

Secondary Undergraduate Subject Information

Introductory	Length of Placement Dates Teaching Commitment	34 days 29/04/2024 - 21/06/2024 Approx. 6-7 hours p/w*
Developmental	Length of Placement Dates Teaching Commitment	39 days 29/04/2024 - 28/06/2024 Approx. 8-10 hours p/w*
Consolidation	Length of Placement Dates Teaching Commitment	50 days 15/01/2024 - 29/03/2024 Approx. 12-15 hours p/w*

* Teaching should be predominantly solo teaching in the subject the trainee is training to teach in, however can also include aspects of peer teaching and support/teaching small intervention groups (such as GCSE intervention)

Overview of placements

Introductory

This is typically undertaken in year 1 of our undergraduate QTS programme. The introductory placement has a focus on introducing trainees to the expectations of the profession including ways to manage workload and professional behaviours. As part of their induction to the setting, trainees should be given opportunity to undertake an initial period of focussed observation (approx. first 2 weeks) with opportunities to observe expert colleagues both in and outside of their subject so they experience a range of high-quality Teaching & Learning strategies. A subject specific ITE curriculum will be provided for trainees to follow each week throughout their duration of their placement.

Teaching expectations: Teaching on this placement will begin as taking part of a lesson (e.g., starter, explanation) and/or undertaking team teaching before the trainee incrementally takes on solo responsibility for a class. Teaching timetables should incrementally build up to approximately 5-7 hours per week across Key Stage 3 and 4 however the focus is on the trainee having opportunity to make progress through their ITE curriculum, rather than teaching a set number of hours. Teaching in this phase may include team teaching or supporting small groups of pupils alongside their solo teaching (and as part of the approx. 5-7 hours per week). To support trainee workload and to allow for the purposeful integration facilitation of university teaching during placement, trainees will need to be available for online teaching delivered by the university on a Thursday afternoon (between

13:00-15:00). They will need to be able to have access to somewhere quiet with internet access (such as a computer in a staffroom or library).

Additional responsibilities: Teaching at this phase should take place wholly within the subject in which the trainee is training to teach. Trainees can be expected to engage in the full life of the school such as undertaking duties, supporting with extra-curricular activities, attending meetings, and supporting with pastoral/form periods. These should be done with support and supervision as appropriate to their status as novice teachers. Trainees will need to be provided with opportunity to engage in a small-scale case study as part of their academic work.

Developmental

This is typically undertaken in year 2 of our undergraduate QTS programme. Building on their introductory placement, the developmental phase requires trainees to continue with periods of observing expert colleagues, but alongside this there is an increase in their teaching load and the related responsibilities which come with this (such as marking). Trainees should be given an induction to their new setting and be provided with opportunity to observe and/or support classes prior to taking on responsibility for them. A subject specific ITE curriculum will be provided for trainees to follow each week throughout their duration of their placement.

Teaching expectations: Teaching on this placement may include some periods of support and/or team teaching however this should be predominantly solo teaching. Teaching timetables should incrementally build up to approximately 8-10 hours per week across Key Stage 3 and 4 however the focus is on the trainee having opportunity to make progress through their ITE curriculum, rather than teaching a set number of hours. These hours should predominantly be solo teaching. To support trainee workload and to allow for the purposeful integration facilitation of university teaching during placement, trainees will need to be available for online teaching delivered by the university on a Thursday afternoon (between 13:00-15:00). They will need to be able to have access to somewhere quiet with internet access (such as a computer in a staffroom or library).

Additional responsibilities: Teaching at this phase should take place predominantly within the subject in which the trainee is training to teach however where suitable, trainees can be expected to contribute to PSHE and RSE. Trainees can be expected to engage in the full life of the school such as undertaking duties, supporting with extra-curricular activities, attending meetings, and supporting with pastoral/form periods. These should be done with support and supervision as appropriate to their status as novice teachers. Trainees will need to be provided with opportunity to engage in a small-scale case study as part of their academic work.

Consolidation

This is typically undertaken in year 3 of our undergraduate QTS programme. The consolidation placement builds on the two previous placements and has an emphasis on an increased level of responsibility for whole class-teaching, an increased teaching load and a focus on building on targets from the developmental phase with a view to preparing trainees for their next stage as an Early Career Teacher. At the end of this phase, trainees should be ready to transition into the Early Career Framework with the support this brings. A subject specific ITE curriculum will be provided for trainees to follow each week throughout their duration of their placement.

Teaching expectations: There is the expectation that teaching at this phase is largely solo teaching with only some aspects of support and/or team teaching (as a supportive measure). Teaching timetables should incrementally build to approx. 12-15 hours per week across Key Stage 3 and 4 however the focus is on the trainee having opportunity to make progress through their ITE curriculum, rather than teaching a set number of hours. These hours should predominantly be solo teaching and in the subject in which the trainee is training to teach. To support trainee workload and to allow for the purposeful integration facilitation of university teaching during placement, trainees will need to be available for online teaching delivered by the university on a Thursday afternoon (between 13:00-15:00). They will need to be able to have access to somewhere quiet with internet access (such as a computer in a staffroom or library).

