 5	9	7	4	5	8	8	5	10	7	5	9
M 2	7	11	9	6	10	10	7	12	9	7	11
T 3	8	12	10	7	11	11	8	13	10	8	12
W 4	9	13	11	8	12	12	9	14	11	9	13
T 5	10	14	12	9	13	13	10	15	12	10	14
F 6	11	15	13	10	14	14	11	16	13	11	15
S 7	12	16	14	11	15	15	12	17	14	12	16
S 8	13	17	15	12	16	16	13	18	15	13	17
M 9	14	18	16	13	17	17	14	19	16	14	18
T 10	15	19	17	14	18	18	15	20	17	15	19
W 11	16	20	18	15	19	19	16	21	18	16	20
T 12	17	21	19	16	20	20	17	22	19	17	21
F 13	18	22	20	17	21	21	18	23	20	18	22
S 14	19	23	21	18	22	22	19	24	21	19	23
S 15	20	24	22	19	23	23	20	25	22	20	24
M 16	21	25	23	20	24	24	21	26	23	21	25
T 17	22	26	24	21	25	25	22	27	24	22	26
W 18	23	27	25	22	26	26	23	28	25	23	27
T 19	24	28	26	23	27	27	24	29	26	24	28
F 20	25	29	27	24	28	28	25	30	27	25	29
S 21	26	30	28	25	29	29	26	31	28	26	30
S 22	27	1	29	26	30	30	27	1	29	27	31
M 23	28	2	30	27	31	31	28	2	30	28	2
T 24	29	3	31	28			29	3	31	29	3
W 25	30	4		29			30	4		30	4
T 26	31	5		30			1	5		31	5
F 27	1	6		31			2	6		1	6
S 28	2	7		1			3	7		2	7
S 29	3	8		2			4	8		3	8

Guide to Successful Observation: Why Observe?

During placement, trainees will be required to observe teachers and pupils. This is a crucial part of early training. Observing and being observed is a common feature of professional development throughout a teacher's career.

Focused observation with a clear purpose should allow you to achieve a number of objectives –

- A developing understanding of children's learning experiences.
- An appreciation of the variety of skills which teachers employ in the classroom (eg. classroom organisation, behaviour for learning strategies) and the knowledge needed to underpin these.
- Experience of different models of teaching and learning to facilitate pupils' progress and to cater for the differing social and emotional needs of pupils.
- An understanding of the life of the school, its policies, strategies and approaches.
- An awareness of how to work effectively with other adults within the classroom.

Record of Attendance

Dates	Week beginning		Total Days in School
Week 1	27/2/25	Present <input type="checkbox"/> Absent <input type="checkbox"/>	Click or tap here to enter text.
Week 2	6/3/25	Present <input type="checkbox"/> Absent <input type="checkbox"/>	Click or tap here to enter text.
Week 3	13/3/25	Present <input type="checkbox"/> Absent <input type="checkbox"/>	Click or tap here to enter text.
Week 4	20/3/25	Present <input type="checkbox"/> Absent <input type="checkbox"/>	Click or tap here to enter text.
Week 5	27/3/25	Present <input type="checkbox"/> Absent <input type="checkbox"/>	Click or tap here to enter text.
Week 6	3/4/25	Present <input type="checkbox"/> Absent <input type="checkbox"/>	Click or tap here to enter text.
Week 7	10/4/25	Present <input type="checkbox"/> Absent <input type="checkbox"/>	Click or tap here to enter text.
Week 8	1/5/25	Present <input type="checkbox"/> Absent <input type="checkbox"/>	Click or tap here to enter text.
Week 9	8/5/25	Present <input type="checkbox"/> Absent <input type="checkbox"/>	Click or tap here to enter text.
Week 10	15/5/25	Present <input type="checkbox"/> Absent <input type="checkbox"/>	Click or tap here to enter text.
Week 11	19/5/25 Monday	Present <input type="checkbox"/> Absent <input type="checkbox"/>	Click or tap here to enter text.
	Tuesday	Present <input type="checkbox"/> Absent <input type="checkbox"/>	Click or tap here to enter text.
	Wednesday	Present <input type="checkbox"/> Absent <input type="checkbox"/>	Click or tap here to enter text.
	Thursday	Present <input type="checkbox"/> Absent <input type="checkbox"/>	Click or tap here to enter text.
	Friday	Present <input type="checkbox"/> Absent <input type="checkbox"/>	Click or tap here to enter text.

