



Salford, Stockport, Tameside, Trafford, Oldham, Rochdale and Manchester LAs
and
Manchester Metropolitan University

Graduate Teacher Programme

Training Manual

2009/10

STTORMM is an accredited provider of Employment-Based Initial Teacher Training

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Foreword

Congratulations on securing a place as one of STTORMM's Graduate Teachers and welcome to the Programme. During the next three terms we hope that you develop from a maybe apprehensive trainee teacher to the confident, successful, inspirational teacher that you aspire to be. You will be well supported on this journey by my colleagues and STTORMM tutors, and by those you work with in your schools. Both your tutors and mentors will provide the opportunities, support, guidance and feedback designed to ensure that you develop quickly into a very effective teacher.

This new-style Training Manual is meant to assist you, particularly in the early stages of the programme. You will find detailed explanation of the key issues associated with your training. We hope that this alphabetically arranged list of topics will prove helpful as you progress through the year. Similarly, please use this Training Manual alongside the MMU PDP which will give you important detail on the requirements of the Programme. If you find that issues have been omitted which you would have found useful, please let us know so that the next edition of the Training Manual can be improved for future trainees.

My colleagues hope your training experience is both demanding and enjoyable. The Graduate Teacher Programme is your route towards a career that is challenging, rewarding and fulfilling, but it is not the first step! You bring with you many skills and much experience. At this early stage, your programme is not "a blank canvas" as your skills in management or teamwork, in subject knowledge, in communication or in relationships with young people, all need to be matched, tested and developed against the Q Standards. In this way, your programme really will be personalised and give you the best chance to meet and exceed the Standards.

As a teacher, you can have a massive influence on the lives of young people, inspiring them to achieve beyond their expectations. The diversity of income and cultures within schools in Greater Manchester provides a range of training opportunities which will inform your appreciation of both teaching and learning. All STTORMM tutors and mentors sincerely hope that as you develop into a highly effective teacher, you can give young people a taste for success and a lifelong love of learning.

May all your hard work during 2009/10 bring you the rewards you deserve.

The following list contains a series of useful acronyms that you may find helpful.

CEDP	Career Entry and Development Profile
CRB	Criminal Records Bureau
DCFS	Department for Children, Schools and Families
DfES (now DCFS)	Department for Education and Skills
DRB	Designated Recommending Body
EAL	English as an Additional Language
EBR	Employment Based Routes
EYFS	Early Years Foundation Stage
GT	Graduate Teacher
GTC	General Teaching Council
GTP	Graduate Teacher Programme
HEI	Higher Education Institution
HT	Head Teacher
IoE	Institute of Education
ITT	Initial Teacher Training
LA	Local Authority
MMU	Manchester Metropolitan University
NQT	Newly Qualified Teacher
OfSTED	Office for Standards in Education
PDP	Professional Development Portfolio
PGCE	Post Graduate Certificate in Education
PGCertM	Post Graduate Certificate in Mentoring
PGCertT	Post Graduate Certificate in Teaching
PM	Professional Mentor
PT	Professional Tutor
QA	Quality Assurance
QCA	Qualifications and Curriculum Authority
QTS	Qualified Teacher Status
ROLO	Record of Lesson Observation
SM	Subject Mentor
ST	Subject Tutor
TTRB	Teacher Training Resource Bank
TVR	Tutor Visit Record

Age Range Requirement

Graduate Teachers are required to train and to be assessed for qualified teacher status (QTS) across at least two consecutive age range STTORMM trainees limit their programmes to two age range, selected from the following framework:

Age Range	Year Groups
3 to 5	Foundation Stage
5 to 7	1 & 2
7 to 9	3 & 4
9 to 11	5 & 6
11 to 14	7 to 9
14 to 16	10 & 11
16 to 19	12 & 13

Graduate Teachers must also engage with the expectations, curricula, strategies and teaching arrangements in the age ranges immediately before and after the ones they are trained to teach.

For instance,

- those training in Foundation and Years 1 & 2 must complete placements in both Key Stage Two and in a setting catering for the birth to three age group. Similarly,
- primary trainees in Years 3 & 4 and Years 5 & 6 must experience both a Key Stage One setting and a Key Stage Three setting
- those trainees in 11 to 16 schools must complete placements in both Key Stage Two and Post-16, and
- those trainees on 14 to 19 programmes must complete placements in both Key Stage Three and in a Post-19 vocational, further or higher education setting.

STTORMM recommends experience of up to five days in each setting during Term 1 when the Graduate Teacher's teaching commitment is 30%. This experience may be in the form of a block placement or serial visits, and may be in the school if appropriate.

Appeals Procedure

Appeals against the recommendations and decisions of assessors, tutors, the Training Manager (TM), the Quality Assurance Group (QAG), the Final Assessment Group (FAG), and the Management Group (MG) may be made in the following circumstances;

- against an unsatisfactory outcome of school placements
- against an unsatisfactory outcome in the final assessment (FA)
- against the decision of the FA Group or other judgements which impact negatively on the opportunity to continue or complete a training programme

Appeals may be made only on one or both of the following grounds:

- Procedural irregularity in the conduct of one of the above
- Extenuating circumstances, providing that these circumstances were not known at the time the decision was made

Graduate Teachers who wish to appeal must inform the Training Manager of the intention to appeal and submit the details of the appeal on the STTORMM Appeal Form. Notice of the intention to appeal must be received by the Training Manager within ten working days of receiving notice of an unsatisfactory judgement. The appeal itself must be received by the Training Manager within twenty-eight days of the date of the judgement.

The complete Appeals Procedure can be found in the STTORMM Procedures Manual which is available at www.sttormm.co.uk.

Assessment of Graduate Teacher Progress

Assessment should not be viewed as an event at a range of points throughout the Programme, but rather as an ongoing process to which a number of partners, including the Graduate Teacher, contribute.

Professional Mentors are responsible for the assessment and moderation of Graduate Teacher performance and the work of those Class Teachers, Curriculum Co-ordinators or Subject Mentors involved in the Training Programme in both the **Lead** and **Second Schools**. In large schools or departments where more than one member of staff is involved in training and observing a Graduate Teacher, the Subject Mentor or Curriculum Co-ordinator may take on some of the responsibility for moderating Graduate Teacher performance. The Subject Mentor or Class Teacher with whom the Graduate Teacher works most closely will always play a significant role in assessing Graduate Teacher classroom (and associated professional) performance.

Similarly, STTORMM will provide Professional Tutors (and secondary Subject Tutors), who will visit Graduate Teachers and Mentors regularly and contribute to the rigour, consistency and security of assessment and moderation procedures. In addition, Local Authority moderators and an External Examiner may visit individual Graduate Teachers to monitor and moderate judgements made.

Assessment of Written Assignments

STTORMM Graduate Teachers are required to register with MMU for the Post-Graduate Certificate in Teaching, a Masters level award. Three pieces of work are required over the course of the year, two Reflective Accounts and the Reflection on Experience and Learning (REAL). These assignments serve two purposes: to ensure a Graduate Teacher is skilled in “reflection” which is an essential feature of being effective both as a Graduate Teacher and as a teacher, and to confirm the intellectual rigour of each Graduate Teacher’s development. Reflective accounts and REALs should be researched in the classroom; they are records and reflections on Graduate Teachers’ developing practice as teachers. They do require reference to publications and also application of that research in the classroom. Reflective accounts are stand-alone submissions, again based on developing classroom practice in specific issues, and completed at two points of the programme. The REAL is different, requiring Mentors to contribute regularly in a “professional dialogue”, and is only edited for presentation by the Graduate Teacher towards the end of the programme.

Each REAL and reflective account is assessed by Professional Studies tutors using the commentary form and the assessment criteria shown in the Level M matrix (found in the Professional Studies Handbook), and given a percentage mark. Marking of each of the three written pieces will be equally weighted. Tutors will review each submission against the following criteria:

- Knowledge and understanding of the topic as informed by practice and critical analysis of background reading
- Ability to reflect and argue from a personal point of view and with reference to alternative perspectives
- Ability to relate practice to reading and vice versa
- Ability to locate and use sources from reading and practice
- Ability to communicate arguments and their relevance for professional development, effectively.
- The following key questions will be applied by tutors when assessing study items:
 - In relation to knowledge and understanding - does the Graduate Teacher demonstrate a critical understanding of those features of teaching and being a teacher relevant to his/her chosen focus? Are relevant standards being addressed in ways which will affect practice?
 - In relation to reflection and argument - does the Graduate Teacher critically examine and explore those features of his/her teaching which are emerging as important to his/her professional identity/commitments and aspirations as a teacher?
 - In relating practice to reading and vice versa - does the GRADUATE TEACHER demonstrate that aspects of his/her practice have been informed and developed by reading, observation and mentor discussion. Is there evidence of his/her beliefs and understanding about teaching being developed through a critique of reading and practice?
 - In relation to locating and using sources – is a range of appropriate source material including published literature, school data and observational data consulted and used to inform reflections on the Graduate Teacher's practice? Is the referencing of published literature of a good standard?
 - In relation to communicating arguments and their relevance for professional development - does the Graduate Teacher communicate arguments effectively and in ways which have direct relevance to his/her practice? Does s/he use a standard of English and presentation appropriate to a beginning teacher.

Professional Studies Tutors will always agree appropriate focuses for reflective accounts early in the programme and well in advance of completion dates. A proforma is available in the Professional Studies Handbook.

Please also refer to the Reflective Accounts and REAL sections.

Beginning to Teach

In early September the Graduate Teacher will observe lessons, then reflect, discuss and make notes about these observations. There is no prescribed point at which Graduate Teachers begin 'independent' teaching; the date of the first 'independent' lesson will vary from Graduate Teacher to Graduate Teacher. Whenever it is agreed as appropriate the Graduate Teacher will begin to plan and teach with a 30% timetable. Some successful Graduate Teachers will have started to work towards this during Week 1; others will begin later in the first half-term. The start of 'independent' teaching is a critical and crucial time in the development of the Graduate Teacher and needs a significant amount of Mentor support and guidance. This initial process will vary from Graduate Teacher to Graduate Teacher but the following methods may be of some use to Mentors and Graduate Teachers alike:

- *Starters and/or plenaries only:* The Graduate Teacher plans lessons jointly with the classroom teacher, and delivers the starter and/or plenary of the lesson. (The Graduate Teacher does not have to plan entire lessons; does not have to worry about timings; can begin to consider 'assessment for learning' etc.)
- *One lesson in two:* The Graduate Teacher teaches one lesson and then observes the next one or two, enabling the class teacher to demonstrate the key features for development in this early stage. (Encourages reflective discussion between teacher and Graduate Teacher; helps develop good practice; enables a Graduate Teacher to focus on any areas of possible concern.)
- *Replicating the Mentor's lesson:* The Graduate Teacher and Mentor plan together, the Graduate Teacher watches the Mentor teach the lesson, the Graduate Teacher replicates the lesson with his/her 'parallel' group; joint planning for Lesson2, observation, replication etc.. (Enables excellent cooperative work; enables Mentors to give Graduate Teacher gradual independence by focusing on planning or classroom performance as required.) Timetabling this approach is sometimes difficult.
- *Taking small groups:* The Graduate Teacher plans jointly or independently and assumes responsibility for a group of pupils within the class for part or the entire lesson. (Enables a clear focus on a particular skill or activity; helps provide insight into organising group work; familiarises Graduate Teacher with how small groups work.)

Whichever method is adopted, mentors should ensure as far as possible that the Graduate Teacher receives appropriate feedback and guidance at arguably the most formative point in the training year.

Career Entry Development Profile (CEDP)

The CEDP is primarily an online resource aimed at Graduate Teacher and newly qualified teachers (NQTs). It will encourage you to focus on achievements and goals early on, and discuss your professional development needs. Completion of the CEDP is no longer a statutory requirement, but STTORMM requires Transition Point 1 documentation to be completed prior to the End of Third Term Review and in preparation for Final Assessment in order to meet the requirement that appropriate targets are set.

The CEDP together with associated resources is a helpful option available electronically from the TDA website. The Section headed Transition Point 1 must be completed prior to the End of Third Term Review Meeting, and requires Graduate Teachers to identify strengths prior to the award of QTS and to target areas for development during NQT Induction. Guidance on CEDP completion will be offered by Mentors. The completed Section will be signed off by Professional Tutors on STTORMM's behalf at final review. Transition Point 1 must have been completed before Graduate Teachers proceed to Final Assessment.

The CEDP should be retained by the Graduate Teacher for use during NQT Induction and beyond. NQT Induction tutors may use the CEDP to support NQTs. It is likely that schools will use the CEDP as a record of professional development during a teacher's pre-threshold years.

Central Training Programme

Central training sessions are intended to complement school-based training and support professional study and Subject Knowledge development. The central programme is an important source of networking, support and sharing of experience and expertise for Graduate Teachers. Full details of the programme will be circulated at the Induction session in September.

Participation in the Central Training Programme is mandatory. Graduate Teachers and Mentors are reminded that the Partnership Agreement confirms attendance at central sessions; schools must release Graduate Teachers for central training as they are employed in supernumerary posts where the priority is training.

