United Teaching

Mentor Handbook

2026-2027

Contents

Welcome to United Teaching National SCITT 3

Key Points of Contact 4

Overview of the programme 5

Intensive Training and Practice (ITAP) 9

Additional Training Activities 10

PGCE Qualification 11

Roles and responsibilities 12

The Second School Placement 21

Attendance and Absence 23

Folders and Documentation 24

What does outstanding mentoring look like? 25

Assessment 27

Support for trainees 30

Trainee wellbeing 31

Support and Action Plans 36

Formal Review Meeting 38

Regulations 39

Bursary funding (non-salaried route) 40

Raising Concerns 41

Documentation 43

Welcome to United Teaching National SCITT

Dear Mentor,

Thank you for joining us as a mentor on the United Teaching programme. We are delighted to have you as part of the community of educators who make a lasting difference to the next generation of teachers.

As we begin the fourteenth year of United Teaching, our founding belief remains unchanged: every child deserves to be taught by an excellent teacher. This simple principle drives everything we do. We know that developing excellent teachers depends on excellent mentoring, and the quality of support, challenge and guidance that trainees receive from their mentors is the single most important factor in their development.

Mentors are at the heart of the United Teaching programme. Your expertise, encouragement and professional insight will help your trainee translate theory into practice, develop confidence in the classroom and establish the habits that underpin a successful teaching career. This handbook has been designed to support you in that role, providing a clear overview of the programme and the key information you will need throughout the year.

United Teaching works in partnership with Bath Spa University to provide a high-quality, school-centred route into teaching, enabling trainees to achieve both Qualified Teacher Status (QTS) and a PGCE. Over the past fourteen years, we have continued to refine and strengthen our programme, always seeking to provide the highest quality initial teacher training and the best possible experience for trainees and schools alike.

We are proud that this commitment was recognised during our most recent Ofsted inspection in March 2026, where United Teaching was judged to be Exceptional in every category. Inspectors highlighted the strength of our curriculum, the quality of mentoring, our culture of reflection and improvement, and the exceptional outcomes achieved by trainees. Most importantly, the report recognised the collective work of our schools, mentors and training team in preparing teachers who are ready to make a significant impact on pupils from the very start of their careers.

We hope that mentoring with United Teaching will be both professionally rewarding and personally enriching. Thank you for the time, expertise and care you are investing in your trainee. By supporting and developing a new teacher, you are helping to ensure that more children benefit from excellent teaching in the years ahead.

We look forward to working alongside you throughout the year and supporting your own development as a mentor as part of the United Teaching community.

Yassamin Sheel and Vicki Cleaves
SCITT Leads
United Teaching

Key Points of Contact

Absence from placement school	Designated school contact (follow school policy)
Day to day teaching	Subject mentor at placement school
United Teaching technical support	United Teaching Help Form (link shared in weekly eBriefing)
United Teaching general enquiries	United Teaching Help Form (link shared in weekly eBriefing)
PGCE specific support- Bath Spa University	scittadmin@bathspa.ac.uk
United Teaching questions and queries	Lead Mentor

Vicki Cleaves Strategic Lead United Teaching	vicki.cleaves@paddington-academy.org
Yassamin Sheel Strategic Lead United Teaching	yassamin.sheel@unitedlearning.org.uk
Natasha Pearson Primary Lead	natasha.pearson@unitedteaching.org.uk
Jackie Hayes United Teaching Business Manager	jackie.Hayes@paddington-academy.org

Overview of the programme

United Teaching is an ITT programme which is delivered through the lead United Learning school (Paddington Academy). We work in partnership with Bath Spa University to deliver the PGCE element of our course. Successful completion of the programme will result in a trainee being recommended for Qualified Teacher Status (QTS) and awarded a PGCE (depending on the chosen route). Trainees are placed at one main school for the duration of the training year and are expected to be fully integrated into the life and community of that school, regardless of training route. This forms the main part of their teaching experience and is referred to as their main placement school. Trainees also need to spend time in a second school, and this is referred to as their second school placement.

In addition to the training and support offered by mentors and others in schools, trainees will follow the programme detailed below.

The Summer Institute July/ August

This is an intensive ten-day course which covers a mixture of theory and practical experience in order to prepare trainees for teaching in September. Trainees will receive input from a range of experienced school-based practitioners and Bath Spa Tutors.

Main school placement

Trainees will be in their main placement school where they will observe and teach lessons. Trainees will have weekly mentoring sessions with their allocated mentor and attend school delivered CPD as directed by their Professional Mentor. Over the training year, trainees will also complete Intensive Training and Practice (ITAP) activities which will focus on specific areas of classroom practice.

Bath Spa Training Sessions (13.00-16.30, virtual delivery)

There will be five Friday training sessions throughout the year. These will be largely based around preparation for the two assignments: *pedagogy for learning in the classroom and planning for learning in the classroom.*

United Teaching Training Sessions (every Friday) from September 2025 (13.00-16.30 mixed delivery)

Every Friday trainees will have a weekly training session. These sessions will be a mixture of webinars, direct input, school-based tasks and seminars. The training sessions are mapped out for the full training year and trainees are expected to attend all calendarised sessions. It is therefore very important that trainees familiarise themselves with the training dates and ensure they are able to attend all sessions. The final training session is on Friday 9th July 2027.

Second School Placement (SSP)

Three weeks at a contrasting second school which will involve a mixture of observing lessons and teaching. This will be organised by the school-based professional mentor and takes place in Term 2 (January - March).

Transition Visits

Trainees will engage with transition visits. For instance, secondary trainees (11-16) spending at least one day in a primary school. Additional opportunities to experience EYFS, special schools, PRUs or Sixth Form should be taken up. These will be organised by a school-based professional mentor.

What can trainees expect from the United Teaching programme?

Training opportunities	Professional development and support
The Summer Institute in July. Induction to the main school placement (2 days). Full participation in weekly training sessions on a Friday. Full participation in additional training opportunities offered by the placement school – this includes observing others, mentoring and in-house CPD. Induction to the second school placement. Intensive training and practice experiences. Enrichment visits.	Weekly meetings with a subject mentor to discuss progress, plan training and set targets. Weekly lesson observation with feedback (written feedback recorded on the weekly meeting form). Opportunities to work with experienced colleagues in the placement school and second school and to observe good practice. Opportunities to work with United Teaching subject experts and Bath Spa University tutors.
Teaching experience	**Study and reflection**
A teaching timetable that is appropriate to the training route and stage of development: • No more than 80% teaching for salaried trainees and apprentice trainees. • 30% for a non-salaried trainee for Term 1. 30-60% in Term 2 and 60-80% in Term 3. • *All trainees need to experience teacher contact time at 80% of a full teaching timetable* Teaching experience in a second school (the second school placement). Experience of teaching two different key stages- for all secondary subjects except Business this will be KS3 and 4. Business trainees will train in KS4 and KS5. For primary trainees, there will be experience of teaching across EYFS, KS1 and KS2. Secondary trainees also need to develop an understanding of the KS5 curriculum within their subject area. This can be teaching, team teaching or observing lessons.	Maintain an online folder of your weekly training and mentoring activities (comprised of your weekly mentor meeting record sheets and other reflections). Read and reflect upon recommended reading. Daily reflection on lesson planning, lesson teaching and pupil progress. Routinely produce evidence of development and progress across behaviour, pedagogy, assessment, curriculum and professional behaviours. Complete two Masters level PGCE assignments (PGCE students only).

United Teaching Friday Training

All trainees are required to attend training on a Friday afternoon (1.00-4.30). Some training sessions are delivered remotely via Teams or Zoom and some sessions will be delivered face-to-face at a lead or Regional Training Centre (RTC). Details of the sessions can be found in the United Teaching Curriculum calendar available on Mosaic.

For Primary trainees, remote training sessions are delivered weekly on Fridays via Zoom (1:15-4:30pm). In addition, once per half term, trainees are required to attend their Regional Training Centre (RTC) for a full-day training session (9:30am-3.00pm).

The United Teaching curriculum is aligned to the ITTECF which is an evidence-informed framework designed to support trainee development in five core areas (behaviour management, pedagogy, curriculum, assessment and professional behaviours).

Trainees experience the United Teaching Curriculum through the weekly Friday training sessions, and weekly school-based mentor discussions. Trainees will have opportunities throughout the year to work with and learn from expert colleagues, practise key skills, discuss what makes a particular approach successful or unsuccessful and observe expert colleagues.