I confirm the trainee was present in school on the dates shown above:

Signature (School mentor): Click or tap here to enter text. Date: Click or tap to enter a date.

Note to trainee: If you are absent from school due to sickness or emergency, you are required both to **contact the school on each day of the absence in line with school policy AND ALSO to inform the Faculty of Education Office by email each day to secondaryprogrammes@newman.ac.uk.**

Planned absences must be authorised in advance using the Faculty of Education's Leave of Absence Form in accordance with the Attendance Policy, and it is your responsibility also to inform the school according to school procedures.

On conclusion of the placement the trainee must upload a copy of this Record of Attendance onto their ePortfolio).

Attendance Policy for Trainees on Professional Programmes

Teachers make a difference in children's lives who deserve the best possible teachers from Birmingham Newman University. Evidence shows that successful trainee teachers have high attendance. As a result, full engagement with all learning and teaching activities, including placements, is the expectation of all teacher training programmes and will be monitored by the University. All programme teams aim to identify any issues and difficulties at a sufficiently early stage and support trainee teachers to fulfil the attendance and engagement requirements of the programme.

The University's attendance monitoring tool for taught sessions is SEATs and it is used to record trainee attendance at all training taking place on campus. It also alerts relevant University tutors if a trainee's absence falls below expected thresholds so that support can be offered.

All trainee teachers are expected to attend **100%** of their training regardless of whether it takes place in University or school, including Intensive Training and Practice (ITAP) and enhanced opportunities, unless they have a justified reason for not doing so. Absence from the programme is recorded as authorised or unauthorised by Programme Leaders.

Trainee teachers must manage their attendance and absence accordingly, and make up time over the programme to ensure they meet the content of the Birmingham Newman Curriculum that is relevant to their programme. Compliance with the attendance policy procedures is also a professional requirement of the course.

Sickness or Emergency Absence

Absence from any aspect of University-led, school-led or school placement training as a result of sickness or sudden emergency must be reported to relevant parties as soon as possible.

If on placement or expected to be attending school for school-led sessions or other reasons, the trainee should notify the school following the school's absence procedures. It is essential that trainees must also let their University placement tutors know where there is a planned school visit.

Any sickness absence should also be reported to the Subject Tutor and Faculty Office **on each day** of sickness absence using the following email address secondaryprogrammes@newman.ac.uk.

Sickness or emergency absence is usually accepted as authorised by the programme team, but failure to report non-attendance correctly is likely to result in the absence being recorded as unauthorised.

If a trainee is absent for more than seven calendar days, regardless of whether this includes weekends or bank holidays, a Fit Note certificate signed by a hospital doctor or general practitioner must be provided on the eighth day of the absence to the Faculty Office, which will be shared with the trainee's school.

Non-Sickness or Non-Emergency Absence

On occasion, trainees may wish to be absent for events that occur within their personal lives, such as medical appointments, religious celebrations or family events, for example, a close family member's funeral. It is expected that when there is an element of control, such as medical appointments, these absences will be outside University-led training commitments. When events, such as a funeral, fall during University-led training (lectures and seminars), limited absence (usually a maximum of one day) may be permissible and should be requested through a University Leave of Absence Form (see link below).

[Leave of Absence Form 24-25](#)

If the absence is granted following the review of a Leave of Absence Form, this is known as an authorised absence.

In the case of extreme inclement weather or school-based industrial action, trainees should continue to attend school placement unless the school advises otherwise. Guidance relating to duties that trainees should fulfil during industrial action will be communicated separately from this policy.

Punctuality

Trainees are expected to be punctual in all aspects of their training, both University and school-based. Schools will have a policy about expectations of punctuality, which trainees must adhere to when on placement. Professional behaviour and punctuality are assessed via the ePortfolio. If a trainee is persistently late/absent, this should be addressed both during University and School Placements to support the achievement of the required Teacher Standards, Part Two: Personal and Professional Conduct. The Subject Tutor and Programme Lead should be informed, and an informal conversation should occur initially. If this continues, targets regarding punctuality should be added to the Training Plan.