Professional Studies seminars provide opportunities for Graduate Teachers to meet, share and reflect on their experience and on wider educational issues. Sessions may be informed by preparatory tasks and supported by sources of reading (see mmu.ac.uk/elearning for current Professional Studies calendars, associated preparatory tasks, including reading and guidance on reflective accounts). The number of sessions and their content are subject to annual review. During 2009/10, 14 four hour (Primary) and 6 two hour (Secondary) Professional Studies sessions are scheduled in addition to the Induction session. Secondary Graduate Teachers are also required to attend subject sessions (12 hours total). Sessions are held during the school day throughout the year, usually at the Didsbury campus, but sometimes in schools or at the Crewe campus.

Professional Studies Seminars topics typically include:

- Teaching and Learning (links to National Strategies; core subject work in primary)
- Communication in the Classroom
- Managing Learning, Expecting Good Behaviour
- Every Child Matters, Social Justice and Inclusion
- Assessment for Learning
- Career Entry and Development Profiles and Preparing for NQT Induction

The calendar for Professional Studies seminars and associated sessions can be found on MMU's WebCT and in the Professional Studies Handbook.

Secondary Subject Sessions will look at subject knowledge development, subject pedagogy, subject planning and evaluation, resources, the use of ICT and particular strategies for curriculum delivery. Subject sessions are sometimes provided as a menu to be selected from MMU's PGCE calendar, or as dedicated Graduate Teacher sessions. Each subject leader will advise on the detail of the subject programme at Induction or very soon afterwards.

Full programmes will be made available at Induction.

In addition, STTORMM will organise mandatory training sessions centrally for Graduate Teachers, often to meet the requirements for new or changing National Strategies. For example, in 2009/10, there will be an additional session to secure familiarity with the implications of the 14-19 Curriculum and Diploma programmes.

Code of Practice on Data Protection

The Code of Practice on Data Protection accords with the Data Protection Act and falls into two sections. The first section is a statement of general policy which includes an indication of STTORMM's obligations under the Act; the second section provides brief guidance notes on the handling of personal data.

The complete Code of Practice on Data Protection can be found in the STTORMM Procedures Manual which is available at www.sttormm.co.uk; Graduate Teachers are advised to familiarise themselves with the Code early in the programme.

Complaints Procedure

STTTORMM recognises that Graduate Teachers (GTs) and others working within the Partnership may have legitimate concerns or complaints relating to their programme, the services or facilities that STTTORMM provides, or those provided by local authority (LA) partners and higher education partner, Manchester Metropolitan University (MMU).

STTTORMM accepts its responsibility for the quality of services provided by its partners. STTTORMM will take all complaints seriously and deal with them in confidence and without recrimination.

It is hoped that most complaints can be resolved by Graduate Teachers pursuing matters informally but directly with the officers concerned. Only where informal procedures fail should the steps detailed in the formal procedure be followed. This policy is written specifically for the use of GTs but should be used by other complainants associated with STTORMM.

The complete Complaints Policy, including details of the procedures to be used in both informal and formal responses to complaints can be found in the STTORMM Procedures Manual which is available at www.sttormm.co.uk.

Criminal Records Bureau (CRB) Checks

Each Graduate Teacher is required to have an interim and satisfactory CRB 'enhanced disclosure' in place before entry to GTP can be confirmed; similarly, in line with TDA advice and no later than 30 September 2009, STTORMM **requires** that all Graduate Teachers hold a satisfactory CRB Enhanced Disclosure with the entry under "Position applied for" showing 'Graduate Teacher'. It is the responsibility of the employing school to ensure this check is carried out.

In the event that a '**Graduate Teacher**' CRB Enhanced Disclosure is not available by 30 September, the programme of the Graduate Teacher in question will be suspended **with immediate effect**. Suspended Graduate Teachers will be recorded with TDA as having deferred, with a consequent adjustment to salary and training grant payments.

Please also refer to the Safeguarding section.

Early Final Assessment

For most Graduate Teachers Final Assessment takes place during the sixth half-term of the programme. However, there may be circumstances in which both the Lead School and the Graduate Teacher agree that an earlier assessment may be appropriate. In such cases, it is for the Professional Mentor to approach the Professional Tutor; if both agree that the Q Standards have been met and are appropriately evidenced, that the Progress Indicators show significant achievement in all areas, that the learning outcomes (Reflective Accounts and REAL) are very secure, and that the quality of teaching is consistently good, then the Professional Tutor will request an early Final Assessment. When early assessment is agreed, the pre-assessment documentation must be that related to Term 3 and not Term 2.

There is often little significant advantage (other than financial for the Graduate Teacher) to be gained by early Final Assessment as the requirements and opportunities provided by GTP enable developing effectiveness as a teacher throughout the year and Graduate Teachers are recommended to secure their teaching skills rather than miss out on their entitlement to training over up to one year.

End-of-Term Review

Formal evaluation of progress towards the Q Standards takes place towards the end of each term and is recorded in the End-of-term Review.

Each Graduate Teacher should evaluate his/her progress towards the Q Standards and cite examples of evidence which justify the claims made before Mentors' comments are added to the document. The completed Review is used as a basis for Graduate Teacher assessment. Graduate Teachers should consider their progress by highlighting their Progress Indicator Sheets (See Progress Indicators). The process of completing the Review documentation should continue during a mentor/Graduate Teacher meeting when achievements should be celebrated and targets for development should be noted. When completed by the Graduate Teacher the document should be annotated by the Professional Mentor (and Subject Mentor in Secondary).

Targets set should form key elements for the next term's Training Plan.

The three termly review documents will eventually provide significant evidence prior to and during the Final Assessment process; thus, they have a major role to play. Their importance cannot be stressed enough, as they provide substantial evidence for the Q Standards which need to be signed off in advance of Final Assessment.

Though evaluation of progress is an ongoing process, it is formalised by the completion of this written report. STTORMM's Professional Tutor is a part of this process as the completed review is a major focus for his/her End-of-Term visit. He/She will discuss the documentation and work with Mentor(s) and Graduate Teacher to confirm the grade awarded each term. The Grades (Unsatisfactory, Satisfactory, Good or Outstanding) are key measures of Graduate Teacher development during the year.

The end-of-term review forms used for this purpose are available electronically. Paper copies are contained in the MMU *Professional Development Profile* booklet which will be distributed at STTORMM Induction.

The sequence of events is as follows:-

- The Graduate Teacher considers the Progress Indicators.
- The Graduate Teacher completes the headers and development record sections for each area of the Q Standards in draft. This should be in the form of a written narrative with reference to *examples of practice in context* and not merely a list of numbered standards addressed.

- The draft is then passed to the school mentor(s) for their completion prior the Review Meeting.
- Following an exchange of written commentaries, the meeting itself provides opportunity to confirm areas of agreement, discuss any disagreements and agree an overall progress outcome for the term.
- Targets for future work will also be agreed. An action plan is provided in the *Professional Development Profile* for recording any action deemed appropriate for the Graduate Teacher to meet targets following review. These targets should then be incorporated into the Training Plan for the following term.
- The End-of-term Review should take note of feedback on progress to mentors provided by the STTORMM tutor on *Tutor Visit Records*. During Term 2, (or in the term in which the second placement falls), it will also make reference to the Second School's placement report. The content and/or length of the Training Programme may be amended as a result of the End-of-term Review process.
- Copies of the confirmed, signed review report are placed in the Graduate Teacher's Professional Development Portfolio, and given to school mentors, to the LA representative, with two copies going to the Professional Tutor who must send one copy to the GTP administrator at the Crewe Campus.

In reaching an overall outcome for the term, mentors and tutors will take into consideration all evidence presented at review, expectations of general and individual progress and training opportunities.

A 'satisfactory or better' outcome for Term One is most likely to show that the following standards have been addressed appropriately (reaching at least the second column of the progress indicators) in at least one key stage:

Q1, Q2, Q3, Q4, Q6, Q7, Q9, Q10, Q11, Q12, Q14, Q15, Q21, Q22, Q23, Q25, Q26, Q29, Q30 & Q31

In Term One, the emphasis for a satisfactory outcome is on establishing a professional role and establishing routines for planning and managing teaching in the core curriculum/main subject; some assessment of students and the linking of lesson evaluations to planning are also expected to be evidenced.

An 'unsatisfactory' outcome will show significant lack of progress on the Performance Indicators for the Q Standards listed above.

A 'satisfactory or better' outcome for Term Two is most likely to show that the following Q Standards have been addressed appropriately in two consecutive key stages:

As above, and Q5, Q8, Q13, Q17, Q18, Q20, Q24, Q32 & Q33

In addition, a predictive judgement about the Graduate Teacher's ability to meet all remaining standards by the end of his/her programme will be made.

The emphasis for Term Two is that the Graduate Teacher will develop as a more confident classroom practitioner in more than one key stage, context and across the curriculum. S/he will demonstrate skills with a wide range of differentiated teaching and learning techniques. Assessment will increasingly focus on student learning and individual students' progress.

An 'unsatisfactory' outcome for Term Two will show significant lack of progress on the indicators in the PDP for the above listed Q Standards.

A 'satisfactory' outcome for Term Three will show that all Q Standards have been met in two consecutive key stages and that many have been consolidated. A predictive judgement about the Graduate Teacher's ability to successfully meet any standards or requirements which have not yet been met will also be made.

An 'unsatisfactory' outcome for Term Three is indicative of the Graduate Teacher being significantly at risk of not meeting the Q Standards by the end of her/his programme and will automatically lead to referral to the External Examiner. Any Graduate Teacher in this category, if not already the case, will be placed in Remediation immediately.

Equal Opportunities Policy

STTORMM is committed to the achievement of equal opportunities throughout its activity. This is central to STTORMM's mission as a provider of employment-based initial teacher training.

STTORMM recognises its responsibilities under the law. Discrimination is unacceptable and will not be tolerated. STTORMM is committed to achieve best practice in equal opportunities policy and practice. All those who are or who seek to be associated with STTORMM as partners in initial teacher training or as trainees are entitled to equality of opportunity and treatment that is appropriate and fair, irrespective of age, race and ethnicity, disability, religion, gender and orientation, employment status, and other appropriate factors.

The term equal opportunities should be read to include all activities to encourage or celebrate diversity, including disability, and a commitment to eliminate unfair discrimination.

STTORMM will be proactive in all matters relating to equality of opportunity, diversity, disability and discrimination. STTORMM values the richness of the culture in which we live, and recognises the contribution and opportunities brought to STTORMM by the variety of its seven partners (Salford, Tameside, Trafford, Oldham, Rochdale, Manchester and Manchester Metropolitan University), schools, tutors and trainees.

STTORMM recognises that this policy document must take account of the values and practices of its partners, and through which diversity may be evidenced.

STTORMM recognises that despite its best intentions, circumstances may arise where provision is not appropriate, professional, and consistent with this policy. In such circumstances, STTORMM will always take action.

The complete policy statement on Equal Opportunities can be found in the STTORMM Procedures Manual which is available at www.sttormm.co.uk. The policy statement includes the responsibilities of all partners within STTORMM and the procedures to be used when potential issues are identified.

External Examiners

Suitably qualified and experienced External Examiners are in place in order to review and report on the quality, consistency and rigour of STTORMM provision, to provide STTORMM with external data on the quality of its provision, and to provide second opinions in the few cases where Graduate Teachers are deemed to be at risk of not meeting the Q Standards at Final Assessment.

The External Examiners may focus of a different range of issues from year to year but it is likely that they will monitor randomly selected group of Graduate Teachers for Quality Assurance purposes as well as a small number of strongly performing Graduate Teachers in each phase.

Reports of the External Examiners are considered by the Quality Assurance group which may make consequential recommendations regarding the STTORMM Development Plan to the Management Group.

Feedback

All Graduate Teachers are entitled to a minimum of one formal observation of teaching every fortnight. This will be conducted by Professional Mentors for Primary GTs and Subject Mentors for Secondary GTs. In addition Secondary GTs are to at least one formal Professional Mentor observation each half-term. There should be a number of joint observations during the year, including:

- Professional Mentor and Subject Mentor/Class teacher each half-term,
- Professional Mentor and STTORMM Professional Tutor (of one Graduate Teacher within a school where there is more than one Graduate Teacher),
- Subject Mentor and STTORMM Subject Tutor (Secondary) on each visit,
- Mentors from Lead and Second School during the Second School placement

After each formal observation, Graduate Teachers should be given both written feedback and the opportunity to discuss outcomes in quality time. Feedback records are used by mentors and tutors to assist Graduate Teachers with their classroom and wider professional performance, to track progress towards the Q Standards and to provide targets for future work. They are key pieces of evidence that the Q Standards have been met during the Final Assessment Process.

Feedback records are used formatively to assess the Graduate Teacher's progress throughout the programme. They may also be used as sources of evidence on those few occasions where a Graduate Teacher's progress is less than satisfactory.