There will be some compulsory face-to-face subject days for specific secondary subjects in order to deliver practical-based training that cannot be delivered remotely. All of these sessions will run from 10.30am-3.30pm on a Friday in London and will therefore have cover implications for some trainees. It will be the responsibility of the school to arrange cover for trainees and to pay for their travel where needed.

Secondary subject	**Date of face-to-face day(s)**
Art	TBC – *dates will be finalised and shared July 2026*
DT	
Drama	
Geography	
History	
Music	
PE residential (Embley School)	28th – 30th October

Training Dates with a National Provider

As you begin your journey into teaching, it's crucial to review the training dates provided at the start of the year and compare them with your school's term schedule. We understand that not all Friday training sessions will align perfectly with every school's calendar, but we regularly review term dates across the placement schools to accommodate different school schedules as best as possible.

This academic year offers a wealth of valuable content delivered by experts. Attending these sessions in real-time allows you to directly engage with presenters and pose questions on the spot. This interactive learning experience is far more enriching than simply listening to a recording (if available). Your active participation will greatly enhance your understanding of the material, which is essential for your professional growth.

The training sessions are mapped out for the full training year and trainees are expected to attend all calendarised sessions. It is therefore very important that trainees familiarise themselves with the training dates and ensure they are able to attend all sessions. The final training session is on Friday 9th July 2027.

Further details of the training curriculum can be found in the Curriculum Handbook which can be found on Mosaic.

Online Training

Our online sessions will be delivered two platforms; Zoom or Teams. To foster a productive learning environment, we expect all trainees to keep their cameras on during these sessions. Keeping your camera on enables full participation in discussions and helps cultivate a sense of community in the remote training sessions.

Visual cues such as facial expressions and body language significantly enhance communication, which is vital for effective collaboration, especially during breakout room activities where you will engage with peers from various schools across England. This exposure provides a unique opportunity to learn about practices in schools nationwide.

At the end of the year, trainees will be assessed on their professional behaviours, which includes your behaviours in online sessions. Your engagement in these sessions is integral to demonstrating your commitment to your professional conduct and integrity.

Further details of the training curriculum can be found in the Curriculum Handbook and the United Teaching Training calendars (primary and secondary).

Intensive Training and Practice (ITAP)

Each trainee will have 20 days of 'Intensive Placement and Training' (ITAP) as part of their training. The purpose of the ITAP is to provide an opportunity for trainees to consolidate their understanding of the research that underpins the ITT curriculum and to increase coherence between theory and practice. It provides an opportunity for trainees to have expert input and support around the four areas of focus. It also provides opportunities for trainees to observe, analyse and reflect on expert practice, and to get feedback on their own practice (both through deliberate practice and live-teaching opportunities).

This is split into four blocks of time covering four areas of the ITTECF in depth. The ITAP provides an opportunity for trainees to focus on four foundational areas of the United Teaching training curriculum across the 20 days. The ITAP is structured using theory from Grossman, P. (2018) and Teaching Works (2022) to map out progression and coherence between the inputs and activities:



The 4 ITAPs will focus on:

- Modelling and Explanations
- Behaviour – Instructions and Routines
- Questioning
- Adaptive Teaching

The ITAPs may take place at either the main placement school or second school placement but they will feel different to normal training activities. There will be a detailed guidance for each ITAP, and they will work with their Lead Mentor to develop a school-based schedule to map out the different training activities. Trainees will typically be involved with the following activities whilst completing an ITAP:

Planned and supported activities (minimum 25 hours over 5 days)	Expert support (minimum 5 hours over 5 days)
• Central team delivery (remote) training sessions. • Guided observations of lessons on ITAP focus (both live and lesson footage). • Lesson deconstruction. • Assigned reading and reflection questions/ activities to explore the evidence base. • Role play/ scenarios to script, plan and practice. • CFU, review and reflection activities – quizzes.	• Subject group tutorial discussion. • Discussion and reflection- lesson observations. • Deliberate practice sessions with ITAP mentor (expert support). • Teaching with expert observation (ITAP mentor). • Feedback with expert- instructional coaching and deliberate practice feedback.

Further details regarding the ITAP will be discussed in the mentor training session and ITAP documentation for schools and trainees.

Additional Training Activities

In addition to the calendarised training that takes place on a Friday, trainees will engage with the following through the training year to develop their knowledge and understanding of behaviour management, pedagogy, assessment, curriculum and professional behaviours.

TES Develop (EduCare) online training modules	Trainees will be directed to complete online training courses on safeguarding, SEND code of practice, bullying, Prevent, mental health awareness and diversity.
Maths	Trainees are required to demonstrate proficiency in mathematics through the Century Programme. They are required to complete an initial assessment and then complete training modules to close gaps in their mathematical skills to demonstrate basic proficiency by the end of the training year.
Enrichment visits	Professional mentors will organise opportunities for trainees to visit and gain experience of other educational settings which will include a primary school visit and KS5 provision. Optional enrichment visits could include local special schools and alternative provision.
Main placement school CPD	Trainees are expected to attend all CPD opportunities offered at their main placement school, and this should be clearly directed by the professional mentor. Professional mentors should develop an in-house training programme which complements and supports the United Teaching curriculum.
Subject Associations	Trainees will be provided with membership to their relevant Subject Association to access resources, curriculum and teaching materials from September. Primary trainees will have membership to NASBTT Learn.

PGCE Qualification

The PGCE qualification is delivered and assessed by Bath Spa University. This qualification is separate to QTS which is assessed by United Teaching National SCITT. Trainees who are completing the PGCE separately register and enrol with Bath Spa to provide access to the Bath Spa VLE, resource library and Bath Spa email account.

Enquiries and questions about the PGCE and support from Bath Spa University	n/a	scittadmin@bathspa.ac.uk
SCITT PGCE Programme Director	Andrew Carr	a.carr2@bathspa.ac.uk

The PGCE programme consists of two modules:

- Pedagogy for learning in the classroom.
- Planning for learning in the classroom.

Assignments

Both assignments are assessed using the following structure:

2000 word written essay

- 500-word Introduction to submission.
- 1500-word Literature Review (key points from reading that evaluate the theory/research evidence base).

15-minute recorded presentation

- Practice Review (key points from practice learning with examples, appendix evidence, links to literature and evaluation that considers how theory and practice aligns).
- Thoughts in Conclusion.

Portfolio of evidence

- Items referenced directly in the recorded presentation.
- Further supporting evidence.

Key dates

Assignment 1 – Pedagogy for learning in the classroom	
Draft submission	02/11/2026
Submission	06/01/2027
Results	27/01/2027

Assignment 2 – Planning for learning in the classroom	
Draft submission	22/02/2027
Submission	21/04/2027
Results	13/05/2027

Roles and responsibilities

Professional Mentors

This role is the person who will be overseeing all trainees at the placement school. They will not necessarily be a subject or phase expert but will work alongside the subject/ phase mentor to support trainee engagement and progress. They will be involved in school-based QA activities and providing additional support for subject/phase mentors and/or trainees. The professional mentor is the main point of contact for the lead mentor at each placement school and are a layer of internal support and QA for the subject mentoring (general mentoring).

General mentor (professional mentor) person requirements

- A track record of high-quality teaching.
- A commitment to their own T&L practices to have a greater impact on their student learning and progress.
- Sound and up to date knowledge of effective teaching and learning – Rosenshine's Principles of Instruction and Cognitive Science.
- A passion to drive their learning and development.
- A sound understanding of how pupils learn and the impact of this for classroom practice.
- A track record of effective collaboration to bring the best out of others.
- A track record of establishing trusting relationships with colleagues.
- A sound understanding of the professional expectations of teachers both within and outside a school setting.
- An ability to be adaptable and responsive to circumstances.
- An ability to inspire and maintain high morale, address problems and resolve conflict.
- An ability to hold others to account.
- A track record of managing deadlines, prioritising and maintaining a good work-life balance.
- Emotional intelligence to support (empathy), challenge and develop resilience in others.
- Successful track record of leadership.
- Experience of monitoring and quality assurance of others.
- Consistency of judgement and inner integrity.