If issues regarding punctuality are not resolved the trainee teacher may be referred to Birmingham Newman University Fitness to Practise Procedures.

The subject tutor should be the first point of contact for trainees who need further clarification concerning this policy or wish to seek support.

Fitness to Practise

ITE trainees are training to join a profession which is expected to demonstrate consistently high standards of personal and professional conduct. Details can be found in Part Two of the [Teachers' Standards 2012](#)

Trainees registering for and undertaking programmes with the University will be required at all times to:

- Demonstrate appropriate standards of conduct as defined by the relevant Professional, statutory, or regulatory Body (PSRB).
- Demonstrate values, attitudes and behaviours demanded by the PSRB.
- Satisfy health requirements as required by the relevant PSRB.

The University Fitness to Practise Policy sets out how the University will respond to instances where a concern is raised regarding a trainee's fitness to practise and the type of action that the University may take to address the concern and support the individual trainee.

The University Fitness to Practise Policy aims to provide a framework within which the University can work with trainees to maintain satisfactory standards of conduct and ongoing fitness to practise and to encourage and support improvement where necessary. As an integral part of our commitment to good professional practice, emphasis will be given to developing awareness among trainees that suitable professional behaviours are required of them at all times.

There may be occasions when minor misconduct and/or breach of professional standards occur during a trainee's learning. In these cases, opportunities for the trainee to learn from the experience shall be made available, and an educative rather than punitive approach will be taken where this is deemed appropriate.

The University aims to ensure that issues relating to fitness to practise are dealt with fairly, promptly, proportionately and with regard to the individual circumstances of each case.

The protection of the public and the staff and trainees in our University community, and the reputation of the programme and wider University, will also be key considerations when making any decisions regarding a trainee's conduct or fitness to practise.

A full copy of Birmingham Newman University's Fitness to Practise Policy is available on our website:

[Fitness to Practise Policy](#)

[Fitness to Practise Procedures](#)

Code of Professional Conduct

The Code of Professional Conduct is designed to respond to the need to ensure public trust can be placed in trainees/students as professionals educated and trained by the University. All trainees/students on programmes which include academic study and work placement for specific professional training are expected to conduct themselves professionally at all times in both University and work-based elements.

During Induction, all ITE trainees sign a Code of Professional Conduct form.

Equality and Diversity

Birmingham Newman University is committed to fostering a diverse and inclusive community that encourages all trainees/students and employees to fulfil their potential and values individuals because of their differences.

Further information is available on our website on the [Equality pages](#); please see Article on 'Equality'. A full copy of Birmingham Newman University's 'Commitment to Equality and Diversity' Policy can be accessed via the Article Attachments, 'Commitment to ED Statement on [Equality](#).

Birmingham Newman University is fully committed to the integration of the Anti-Racism Framework for Initial Teaching Education/Training [Anti-Racism Framework for ITE](#).

Key Points of the Equality Act 2010

The Equality Act 2010 provides a single, consolidated source of discrimination law. It simplifies the law and extends protection from discrimination in some areas. Schools cannot unlawfully discriminate against pupils because of their sex, race, disability, religious belief, or sexual orientation. The exceptions to the discrimination provisions for schools are all replicated in the current act – such as the curriculum content, collective worship and admissions to single-sex schools and schools of a religious character.

It is unlawful for a school to discriminate against a pupil or prospective pupil by treating them less favourably because of:

- Sex
- Race
- Disability
- Religion or belief
- Sexual orientation
- Gender reassignment
- Pregnancy or maternity

For our trainees who express their identity differently than the gender they were assigned at birth, we do encourage them to share their pronouns and title (Miss/Mrs/Mr/Mx/Mz pronounced Mzee) and know that schools will work with us to ensure a positive experience for every trainee and bring a sense of connectedness through the partnership.

The University is well-placed to assist school colleagues with this, so please do not hesitate to contact the partnership team if you would like to speak to someone about support and training.

Helpful Links:

[The Equality Act 2010](#)

[The Equality Act 2010 and Schools](#)

[The Equality Act 2010 Guidance](#)

LGBTQAI+ Trainee Support

The awareness of LGBTQAI+ is an ever-growing element of our practice at Birmingham Newman University. The wider understanding of the complexities of gender identity and sexuality is an element of our practice as University lecturers that we are constantly working to evolve. Gender identity and sexuality are very different and separate characteristics, and as educators, we want to avoid confusion.