Files

STTORMM recommends that Graduate Teachers keep three types of file - a Professional Development Portfolio (PDP), a School Experience File (SEF) and a separate Teaching File, though this may become part of the School Experience File.

Though the Teaching files may become part of the School Experience File, in practice most Graduate Teachers find it easier to have a separate file for teaching purposes which contains:

- schemes of Work,
- long term/block planning,
- individual lesson plans together with contemporaneous evaluations of those lessons,
- examples of resources used in individual lessons, and
- lesson evaluations

Some Graduate Teachers decide to produce Evidence Files which contain photo-copied evidence against each of the Q Standards. This practice involves a great deal of work and time and is not really necessary as most evidence is contained in the Professional Development Portfolio in documents such as the End-of-term Review, and which can be cross-referenced throughout the SEF and PDP.

Please also refer to the Professional Development Portfolio and School Experience File sections.

Final Assessment

Final assessment usually takes place towards the end of the third term and involves a Final Assessor visiting the school to observe the Graduate Teacher's teaching, to scrutinise documentation associated with meeting the Q Standards, and to engage the Graduate Teacher in discussion and reflection about their achievements (the Viva). The Professional Mentor will liaise with STTORMM's Professional Tutor to determine whether and when the Graduate Teacher is ready for final assessment.

Much of the evidence required at the time of final assessment will come from the Professional Development Portfolio and lesson plans and evaluations produced during training period. The End-of-term 3 Review will be a significant document as it should contain evidence that all Q Standards have been met.

It is the responsibility of Graduate Teachers to ensure that the Final Assessor has access to evidence that all Q Standards have been met. Evidence may come from the time prior to the GTP where the Graduate Teacher claimed certain standards during the application process, but it is much more likely that the evidence will be taken from Lesson Observations undertaken during training, Progress Indicators, Tutor Visit Records, Mentor Training Sessions, Audits, Lesson Plans, Evaluations, Reflective Accounts and the REAL etc.

The following questions may be useful prior to the final assessment:

- Have contextual notes on school policies been included in the SEF as appropriate? Have these been meaningfully cross-referenced to reflections on experience and learning, particularly to Professional Attributes (Q1-Q9), in the PDP?
- Are all schemes of work and lesson plans up-to-date and ordered chronologically by unit/term and year groups or classes taught?
- Do plans have appropriate evaluations attached or matched for ease of reference?
- Do evaluations show appropriate reference to standards (particularly Q5, Q6 and Q29) and have significant items been recorded on the relevant record of experience and learning (PDP)?
- Is all evidence of assessed students' work etc to be included, copied (take care over confidentiality) and appropriately placed and referenced in the SEF?
- Is the Subject Knowledge Audit in place and to a satisfactory standard?
- Has the REAL been submitted?
- Are Mentor Feedback Records and Lesson Observations in place?
- Do the Progress Indicators demonstrate that each of the Standards has been met?
- Is each Termly Review complete?
- Is the Second School Placement Report in place?
- Have both Reflective Accounts been completed and returned with comments? (Successful completion of Reflective Accounts and the REAL is a requirement.)
- Has the CEDP Transition Point 1 been completed and signed off appropriately?

Final Assessment does not mean that additional files of evidence need to be produced, though Graduate Teachers must ensure that evidence is clearly available to the Final Assessor. It is the quality of the evidence demonstrating progress over time, rather than the quantity, which is significant.

Final Assessors have to confirm that the Q Standards have been consistently and securely achieved so that Qualified Teacher Status (QTS) can be awarded. The process should also celebrate the Graduate Teacher's progress to and beyond the Q Standards.

At the end of the Final Assessment process, the assessor will complete the outcome forms confirming the recommendation for QTS (or listing those Q Standards which were not met at the time of Final Assessment). The Final Assessor will inform the Graduate Teacher and School Mentors of the decision orally. The Final Assessor will then complete and sign the Final Assessment Report and send it to the Training Manager.

At this stage all outcomes are subject to external moderation. Once the Final Assessment Group is satisfied that outcomes have been appropriately externally moderated, the Training Manager will inform the General Teaching Council of all recommendations for QTS. QTS Certificates and Teacher Reference Numbers are forwarded to successful Graduate Teachers by the GTC. As this is by post, it is important that Graduate Teachers keep STTORMM up-to-date with changes in postal addresses.

Those Graduate Teachers who are not recommended for QTS are informed appropriately. Wherever possible, STTORMM will assist Graduate Teachers in this position, and the Final Assessment Group may offer another opportunity for reassessment within a term. STTORMM cannot guarantee that reassessment will lead to a recommendation for QTS. It is likely that schools or LAs will be required to fund the costs of further support and reassessment.

Reference should be made to the notes on the Appeal Process earlier in this Manual.

Where a Graduate Teacher has made outstanding progress it may be that the School requests Early Assessment. This is not particularly common, but in these circumstances, the Professional Mentor should make their recommendation for Early Assessment to the Professional Tutor who will consider the possibility with them. This option may not always be the best way forward as the Graduate Teacher is contracted as an Unqualified Teacher on a twelve month contract and there may be little advantage in an early final assessment.

In addition to the final assessment visit, STTORMM's External Examiner will moderate a small sample of final assessments each year. The sample will include all those who are at risk of failing to reach the Q Standards. Graduate Teachers at risk of failing to meet the Teaching Standards will be formally notified about the External Examiner's visit as soon as possible after third term review outcomes are communicated to STTORMM. The sample of Graduate Teachers for external moderation will be selected randomly across phases, subjects at secondary level, and LAs.

Half-Termly Review Meetings

Professional Mentors meet with Graduate Teachers towards the end of each half-term to review progress. This meeting is less formal than the End-of-term Reviews, but should be just as rigorous as one outcome is likely to be the need to revise the Training Plan in light of revised priorities. These review meetings should reference observations of the Graduate Teacher's teaching and wider professional performance, the Graduate Teacher's files, the Progress Indicators and the Graduate Teacher's REAL. Meetings should focus on progress to the Q Standards and agree areas for development. They also need to review progress and attainment against the Ofsted performance grades. In primary schools, the Mentor will usually cover all Q Standards areas. In secondary schools, the Professional Mentor will address, in particular, Professional attributes (Q1-Q9). A secondary PM should consult the Graduate Teacher's Subject Mentor on Professional Knowledge and Understanding (Q10-Q21), as well as Professional Skills (Q22-Q33).

At review meetings, Professional Mentors will share their judgements of how Graduate Teachers are developing professionally and with regard to progress against the Q Standards, but will also comment on the quality and development of their files. A record of this review needs to be kept by the Graduate Teacher, noting positive and developmental feedback, issues addressed, outcomes, targets and deadlines. The half-termly review can often be a source referenced in the REAL. Records of such reviews will be referred to by STTORMM tutors as they review the implementation of the Training Plan, and during Final Assessment.

Independent Study

Graduate Teachers will engage in independent study and reflection during the year. The actual tasks will be many and various as lessons are prepared, resources are sought or subject knowledge is developed. It is important that notes to evidence independent study are retained in appropriate files and where appropriate cross referenced to the Lesson Planning File; this will provide good evidence of Graduate Teachers' abilities to reflect on current practice, to research, and to apply alternative strategies in teaching and learning.

While the Reflective Accounts are usually grounded in the Graduate Teacher's experience of classroom practice, they often require trainees to research the focus independently.

Induction

STTORMM Induction consists of a centrally provided day session for Graduate Teachers and any Mentors wishing to attend at the start of each academic year. Key aspects of documentation and processes used to support Graduate Teacher development will be circulated and discussed at this session. The session is usually held at MMU (Didsbury) and will enable Graduate Teachers to meet with those centrally-based STTORMM staff (tutors and administrative) who deliver and support the programme.

Graduate Teachers will also receive an Induction visit from their designated Professional Tutor during their first few weeks. This visit will be to check that everything is on track including the use of the Training Plan, the arrangements for feedback, and the need to record outcomes and progress regularly. At this stage, both Graduate Teacher and the school must be secure in their understanding of the operation of the Programme.

A period of School-based Induction is necessary during which the Graduate Teacher must be introduced to the life of the school and become familiar with the Staff Handbook, staff roles and responsibilities, school routines, practices and policies etc. The Graduate Teacher will need to be made familiar with Health and Safety issues, fire and emergency procedures, the layout of the school, security arrangements, access to keys, where she/he can work and store files. The Graduate Teacher will have to become familiar with the School timetable and Calendar so that he/she knows which meetings and evening events he/she is required to attend, and details of any duties expected of him/her. In larger primary schools and secondary schools, Key Stage or departmental Induction may also be needed.

The length and detail of the School Induction period will obviously vary according to the Graduate Teacher's prior experience.

Information and Communication Technology (ICT)

ICT skills are a key element of effective teaching, are central to the Q Standards, and are essential if pupils are to access a relevant curriculum for the 21st century.

The ICT audit now forms part of the Subject Knowledge Audit documentation. However, the developing skills and confidence of Graduate Teachers to use ICT in their teaching deserves to be a separate and key feature of their training and development. A number of Q Standards make reference to ICT skills, and Graduate Teachers (and Mentors) should constantly strive to monitor progress in the use of ICT to enhance teaching and learning. This is essential as Graduate Teachers make progress towards Q16, Q17 and Q23. The use of ICT must always be a focus for discussion in mentor meetings and with visiting STTORMM tutors. Evidence of effective ICT use will be sought by Final Assessors in Lesson Planning Files, Lesson Evaluations and in resources prepared by the Graduate Teacher. It is essential that Graduate Teachers incorporate ICT into routine lessons as well as demonstrating their use of ICT in those lessons that are being formally observed by Mentors, Tutors or Assessors.

Joint Observations

Joint Observations are key features of both the Programme and of the Moderation process as all parties (in-school and external) need to be secure that the Q standards are being applied consistently across the whole programme. Observations can be conducted jointly by colleagues from the Lead school, from the Lead and Second school, by a tutor and mentor, by a mentor and a Local Authority officer, or by a mentor and the External Examiner. Joint observations are recommended and should be planned into the programme regularly.

Secondary Subject Tutors are required to carry out at least one Joint Lesson Observation with the School-based Subject Mentor; STTORMM's Professional Tutors must carry out one Joint Lesson Observation with the school's Professional Mentor. In schools which have two or more Graduate Teachers Professional Tutors are only required to carry out one Joint Observation. After the observation, Mentor and Tutor should discuss the lesson and agree on their judgement, which should be shared with the Graduate Teacher. On those very rare occasions when there is disagreement between Mentor and Tutor, the Tutor will inform the Training Manager so that another Joint Observation can be arranged.

In addition, STTORMM recommends that Mentors from the Lead School carry out Joint Observations with Mentors from the Second School. Ideally, these should be conducted on two separate occasions in either school. For Secondary GTs, both Professional and Subject Mentors will be involved. This process strengthens each school's individual judgement of Graduate Teacher performance.

Lesson Evaluations

Graduate Teachers are expected to complete a lesson evaluation for each lesson taught. The focus and quality of evaluation is likely to change as Graduate Teachers develop their professional perspectives on teaching and learning. The best evaluations analyse how successful the delivery of learning objectives has been, the success of teaching strategies used, the quality of pupil progress, and identify targets which should be incorporated into future lesson plans, all features which demonstrate the developing skills of Graduate Teachers.

Guidance notes and a possible format for lesson evaluations are included in MMU's PDP Handbook, though Graduate Teachers, in consultation with their mentors, may decide to use other headings/sections within their planning pro-forma for evaluation.

Lesson Observations

Lesson Observations refer to observations both **by** and **of** the Graduate Teacher.

Observing colleagues is always a valuable experience for Graduate Teachers. It is made more valuable when Graduate Teachers are given guidance as to what they should be looking for, particularly if mentors follow up the observations by reflecting with Graduate Teachers on the experience and helping them to draw conclusions about the relative effectiveness of teaching and learning in that lesson. Observations should begin during the Induction period, and continue regularly throughout the year as the more experience Graduate Teachers have of the teaching of colleagues, the more they will appreciate the range of teaching strategies available to them.

Graduate Teachers should observe these protocols when observing the teaching of colleagues:

- Agree with the teacher on the particular focus for the observation as they may be able to offer further advice or information;
- Agree about whether the observation will be passive or involve movement around the classroom helping pupils;
- Ensure you arrive on time and agree your location within the classroom;
- Ensure you are not involved in the behaviour management of pupils when observing unless an unsafe situation develops. You may want to discuss any issues sensitively at the end of the observation;
- Do not voice any judgements on the quality of the lesson unless these are positive;
- Always thank the teacher, discuss the lesson with him or her and make a positive comment, wherever possible.