Training

- Be familiar with the United Teaching training curriculum and ITTEC Framework.
- Attend training organised by United Teaching at the beginning of the year.
- Attend mentor training throughout the year.
- Oversee the appropriate use of IRIS by trainees and mentors.

Trainee experience and entitlement

All elements of trainee entitlement must be fulfilled by the placement school to ensure trainee wellbeing and workload is being considered and all placement schools are following the trainee workload and wellbeing guidance.

- Provide two days induction for trainees before they join your school in September.
- Ensure trainees have an appropriate timetable according to their training route, subject and phase e.g., ages 3-11 (primary), ages 7-14 (middle), and ages 11-19 (secondary), and abilities. The table below

shows the proportion of a qualified teacher's timetable a trainee teacher should be expected to have responsibility for.

	All trainees	Salaried and Apprentices	Tuition Fee
Term 1	Minimum 15 hours contact time*	60-70%	Up to 30%
Term 2	Minimum 15 hours contact time*	60-70%	30-70%
Term 3	Minimum 15 hours contact time*	60-80%**	60-80%**

** 15 hours will consist of the following activities: teaching, team-teaching and observing)*

*** All trainees need to experience 6 weeks of 80% contact teaching ratio (80% of a full teaching timetable) and this requirement needs to be planned to take place in Term 3*

- Ensure trainees receive their entitlement of a weekly lesson observation and weekly mentoring (1.5 hours).
- Ensure mentors have protected time (1.5 hours) to carry out their role, e.g., a protected slot on their timetable.
    - *1 hour protected mentor meeting time and 30 mins to complete the weekly lesson observation.*
- Arrange for trainees to spend at least two days completing enrichment and transition visits:
    - Secondary trainees to visit a primary school and KS5 provision.
    - Primary trainees to visit a secondary school and EYFS provision.
    - Special schools and or alternative provision schools.
- Ensure trainees have access to IT hardware and software and the necessary training to complete their role.
- Ensure trainees have the opportunity to observe other practitioners' teaching, both in their own subject and other subjects (as directed by the weekly training focus and mentor guidance).
- Provide opportunities for focused observation, reflection, and discussion of the work of good teachers in the trainee's own and other subjects, identifying key factors in good planning, teaching, class management, and assessment.
- Ensure that trainee teachers gain experience of the school's pastoral system and curriculum by arranging for each trainee teacher to work with a tutor group, and to participate in or observe one or more PSHE lesson. Trainees should not be expected to have their own tutor group in the first term but can shadow or support an experienced teacher for some tutor time sessions.
- Facilitate and encourage trainee teachers' participation in the work of the school outside their subject area (e.g., department and school meetings, parents' evenings, and extra-curricular activities).
- Quality-assure the mentoring and assessment of trainees.
- Work with subject mentors and trainee teachers to prepare for ITT self-evaluation reviews and for external moderation and inspections.

Weekly and termly

- Engage with the programme through the weekly mentor email, weekly eBriefing and referring to the curriculum handbook.
- Observe the trainee regularly to review progress and share feedback. For trainees who are 'on track' at all progress review points, the minimum expectation for PM observations are:

    - Term 1 (September- December) *one observation per half term*
    - Term 2 (January- March) *one observation per full term*
    - Term 3 *(April- July) one observation per full term*
- Liaise with the designated lead mentor and raise progress concerns with the lead mentor.
- Maintain an awareness of trainees' strengths and areas for development through close contact with subject/ phase mentors.
- Work with subject mentors to quickly identify when trainees are not making expected progress and ensure a support plan is in place and followed through.
- Support and quality assure the general (subject/ phase mentors) work in:
    - Planning a coherent and comprehensive programme of experience for the trainee teacher in teaching in their subject area.
    - Formally observing the trainee teacher teach every week and providing written and verbal feedback.
    - Feeding back each week to trainee teachers, either on formal observations or in general terms.
- Developing and supporting the development of the trainee teacher's subject pedagogy.
- Checking the progress of the trainee's United Teaching Portfolio throughout the year, as a minimum each half-term.
- Coordinate the monitoring and assessment of trainee teachers' progress through Professional Learning Conversations and the termly progress review.
- Moderate all reports before they are submitted to United Teaching to ensure judgements and targets set by subject mentors are an accurate reflection of the trainee's progress and areas of development.
- Monitor and keep records of the trainee teachers' attendance and recording this on the interim and final reports.
- Contribute to review and feedback processes to support programme planning and continuous improvement.
- Facilitating and planning visits from the lead mentor.
- Attend all United Teaching mentor training sessions.

Second school placement

- Organise a three-week second school placement for each trainee in a carefully selected contrasting context, ensuring that the placement details and dates are agreed by October half term.
- Oversee the transition from the main placement to the second school placement and then back to the main placement.
- Provide an opportunity for trainees to have two days of induction in their new school prior to starting to support transition to the new setting.
- Liaise with subject and professional mentors to facilitate the transition through the sharing of trainee targets and strengths.
- Once confirmed, the date of the second school placement should not be changed unless there are unavoidable extenuating circumstances. Moving the second school placement impacts trainees' PGCE assignments where they need to plan and deliver a series of lessons during half term 3 and 4.

ITAP

- Liaise with and follow all guidance from the lead mentor regarding the four Intensive Placement and Training components- this will include organisation of school-based activities, and support trainee release for centre-based activities.

Subject Mentors

Subject mentor (general mentor)

Subject mentors offer support and guidance to the trainee on a daily basis through informal conversations and daily check-ins alongside the formal weekly and termly activities. Each trainee will have a subject mentor at their main placement school and their second school placement who will be appointed by the Headteacher through the process of a professional dialogue conversation, using guidance outlined in the partnership agreement (Appendix 2).

The subject mentor person requirements are:

- A track record of high-quality teaching within the phase/ subject the trainee is teaching in.
- A commitment to their own T&L practices to have a greater impact on their student learning and progress.
- Sound and up to date knowledge of effective teaching and learning – Rosenshine's Principles of Instruction and Cognitive Science Principles of Instruction: Research-Based Strategies That All Teachers Should Know, by Barak Rosenshine; American Educator Vol. 36, No. 1, Spring 2012, AFT
- A passion to drive their learning and development.
- Sound understanding of how pupil's learn and the impact of this for classroom practice.
- A track record of effective collaboration to bring the best out of others.
- A track record of establishing trusting relationships with colleagues.
- A sound understanding of the professional expectations of teachers, both within and outside a school setting.
- An ability to be adaptable and responsive to circumstances.
- An ability to inspire and maintain high morale, address problems and resolve conflict.
- An ability to hold others to account.
- A track record of managing deadlines, prioritising and maintaining a good work-life balance.
- Emotional intelligence to support (empathy), challenge and develop resilience in others.

Placement school expectations

These expectations are outlined in the School Partnership agreement:

- Protected time for the subject mentor to effectively carry out their role in supporting the trainee- 1.5 hours per week (lesson observations, mentor meeting and instructional coaching feedback session). United Teaching does not mandate that this needs to be added to timetables as part of the school day, but it is good practice to timetable the mentor meeting during the school day. We recommend this approach is used by the placement school to ensure that trainees do have their weekly entitlement of 1.5 hours of mentor support per week.
- 1 hour protected mentor meeting time and 30 minutes to complete the weekly lesson observation.
- The willingness to release mentors to attend all United Teaching mentor training events to ensure

they are able to fully access the United Teaching mentor curriculum
- Mentors will be supported by their allocated lead mentor to complete catch-up training, and this will be tracked centrally by the United Teaching team through a post-session Form to complete.

Training

- Be familiar with the United Teaching training curriculum and ITTECF
- Attend the mentor conference (one day) organised by United Teaching in either July or September.
- Attend the mentor training throughout the year
- Engage with three lead mentor school visits to provide feedback regarding the impact and quality of mentoring and instructional coaching.
- Oversee the appropriate use of IRIS by trainees and mentors.

Below is an outline of the weekly and termly expectations and responsibilities of subject mentors.