Gender is socially constructed and is one's innermost concept of themselves as a man, woman, and/or nonbinary person. People define their gender identity in a variety of deeply personal ways that can include man or woman but can also extend to identities such as agender, genderfluid, gender nonconforming, and a variety of others.

As part of the partnership agreement and that close collaboration, which is the cornerstone of the partnership, we need to work together to support how we listen and respond to the experiences of LGBTQAI+ trainees. Through our support and partnership, sharing our own practices and understanding, and each of us learning from each other while we are guided by the LGBTQAI+ voices in our partnership community, we are in a powerful position to be a part of the education for awareness and equality and to make a difference to each of our LGBTQAI+ trainees and to make a safer environment for teaching now.

We ask our school colleagues to refresh and revisit their awareness of the Equality Act 2010 and the impact they can have on the experiences of each individual trainee. This can be through how we listen, understand and respond to our shared responsibility to take care of the protected characteristics and potential barriers that may be faced.

Anti-Racism Framework



Birmingham Newman University is fully committed to the integration of the [Anti-Racism Framework for ITE/Training](#) into our Undergraduate and Postgraduate Programmes. We clearly understand the way that we educate current and future teachers has a central role in enacting change in the classroom, and in curriculum and policy development to address the differential patterns of education access and outcomes for pupils from BAGM (Black Asian Global Majority) heritage.

School staff (PM and SM), University staff (STs) and Trainees have a responsibility to comply with the key messages within the Anti-Racism framework, which are:

- Racism is a real and prevalent feature of our society, and it takes many forms and is constantly being reshaped.
- Being anti-racist means actively looking and seeing, describing and understanding, and dismantling racism.
- Educators working with all age groups in all places are therefore crucial to anti-racism work. All staff (both school and University) involved in teacher education Programmes are of fundamental importance to enabling anti-racist teachers of and for the future.

You should expect, as part of your induction, that you are signposted towards the school's policies that relate to your ability to report racist incidents whilst on placement and that your school mentors clearly outline these processes.

Trainees with Specific Needs

As a profession, the work put in to understand better the specific and unique needs of our pupils in school has made an impact on the success of the people coming into Higher Education. You will notice that more of our trainees are empowered through more accurate diagnoses and a better understanding of their own strategies to overcome barriers to success in their school experience and academic studies. We work to provide many avenues of support for trainees with specific needs during their time at University. As we are working with adult learners, we cannot disclose any SEND diagnosis; however, we will work with the trainees and encourage them to share their needs with school colleagues, if they feel comfortable to do so, in order for us to translate this support and understanding to their school experience. Trainees may have a Trainee support plan (Reasonable Adjustment Plan) that they may choose to share with the schools.

Safeguarding and Compliance Checks

When commencing placement at the host school, the University expects trainees to familiarise themselves with the school's policies and documentation, including Safeguarding.

The school should:

- ensure trainees are fully aware of the safeguarding policies and
- address any safeguarding concerns regarding a trainee and notify the University as soon as possible.

Birmingham Newman University is responsible for ensuring that appropriate DBS checks have been completed for our fee-paying trainee teachers and for informing partner schools and colleges that they have been completed. Schools and colleges are advised to record this fact in their central record, although they are not obliged to do so.

For our fee-paying routes, trainee teachers will provide schools with a safeguarding letter from Birmingham Newman University confirming that the University has seen a satisfactory enhanced DBS certificate through a new application or the DBS online Update Service. In addition, the trainee has been checked against the children's barred list and has carried out a Fitness to Train to Teach check and a right to work in the UK check.

Trainees who suspend their studies for over three months do not resume studies until the following academic year, when they are required to obtain a new enhanced DBS certificate and are subject to the same checks as above.

Birmingham Newman University processes are outlined in more detail below:

- All Trainee teachers undergo a visual identity check at the interview, and all are asked to take a copy of their University Identity card to schools for visual ID. Original academic certificates are checked by University Admissions, and copies are filed.
- Trainees are required to receive a satisfactory DBS Enhanced disclosure before registering for the course. Overseas trainees will be subject to checks as per gov.uk requirements.
- If the trainee already has an enhanced DBS certificate and has signed up for the DBS Update Service, the trainee will present their original certificate to Registry Operations > the Registry, who will also check the DBS online.
- Trainees are also checked against the children's barred list information and have carried out the Fitness to Train to Teach and the Right to Work in the UK checks.
- If the DBS raises issues which make the candidate unsuitable for working with children, the

person is not accepted onto the course.