Observations of lessons taught by Graduate Teachers are a significant element of each Graduate Teacher's professional development. Primary Professional Mentors and Secondary Subject Mentors are required to formally observe lessons every fortnight and provide written feedback. In Primary Schools, one observation per half-term must focus on the Graduate Teacher's teaching of Early Reading. In fact, most Mentors carry out many more lesson observations than the minimum requirement but may only provide oral feedback on some occasions. In addition, Secondary Professional Mentors are required to carry out one observation each half term. With extra observations from STTORMM Tutors, Local Authority representatives and External Examiners it is not unusual for Graduate Teachers to have thirty or more observations recorded in their files. Written feedback to Graduate Teachers is valuable for the advice and guidance it gives to individual Graduate Teachers and is also valuable evidence of many of the Q Standards. There is a Lesson Observation Pro-forma within the MMU Professional Development Profile issued at Induction and available electronically, but any type of written feedback is equally valid and ideally referenced to the Q Standards.

It is always of particular interest to Final Assessors to see how well a Graduate Teacher has acted upon the advice given to him/her by those observing lessons.

Lesson Planning

Graduate Teachers are expected to plan every lesson or part-lesson that they teach. The amount of detailed planning necessary will vary according to the Graduate Teacher's stage of development. Planning formats may vary from school to school. Planning forms provided by STTORMM tutors may be more detailed than those used by schools and may assist Graduate Teacher development. Initially, all lessons must be planned in detail. As the programme develops, the Graduate Teacher will discover the style and detail of planning that works best. Remember that Lesson Plans and Evaluations are key pieces of evidence for progress towards the Q Standards and Final Assessment and will be closely scrutinised by STTORMM tutors.

Key elements of each Lesson Plan are the Learning Objectives or expected learning outcomes, what the pupils will 'know', 'understand' or 'be able to do' as a result of the teaching within the lesson. Consideration of how far these Objectives have been realised is key to both the Plenary and to evaluation of the lesson.

It is important that lesson planning, and particularly expected learning outcomes are not arbitrary, but set in the context of long-term planning based on a school's schemes of work or on an external (examination) syllabus; this is the case both age phases in which the Graduate Teacher is training. This may involve amending existing schemes of work to suit the needs of specific classes and individual pupils. The Graduate Teacher's access to and participation in year group or departmental planning is essential to facilitate this process.

Library Access

STTORMM is the "provider" for Graduate Teachers; however Graduate Teachers are also required to register with MMU for the award of the Post Graduate Certificate in Teaching (PGCertT). This entitles Graduate Teachers to use MMU's library and associated facilities, enabling Graduate Teachers to access a wide range of research and reading resources which are appropriate to their needs. This initiative gives Graduate Teachers opportunities to reflect on their developing teaching skills in light of the national and international debates about child development, and teaching and learning styles. It puts Graduate Teachers in a very privileged position, able to train using an individual training programme but with access to the bank of research usually available to those on mainstream ITT routes.

Local Authority Support

LA representatives work in very different ways to support the GTP. Some meet with all Graduate Teachers in a local authority regularly in a group session or clinic. These sessions provide opportunities for Graduate Teachers to share their experiences. Some provide additional support in areas where Graduate Teachers have particular concerns. Sessions may be arranged for specific professional input according to need and in the past have dealt with items such as the use of ICT in the classroom and how to apply for first teaching posts. Some LA representatives observe Graduate Teachers teaching and provide feedback.

LA representatives may support Graduate Teachers whose progress to the Q Standards could be speedier or work with tutors to moderate judgements about Graduate Teacher performance across STTORMM provision. They also visit some schools when they contribute to STTORMM's Final Assessment process at the end of each year's programme.

Currently the Local Authority Representatives are:

Salford	Rob Mason	rob_mason69@hotmail.com
Stockport	vacant	
Tameside	John Tandy	john.tandy@tameside.gov.uk
Trafford	Sanjay Patel	sanjay.patel@trafford.gov.uk
Oldham	Jean Coombs	jean.coombs@oldham.gov.uk
Rochdale	Paul Thomson	p.thomson@rochdale.gov.uk
Manchester	Nick Paul	n.paul@manchester.gov.uk

Manchester Metropolitan University (MMU)

Manchester Metropolitan University is a key partner within STTORMM. Its tutors contribute to STTORMM's selection procedures including the approval of Training Plans and make half-termly visits to Graduate Teachers and mentors in Lead and Second Schools. Tutors provide feedback to Graduate Teachers and more formally to Mentors on the implementation and effectiveness of the Training Plan during their tutor visit through their Tutor Visit Record. Issues may be followed up with Local Authority Representatives or the Training Manager. Most but not all of STTORMM's Central Training sessions, attendance at which is mandatory, are located at MMU; its tutors lead on the Professional Studies Sessions and much of the Subject Development work.

Tutors contribute to End-of-term reviews and provide feedback on each Graduate Teacher's progress for each term to the Quality Assurance Group. Most act as Final Assessors for GTP, and a few act as External Examiners for other ITT providers.

The key tutors at MMU are the Programme Leader for Employment-based routes, Kim Smith, the Lead Primary Tutor, Elaine Hodson, and Lead Secondary Tutor, Phil Page.

Mentor Meetings

Professional and Subject Mentors are the key people in the Graduate Teacher Programme, sharing their perspectives and teaching with Graduate Teachers, ensuring that you have every opportunity to develop as an effective teacher, and providing feedback consistently over the year. Meetings with Mentors are central to the Training Process and will usually take place on a daily basis, particularly at the start of the programme; many will be informal 'chats'; however, at least one meeting a fortnight must be considered a formal meeting with minutes taken by the Graduate Teacher and relevant discussion points, targets and outcomes recorded electronically or on paper at that time for inclusion in the Professional Development Portfolio and as evidence of progress to the Q Standards. Graduate Teachers are advised to record the outcomes of all meetings, even those which are very brief; the better the documentation, the stronger the evidence of progress to the Q Standards.

In Secondary Schools Graduate Teachers will have both Professional and Subject Mentors who are responsible for developing both the professional and subject elements of the Training Plan. Professional training sessions should take place very regularly, at least once every four weeks if the full range of professional issues is to be addressed; subject/curriculum sessions should take place more frequently, at least once a fortnight. Mentors and Graduate Teachers need to monitor the Training Plan to ensure that sessions take place as planned. Additional sessions arranged in response to a defined need should be added to the Training Plan so that it continues to record the full training programme in detail. Graduate Teachers must also record the focus and outcomes of Central training sessions in their files.

Primary Graduate Teachers working with their Professional Mentors should involve subject leaders in their schools to develop both subject knowledge 'per se' and subject pedagogy. Similarly, they should work alongside coordinators for national strategies and (for example) Inclusion and SEN to secure their awareness and good practice.

Notice to Improve

"Notice to Improve" is a category sometimes confirmed for a school on completion of an Ofsted inspection. It is the responsibility of Mentors to inform STTORMM if a Notice to Improve is served a school as this may have consequences for provision of the Programme. It is helpful if Graduate Teachers also report this judgement to STTORMM's Training Manager.

Please also refer to the Special Measures section.

OFSTED

Ofsted's role is to "inspect and regulate to achieve excellence in the care of children and young people, and in education and skills for learners of all ages." To this end, Ofsted carries out inspections of both schools and providers of initial teacher-training.

STTORMM is an employment-based provider of initial teacher training (EBITT), and Ofsted inspects all EBITTs to check that each is compliant and meeting the Requirements for initial teacher training. The outcomes of Ofsted inspections assist the Training and Development Agency for Schools (TDA) with the allocations process.

STTORMM is subject to the same inspection regime as all other ITT providers and was inspected under the new Framework for the Inspection of ITT in July 2009. At the time of publication of this Manual, the report is not yet available (it is likely to be published in September 2009), but verbal feedback confirmed that STTORMM provision is at least satisfactory with a number of strengths.

Partners

STTORMM is a partnership of seven Local Authorities (Salford, Stockport, Tameside, Trafford, Oldham, Rochdale and Manchester) and Manchester Metropolitan University. The partnership is regulated by a Memorandum of Agreement which details the role and responsibilities of each partner.

Participating schools are also partners in the provision of the Graduate Teacher programme; in fact on a day-to-day basis, it is schools which normally have a higher “partnership” role than the local authorities. Local Authority representatives are strongly represented on the Management Group, and are updated regularly on the progress of Graduate Teachers located in their schools.

Personal Difficulties

Graduate Teachers sometimes experience personal or domestic difficulties which may impact on their professional training; this is not unusual where a change of lifestyle has occurred, one which may make additional demands on the Graduate Teacher, their partner and family. In the first instance, Graduate Teachers should discuss such issues with their Mentors and agree a plan to address their needs.

Mentors also have a responsibility to monitor the well-being of their Graduate Teachers and to take appropriate action if and when issues arise. On the rare occasions that such difficulties cannot be resolved, Graduate Teachers and Mentors are advised to make contact with local authority representatives and/or the Training Manager, both of whom will provide discreet and sensitive support.

Your professional training is important to you and to STTORMM and STTORMM will prove helpful and flexible in revising training arrangements to accommodate personal difficulties. In the past, Graduate Teachers have deferred their training for a short time or been given additional support in order to secure their arrangements in the short-term. It is important that personal difficulties are shared with a colleague from school, or from STTORMM to achieve the best outcome.

Graduate Teachers are reminded that as employees of the Lead School, they have statutory rights and responsibilities when sick, and should seek advice from the school and local authority as appropriate.

Postgraduate Certificate in Teaching (PGCertT)

All STTORMM Graduate Teachers are required to register for MMU’s Postgraduate Certificate in Teaching, a Masters’ level award. Successful completion of the PGCertT can reduce the requirements for and contribute to a Masters degree in a number of disciplines including Education, Special Educational Needs, Urban Education and Teaching.

There are three submissions required for the PGCertT, two Reflective Accounts and the Reflection on Experience and Learning (REAL). These three pieces of work are key requirements of the Graduate Teacher Programme as they contribute to judgements about a number of Q Standards.

If a submitted piece of work does not meet the assessment criteria for Masters level it will be considered for a Certificate in Professional Studies which is assessed at first degree (Level 6). This is the minimum level which meets the requirements for a recommendation for QTS to be made.

Recommendations for the MMU award of the PGCertT are made by the relevant Examination Board in late Autumn each year so the timing of this award is some months later than the award of QTS which for most trainees is immediately after satisfactory completion of Final Assessment and confirmation by STTORMM's Final Assessment Group.

Pre-Induction

Graduate Teachers should begin to prepare for the GTP as soon as they receive a conditional offer of entry to the programme. This is particularly important if the Graduate Teacher is not familiar with the school setting in which he/she is to be trained. Visits to the school are important at this time; Graduate Teachers need to get to know the key staff involved in the training process; they need to be becoming familiar with relevant school and curriculum documentation, subject resources and Schemes of Work. Graduate Teachers who have worked in their school in a different role such as Teaching Assistant may wish to raise the awareness of colleagues to the change in role which is planned. Changing roles within a school and working as a Graduate Teacher rather than as a well-established professional with an agreed role can prove a difficult transition for colleagues, pupils and for the Graduate Teacher.

Graduate Teachers may like to access web sites such as the BBC bite-sized revision site (www.bbc.co.uk/schools/revision) and to use the Key Stage test revision materials for pupils aged 7-18. It may also be useful to read about basic classroom practice in books such as 'Craft of the Classroom' by Michael Marland (Heinemann, 2002). A reading list will also be made available at this pre-induction stage.

Within schools, mentors need to raise the awareness of colleagues to the GTP and to newly-engaged Graduate Teachers, ensuring that they are familiar with the school calendar, the pattern of staff meetings, details of the first day of term, the identity and location of key staff and details of groups with whom they will be working. Mentors should ensure that the Graduate Teacher is listed as a member of staff and has all the entitlements available to other teacher colleagues. It is important that Graduate Teachers are not seen as 'students' responsible to a higher education institution. Graduate Teachers are employed by schools and have all the entitlements, responsibilities and protections of employment law. Colleagues may need to be made aware of the distinctively different role and responsibilities of Graduate Teachers compared with university-based ITT students.

The Professional Mentor may need to inform departments and colleagues who are new to the programme about the Q Standards, progress indicators and other key documents and processes. Decisions should also be taken about who will attend STTORMM mentor training for example. The PM should ensure that the Graduate Teacher understands the training process will include mentor meetings, observations of teaching, review meetings and central training, and that these elements are mandatory. Mentors need to ensure that those class teachers working closely with the Graduate Teacher understand their role and the Graduate Teacher's role so that he or she is viewed as a member of the teaching staff from the outset.

Primary Class Teachers

Primary Class Teachers have key responsibilities within provision of the graduate teacher programme which include supporting Graduate Teachers in establishing themselves in teaching roles and encouraging pupils to perceive them as teachers. Graduate Teachers in primary schools will be required to work alongside class teachers who may not have mentor responsibilities. They should provide Graduate Teachers with opportunities to develop confidence in curriculum planning and give them the opportunity to observe different aspects of teaching and learning. Graduate Teachers may also need their support as they reflect upon their own practice and talk with them about specific aspects of their training. In addition they should carry out formal observations and provide constructive and supportive verbal and written feedback, whilst sharing their judgements with Graduate Teachers and Mentors within school.