Weekly

Trainees are entitled to 1.5 hours of mentoring support each week. For United Teaching trainees, this is broken down into 1x 60 mins mentor meeting and 1 x 30 mins mentor lesson observation. Mentors are expected to:

- Engage with the programme through the weekly mentor email, weekly eBriefings and refer to the curriculum handbook.
- Observe the trainee each week and provide lesson feedback using the United Teaching coaching model (30 minutes).
- Record on the weekly lesson observation form whether the trainee is making the expected progress.
- Escalate concerns to the professional mentor.
- Meet the trainee for one hour each week for a developmental meeting in a protected meeting slot during the school day.
- Jointly record the developmental meeting conversation with the trainee on the weekly meeting sheet and ensure the trainee uploads this onto the platform (Mosaic)
- Ensure the weekly developmental meeting covers the following areas:
    - Read the mentor training summary which includes the evidence-base and session content summaries.
    - Discussion of the curriculum through the Friday training focus and mentor questions.
    - Lesson observation feedback and areas for development.
    - Review of weekly targets and setting new targets.
    - Discussion of other weekly training activities (in-house T&L session, observations of other practitioners, etc.).
    - Joint lesson planning.
    - Lesson practice and rehearsal.
    - The development of subject knowledge for teaching.

Termly

- Complete the first review point report in October, focusing on professional behaviours, in discussion with the trainee and professional mentor and ensure it is uploaded onto the platform (Mosaic) by the deadline.

- Engage with the Professional Learning Conversation meetings before each review point/ progress report focusing on progress against the United Teaching curriculum.
- Complete the progress reports in December and March ensuring they are an accurate reflection of the progress the trainee is making against the United Teaching curriculum.
- Support the trainee to review their subject knowledge for teaching development in half termly review meetings and engagement with the Subject Knowledge Audit.
- Assess the trainees progress in relation to the Teachers' Standards and complete the final report in May 2026, and support with the final verification process that will take place in June and July.
- Support with planning and facilitating any visits from the lead mentor alongside the school's professional mentor.
- Attend all United Teaching mentor training sessions.

Additional opportunities

- All mentors are invited to be a member of the United Teaching Mentor Panel. The aim of this group is to meet once a term with the United Teaching leadership team to provide feedback on the United Teaching programme and share feedback on programme proposals shared with the group from the leadership team. This could provide opportunities for mentors to directly contribute to the review of the mentor curriculum, training resources, trainee curriculum, ITAP organisation, SSP processes, workload and wellbeing.
- Opportunities for additional mentor development through the NPQLTD will be communicated with mentors and promotional materials shared.

Underperformance and progress concerns

- Trainees follow a robust process to support progress concerns which are fully detailed in the trainee and mentor handbook.

Mentors

- Internal QA by the professional mentor through joint observations and feedback sessions will raise mentoring concerns. The school-based professional mentor will address these in the first instance through meeting the mentor, discussing feedback and agreeing actions/ targets.
- If actions are not met, school-based professional mentors will escalate concerns to the lead mentor. This will action a school visit from the lead mentor who will meet with the mentor, meet with the trainee, meet with the professional mentor and observe mentoring (either live or through recordings). Feedback will be discussed with the mentor and actions/ targets agreed.

Trainee Teachers

Trainee teachers are expected to fully engage with all elements of the programme and the school community of their placement school. To support with this, all trainees are asked to sign the United Teaching Code of Conduct which clearly sets out the professional expectations for all United Teaching trainees and the code of conduct includes the following expectations:

- Attend weekly mentor meetings and engage in the reflection process to prepare for the meeting.
- Actively engage in discussions regarding progress, areas of development and targets.
- Follow advice and feedback from mentors and engage with all training activities.
- Observe other practitioners on a weekly basis.
- Provide opportunities to be observed by mentor (or other relevant staff members) on a weekly basis.
- Attend all training sessions provided by United Teaching and any additional training provided by the placement school.
- A commitment to 'fulfilling wider professional responsibilities'.
- Ensure they are regularly updating their online evidence through the weekly and termly activities.

On a weekly basis, trainees are expected to:

- Plan lessons and upload a lesson plan for their observed lesson using the United Teaching lesson plan proforma.
- Reflect on their lesson and upload their reflection using the United Teaching lesson reflection questions for guidance.
- Upload their weekly mentor meeting in which:
    - Weekly targets have been discussed and new targets set with clear action steps.
    - Weekly training focus has been discussed.
    - Weekly observation of others has been discussed.
    - Lesson observation feedback has been discussed using the United Teaching model for instructional coaching and deliberate practice.

Self-Evaluation

In addition to the feedback received through the lesson observation forms, trainees will be encouraged to reflect on their own progress throughout the training year and develop the skills of being a 'reflective practitioner'. Trainees should reflect on their lessons and progress regularly and systematically. Their evaluation should identify strengths as well as areas for development.

Trainees are expected to complete lesson reflections (particularly those that are observed) and discuss progress in the Professional Learning Conversations (PLC) meetings. Key questions for lesson reflections are set out in a proforma for trainees to use to guide their reflections. Trainees also need to reflect on how their subject knowledge, subject pedagogy and curriculum knowledge is developing throughout the training year through active engagement and discussion of their Subject Knowledge Audit.

Lead Mentor

The lead mentor has responsibility for quality assuring the mentoring process at the main placement school and providing training and support to both the subject mentor and professional mentor. They are the first point of contact if there are concerns about trainee progress or professional conduct. Lead mentors will observe trainee lessons and feedback with the subject mentor on a termly basis. They will also quality assure all evidence towards qualified teaching status (online evidence and progress reviews).

This support is provided virtually and through face-to-face visits. Lead mentors are the first point of contact for both trainees and mentors to ask programme questions and raise concerns about trainee progress and/or professional conduct. They will also provide guidance around the support plan process for trainees who need additional support to make expected progress. Their visits are designed to provide support to both mentors and trainees, and they are able to provide bespoke 1:1 training for mentors which is mapped into the mentor curriculum as part of their training entitlement.

Lead mentors provide support through:

- An initial meeting within the first 2-3 weeks of term in September.
- A term 1 visit (September- December).
- Moderation of October checkpoint report and December progress report.
- A term 2 visit (January- March).
- Moderation of March progress report.
- Touching base with trainees and mentors throughout the year via email and phone calls.

The purpose of the visit is to quality assure the mentoring process and to offer additional support to both the trainee and the subject mentor. The visits will be online visits with some face-to-face visits. The visits will be organised through the professional mentor at the school and a typical visit will involve:

- A joint lesson observation of the trainee with the subject mentor (using IRIS).
- Observe the subject mentor deliver feedback to and facilitate deliberate practice.
- Meeting the trainee to discuss progress.
- Meeting the subject mentor and the professional mentor to discuss progress.
- Review the United Teaching Portfolio (evidenced via Mosaic using school OneDrive folder).
- Share constructive feedback with mentors on how they are carrying out their role and the instructional coaching process.

Lead mentors will contact schools and trainees during the first two weeks of the placement school. The purpose of this is to ensure that:

- Trainees have arranged to have regular meetings with their subject mentor.
- Trainee timetables are appropriate for training needs and qualifications.
- We can quickly deal with any queries or concerns that trainees might have.

Overview of lead mentor roles and responsibilities to support mentoring in school and school placements:

When	What
First 2 weeks of term (September)	Make initial contact in September with PM, SM and trainees to introduce and check in regarding TT, programme understanding and feedback on trainee start to the programme.
End of September	Folder check ahead of October checkpoint- weekly evidence and SKA.
October	Moderate October checkpoint reports and liaise with PMs/ SMs regarding queries. Follow up with PMs regarding support plans.
October- December	Lead mentors visit 1- lesson observation, observe mentor feedback and review folder.
December	Moderate December checkpoint reports and liaise with PMs/ SMs regarding queries. Follow up with PMs regarding support plans.
January- March	Lead mentors visit 2- lesson observation, observe mentor feedback and review folder.
March	Moderate March checkpoint reports and liaise with PMs/ SMs regarding queries. Follow up with PMs regarding support plans.
April- May	Lead mentors visit 3- lesson observation, observe mentor feedback and review folder.
May- July	Lead mentor verification of final reports.
Ongoing	• Respond to emails from trainees and mentors. • Make contact with trainees and mentors regarding concerns. • Liaise with SCITT lead regarding progress concerns. • Liaise with SCITT lead regarding application and retention information. • Support trainees with job applications. • Provide training for mentor changes during the academic year (using the central mentor materials). • Attend support plan review meetings with trainees and mentors.

Lead mentors have a significant role in organising, leading and quality assuring the ITAPs, and more guidance can be found in the ITAP documentation.

