# Primary PGCE with QTS Placement Overview

| Introductory | Length of Placement Dates  Teaching Commitment | 30 days  07/10/2024-29/11/2024  (2 days in week 1,3 days in week 2 then full time)  Approx. 20-40% |
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| Developmental | Length of Placement Dates  Teaching Commitment | 40 days  06/01/2025 – 07/03/2025  Approx. 40%-60% |
| Consolidation | Length of Placement Dates  Teaching Commitment | 55 days (including 5-day ITAP in the first week)  17/03/2025 –20/06/2025  Approx. 60-80% |

Our professional placements are aligned to the course design requirements as outlined in the [Initial teacher training (ITT)](https://eur01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fassets.publishing.service.gov.uk%2Fmedia%2F65ccac0ec96cf300126a3718%2F2024-25_ITT_criteria_and_supporting_advice.pdf&data=05%7C02%7CNesbits%40edgehill.ac.uk%7Ceddddc59a7c94839f6bf08dc4f3fb921%7C093586914d8e491caa760a5cbd5ba734%7C0%7C0%7C638472382306203130%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C0%7C%7C%7C&sdata=i0jVQVcE0%2BZuFyPv8E%2BkJN9ncBp5tVF3aOPTjZim210%3D&reserved=0): criteria and supporting advice 2024/25. All placements exceed the minimum hours expected in classrooms (including observing, teaching, co-teaching, etc.) for each week during general school placements.

The PGCE Primary Education programme is designed to develop postgraduate trainee teachers who have the knowledge, skills, expertise and attitudes to become outstanding Primary teachers. The programme ensures that trainees are trained across Key Stages 1 and 2 with opportunities for them to develop knowledge and understanding of the phases before and after their focus phases i.e. Early Years Foundation Stage and Key Stage 3.

**Overview of placements**

**Introductory**

This is the first of three placements which provides a phased approach to placement, before leading to a block placement. There is an initial focus on observation of practice, allowing trainees to focus on different elements of teaching and learning throughout the school. The focus then moves to individual and small group work within the classroom, before finally building towards approximately 20-40% whole class teaching.  Trainees will support in class, observe a range of staff, and engage in professional dialogue with identified staff in school. Trainees may undertake this placement in pairs or small groups to support reflection and dialogue. This includes a three-day EYFS enhancement within school.

**Developmental**

Trainees undertake this placement as a solo placement. Trainees build up to planning and teaching for 40-60% of the timetable; initially they observe the class at work and work with groups of children under the direction of the class teacher across all timetabled lessons. Trainees will develop their approaches to all aspects of the role of the teacher initially with small groups and as the placement develops, with whole classes. Trainees will undertake a range of training experiences linked to the requirements of the placement and their own individual needs. Trainees will be observed teaching each week by the mentor as part of the weekly development summary. An Edge Hill University Link tutor will be allocated to support the mentoring process and take part in a joint observation at an interim point.

**Consolidation**

Trainees undertake this placement as a solo placement. Trainees build up to planning and teaching for 60-80% of the timetable. To begin initially observing the class at work and working with groups of children, under the direction of the class teacher across all timetabled lessons and progressing up to approximately 60-80% teaching and planning (whole class and class timetable) as the placement develops. As this is their final placement before employment, trainees will develop their approaches to all aspects of the role of the teacher. Trainees will be observed teaching each week by the mentor and a weekly development summary completed. An Edge Hill University Link tutor will be allocated to support the mentoring process.