Professional Associations (Trades Unions)

STTORMM recommends that all its Graduate Teachers join a Professional Association the Teaching Unions provide advice, security and support if and when it is needed. However, Graduate Teachers must decide for themselves which Professional Association(s) best meets their needs and aspirations. The major associations are:

- The National Union of Teachers (www.teachers.org.uk/),
- The National Association of Schoolmasters/Union of Women Teachers (www.teachersunion.org.uk/),
- The Association of Teachers and Lecturers (www.askatl.org.uk/), and
- Voice (www.voicetheunion.org.uk/).

Some associations will have special offers or reduced rates for trainees such as Graduate Teachers. There are other associations which represent the views of Headteachers and Senior Leaders within schools.

Professional Development Portfolio

The Professional Development Portfolio (PDP) is an important source of evidence of professional development towards the Q Standards. It should develop over time to include the following documentation all of which are personal to each Graduate Teacher:

- termly Training Plans,
- End-of-term Reviews,
- Progress Indicators,
- Tutor Visit Records,
- details of lesson observations,
- Subject Audit(s),
- REAL,
- Reflective Accounts,
- Second School Placement Report,
- Skills Test Certificates,
- Professional/Subject Study Sessions and Records of Progress (Primary).

The PDP is an essential feature of the final assessment process.

Please also refer to the Files and School Experience File sections.

Professional Development Profile

The Professional Development Profile is a MMU publication containing procedural guidance around those elements of the GTP which are provided by MMU and its tutors. It also contains paper copies of all relevant forms for the programme. The PDP is distributed at the central Induction session in early September. Electronic access to the booklet and forms can be gained through MMU WebCT (www.mmu.ac.uk/elearning).

Professional Mentors

Professional Mentors are at the heart of the programme and are key figures in Graduate Teacher development. They provide school-based professional training and oversee the programme within their school. They contribute to internal monitoring and moderation processes and liaise with STTORMM tutors and senior colleagues within school.

They oversee the Application Process and often attend the Graduate Teacher's interview to outline the school's professional development and training processes. They are responsible for each of the Training Plans and must arrange an appropriate Second School placement and experience in the age phases immediately before and after the two consecutive phases identified in the Training Plan. (This is best achieved in Term 1 and should be equivalent to approximately five days for each phase.)

It is Professional Mentors who ensure that the 30% 50% 70% termly teaching time for Graduate Teachers is achieved. They are responsible for ensuring that Graduate Teachers are inducted successfully into the culture, ethos, structures and policies of the school and are key figures in promoting a positive training ethos. Professional Mentors ensure other relevant colleagues are trained and fully conversant with their roles. They will facilitate opportunities for Graduate Teachers to observe lessons and study issues of whole school significance and discuss them with their Graduate Teacher(s).

Professional Mentors should provide a professional training programme (no fewer than one session each month for secondary; one session each fortnight for primary) with appropriate tutorials or meetings. They will ensure that the Graduate Teacher has the opportunity to be involved in all aspects of the Training Plan both in and out of school as appropriate. In addition they should ensure that the Graduate Teacher is involved in the school's pastoral programme through attachment to a form group, school club or experience such as circle time for example.

They are also expected to support and monitor Graduate Teacher development through lesson observations, tutorials, and reviews and assist the Graduate Teacher to reflect on his/her experiences. They should monitor Graduate Teacher files and advise Graduate Teachers about how best to record experience and learning in relation to the Q Standards within their Professional Development Portfolio. Additionally they should monitor the work of others involved in the Training Programme and take whatever action they think necessary to ensure the Graduate Teacher receives his/her full entitlement. Secondary Professional Mentors are expected to carry out at least one Joint Observation with the Subject Mentor. All Professional Mentors are expected to carry out at least one Joint Observation with the Professional Tutor, with whom they will also liaise about Graduate Teacher progress. Should a Professional Mentor feel that a Graduate Teacher is not making the expected progress or is giving cause for concern it is important that this is shared with the Professional Tutor at the earliest opportunity.

The Professional Mentor will take responsibility for the production of the End-of-Term Review and towards the end of the programme the Professional Mentor will provide particular assistance with preparation for final assessment and ensure the Graduate Teacher becomes familiar with the Career Entry and Development Profile. At this time Professional Mentors should also provide advice on first appointments and contribute to STTORMM's annual evaluation of the Programme.

Professional Responsibilities

As employees of schools, Graduate Teachers must commit to being full members of the staff team, sharing the ethos of the school, and sharing responsibility for pupils and their learning. They should take responsibility for their own professional behaviour and learning, and plan, carry out and evaluate activities within a planning and organisational framework agreed with class teachers. They need to ensure they are familiar with the details of their Training Programme, reflect upon their practice in discussion with class teachers, mentors and tutors, maintain their files and formulate future targets for professional development.

At all times Graduate Teachers must behave professionally, ensuring that they are reliable, punctual and responsible. They must be reflective and demonstrate integrity in their attitudes and behavior. They must be sensitive to the procedures and routines that are established in schools, and respect issues of confidentiality.

Professional Tutors

STTORMM Professional Tutors work with Graduate Teachers, school mentors and LA staff to support and monitor school-based training and to provide university-based training. Every secondary Graduate Teacher is visited four times during the year by a Professional Tutor – in September as soon as the training starts and then towards the end of each term. Every Primary Graduate Teacher receives six visits as they do not have Subject Tutor visits.

Together with colleagues from schools and LAs, Professional Tutors take responsibility for ensuring that the overall quality of training is as good as it can be. They help with the induction of Graduate Teachers and their mentors with regard to documentation and processes (from discussion of Reflective Accounts or Real to the production of the Career Entry and Development Profile) and support, monitor and comment on Graduate Teachers' progress towards QTS. They monitor school-based professional training programmes and provide feedback on this via their Tutor Visit Record (TVR).

They moderate schools' assessments of Graduate Teachers' overall progress and confirm the End-of-term review and report process. Primary Professional Tutors will observe the Graduate Teacher teaching throughout the programme, whereas Secondary Professional Tutors will conduct one joint observation with a schools' Professional Mentor during the course of the year.

Some Professional Tutors will contribute to Mentor Training sessions or Professional Studies sessions and contribute to the evaluation, research and development of all aspects of STTORMM provision. All Professional Tutors will ensure that the Training Manager is informed of any Graduate Teacher who is making less than satisfactory progress through the MMU phase co-ordinator for the GTP, using appropriate procedures.

Professional tutors will also be part of the Final Assessment team, though at Final Assessment they will assess Graduate Teachers for whom they have had no previous responsibility.

Progress Indicators

Graduate Teachers should use the Progress Indicators (these can be found in the Professional Development Profile) to monitor progress towards the Q Standards. At least twice a term Graduate Teachers should chart their progress by indicating on the grid against each standard whether they are making 'Unsatisfactory Progress', 'Working towards the Standard', have met the 'Q Standard' or are exhibiting 'Excellent practice'. As the year progresses Graduate Teachers should move towards the right hand column. The Progress Indicators help to monitor coverage of the Q Standards, perhaps highlighting areas where targets need to be set, and charting the Graduate Teacher's development in relation to the Q Standards.

In liaison with mentors and using the progress indicators, Graduate Teachers are expected to chart progress against the Standards ahead of every review at half-term, and particularly in time for the formal end-of-term review and final assessment. Perhaps this can most easily be done by shading the Progress Indicators with a different coloured highlighter each half term and charting the journey from left to right across the page. Significant items of evidence for having achieved the Q Standards can also be referenced on the Progress Indicators. It is recommended that Graduate Teachers use the Q Standard Handbook of Guidance during this process.

Pupil Tracking

Many Training Plans use the concept of tracking a particular pupil or group of pupils to develop Graduate Teachers' awareness of both teaching and learning. Many consider it a very valuable aid. Graduate Teachers undertaking this exercise should be given guidance by mentors such a specific learning or behaviour issue on which to focus. In both primary and secondary schools this may be to understand how the needs of the pupils are met in daily planning, by providing differentiated activities, deployment of teaching assistants, ICT or extension curriculum activities, by analysis of pupil behaviour, concentration, engagement and achievement, and how these may change in relation to issues such as time of day, subject taught, teaching style, pupil grouping and seating arrangements.

It is important that the observations, analysis and reflections on pupil tracking are recorded appropriately; these may provide helpful evidence for the REAL or reflective account.

The **Teaching Standards** help teachers to review their professional practice, inform their career decisions and identify their professional development needs. There are standards for each of five levels of professional and career development. Those printed here are the **Q Standards** which all trainee teachers including Graduate Teachers have to achieve in order to be awarded qualified teacher status (QTS).

1) Professional attributes

Those recommended for the award of QTS should:

Relationships with children and young people

Q1 Have high expectations of children and young people including a commitment to ensuring that they can achieve their full educational potential and to establishing fair, respectful, trusting, supportive and constructive relationships with them.

Q2 Demonstrate the positive values, attitudes and behaviour they expect from children and young people.

Frameworks

Q3 (a) Be aware of the professional duties of teachers and the statutory framework within which they work.

(b) Be aware of the policies and practices of the workplace and share in collective responsibility for their implementation.

Communicating and working with others

Q4 Communicate effectively with children, young people, colleagues, parents and carers.

Q5 Recognise and respect the contribution that colleagues, parents and carers can make to the development and well-being of children and young people and to raising their levels of attainment.

Q6 Have a commitment to collaboration and co-operative working.

Personal professional development

Q7 (a) Reflect on and improve their practice, and take responsibility for identifying and meeting their developing professional needs

(b) Identify priorities for their early professional development in the context of induction.

Q8 Have a creative and constructively critical approach towards innovation, being prepared to adapt their practice where benefits and improvements are identified

Q9 Act upon advice and feedback and be open to coaching and mentoring.

2) Professional knowledge and understanding

Those recommended for the award of QTS should:

Teaching and learning

Q10 Have a knowledge and understanding of a range of teaching, learning and behaviour management strategies and know how to use and adapt them, including how to personalise learning and provide opportunities for all learners to achieve their potential.

Assessment and monitoring

Q11 Know the assessment requirements and arrangements for the subjects/curriculum areas in the age ranges they are trained to teach, including those relating to public examinations and qualifications.

Q12 Know a range of approaches to assessment, including the importance of formative assessment.

Q13 Know how to use local and national statistical information to evaluate the effectiveness of their teaching, to monitor the progress of those they teach and to raise levels of attainment.

Subjects and Curriculum

Q14 Have a secure knowledge and understanding of their subjects/curriculum areas and related pedagogy to enable them to teach effectively across the age and ability range for which they are trained.

Q15 Know and understand the relevant statutory and non-statutory curricula, frameworks, including those provided through the National Strategies, for their subjects/curriculum areas, and other relevant initiatives applicable to the age and ability range for which they are trained.

Literacy, numeracy and ICT

Q16 Have passed the professional skills tests in numeracy, literacy and information and communication technology (ICT)

Q17 Know how to use skills in literacy, numeracy and ICT to support their teaching and wider professional activities.

Achievement and diversity

Q18 Understand how children and young people develop and that the progress and well-being of learners are affected by a range of developmental, social, religious, ethnic, cultural and linguistic influences.

Q19 Know how to make effective personalised provision for those they teach, including those for whom English is an additional language or who have special educational needs or disabilities, and how to take practical account of diversity and promote equality and inclusion in their teaching.

Q20 Know and understand the roles of colleagues with specific responsibilities, including those with responsibility for learners with special educational needs and disabilities and other individual learning needs.

Health and well-being

Q21 (a) Be aware of current legal requirements, national policies and guidance on the safeguarding and promotion of the well-being of children and young people.

(b) Know how to identify and support children and young people whose progress, development or well-being is affected by changes or difficulties in their personal circumstances, and when to refer them to colleagues for specialist support.

3) Professional skills

Those recommended for the award of QTS should:

Planning

Q22 Plan for progression across the age and ability range for which they are trained, designing effective learning sequences within lessons and across series of lessons and demonstrating secure subject/curriculum knowledge.

Q23 Design opportunities for learners to develop their literacy, numeracy and ICT skills.

Q24 Plan homework or other out-of-class work to sustain learners' progress and to extend and consolidate their learning.

Teaching

Q25 Teach lessons and sequences of lessons across the age and ability range for which they are trained in which they:

- (a) use a range of teaching strategies and resources, including e-learning, taking practical account of diversity and promoting equality and inclusion;
- (b) build on prior knowledge, develop concepts and processes, enable learners to apply new knowledge, understanding and skills and meet learning objectives;
- (c) adapt their language to suit the learners they teach, introducing new ideas and concepts clearly, and using explanations, questions, discussions and plenaries effectively;
- (d) manage the learning of individuals, groups and whole classes, modifying their teaching to suit the stage of the lesson.

Assessing, monitoring and giving feedback

Q26 (a) Make effective use of a range of assessment, monitoring and recording strategies.

- (b) Assess the learning needs of those they teach in order to set challenging learning objectives

Q27 Provide timely, accurate and constructive feedback on learners' attainment, progress and areas for development.

Q28 Support and guide learners to reflect on their learning, identify the progress they have made and identify their emerging learning needs.