The Second School Placement

The second school placement is an essential part of the United Teaching ITT programme, and all trainees need to complete this during the training year. This is so they are able to fulfil the government's QTS requirement that all trainee teachers have experience of teaching across two schools. Trainee teachers also need to have the experience of at least four consecutive school years over a training programme. This requirement means that the three weeks needs to be carefully planned to ensure that the trainee has a high- quality experience and the Second School Experience fulfils the required criteria:

- It takes place in a contrasting school.
- The school and department have the necessary skills and capacity to support a trainee placement.
- It takes place for a block period of three weeks.
- The trainee is able to plan and teach **at least** a sequence of lessons across the required age groups/ key stages. These lessons need to be observed by the mentor in line with our expectations above. The amount of teaching time during placement however will reflect the route the trainee is on.
- For primary trainees who are based in KS2 in their main placement school, they must teach a sequence of phonic lessons as part of the SSP.
- The trainee has an allocated mentor to support them during the second school placement who will continue with the United Teaching mentoring processes for the duration of the placement.

The placement should take place around the Spring term and will ideally be completed before the Easter Holidays. Trainees need to spend three weeks in a contrasting school. The second school placement should involve a mixture of observing lessons and teaching. Trainees need to teach a sequence of lessons to the same class (at least two) which are formally observed.

The timeline for organising and undertaking the second school placement is:

- **October 2026:** second school placement school is confirmed, and dates are provisionally agreed.
- **January – March 2027:** trainees to complete second school placements in a contrasting school for three full weeks.

There are some additional activities linked to the second school placement which need to be organised to ensure that there is a smooth transition from the main placement to the second school placement and then back to the main placement. These include:

- Initial planning meeting prior to the second school meeting which is attended by the trainee, subject mentor, professional mentor, second school placement subject mentor and second school placement professional mentor. In this meeting the areas of contrast should be discussed and areas of focus for the trainee.
- Trainee completes the second school placement planning document and shares this with the second school placement school (mentor).
- Trainee attends two days of induction at the second school placement.
- Trainee completes three weeks at the second school, continuing to follow the United Teaching processes of weekly meeting with their mentor, weekly lesson observations, weekly discussion of the Friday training and instructional coaching.

- At the end of the placement, the subject mentor at the second school placement needs to complete the second school placement report and share this with the main placement mentors and the trainee.

<table>
<tr><th colspan="2">Second school placement expectations</th></tr>
<tr><td>Trainee expectations

Follow the school policies of the second school including:
• Reporting absence, marking, behaviour.
• Attend relevant in school training and meetings.
• Observe lessons.
• Teach lessons.
• Actively engage with the school community.
• Produce evidence of reflection throughout the experience, related to current targets and curriculum themes.</td><td>Second school expectations

• Provide a subject mentor to support the trainee.
• Provide an appropriate timetable for the trainee. This should include an orientation period at the beginning of the placement consisting of observing lessons and allowing the trainee to become familiar with school policies before commencing team and/or solo teaching.
• Providing a timetable that is no more than 60% teaching.
• Arrange lesson observations of the trainee.
• Provide opportunities for the trainee to observe others.
• Provide opportunities for the trainee to attend relevant training and meetings.
• Complete the second school placement report at the end of the placement.</td></tr>
<tr><td>United Teaching expectations

• Provide clear guidance and advice to hosting schools.
• Liaise with schools to facilitate swaps (when appropriate).</td><td>Professional Mentor expectations

• Organise the second school placement.
• Liaise with the second school to clearly communicate expectations and requirements of the placement.
• Confirm the date of the second school placement with the trainee so that they can plan their PGCE assignment around this. Once the date and school is confirmed, changes should be avoided unless there are extenuating circumstances.
• Liaise with the trainee and relevant head of department regarding expectations during the placement (e.g. setting cover work, marking, data entry).</td></tr>
</table>

Attendance and Absence

In order to meet the requirements to be recommended for QTS, trainees are required to have attended all elements of the programme and completed the required school placement days. This is an intensive professional training programme with high expectations and trainees are required to attend all training sessions and demonstrate professional standards related to punctuality and engagement with training.

If a trainee is unable to attend a training session (due to illness or an authorised reason) they are expected to catch-up on all training activities before the next training session.

Mentors are also asked to record attendance on the termly reports, including any absences from Friday training sessions.

Trainees are expected to attend all calendarised training sessions and we have made every effort possible to map these against term dates but if a session falls within a school holiday, we do expect trainees to still attend the training session.

Leave of absence from training sessions

Trainees must seek prior permission in writing (via the absence procedure) to absent themselves from sessions and give adequate warning where this is unavoidable.

If the absence extends over a week, it is important to address the problem as it may lead to concerns over a trainee's ability to complete the programme successfully and to achieve the standard for Qualified Teacher Status. If the absence is likely to affect a trainee's performance and potential successful completion of the programme, first and final medical certificates from a GP must be submitted to United Teaching. Significant absences from the programme may lead to an interruption in a trainee's studies.

Please be aware that the dates for this training course are:

Salaried trainees: 1st September 2026 – 31st August 2027
Non-salaried trainees: 1st September 2026 – 31st July 2027
PGTA trainees (apprentices) 1st September 2026- 31st July 2027

Please refer to the 'United Teaching Attendance Policy' for more information. This can be accessed on Mosaic.

Time off for religious observance

Requests for time off for religious observance will be treated sympathetically but trainees are required to aim for full attendance through the year. If a trainee needs to take time off for a religious festival, please follow the school policy at the placement school and contact the National SCITT Lead.

Folders and Documentation

Throughout the training year, trainees will be developing their practice and at the end of the year, trainees will need to evidence that they have met the Teachers' Standards Teachers' standards: overview (publishing.service.gov.uk). Trainees will be required to keep an online portfolio. The portfolio will be accessed via an online platform called Mosaic.

The United Teaching Portfolio – a formal record of the training year which will form part of a trainee's final assessment.

These documents and information will all be stored electronically via Mosaic:

1. Weekly mentor meeting forms
2. Lesson observation forms
3. Lesson plans
4. Lesson reflections
5. Progress reports and assessments
6. Subject Knowledge Audit document (with half termly updates)
7. Second School Placement transition document
8. Second School Placement progress report

DRAFT

What does outstanding mentoring look like?

There are so many qualities and characteristics that outstanding mentors have that it is impossible to summarise here. However, we have identified some of the key areas that we believe distinguish the most effective mentors.

Knowing your mentee

- Ensure that you have access to and have engaged with any information available on your mentee before you meet them.
- Invest the time early on through the induction process and in September to build a trusting relationship and understand their development needs early on.

Knowing the United Teaching ITT Curriculum and ITTECF (framework)

- Ensure that you have access to and have engaged with the Curriculum Handbook and ITTECF
- Attend half termly training sessions to develop understanding of the ITTECF and United Teaching curriculum.

Reflecting the National Standards for ITT mentors in your practice

- Personal qualities: Establish trusting relationships, modelling high standards of practice, and understand how to support a trainee through initial teacher training.
- Teaching: Support trainees to develop their teaching practice in order to set high expectations of all pupils and to meet their needs.
- Professionalism: Set high expectations and induct the trainee to understand their role and responsibilities as a teacher.
- Self-development and working in partnership: Continue to develop your own professional knowledge, skills and understanding and invest time in developing a good working relationship within relevant ITT partnerships.

Driving subject pedagogy and subject knowledge for teaching

Subject mentors play a key role in supporting trainees to develop their subject knowledge for teaching and subject pedagogy. Excellent practice in this area looks like:

- Working with trainees to help them understand the difference between subject knowledge *per se* and *subject pedagogy*. Many trainees are confident and strong subject specialists, but this doesn't always translate immediately into being able to transfer this specialist knowledge effectively.
- Ensuring that parts of your observation feedback are highly subject specific and deal with how your subject can be taught most effectively.
- Engaging with the ongoing process of subject knowledge and pedagogy, auditing and following up with trainees after their United Teaching subject days, so that you are aware of the areas of strength and development.