Additional responsibilities: Teaching at this phase should take place predominantly within the subject in which the trainee is training to teach however where suitable, trainees can be expected to contribute to PSHE and RSE. Where available and the trainee has the requisite subject knowledge, it may be suitable for teaching to include some aspects of A level support/teaching. Trainees can be expected to engage in the full life of the school such as undertaking duties, supporting with extra-curricular activities, attending meetings, and supporting with pastoral/form periods. These should be done with support and supervision as appropriate to their status as novice teachers. Trainees will need to be provided with opportunity to engage in a small-scale case study as part of their academic work.

Secondary undergraduate QTS course specific information

Mathematics

We are looking to place trainees in schools where they would gain experience of teaching Mathematics at Key Stages 3, 4 and 5, if available. To develop our trainees to the highest standards, it is important that our schools can offer support with classroom management, the use of data and how metacognitive strategies are embedded into daily teaching. Trainees are working towards their subject degree in Mathematics with recommendation for Qualified Teacher Status. It would be useful for trainees to observe and gain feedback from a range of teachers in the Mathematics Department. In year 1, trainees undertake their *Initial placement*, where they are expected to observe, join in teaching parts of a lesson and gradually work towards teaching full mathematics lessons by the end of the placement. In year 2, trainees undertake their *Developmental placement* where they get involved in planning, teaching and assessing pupils. In year 3, trainees undertake their *Consolidation placement* where they are expected to demonstrate greater autonomy and independence in teaching, assessing work produced by their classes and providing good quality feedback to all pupils. School based mentors are supported through regular visits by experienced tutors from Edge Hill University, who will provide additional support and training where necessary. To support trainees' workload and to allow for the purposeful integration facilitation of university teaching during placement, trainees will need to be available for online teaching delivered by the university on Thursdays afternoon (between 13:00-15:00).

If you have any queries please contact the Course Leader, Dr Ghada Nakhla: Nakhlag@edgehill.ac.uk

English

Year 1 trainees will be expected to observe, help out in classes and gradually work towards teaching individual, full English lessons at Key Stage 3 or Key Stage 4 by the end of the placement. A Level observational experience (if available) would be desirable, but not essential. To develop our trainees to the highest standards, it is important that our schools can offer support with classroom management, the use of data and how metacognitive strategies are embedded into daily teaching. Trainees are working towards their subject degree in English with Qualified Teacher Status. Their Year 1 subject study modules cover an Introduction English Language Study, Literary Theory, The Western Canon. In Year 2, all trainees should develop their teaching practice during the developmental placement. It would be useful for trainees to observe and gain feedback from a range of teachers in the English department. Trainees are expected to be involved in assessing work produced by their classes and producing good quality feedback. Opportunities for trainees to contribute to Literacy projects, PSHE and Citizenship as appropriate would be advantageous. Demonstrating greater autonomy and independence during the consolidation placement, it is expected that all Year 3 trainees will hone their craft in teaching and assessing pupils' work in order to provide effective feedback. School-based mentors are supported through visits by experienced tutors from Edge Hill University, who will provide additional support where necessary. To support trainee workload and to allow for the purposeful integration facilitation of university teaching during placement, trainees will need to be available for online teaching delivered by the university on a Thursday afternoon (between 13:00-15:00).

If you have any queries please contact the Course Leader, Michaela Smith: Smithm@edgehill.ac.uk

Religious Education

We are looking to place trainees in departments that can provide experience of RE at both KS3 and KS4 (including GCSE) and where available A Level Religious Studies. We also value opportunities for trainees to understand the pastoral roles within school, by working with a Form Tutor. To develop our trainees to the highest standards, it is important that our schools can offer support with classroom management, the use of data and how metacognitive strategies are embedded into daily teaching. They should also gain experience of PSHE, and other humanities subjects as appropriate. We prepare our RE trainees through a programme based on the principles of exploratory, pluralistic and non-confessional multi-faith RE. Leading up to the introductory placement, students have completed modules introducing them to the study of religion, and all of the six major world faiths. These courses include visits to places of worship. They should understand the principles of planning and pedagogy, knowledge rich and enquiry approaches, and multi-disciplinary RE. In Year 2, Students will have studied modules including Judaism, Philosophy, and the Bible in the Modern World. Students will be working on planning coherent Schemes of Work in RE. By Year 3 – in the consolidation placement, trainees are focussed on assessment and progression, carrying out their school improvement study and should have the subject knowledge to teach any of the major world faiths. Our trainees attend sessions delivered by lead national RE practitioners. As a member of our partnership, we are able to offer you the opportunity to attend these sessions as part of our professional subject network. School-based mentor colleagues are supported through regular visits by experienced tutors. The tutor team work very closely with school-based mentors and will provide additional support where necessary. To support trainee workload and to allow for the purposeful integration facilitation of university teaching during placement, trainees will need to be available for online teaching delivered by the university on a Thursday afternoon (between 13:00-15:00).

If you have any queries please contact the Course Leader, Paul Smalley: Smalleyp@edgehill.ac.uk