Reviewing teaching and learning

Q29 Evaluate the impact of their teaching on the progress of all learners, and modify their planning and classroom practice where necessary.

Learning environment

Q30 Establish a purposeful and safe learning environment conducive to learning and identify opportunities for learners to learn in out of school contexts.

Q31 Establish a clear framework for classroom discipline to manage learners' behaviour constructively and promote their self-control and independence.

Team Working and Collaboration

Q32 Work as a team member and identify opportunities for working with colleagues, sharing the development of effective practice with them.

Q33 Ensure that colleagues working with them are appropriately involved in supporting learning and understand the roles they are expected to fulfil.

The Q Standards Handbook of Guidance is made available to all Graduate Teachers and Mentors, and gives examples of sources of evidence that graduate teachers may use to demonstrate progress toward the Q Standards.

REAL

The REAL is the Graduate Teacher's Reflection on Experience and Learning. The REAL must be completed and submitted by the due date, and be of a satisfactory standard as it is good evidence of a Graduate Teacher's reflective skills, if QTS to be awarded. Submission is also a requirement for the MMU award of the PGCertT.

Graduate Teachers should use the formatted pages within the PDP to record personal reflections on experience and learning on a weekly basis. STTORMM recommends that at the end of each week Graduate Teachers reflect in writing upon significant events within their training week and show how their experiences have helped to develop their professional attributes, knowledge, understanding or skills. Graduate Teachers need to try to show what they have learned and how they have developed. The REAL should then be passed over to the Mentor for him/her to comment upon the Graduate Teacher's observations or reflections. A good way to do this is for the Graduate Teacher to pass the REAL to the appropriate Mentor before a Lesson Observation or Mentor Meeting so that the Mentor can review the REAL. In that way it becomes less onerous and enables a regular routine to be established. In particular Mentors may find it helpful to have access to the REAL when conducting Lesson Observations.

When submitted for evaluation, the REAL should be between 4000 and 4500 words long, excluding the two bookends. Reflections should have captured significant moments in the Graduate Teacher's learning and be related to specific Q Standards. Although personal, reflections should be used as a basis for professional discussion with mentors and tutors and must conform to professional expectations. Lessons taught, any aspect of training, experiences within school, research or reading could provide appropriate contexts for reflection. The REAL may be used to write about what happened, why and what the Graduate Teacher felt and did, what was learned from the experience and how this learning influences future thinking and practice. The completed REAL is submitted to the Professional Studies tutor for assessment at the end of the fifth half-term.

The REAL is also intended to support and record the ongoing professional dialogue between Graduate Teacher and mentor. Thus it can be used for formative review sessions with mentors who may also wish to use it to record outcomes and targets agreed in those sessions. Mentors are asked to enter into a written dialogue with their Graduate Teachers in the REAL; there are two columns on the pro-forma, one for Graduate Teachers, the other for mentors. Graduate Teachers must complete the REAL electronically as they will have to edit their REAL before submission to ensure that it presents as a coherent reflection of developing and secure professional skills, and falls within the 4000-4500 word limit, but Mentors are not required to comment electronically.

The REAL is marked against the criteria laid out in the REAL matrix in the Professional Studies Handbook.

Please also refer to the Assessment of Written Assignments section.

Reflective Accounts

Graduate Teachers are required to produce two written reflective accounts, each of approximately 3000 words in length, on topics which are of interest to them and which will assist them in developing critical thinking and practice in relation to the Q Standards.

Reflective accounts are not essays. They consist of personal reflection and informed argument around a set of professional issues or a selected topic related to classroom practice. Arguments must be presented by Graduate Teachers in ways which demonstrate benefit for the children they teach. Accounts are written in the first person and used to make direct links to the Graduate Teacher's developing practice as well as published literature. The Harvard Referencing system for published sources should be used. Anyone seeking further advice on referencing, should go to www.library.mmu.ac.uk/eresource/bibcit/html. Suggested reading lists will be made available during the programme.

It is expected that one reflective account will focus on wider professional, or cross-curricular issues and one on specific subject or curriculum work. There are no specified topics for reflective accounts, so topics may be tailored to suit individual needs and interests. However, selected themes should be negotiated with school mentors and be related to the Q Standards. A reflective account proposal form should be used for this purpose.

The first Reflective Account must be submitted by the End-of-term 1 and the second by the End-of-term 2. Graduate Teachers on a two-term programme should complete one account by the end of the first term and the second by the following half-term.

Mentors and tutors will reference the outcome of the first Reflective Account on the End-of-term 2 Review. Arrangements for the second Reflective Account are similar, with the outcome contributing to the final review in Term 3.

Please also refer to the Assessment of Written Assignments section.

Remediation

In the rare event of a Graduate Teacher making consistently unsatisfactory progress and an 'unsatisfactory' outcome statement being agreed, or a Graduate Teacher failing to maintain previously satisfactory progress, a process of remediation is initiated. Remediation must be appropriately documented using forms which are available to STTORMM tutors. The process requires the collaboration of the school mentors and Headteacher, the Professional Tutor, the Subject Tutor for secondary Graduate Teachers, and the Training Manager. The LA representative is also likely to be made aware of the situation and may offer support.

The Professional Mentor must liaise with the relevant Professional Tutor (for confirmation of professional progress concerns) or LA representative (for personal and other professional concerns) as soon as possible after a cause for concern arises.

For professional concerns requiring remediation, the Professional Mentor or Professional Tutor should consult the Training Manager or EBR team leader at MMU, either of whom may initiate the process; the Remediation process is managed by the Professional Tutor who must report to the Training Manager or EBR team leader at each stage of the process. Remediation involves a first meeting at which Mentors, Graduate Teacher and the Professional Tutor meet to clarify the causes for concern. At this meeting, specific targets and strategies for addressing concerns are agreed.

After a period of between ten and fifteen working days from the first meeting, the outcome of remediation is considered at a second meeting. If all targets have been met, remediation is discontinued. If significant progress has been made and all parties agree that all targets will be met the period of remediation can be extended for a short period, at the end of which another meeting will take place. By that meeting all targets must have been met for remediation to be discontinued. If progress has been limited after the first meeting and the various parties feel that the targets will not be achieved then the Training Manager must be informed.

In these circumstances, it may be necessary for the Training Manager to recommend that a Graduate Teacher does not continue with the programme. As the Graduate Teacher is an employee of the school, headteachers are recommended to take advice from their LA should this situation arise. Bringing a training programme to an end is an issue to be agreed by the Graduate Teacher and STTORMM; however, ending a contract of employment is not a matter for STTORMM but for the governors of schools acting on advice. Such action should not be undertaken by headteachers, mentors or professional tutors acting alone.

A Graduate Teacher who is at risk of failing to meet the Q Standards or STTORMM requirements will be referred to an External Examiner. Referral to the External Examiner must be made by half term of the final term of the programme.

Safeguarding

The Independent Safeguarding Authority (ISA) has been established to help prevent unsuitable people from working with children and vulnerable adults. This is done by working in partnership with the Criminal Records Bureau, and by requiring employers to ensure that all teachers are registered with the ISA. It is the responsibility of Lead Schools to ensure that Graduate Teachers are registered with the ISA in line with procedures which are being introduced during 2009/10, and this is referenced in the STTORMM Partnership Agreement.

Please also refer to the Criminal Records Bureau (CRB) Checks section.

School Experience File

The School Experience File (SEF) is the Graduate Teacher's record of the planning, lesson observations and evaluations, and assessments in the schools in which he/she is training. Each Graduate Teacher is responsible for keeping his or her file up-to-date and for presenting it to mentors and tutors at scheduled training sessions, and at review meetings. The SEF should include:

- contextual notes on both schools,
- their policies and the community context,
- school policy documents,
- base-line data on entry,
- SAT results,
- GCSE grades or teacher assessments,
- SEN information,
- evidence of students' assessments which might include samples of marked work with feedback from the Graduate Teacher,
- individual learner targets for appropriate Key Stage or examination coursework,
- class record sheets and unit marks or records of learning journeys,
- grades and levels achieved and/or EYFS profile scales, and

- copies of samples of reports to parents on pupil progress

Please also refer to the Files and Professional Development Portfolio section.

Second School Placements

A Second School placement of not less than thirty days in either of the nominated age phases is a requirement for all Graduate Teachers. This placement should be a “block” to allow full participation in the teaching and professional practice of the Second School. The placement should be detailed in the appropriate Training Plan, usually for Term 2 as STTORMM recommends that the placement takes place during the first part of the second term. The Second School should provide a contrasting experience, either in its social context, differing ethos or pupil attainment profile, and it should exemplify good practice. Ideally, secondary Graduate Teachers should spend time in a Second School that has achieved success in the Graduate Teacher’s subject specialism. Thus Secondary Mentors seeking to place a Graduate Teacher should be aware of Specialist Schools in their LA or beyond as they endeavour to find a vibrant and successful department. Graduate Teachers on a one-term or two-term programme may be able to negotiate a shorter Second School practice. This should be negotiated with the Training Manager when the Training Plan is submitted for consideration.

Mentors in Lead Schools must monitor provision for Graduate Teachers during the Second School placement. This must include a joint observation of the Graduate Teacher by mentors from both schools.

Key objectives for the Second School placement are to establish relationships with new students and colleagues, to develop a confident professional presence, to focus lesson plans on students’ learning objectives and their learning outcomes and to develop a greater understanding of the role of assessment in learning. Graduate Teachers can also continue to develop a range of teaching, learning and behaviour management strategies, continue to practise and extend strategies for differentiating teaching and learning and to develop subject knowledge in a wider range of topics, Key Stage or other opportunity afforded in the second setting.

The second placement school must ensure that there is a named contact responsible for the Graduate Teacher and an appropriate teaching load is available. Secondary Graduate Teachers should experience a tutor group at the Second School and take part in duties or other additional roles. Professional Mentors at both schools should ensure that the Training Plan is adhered to appropriately and that Lesson Observations and Meetings continue at the same frequency. Mentors from the Lead School should observe the Graduate Teacher teaching in the Second School.

Before leaving the first placement for the second, Graduate Teachers should ensure that colleagues are informed of progress by pupils, all marking is up-to-date and resources have been returned, seating plans are left, where appropriate and that contact with the Second School has been made to confirm arrangements for the first day. Usually this involves a preliminary visit with Mentor(s) from the Lead School.

During the second placement Graduate Teachers should reflect on the relative effectiveness of their teaching, the success of alternative teaching strategies used in the Second School, differences in the school’s achievements and the reasons for this, and differences in the delivery of their specialist (or core) subjects, and Citizenship so that they have an awareness of how approaches to the cultures of different schools may vary. These reflections should be included in the REAL.

At the end of the six week placement, the Second School must complete a Placement report proforma which is available in the Professional Development Profile and should be retained in the PDP.

Shortened Programmes

STTORMM will consider applications for shortened programmes if the Graduate Teacher in question has significant experience of working as an Unqualified teacher and has significant evidence to support this experience. Nevertheless, STTORMM recommends that applicants embark on a three-term programme and then apply for early Final Assessment if significant progress during the training period can be evidenced. In the past, experienced Graduate Teachers have found it difficult to complete written assignments, maintain their files and prepare for Final Assessment whilst planning, delivering and evaluating a significant number of lessons. If their programme has to be extended beyond a planned shortened period they can feel disappointed and frustrated by a sense of frustration at not achieving their goal. It has seemed much better to plan a three-term programme and then bring forward Final Assessment as there is a feeling of satisfaction and success involved – and if the programme has to run its three-term course, there is no feeling of failure. Graduate Teachers, however experienced, should not underestimate the demands of the programme.

When STTORMM approves a shortened programme, the expectations and requirements for the final term of the programme are those normally applied in Term 3 so that evidence and pre-assessment reviews are completed appropriately.

Skills Tests

An additional requirement for satisfactory completion of all forms of initial teacher training, including GTP, is the TDA Skills Tests in Literacy, Numeracy and ICT. These must be completed by all Graduate Teachers regardless of their phase, subject specialism or qualifications.

Early in September Graduate Teachers receive a unique reference number which enables them to register for the Skills Tests and to complete them at a local centre. Graduate Teachers are advised to log on to the Skills Tests website and to practise the tests on line before booking a session at the Skills Test Centre to take the relevant test. Currently, the nearest Skills Test Centre is located in Salford.

STTORMM also advises that these tests should be completed early in the programme at a time when the demands of the programme allow some flexibility. Failure to have completed the TDA Skills Tests satisfactorily at Final Assessment will always delay the award of QTS and may jeopardise your employment in your preferred post.

Further information on the QTS Skills Tests is available at www.tda.gov.uk/skillstests.aspx.

Social Network Sites

No doubt you will be familiar with Social Network Sites such as Facebook and Twitter.

Some LAs and schools have recently published guidance for staff with which you should familiarise yourself. As an employee of your school, as well as a STTORMM trainee, you will be expected to abide by this guidance. You may also be aware of the DCSF Advice on Cyber bullying which was made available to all schools in April 2009: it is intended to guide school staff on how to safely make use of the internet and gives valuable advice on how to protect your personal information online. This can be downloaded from the DCSF website (www.dcsf.gov.uk).