DRAFT

Giving high quality lesson feedback- Instructional Coaching and Deliberate Practice

Instructional coaching is the approach mentors will be using to support their trainees through a weekly cycle of observation, feedback and practice. A key element of this is deliberate practice practice-with-purpose.pdf (deansforimpact.org)- breaking down a complexed concept into bite-sized steps, focusing on practicing these steps and receiving corrective feedback:

- See it- model the technique and analyse the 'gap' between the modelled technique and the trainee's current practice.
- Name it- name the strategy using shared and concrete language (e.g. cold calling, wait time, etc.).
- Do it- use deliberate practice to ensure that the teacher successfully enacts the step with their students.

Bambrick-Santoyo 2018

Observing lessons and giving feedback using the model of instructional coaching is a key driver of trainee progress. The time given to these conversations and the way they are framed and conducted is critically important to the success of trainees.

- Create a climate in which lesson feedback feels like a collaborative effort between the trainee and the mentor – both are seeking to achieve the same goal. This should be based on mutual trust and respect.
- Choose the right setting for the feedback session- we recommend using a classroom as this will support the modelling and practice element of the conversation.

1 REVIEW	Praise • What had a positive impact on learners? • Was the previous action step achieved or met?
2 NEW ACTION STEP	New action • Mentor identifies the new action step. • Mentor shares success criteria.
3 MODEL AND ANALYSE	Model • What should this look like? Mentor models the technique/ strategy/ etc. • Mentor asks trainee to identify how their practice was different.
4 PRACTICE	Practice • Trainee to script/ plan the new action step. • Trainee to practice. • Mentor to feedback on the practice.
5 PLAN FOR EMBEDDING	Plan • When will it be used? • What will success look like?

DRAFT

Assessment

Our assessment model focuses on formative assessment and target setting which will allow trainees to develop continuously throughout the training year. The mentor is central to this process as the weekly meeting is a key part of the ongoing formative assessment process, as well as the termly review points.

October	December	March	Term 3
Initial checkpoint meeting Formative assessment checkpoint Any serious concerns reported	Professional Learning Conversation meeting to discuss progress Formative assessment report 1	Professional Learning Conversation meeting to discuss progress Progress review	Professional Learning conversation review meeting Summative assessment- final report Met or not met the standards (pass or fail)

Timeline				
Guidance released	Friday 25th September	Friday 6th November	Monday 22nd February	Friday 7th May
Carry out professional learning conversation	Monday 28th September – Friday 2nd October	Monday 16th – Friday 20th November	Monday 1st - Friday 5th March	Monday 17th – Friday 21st May
Deadline for subject mentor to complete report	Monday 12th October	Monday 7th December	Monday 15th March	Monday 7th June
Deadline for professional mentor and lead mentor to quality assure report and make any amendments	Thursday 15th October	Thursday 10th December	Thursday 18th March	Thursday 10th June
Deadline for trainees to complete reflection	Friday 6th November	Friday 15th January	Monday 19th April	Monday 21st June

Teachers' Standards TS1-8 and Part Two

We do not use the Teacher Standards to plan our curriculum for initial teacher training and our curriculum is planned to use the ITTEC Framework. Please avoid referencing the teacher's standards in your feedback and discussion with trainees – focus on the curriculum they are receiving and the ITTECF. The teaching standard will

DRAFT

only be used for summative purposes at the end of the training year. They are being formatively assessed against the curriculum throughout the year, not the Teachers' Standards.

The first assessment is in the first term and is an opportunity to review the trainee's professional conduct, focusing on five assessment criteria. The assessment criteria should be discussed in the weekly mentor meeting and completed on Mosaic by Monday 13th October.

The termly reports are evidence-based report and subject mentors should use lesson observations, discussions, pupil work, data, and other appropriate sources in informing their discussion and report writing.

Professional Learning Conversation (PLC) Meetings

Review points with a Professional Learning Conversation (PLC) are an important part of the assessment process to ensure there is accuracy and rigor throughout the training programme. The Teachers' Standards should not be introduced prematurely but clarity over whether a trainee is 'on track' to meet the standards is vital to ensure appropriate support and training.

This approach ensures we have:

- Two formative assessment points which contribute to the final summative assessment conversation and review prior to the recommendation for the award of QTS.
- Opportunities for trainees to articulate and demonstrate the progress they have made in relation to the effectiveness of their teaching, particularly in relation to pupils' learning and progress and how they have developed their professional behaviours.
- A system that triangulates with the regular formative assessment opportunities provided by lesson observations and feedback discussions, subject knowledge and pedagogical development, weekly reviews of development targets, etc.

To support with the PLC process, we have suggested question 'prompts' to be used in these meetings as the meetings focus on the curriculum trainees have covered in the Friday training sessions. The conversation prompts are shared with trainees before the meetings, so they are able to prepare and bring examples to share in the meeting.

Final assessment procedure

The assessment process has two aims: firstly, to qualify as a teacher trainees must successfully meet all Teachers' Standards at the appropriate level for a beginner teacher and subsequently pass the induction period as an ECT.

Trainees who successfully complete their training year and meet the Teachers' Standards will be awarded Qualified Teacher Status (QTS). The final assessment takes place June 2027. Prior to the visit, subject mentors will be asked to complete the final report for the trainee teacher. This final report will show the overall judgement of the trainee based on the Teachers' Standards and the visit with be a verification visit. The visit will follow the same model as above:

- Joint lesson observation (either face-to-face or via IRIS).
- Meeting the trainee to discuss progress and lesson feedback.
- Meeting the subject mentor, professional mentor and other relevant staff (e.g. Head of

DRAFT

Department) to discuss progress.

- Review the trainee's online folder (evidence).

DRAFT

Support for trainees

Throughout the training year, there are a range of ways in which trainees are supported by mentors and the United Teaching team.

HR and Programme coordinator	• HR and finance related concerns • Weekly help forms • 1:1 drop-in meeting
Subject mentor (school based)	• Weekly meeting and target setting • Weekly observation and feedback • Professional learning conversations • Assessments and reports
Professional mentor (school based)	• Termly observation and feedback • Professional learning conversations (with subject mentor) • Internal QA of assessments and reports • Internal QA of subject mentoring
Lead mentors	• Ongoing pastoral support for trainee teachers • Formal termly meeting to review progress • Termly observation and feedback • QA of assessments and reports • QA of school mentoring
Subject leads (United Learning subject advisors and United Teaching subject leads)	• Subject Study sessions (Friday afternoon training)
University tutor (PGCE students only)	• Lead and facilitate Bath Spa PGCE sessions (Friday afternoon training) • PGCE assignment support and feedback

DRAFT

Trainee wellbeing

Supporting the wellbeing and mental health of staff is vital in recruiting and retaining high quality education staff and is crucial in securing better outcomes for pupils. This is especially important for United Teaching trainee teachers and mentors as our aim is to train and retain the best quality teachers for schools for now and for the future. Our approach at United Teaching is underpinned by the United Learning group policy on wellbeing and workload.

United Learning

In response to the national position, the Education Staff Wellbeing Charter has been created by the education sector (including teaching unions, schools, charities, DfE and Ofsted) to highlight education staff wellbeing. The Charter is a declaration of support for, and set of commitments to, the wellbeing and mental health of everyone working in education.

The education staff wellbeing charter includes commitments by the DfE and Ofsted, alongside commitments for schools. In addition to the charter, research has shown staff wellbeing is shaped by a number of factors, all ensuring staff can thrive at work:

- **Positive experiences** – feeling valued, supported and motivated.
- **Social relationships** – positive connections with colleagues, managers and pupils.
- **Task achievement** – you can get your 'work done'.
- **Meaningful work** – the work has an impact and purpose.

'The 10 Wellbeing and Workload Priorities at United Learning' have been developed to support the strategic objective of United Learning being 'the best schools to work in'. The 'priorities' include the DfE's education staff wellbeing charter commitments and other factors that enable staff to thrive at work.

The 10 Wellbeing and Workload Priorities at United Learning

1. Create a supportive and inclusive leadership culture, where staff feel valued, supported, motivated and leaders visibly support staff in maintaining expected standards.
2. Ensure everyone's role has a clear purpose and everyone has clear accountabilities, so that everyone can see how their work contributes to the overall mission of the organisation and what success in their role looks like, helping colleagues to find meaning in their work and feel they are making a positive difference.
3. Ensure everyone has a sense of agency at work, knowing that they have scope to determine how best to discharge their accountabilities and that they have space and opportunity to take responsibility, lead and achieve success ('leadership in every role').
4. Effectively manage workload, ensuring an individual's role is achievable, through reflecting on approaches to behaviour management, communications, data management, feedback and marking, assessment and curriculum planning.
5. Promote supportive management, giving managers access to the tools and resources they need to support the wellbeing of those they line manage.
6. Prioritise mental health, promoting an open and understanding culture where staff mental health is given the same consideration and support as physical health.
7. Support all staff to take responsibility for their own and others' wellbeing, promoting personal resilience and making available a range self-help tools and support.