- If the DBS raises issues of concern and doubts about their suitability, then the University's Safeguarding Panel makes the decision. The Panel will consider the DBS along with an explanation from the individual of the circumstances surrounding the offences on the Disclosure. The Panel may consult with partnership schools before deciding whether to clear the Trainee for admission/ placement. The purpose of the Safeguarding Panel is to consider those cases with disclosures involving violence and repeated or more serious offences, and assess whether they should be cleared. This decision is made considering the frequency, immediacy and severity of the offence(s), and the Panel also considers employability.
- Whilst we recognise that schools must be confident that the University has undertaken its responsibilities regarding DBS clearance, they should bear in mind that the enhanced disclosure certificate is the personal property of the Trainee teacher.
- Birmingham Newman University will ensure that all compliance checks have been completed before trainees begin their placement.

When all checks have been satisfactorily carried out, Birmingham Newman University will issue the trainee teacher a *Single Central Record Safeguarding* letter.

Quality Assurance and Governance

The Initial Teacher Education Strategy Group (ITESG) for Birmingham Newman University is a committee of representatives from schools and settings across our partnership who work alongside tutors to engage in course development, share effective practice and identify areas for improvement.

Our membership meets twice termly to consider ITE internal, regional, and national developments and the following standing agenda items:

Compliance update
Report on Programme Developments, SEDs and priorities from the SED
Ofsted – Preparations
Curriculum Developments
Recruitment and retention
Student Progress and Attainment PG & UG
Staffing – plans to replace
Partnership
Equality and Diversity – Award Gaps
Report on Partnership activities (Representative from Primary/Secondary teams)
University Level Developments

Monitoring, Evaluating, and Improving Partnership Provision

Birmingham Newman ITE Partnership is committed to ongoing review and development to support improvements in the quality of training. We use the following mechanisms to evaluate practice:

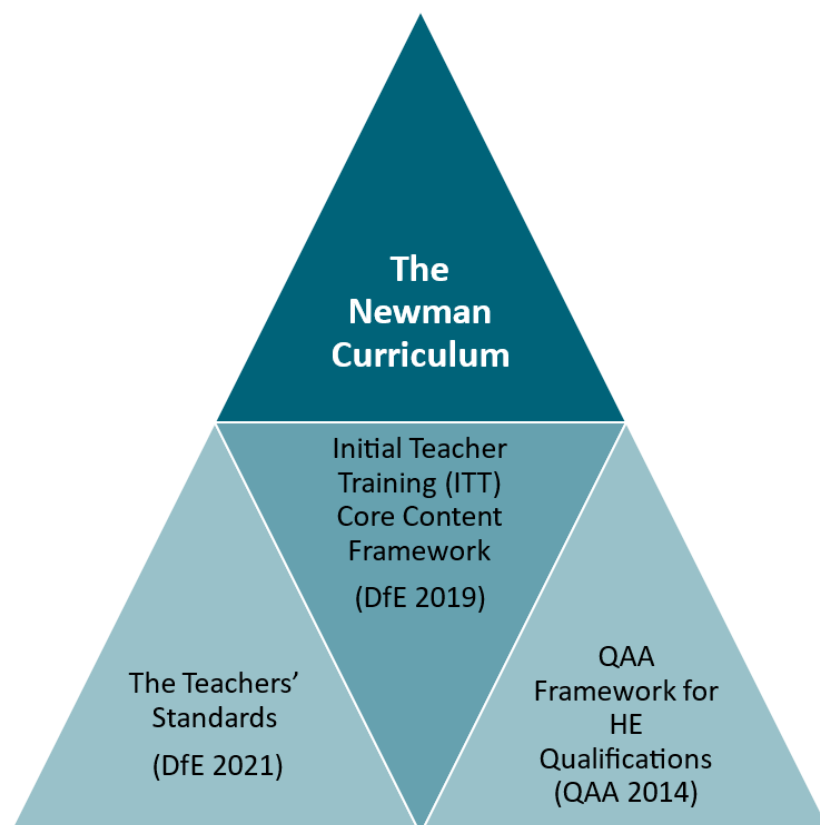
- Trainee and Subject Mentor Evaluations at the end of every school placement experience.
- Placement tracking information from subject tutors shared at Secondary Phase Internal Review Board (IRB), which identifies strengths and priorities of the ITE partnership, and summarised for FLT and ITESG by Programme Leads.
- Self-evaluation document and Improvement plan written by the Head of Subject with Programme Lead input. Improvement plans targets agreed and actions to address set in collaboration with all tutors. Information from school partners, trainees and External Examiners considered in the development of these documents.