Digital social networking is a positive innovation which offers users the opportunity to interact with people, locally, nationally and on a global scale. There are obvious benefits for groups such as GTs registered with STTORMM, whose homes and schools may be distant but who have potential to support and extend each other's professional development. However, it is important to remember that professional people who use sites such as Facebook and Twitter have a duty to manage their profile responsibly. The following advice should be observed:

- You need to consider carefully your individual profile and the nature of the communications into which you enter;
- Access to your profile should be restricted in order to maintain privacy although you need to be aware that what appears to be secure may not be so;
- You need to remember that it would be unprofessional to publish negative or inappropriate comments about school colleagues, or anyone associated with STTORMM. All comments and conversations in the public arena are available for anyone to read.
- Ensure you are familiar with the terms and conditions of the social networking site you are using especially as regards privacy, copyright, and defamation. You will generally be held responsible by the site for ensuring any materials you post or comments that you make are within the law and that you have appropriate permissions where necessary.
- Entering into on-line dialogue of this kind with children can never be appropriate and may have potentially serious consequences. GTs must not add children as friends or contacts. This is for your own protection. At best, trainees would be putting themselves at unnecessary risk and at worst such action could lead to being subject to school and/or STTORMM disciplinary procedures.

There is no problem with GTs having a presence on Facebook or Twitter' or similar sites and, indeed, there may be many benefits as long as it is managed well and used appropriately. However, all GTs using digital social networking sites as a method of communication must do so responsibly and with due regard to issues of confidentiality and professionalism.

Special Measures

When schools are placed in “Special Measures” or under Notice to Improve during a Graduate Teacher’s programme, schools are required to inform STTORMM immediately. Special Measures is occasionally the outcome of an Ofsted inspection. It is inappropriate for the Graduate Teacher programme to be delivered in schools in Special Measures.

The Training Manager, in consultation with the professional and subject tutors and mentors, will come to a view about the future direction and location of the training programme and when it is necessary to change the Graduate Teacher’s Lead School, this will be done quickly and in consultation with the LA representative.

The first Lead School will retain responsibility for the employment costs of the Graduate Teacher, and for negotiating with both STTORMM and the new host school on the diversion of remaining Training Grant monies to that school.

Special Schools

Special schools are welcomed as Lead Schools for the Graduate Teacher Programme. However, different provision may be needed for Graduate Teachers based in Special Schools as such schools may not always be able to provide the full range of training opportunities. In such circumstances, Training Plans are adjusted to ensure that all Q Standards can be met within two training environments. Thus, Graduate Teachers with a Lead special school are required to spend three half-terms in a mainstream school, including the final half-term of the programme during which final assessment will take place.

STTORMM management reserves the right to vary this requirement for those special schools which have previously provided high quality training opportunities for Graduate Teachers. The Training Manager should be consulted to determine how individual issues may be best resolved.

STTORMM

STTORMM is a partnership of seven local authorities and Manchester Metropolitan University. The STTORMM Board determines its strategic direction and receives reports on the effectiveness of different elements of provision. The Director, Paul Chidgey, is responsible to the Board for implementation of its policies.

The Management Group, comprising representatives of the partners, is responsible for the developing provision within TDA agreed targets and constraints. Training Manager, David Walling, is responsible to the Management Group for implementing good practice.

Details of the most appropriate contacts in STTORMM can be found on the STTORMM website.

Subject Knowledge Development

Appropriate steps must be taken in school to ensure that Subject Knowledge development is a key element of the training programme. The generic Subject Audit is available on MMU’s WebCT and once down-loaded should be reviewed regularly by Graduate Teacher and mentors in order to confirm increasingly secure subject knowledge in the context of teaching and learning. Evidence must be kept of what the Graduate Teacher has done to develop subject knowledge during the course of the year. STTORMM tutors will expect to see this evidence during quality assurance visits to school. Graduate Teachers are required to provide evidence of secure subject knowledge across two consecutive age phases.

Evidence of secure subject knowledge and understanding is most likely to be found in the Graduate Teacher's teaching, particularly in the presentation of complex ideas, in addressing and correcting pupils' misconceptions and errors, and in answers to subject-based questions. Evidence will also be found in the Graduate Teacher's planning and the setting of targets for individual pupils, the Graduate Teacher's analysis of pupils' progress and his/her discussions with tutors and mentors. Further evidence could be found in subject-based reflective accounts, work with Teaching Assistants or other adults or curriculum planning meetings or discussions of whole school approaches to individual subjects. It may also be seen in the Graduate Teacher's use of presentation and display.

It may be appropriate for mentors to arrange formal sessions with their Graduate Teachers in order to address particular subject knowledge development needs. For the most part, however, it is likely that Graduate Teachers will be supported and monitored in self-study tasks that enhance Subject Knowledge development. The TDA's *Developing Graduate Teachers' subject knowledge for teaching* booklet may prove to be a useful resource.

Subject Mentors

Secondary Subject Mentors are responsible for ensuring the Graduate Teacher's Subject Skills are strong enough for the Graduate Teacher to meet all of the Subject Knowledge related Q Standards. Usually they will be involved in the initial Needs Analysis and will help determine the content, purpose and schedule of the subject training programme with an awareness of the Graduate Teacher's strengths and development needs, particularly in relation to subject knowledge.

They must induct the Graduate Teacher into departmental procedures concerning Schemes of Work, assessment, health and safety etc. and ensure that the Graduate Teacher has a timetable which is introduced gradually, does not exceed the 30% maximum of teaching time in Term 1, is appropriate to recognized strengths and development needs, and is balanced across the key stages and ability range. They must provide the Graduate Teacher with regular subject training sessions (at least one each fortnight) and include tutorials to discuss relevant professional work and study through structured input, in accordance with the Training Plan.

Subject Mentors should ensure that opportunities exist for the Graduate Teacher to observe a range of teaching styles and work collaboratively with experienced colleagues in and out of class. They should guide the Graduate Teacher through Lesson Planning and Evaluation of Schemes of Work and lessons, whilst giving feedback on professional strengths and targets.

As the Graduate Teacher develops, Subject Mentors should observe the Graduate Teacher's teaching and provide written feedback on strengths and targets to the Graduate Teacher at least once per fortnight thus assisting the Graduate Teacher to reflect on and record subject related experience and learning within their REAL and Professional Development Portfolio. Subject Mentors will also liaise with other departmental colleagues, Professional Mentor and Subject Tutor concerning the Graduate Teacher's progress, alerting all parties promptly if a Graduate Teacher is making less than satisfactory progress and contributing to the remediation procedure as appropriate. They will ensure that departmental staff are familiar with the programme documentation, and will contribute to End-of-term Reviews and reports in liaison with the STTORMM Professional Tutor and the Professional Mentor.

They can also assist Graduate Teachers by supporting, monitoring and commenting on the Graduate Teacher's subject focused Reflective Account(s) and towards the end of the course will contribute to discussion about the Graduate Teacher's Career Entry and Development Profile before finally helping the Graduate Teacher prepare for Final Assessment.

Subject Tutors

Secondary Subject Tutors are STTORMM employees who visit Secondary Graduate Teachers three times a year to monitor Subject progress, advise on Subject Knowledge development and monitor the quality of Subject training within the school. Their conclusions will be recorded on a Tutor Visit Record, a copy of which will be left with the mentors in school and with the Graduate Teacher.

Subject tutors will advise on Graduate Teacher's subject knowledge during the selection process, as appropriate, quality assure subject aspects of the Graduate Teacher's school-based training programme and provide feedback, ensure that Graduate Teachers and their mentors are familiar with STTORMM documentation in relation to subject specific aspects of their training (eg subject knowledge and ICT audits; block and lesson planning formats) and contribute to the development, delivery and evaluation of the subject tutorial programme at MMU as appropriate.

They will liaise with School Mentors and Professional Tutors when necessary, particularly if they have any concerns regarding a Graduate Teacher's progress and will contribute to procedures, as appropriate. They will moderate the schools' assessments of the Graduate Teacher's teaching performance and related professional activity through their termly monitoring visit, carrying out at least one joint observation with the Subject Mentor. They may support and comment on Reflective Accounts where these are subject focused.

Towards the end of the programme they may advise school mentors and Graduate Teachers about subject achievements and development points for the Graduate Teacher's Career Entry and Development Profile and should ensure that all subject related aspects of the Graduate Teacher's development against the Q Standards are secure in preparation for final assessment. They will also contribute to the evaluation, research and development of all aspects of MMU's contribution to STTORMM.

Teacher Training Resource Bank

The TTRB provides access to the research & evidence base informing teacher education. All materials are quality assured through a rigorous process of academic scrutiny and monitoring undertaken by a team of expert teacher educators. The TTRB can be accessed at www.ttrb.ac.uk.

Training and Development Agency for Schools (TDA)

The Training and Development Agency for Schools (TDA) oversees the work of those who provide Initial Teacher Training. TDA accredits providers such as STTORMM, makes allocations of places annually, and provides consultants to work with providers on appropriate responses to the National Strategies. The consultants' recommendations are usually added to STTORMM's Development Plan which will be reviewed as part of the regular Ofsted inspection of provision.

TDA provides resources (both financial and training) for providers. The Salary and Training Grants which TDA devolves to STTORMM are passed on to schools in line with TDA requirements.

TDA also monitors and evaluates provision, and publishes "data profiles" which are helpful in identifying the relative effectiveness of different elements of provision. In 2008/09, STTORMM scored Good or Outstanding in 17 out of the 21 TDA measures.

Training Plans

Individual Training Plans are distinctive features of the Graduate Teacher Programme. Training activity should be planned around each Graduate Teacher's individual needs and should not merely replicate the training provided for previous or other Graduate Teachers.

STTORMM provides the Training Plan templates and organises training sessions for both Mentors and Graduate Teachers but it remains the responsibility of the Professional Mentor (and Subject Mentor in secondary placements) to oversee the early auditing process and to produce three Training Plans during the course of the year, each one covering a term. The Training Plans have to be sent to STTORMM for review by specified dates (mentors will be advised of these during the previous term). Mentors will always be advised in good time of whether Training Plans are satisfactory, or in need of further development.

Each Training Plan is a working document and Graduate Teachers are responsible for their plan once approved. They should monitor its implementation, making alterations as necessary. For example, one training activity may lead to other actions which should be recorded on the Plan. Similarly, if planned sessions do not take place this should be noted too; if additional sessions are agreed, these too should be added. Thus the Plan becomes a working document and a source of evidence of Q Standards met.

All three termly Training Plans follow the same format as detailed below; usually the Plan for the first term is the most detailed as the later two reflect and respond to the progress made by the GT.

The Term 1 Training Plan is produced soon after a successful interview and must take account of the pre-programme needs analysis and audits. Confirmation of a GT place is always conditional on STTORMM's acceptance of a suitable Term 1 Training Plan.

Training Plans for Terms 2 and 3 have to be produced at the end of the preceding term, usually in the light of the GT's Progress Indicators and the Targets set at End of Term Review. Following the end-of-term One review, a Training Plan for Term Two is produced addressing issues and targets that have been identified during the Review process; similarly, the Training Plan for Term Three will be developed after the Review at the end-of-term Two. These tend to concentrate on Q Standards only partially achieved or still to be met at that stage as well as targets set at Review. The Training Plan for Term 2 includes a focus on the Second School Placement.

It is important that the Training Plan is a working document used by the Graduate Teacher and mentor(s) on a regular basis to reflect upon the effectiveness of training. It should be reviewed and updated regularly. Occasionally, it may be necessary to significantly amend the Training Plan, but always through negotiation with visiting tutors who have the responsibility of giving schools feedback on the effectiveness of Training Plan delivery.

The roles of the PM and SM are crucial to success. If staffing changes or problems prevent effective mentoring to the extent that the Training Plan cannot be delivered appropriately, or other major problems arise, then the Lead School must contact STTORMM's Training Manager so that alternative arrangements can be made to ensure that the Graduate Teacher receives the high quality training to which he/she is entitled.

The Training Plan is arranged in six sections arranged logically to link both to auditing and needs analysis, and to the planning and delivery of training activities. The notes below will help mentors to complete each of the six sections (E1-E6).

E1 Length and Coverage of the Programme

This section of the Training Plan is straightforward. Most Graduate Teachers follow a three term training programme. The very small number applying for a shortened programme will need to consult the STTORMM office.

E2 Timetable Arrangements for each term of training (including a named Second School)

The Graduate Teacher's proposed timetable should ensure that he/she is given a gradual introduction to teaching. There is no hard and fast rule. Some Graduate Teachers begin teaching immediately at the start of Term One, others begin with a series of observations or begin by taking responsibility for Starter Activities. The Plan may show the Graduate Teacher team-teaching at first and then starting independent teaching by delivering starters or discrete parts of appropriate lessons. Some Graduate Teachers do not begin to teach independently until a month into the programme. All these models are equally acceptable as STTORMM relies upon Mentors' professional judgements to inform decisions about the most appropriate introduction to teaching for each individual Graduate Teacher.