DRAFT

8. Champion flexible working, acknowledging that for some staff working flexibly can be a key means of protecting and enhancing their personal wellbeing.
9. Support staff to progress in their careers, with staff able to pursue professional development which enhances their ability to fulfil their role and avoids adversely impacting their own or other people's workload.
10. Give staff a voice in decision-making, by proactively seeking to draw upon the experience from a wide range of staff, including those from different phases and settings and differing levels of roles and responsibilities.

United Teaching Wellbeing and Workload Commitments

1. Mosaic online platform

This is a 'one-stop' shop for trainees, mentors and SCITT leaders. This is where all training materials, resources and guidance documents can be accessed. This platform is also by trainees to save evidence towards their QTS in the form of their electronic portfolio which sits on Mosaic. All assessments and reports are completed on Mosaic.

2. Flexible training

Trainees

- Training calendar is published and shared at the start of the course which shows location and timings of all training events.
- Blended delivery using both online delivery and face-to-face delivery.
- Online delivery can be accessed from home or from the placement school, depending on the preference of the trainee. Trainees are able to request IT equipment support from United Teaching to support with WFH to access training.
- Asynchronous training materials are used to allow flexibility with accessing resources within calendarised time periods.
- Face-to-face delivery is provided locally through the United Teaching network of Regional Training Centres. This reduces travel requirements for trainees but creates opportunities for face-to-face conversations with peers and wellbeing checks with the RTC lead.
- Catch-up materials are available for trainees who are unable to attend the session due to illness or personal reasons.
- Online sessions are recorded to allow all trainees to revisit and re-access the training session to support with processing and cognitive load.

Mentors

- Training calendar is published and shared at the start of the course which shows location and timings of all training events.
- Blended delivery using both online delivery and face-to-face delivery.
- Asynchronous training materials are used to allow flexibility with accessing resources within calendarised time periods.
- Face-to-face delivery is provided locally through the United Teaching network of Regional Training Centres. This reduces travel requirements for mentors but creates opportunities for face-to-face conversations with peers and opportunities to ask questions with the session lead (member of the United Teaching leadership team).

DRAFT

- Catch-up materials are available for mentors who are unable to attend the session due to illness or personal reasons.
- Online sessions are recorded to allow all mentors to revisit and re-access the training session to support with processing and cognitive load.
- Lead mentors are able to provide bespoke training to mentors.

3. Feedback loops to ensure there are numerous opportunities for feedback to be shared and action to be taken
    - Feedback surveys- trainees and mentors surveys once per full term to gain whole cohort feedback on areas of strengths and areas of development.
    - Trainee and mentor panels- meet once per half term (trainees) and once per term (mentors) to discuss specific areas of the course and ideas for improvement.
    - Lead mentor visits and school communications- lead mentors gather and then share intelligence from their interactions with trainees/ mentors and school visits.
    - 'You said, we did' messages through the weekly eBriefing when updates and changes are made in response to trainee and/ or mentor feedback.

4. Additional support networks

Formal and informal support networks to provide additional pastoral and wellbeing support.

Formal:

- Mentoring- in school and lead mentor.
- Central HR support services provided through the United Teaching HR team.
- Weekly drop-in webinar run by SCITT leadership team (online, after school).
- Wellbeing 1:1 appointment opportunities with a member of the United Teaching HR team.
- Additional subject support through United Teaching subject leads.

Informal:

- Peer networks developed during face-to-face training.
- Peer buddy systems (if requested/ required).

5. Wellbeing services

All United Learning trainees and mentors have free access to the United Learning Wellbeing Service 'Health Assured'. This provides free, confidential support 24/7. All trainees and mentors are also able to access support through Education Support Education Support, supporting teachers and education staff

PGCE trainees are also available to access student support through Bath Spa University and further details can be found on the Bath Spa University VLE and website.

6. Clear and robust partnership agreements and handbooks

These provide detailed guidance regarding the roles and expectations for mentors, trainees and headteachers (of placement schools) to ensure that all elements of the programme are clearly understood by placement

DRAFT

schools. This includes information about trainee loadings, trainee and mentor release time, training attendance expectations, QA processes and assessment.

7. Streamlined assessment processes

Assessments are all completed on Mosaic. Training, guidance and examples are shared with mentors and trainees to ensure they understand the expectation for each assessment. Mentors are asked to complete four progress assessments for their trainees: two short and two long progress assessments.

8. Carefully planned calendar for mentors and trainees

This is carefully planned by the leadership team to ensure there are limited pressure points around deadlines and assessments. Deadlines are always published at the start of the programme.

9. Weekly communication

Communications via emails are kept to a minimum. Trainees have a weekly eBriefing which is released for Monday morning which has key messages, updates, deadlines and points for clarification (as and when needed). Mentors have a weekly mentor briefing which is emailed on Friday, which contains key updates and information for the upcoming week.

10. Culture of appreciation

Calendarised points in the training year for trainees, mentors and other members of the United Teaching to recognise and appreciate the support they have received from a peer or colleague. These messages of appreciation are submitted centrally and then shared to trainees and mentors to recognise the impact they have had.

DRAFT

Reporting safeguarding concerns

Having an open, supportive and 'speak out' culture promotes the safety and well-being of all staff. This includes creating an environment where staff can thrive and achieve, feel safe and secure, and know that their welfare is a high priority.

If you have a concern about yourself, another trainee, a mentor or lead mentor please contact one of the people below:

- Yassamin Sheel - yassamin.sheel@unitedlearning.org.uk (Designated safeguarding lead)
- Jackie Hayes - jackie.hayes@paddington-academy.org (Deputy designated safeguarding lead)
- Vicki Cleaves vick.cleaves@paddington-academy.org (Deputy designated safeguarding lead)

If you have a concern about the SCITT Leadership team or United Teaching governance please contact:

- Frazer Smith - frazer.smith@unitedlearning.org.uk (DSL for United Learning and Lead for United Teaching)

British Values

A duty is placed upon teachers to protect children from extremism and to encourage them to uphold fundamental British values, mutual respect and tolerance for different faiths and beliefs. Please read the Department for Education (DfE) advice on this at:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/380595/SMSC_Guidance_Maintained_Schools.pdf

Prevent

Teachers have a duty to protect children from extremism. Please read the government requirements here:

https://assets.publishing.service.gov.uk/media/64f8498efdc5d10014fce6d1/14.258_HO_Prevent_Duty_Guidance_v5c.pdf

DRAFT

Support and Action Plans

Support and Action Plan Procedures

High-quality mentoring is key to the quality of education because great teaching does have the power to transform the lives of children. As mentors, it is important to be mindful that mentors are an expert teacher and will perceive things differently to that of a trainee teacher.

If trainees require additional support, we expect that a support plan is used sooner rather than later.

- Additional support required- stage 1 – support plan
- Additional support required- stage 2- action plan

Support Plan Procedures

- A support plan can be initially raised by the trainee or school-based mentor.
- The support plan is internal and will be used for a 4-week period.
- A meeting should take place between the trainee, their subject mentor, and the professional mentor to discuss the support plan and success criteria. It is good practice for the trainee to be clear about the purpose of the meeting and areas to be discussed prior to the meeting.
- It is important that the targets and short-term time frames are agreed, and the trainee takes responsibility for their own development, working with school and staff who will provide appropriate support. In the meeting a review date needs to be agreed and recorded on the support plan (using the support plan template).
- The professional mentor needs to contact their lead mentor when a trainee is moving onto a support plan
- A copy of the support plan needs to be saved in the trainee's folder.
- At the review point, where the trainee has made successful progress, this can be confirmed at the review meeting between the trainee teacher and school-based mentors. The support plan should be signed by all parties as indicated - no further action is required.
- If it is deemed at the review meeting that the trainee has not made sufficient progress against the targets set, then the school-based mentors and lead mentor may consider moving to the Support Plan stage.