Birmingham Newman University's ITE Curriculum Rationale

The Secondary Phase ITE Newman Curriculum has been written to:

- Ambitiously meet the needs of our local schools.
- Reflect evidence-based pedagogical research.
- Align with the ITT Core Content Framework.
- Deliver the content required to meet the Teachers Standards' 2012.
- Include all aspects of the national and wider school curriculum.
- Train outstanding teachers of the future.

The following frameworks and external reference points were used as appropriate throughout the design process in order to ensure the programme meets academic and professional body requirements:



The ITE Curriculum is ambitious in scope and rigorous in content choice. Birmingham Newman's Secondary ITE is delivered through four research-informed key themes and subject knowledge. The curriculum intent of our four themes is:



- **The Role of the Teacher** – This encompasses multiple aspects of Professional Behaviours, the value of extolling high expectations, with a clear focus on ensuring pupils' safety and wellbeing through safeguarding and Prevent training. This has been robustly expanded as our curriculum has developed due to school partner and stakeholder feedback regarding the readiness of the post-pandemic cohorts to engage in a professional work setting. This will be the theme of our initial focus week in 2024–25. Research utilised to underpin Theme 1 includes statutory guidance, such as [Keeping children safe in education 2024 \(publishing.service.gov.uk\)](https://www.gov.uk/government/publications/keeping-children-safe-in-education-2024) as well as research reports that direct the development of national policy such as <https://learning.nspcc.org.uk/case-reviews/national-case-review-repository>, https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/942454/Working_together_to_safeguard_children_inter_agency_guidance.pdf and <https://www.gov.uk/government/publications/analysis-of-serious-case-reviews-2014-to-2017>



- **Teaching Learning and Assessment** – This embeds the multiple facets of classroom practice alongside effective pupil assessment and ensures that all pupils, including those with SEND (Special Educational Needs & Disability) and EAL, have access to an ambitious curriculum.



- **Adaptive Practice** – While threading through all other themes, such as understanding as well as managing behaviour and the legal responsibilities of the teacher's role to ensure barriers to learning are removed for all learners, this theme is also taught as an umbrella vehicle to understand better the impact of unmet need in the classroom, specific learning barriers and strategies that can support overcoming these. It also explores the role of expert colleagues, such as SENDCo

and Mental Health leads. Adaptive practice keenly aligns with Learning, Teaching and Assessment to understand better the purpose of adapting teaching to ensure subject content is accessible to all pupils, whilst mitigating against potential misconception that may occur through insecure learning.



- **Understanding and Managing Behaviour** – This has shifted in approach to recognise the causes of inappropriate behaviour in schools and the impact that has on long-term absences, exclusion rates and the pupils’ ability to succeed. This sits alongside recognising the importance of a consistently implemented behaviour management policy. Understanding and managing behaviour also extends to supporting the trainees to manage their own health and wellbeing through signposted support, both at University and within a school, and sharing strategies to manage workload.

These themes were initially identified following discussion and reflection by tutors and school partners on the emerging ITT Core Content Framework (CCF) aligning with the Teachers’ Standards. The Secondary ITE team then had the opportunity to embed Birmingham Newman’s values and ethos, providing further opportunity through our enhanced curriculum model. An example of this is to address equality, inclusion and disadvantage by focusing an academic assignment on the Nine Protected Characteristics as outlined in the Equality Act 2010, thus ensuring our alumni continue to deliver our vision, impact our communities, and continue the tradition of Newman Teachers as **Changing Lives, Shaping Futures**.