The Graduate Teacher is expected to teach a 30% timetable during Term One, 50% during Term Two and 70% during Term Three. If the Training period is less than three terms then appropriate adjustments need to be made. When not teaching, the Graduate Teacher will be planning and preparing lessons and resources, observing and reflecting on the teaching of colleagues, meeting with mentors or tutors, participating in the central training programme, researching and writing up Reflective Accounts, working on the REAL, visiting other schools, or taking part in other activities identified in the Training Plan.

Graduate Teachers' timetables must include significant blocks of time teaching at two consecutive age ranges. For secondary Graduate Teachers, the specialist subject must be taught in both age ranges; primary Graduate Teachers must teach the range of National Curriculum subjects in at least two consecutive age ranges. Graduate Teachers must also have access to pupils across the range of pupil abilities, and have experience of a range of appropriate pastoral issues. It may be that Term 1 teaching is totally within one ranges and teaching in the other ranges is planned for Terms 2 and 3.

This section also details the Second School in which the Graduate Teacher will be placed to develop his/her skills. This usually happens during Term 2. The Second School is expected to provide a contrasting experience for the Graduate Teacher. The Lead School must work very closely with the Second School to ensure that the contrasting experience is effective, requiring the Graduate Teacher to reflect on a different and wider range of issues and styles of teaching and learning, and securing a developing coherence in their teaching skills. The rationale for the choice of Second School should be identified at this stage and must be involved in preparation of the Training Plan for Term Two as well as the delivery of the programme (See E4 below).

E3 A Needs Analysis in relation to the Q Standards for the applicant

Graduate Teachers will have completed a Needs Analysis as part of their application. This Needs Analysis helps to identify the steps needed for the Graduate Teacher to develop into the teacher he/she aspires to be. It is meant to support mentors as they individualise the Training Plan so that the Graduate Teacher's skills are developed appropriately.

Mentors will need to have met with their Graduate Teachers and discussed the Graduate Teacher's professional experiences against the Q Standards. Discussion of experience and evidence will enable mentors to confirm that Graduate Teachers have completely met a Standard, partially met a Standard (perhaps while working as TAs) or not yet met a particular Standard. These judgements will impact on the Training Plan and help determine the range of appropriate training activities in each Graduate Teacher's journey towards QTS.

Working in a support role is not the same as taking responsibility for planning and teaching a class independently. However, some Graduate Teachers who have been working as Unqualified Teachers, perhaps with a post-16 PGCE Qualification, may be able to evidence many of the Standards. Judgements about the quality of prior experience can be summarised in this question, "Is the experience and evidence relevant, appropriate, recent and verifiable?" In the first instance, mentors should attempt to verify claims that Standards have been met at the time of the Needs Analysis. Where full claims for Q Standards are made it is expected that experienced colleagues have verified appropriate evidence. Claims for Standards having been met fully at the time of the initial Needs Analysis and any application for a reduced programme must be requested and supported in writing by the headteacher of the Lead School when the Training Plan is submitted.

The Needs Analysis **MUST** include an audit of the Graduate Teacher's Subject Knowledge for Teaching and an audit of his/her ICT knowledge. The process of auditing at least core primary curriculum areas, or main secondary subject knowledge, must be a key part of the ongoing Training Programme throughout training and be completed by the end of the Graduate Teacher's programme. This process starts when the Application Form is being prepared, continues during the selection process and training programme when the Audits will be examined, and concludes at Final Assessment. Auditing helps in mapping appropriate teaching and training experience for the Graduate Teacher in order to meet those Q Standards which deal with *Subjects and Curriculum* (for example, Q14 and Q15).

Whether Q Standards are met before the Programme starts or during it, proof of meeting them must be retained in each Graduate Teacher's file which will need to be available to visiting Tutors and again during Final Assessment as Graduate Teachers need to provide evidence of all Q Standards in order to satisfy the requirements for the award of QTS. Visiting tutors and eventually a Final Assessor will need to confirm that this evidence is secure. Thus, evidence collected at Needs Analysis will need to be retained together with further evidence of the Q Standards achieved during the programme.

E4 The Schedule of Training Plan Activity (school based training, central training and the Graduate Teacher's activities)

Before completing this section of the Training Plan mentors should familiarise themselves with Graduate Teacher entitlements so that each termly Training Plan includes the appropriate number of observations and meetings. This section needs to include all training activities planned to address the framework of Q Standards under the three headings, *Professional Attributes*, *Professional Knowledge and Understanding*, and *Professional Skills*. The section should detail Training Activity undertaken by the school, what the Graduate Teacher will do during the Training Activity, the week(s) in which the Activity will take place, and the Q Standards which are being addressed. Columns are provided on the Training Plan template for these details, as well as references to the training provided centrally by STTORMM. Different sections within E4 focus on Professional Training and Subject Training.

As Final Assessment usually takes place in the final half-term of Term Three, all training activity must be planned to ensure that all Q Standards will have been met in good time.

STTORMM recommends that Training Plans include the following, as appropriate:

- A period of Induction;
- Experience of an earlier age range (eg Foundation Stage Work for Primary Graduate Teachers; Key Stage Two Work for Secondary Graduate Teachers). Up to five days (or equivalent) is recommended. The best time is the first term, when the Graduate Teacher's teaching commitment is at 30%;
- Experience of a later age range (eg Key Stage Three Work for Primary Graduate Teachers; Sixth Form experience for Secondary Graduate Teachers). Up to five days (or equivalent) is recommended. Again, the best time is the first term, when the Graduate Teacher's teaching commitment is at 30%;

- Preparing for and completing the QTS Skills Tests. The three Skills Tests in Literacy, Numeracy and ICT are requirements of initial teacher training programmes. Again, the best time to take these is during the first term;
- An awareness of key school events such as parents' evenings, transition events, extra-curricular activities and school trips, all of which will enhance perspectives on the requirements of teaching;
- Reference to the Second School. The Second School experience must be a minimum of six weeks for a three-term Graduate Teacher. Where the Lead School is a Special School or other non-mainstream centre, the Second School placement may need to be extended. Early discussion with the Training Manager is helpful in such cases. Usually the second placement takes place during Term Two;
- Reference to the central training programme which is detailed in a separate column on E4;
- Reference to and support for the Reflective Accounts. The first has to be submitted towards the end of the first term; the second will be submitted towards the end of the second term (See Reflective Accounts);
- School based training sessions provided by the Professional Mentor often as part of the school's on-going Professional Development Programme, and other sessions tailored to match the needs of the individual Graduate Teacher as detailed in the Training Plan;
- School based training sessions provided by Secondary Subject Mentors, Professional Mentors and/or Primary Subject Specialists to secure subject knowledge per se and to develop subject knowledge pedagogy within that subject. Similarly, Assessment for Learning and different learning styles within the subject will be features of the sessions planned.
- The frequency, timing and responsibilities for a series of focused lesson observations by the PM, SM, and other colleagues, and observations of the teaching of colleagues by the Graduate Teacher.

The Training Plan should be retained, annotated and kept within the Graduate Teacher's *Professional Development Portfolio* along with relevant notes made by the Graduate Teacher (or Mentor) during observations, tutorials and meetings.

When compiling this section of the Training Plan, schools should be aware of the need to ensure that Subject Knowledge is secure and developing relevantly. Consideration may be given to booster or extension courses, the TDA's Subject Knowledge for Teaching framework and to the age range the Graduate Teacher is preparing to teach.

E5 In-School Assessment and Monitoring

Schools are required to identify those responsible for supporting the Graduate Teacher Programme within their school and to detail the arrangements the school will make for assessment and monitoring of the programme and the Graduate Teacher. Reference should be made to both the Lead and Second School. Schools need to create monitoring systems which ensure that training sessions are conducted appropriately, that Mentor feedback is provided in quality time, that moderation of classroom performance is consistent, that targets set at review meetings are circulated to those supporting the programme and are used to inform the next term's Training Plan, and that recommendations made by STTORMM tutors on tutor visit records are put in place and monitored.

E6 School based Mentoring

The final section requires contact details of the Professional Mentor, and in secondary schools the Subject Mentor, to be confirmed.

Submission and Approval

STTORMM assesses Training Plans using the following criteria:

- The appropriateness of training activities in relation to the needs analysis,
- The sufficiency of training activities with regard to any Q Standards fully or partially met
- Inclusion and appropriateness of training provision in the Second School placement
- The relevance of transition experience
- Appropriateness of the balance between subject and core curriculum training, and wider professional training
- The effectiveness of each schools' assessment and moderation processes
- Schools will be advised of any amendments that STTORMM requires to the Training Plan.

Transition Experience

Graduate Teacher need to be aware of curricula and teaching arrangements in the age phases or key stages before and after the ones for which they are trained to teach. The Training Plan should show when and how this requirement will be met.

Secondary Graduate Teachers must be aware of transition arrangements for Year 6 pupils as they transfer to high schools, and should spend some time in a linked primary school. Similarly, they need to review transition arrangements to Post-16 and or employment. STTORMM recommends that such visits take place in Term 1 when the Graduate Teacher's teaching load is lightest.

The Professional Mentor at the Lead School should arrange these placements. When visiting primary schools, Graduate Teachers should focus on how their specialist subject is taught at Key Stage Two, how the structure of lessons compares, how assessments feed into the planning cycle, how the learning and behaviour of pupils is managed and how the teacher's day and commitment to planning compare. Similarly, Post-16 experience for secondary Graduate Teachers is arranged by the Lead School and should focus on the different arrangements for teaching and learning which may apply in non-statutory provision. STTORMM recommends that visits take place early in the school year as the Graduate Teacher's teaching load is lighter and the range of activities for Post-16 pupils is greatest. Graduate Teachers should focus on what links there are between subject knowledge at Key Stage Four and Post-16, the pathways available to pupils starting the college with a range of initial qualifications, the new and developing provision for the 14-19 curriculum and the impact of the Diploma programme, how teaching styles may differ, the nature of pastoral support available to Post-16 pupils and links between schools and the Post-16 institution.

Primary Graduate Teachers on a 7-11 Training Programme must visit a secondary school (probably the linked high school) to familiarise themselves with transition arrangements for Year 7 pupils for the following academic year, and to spend several days shadowing Year 7 and 8 classes in order to be familiar with how the National Strategies are implemented at Key Stage Three, how the structure of lessons compares, how the management of pupil behaviour differs and how differentiation and group work teaching and learning strategies are addressed.

Again, the Lead School is responsible for arranging this placement. STTORMM recommends that these visits also take place in Term 1 when the Graduate Teacher's teaching load is lightest.

Tutor Visits

Tutor visits take place regularly, once each half-term, except for the first half-term when there is an additional Induction visit.

Professional Tutors will review progress against the Q Standards as well as monitor the quality and effectiveness of provision against the activities planned and recorded in the Training Plan. Secondary Subject Tutors have a similar role which is informed by their observation of teaching, and which requires them to feedback (in primary both roles are combined for each tutor).

When tutors are visiting, Graduate Teachers must make their files available to them. Secondary Subject Tutors will need to review Subject Audits and lesson plans. The files will enable tutors to moderate judgements of Graduate Teacher performance, monitor the implementation of the Training Plan, advise Graduate Teachers of areas for development, consider the Performance Indicators as a measure of Graduate Teacher progress and understand more easily the nature of the training experience. At the end of the visit Subject Tutors will complete their Tutor Visit Record.

Professional Tutors will also need to see Graduate Teacher files when they visit. Their major focus will be on the Graduate Teacher's Professional Development Portfolio as this should provide strong evidence of progress towards the Q Standards. Professional Tutors will advise Graduate Teachers about File preparation and presentation, particularly during their third visit when they will advise Graduate Teachers of what steps, if any, they need to take to ensure that their files are ready for Final Assessment.

Please also refer to the Professional Tutors and Subject Tutors sections.

Tutor Visit Record

At or immediately after each visit the STTORMM professional or subject tutor will leave a Tutor Visit Record (TVR). This form records the tutor's evaluation of the Graduate Teacher's development to date against the Q Standards and includes comments on the quality of the training provided. Targets, negotiated between the tutor and the Graduate Teacher, will be agreed; certain Q Standards that need to be developed or attained may be listed; issues that the school needs to address will be identified and listed. Actions listed on the TVR will need to be transferred to the Training Plan for the current or following term. The STTORMM tutor will confirm on a subsequent visit that these targets or actions have been implemented.

The TVR will also record Graduate Teacher attainment and offer advice about future directions for training.

The TVR is in two sections. The first section considers the training environment (Subject or Professional) and assesses it on a four-point scale. The Tutor will tick a box on the form to indicate her/his judgement on the Training Environment as either Outstanding, or Good, or Satisfactory or Unsatisfactory. The same descriptors are also used to describe Graduate Teacher performance in the second section of the TVR, and this assessment is the result of discussion between Mentor(s) and Tutor.