The Secondary PGCE and Undergraduate programmes were specifically designed as a spiral curriculum to develop themes throughout the training year(s) and, therefore, purposefully integrated across the training elements. Through centre-based and placement-based learning every Trainee Teacher is provided with an interlinked programme which builds teaching capability as the year or years progress. Each of the three stages combines University-taught content in all four themes, tutor and specialist mentor support in schools and opportunities for practice. The Secondary Undergraduate programme follows the same thematic approach as PGCE alongside subject-specific academic modules at Levels 4, 5 and 6. To ensure consistency within the route, the same academic team teach across both.

The course structure is designed to build the understanding of our themed content through ‘learn that...’ activity through professional studies and then ‘learn how to...’ through the lens of subject specialism. The initial introductions to professional studies content are then explored through subject-specific sessions and then further developed through the Big Questions which are used as the foundation for weekly mentor meetings.

The University-taught curriculum has additional delivery time specifically to support subject knowledge enhancement in addition to any SKE requirement identified at the interview. This work includes familiarisation with exam specifications that have been identified as the predominantly used GCSE specifications in our partner schools. Asynchronous subject-specific learning opportunities are also utilised to support the development of trainees’ understanding of effective ways to deliver their subject in school. This includes the incorporation of the Ofsted subject report series in signposted resources and teaching.

Curriculum maps are produced for all Subject areas, and they include clear reference to ‘learn that’ and ‘learn how to’ elements of the training, PCK and where the National Curriculum (where appropriate) is taught.

The four themes of the Birmingham Newman University ITE Secondary phase curriculum were co-designed with school colleagues, external experts and former trainees through the revalidation of the PGCE for a 2021/22 launch; this work has now been expanded to meet the

needs of the UG curriculum. Each theme was designed to build knowledge at the progressing stages of the programme and are explored in both Professional Studies and Subject Studies sessions to facilitate reflection from different theories, perspectives and lenses. This enriches and enhances understanding that is observed and practised through school experience placements.

Trainees are no longer assessed against the Teachers' Standards directly as our Curriculum, which includes these and the ITT Core Content Framework, informs the NCCAT, which is their assessment tool. They do work with Part 2 of the 2012 Teachers' Standards ahead of and during their placement to ensure that they are explicitly informed of what is expected of them as professionals in schools. Trainees are also directed to access policy documentation from School experience placements and need to confirm that these have been read at the start of the placement window.

The curriculum is reviewed annually by the Tutor team, external examiners, and school partners as part of our mentor development work.

A Research-Informed Curriculum

At Birmingham Newman, we focus on the principles of memory and retention, as outlined in the ITT Core Content Framework (CCF). We focus on cognitive practices and take them beyond these to examine the nature of the holistic learner with a discussion of the emotional aspects of learning, including motivation theory. We recognise the need to ensure that learning is readily accessible in exam situations and encourage the training teachers to exercise the ideas from Barak Rosenshine, Jerome Bruner (1960; see also Wood, Bruner and Ross, 1976; Smidt, 2011) and John Sweller. For Rosenshine (2010), the following four help memorisation: sequencing, modelling, questioning and reviewing. Having encouraged the practice of these four principles of memorisation, John Sweller's (1988) Cognitive Load Theory is taught, and we encourage the training teachers to limit the 'intrinsic' and 'extraneous' loads. On a subject basis, we give examples of how Rosenshine and Sweller's ideas can work. To take an example from English we demonstrate how by knowing the dates of Charles Dickens's life, the context of Victorian England's urban poor alongside his impoverished (at one point) childhood can help when building these schemata to include the novel *A Christmas Carol*.

In line with the CCF, we also encourage and practise the principles of Jerome Bruner's (1960) spiral curriculum. We practise it in our staged teaching of Professional Studies where there are iterations of the same themes, each explicitly building on the last. We demonstrate its effectiveness in subject sessions and, as part of the reflective process, encourage pupils to ask themselves what this means in their teaching. For example, we ask them to examine what if the load is not 'light' because the original comprehension is not in place? We also question the input-output idea that transmission of knowledge has value but is not a panacea for teaching, and nor would anyone expect it to be, so we go beyond this minimum curriculum at Birmingham Newman to pose other ways of learning. We also interweave other aspects from the CCF into this core learning theory such as a 'Growth Mindset'. A 'Growth Mindset' asks the question of what should be assessed. Dweck's (2000) work and the Character Education movement are important, especially as some of our schools use this approach. As with Rosenshine, Sweller and Bruner, we do not approach this subject uncritically and examine the views of Kohn (2015) who views the praise-for-effort movement as manipulative.

The development of excellent Subject knowledge underpins the four themes of the Secondary Curriculum. A firm subject knowledge base is essential for good teaching, as without it, the trainees' potential to meet all the Teachers' Standards, not just Standard 3, can be affected.

The four key themes underpin all programme learning during the training year or years. They form the first part of the wider continuum of the 3-stage training cycle designed to facilitate a smooth transition into the Early Career Teacher induction during their first employment (Training year(s), ECT and ECT +1). Our training year is observed in three stages: stepping stones of teacher development (Enow, 2020). Each of the curriculum themes is revisited at every stage to build upon previous knowledge and experience, thus providing a spiral curriculum.

Observation of an Experienced Teacher Form

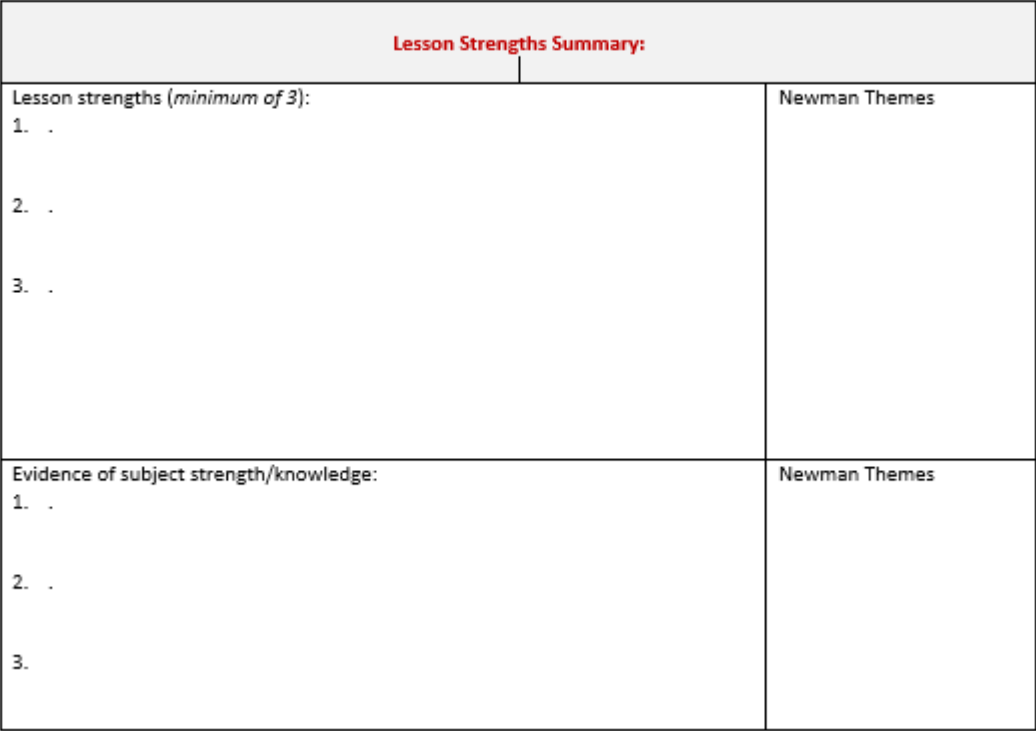


Observation of an Experienced Teacher Form

Trainee Teacher:	Placement School:	Date:
Experienced Teacher:	Subject:	Class Taught:
Lesson title:		

Note down key teaching points as you observe the lesson and the impacts they have on pupil learning.

Observation Point:	Impact on Pupil Learning:
<div></div>	<div></div>



<p>Are there any discussion points that can be raised and discussed with your Subject Mentor?</p>
<p>Upload this to your e-portfolio and discuss it with your mentor at your weekly meeting.</p>

School Placement Review Year 1



Birmingham
Newman
University

Student:

School:

Attendance:

Curriculum Themes:

Role of the Teacher

Teaching, Learning and Assessment

Adaptive Practice

Understanding and Managing Behaviours