Action Plan

If the targets in the support plan have not been met, then trainees need to transfer to a formal action plan. This meeting will be held with the trainees and United Teaching lead mentor. This is where further targets and actions will be set, with appropriate review dates. It is the responsibility of the United Teaching Team and the school-based professional mentor to decide upon and implement appropriate time-specific targets.

- This action plan will include lead mentor support and will be used for a 6-week period.
- An introductory meeting should take place between the trainee, subject mentor, professional mentor and the lead mentor to discuss the action plan and success criteria. It is good practice for the trainee to be clear about the purpose of the meeting and areas to be discussed prior to the meeting.
- It is the responsibility of the trainee, subject mentor, professional mentor and lead mentor to document the progress that the trainee has made towards the targets.
- At the final review of the action plan with the trainee, subject mentor and professional mentor, in consultation with the lead mentor will decide whether the trainee has made sufficient progress to now be on track. If the trainee has made sufficient progress – no further action is required.

DRAFT

- If any of the areas of concern remain and the trainee has not made the required progress by the time of the final review, the trainee should be advised by the school-based mentors and the lead mentor that their progress may be deemed unsatisfactory at present. The school-based mentors and lead mentor will then advise the SCITT Lead that their place on the programme is at risk.

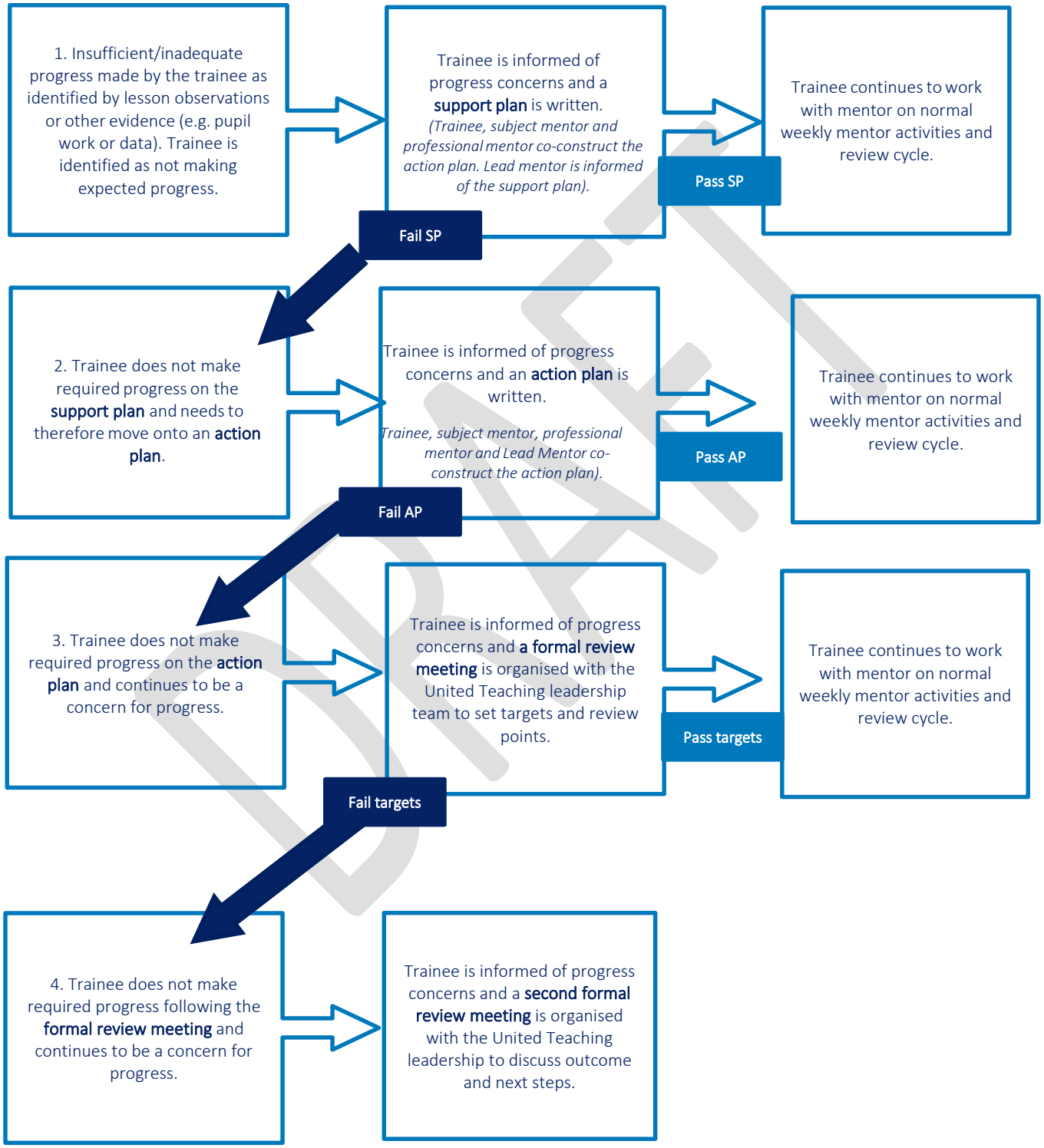
Please refer to the 'United Teaching Support and Progress policy' for more information. This can be accessed on Mosaic.

DRAFT

Formal Review Meeting

The next step is a meeting with the United Teaching leadership team, a member of the school leadership team (e.g. PM) and subject mentor. This meeting will take place within five working days of the review meeting of the action plan.

The diagram below shows the process designed to support trainees requiring additional support.



Regulations

Trainee teachers on programmes of initial teacher education are required to demonstrate the professional characteristics of a teacher, and adhere to the requirements indicated in the Teachers' Standards.

These characteristics and requirements are in addition to United Learning general requirements that trainee teachers demonstrate satisfactory conduct and academic progress.

Fitness to practice concerns may arise from aspects of a trainee teacher's health or personal conduct, including unsatisfactory professional progress, behavioural issues and other issues external to academic progression and performance. In considering issues of fitness to practice, United Teaching shall pay due regard to relevant government guidance. Additionally, in cases relating to a student's health, United Teaching shall act in accordance with its duties under the Equality Act 2010 and Special Educational Needs and Disability Act 2001).

It is important that trainees familiarise themselves with the Teachers' Standards. These Standards will apply throughout their career as a teacher Teachers' standards: overview (publishing.service.gov.uk)

DRAFT

Bursary funding (non-salaried route)

The DFE provides financial incentives such as bursaries and scholarships for high priority subjects. Information for trainees about bursaries and scholarships is available at the Get Into Teaching: Funding your training (education.gov.uk).

Trainees do not have to apply for a bursary – it is allocated to trainees who meet the eligibility criteria. Trainees who think they are eligible for a scholarship should approach the relevant professional body to apply.

The bursary is paid in ten equal instalments over the training year up to 31st July. The first payment is usually made in early October. A schedule of payments will be sent to all trainees eligible for a bursary at the start of the training year.

Subject	Bursary funding
Biology	£5000
Chemistry	£29,000
Design and Technology	£20,000
Geography	£5000
Languages	£20,000
Maths	£29,000
Physics	£29,000

Raising Concerns

It is hoped that most situations can be resolved quickly and without reference to the formal complaints' procedure, but it is important that all trainee teachers are aware that a formal complaints procedure does exist and if any trainee teacher wants to pursue a complaint, the procedures must be followed.

Placement school concern	Professional Mentor Lead Mentor
Placement or programme concern including HR and finance	Vicki Cleaves Vicki.cleaves@paddington-academy.org Yassamin Sheel yassamin.sheel@unitedlearning.org.uk Jackie Hayes Jackie.Hayes@paddington-academy.org

General procedure

Before making a complaint, the trainee needs to be sure that it is a matter of complaint rather than one of misunderstanding or miscommunication. It is important that, if a trainee does wish to complain, they are professional in their actions and utterances. The following guidelines may help:

1. Talk to the member of staff involved. This is the first step and often problems are easily resolved.
2. If they have talked to the member of staff concerned but consider that the responses are inadequate, or if they are not able to raise the issue with that member of staff trainees should talk to the lead mentor or National SCITT Lead.
3. In exceptional circumstances, and if the concerns are still unresolved, trainees can approach Katie Gillam katie.gillam@paddington-academy.org (United Teaching Accounting Officer).
4. If a trainee is raising the issue on behalf of other members of the group, be specific about the number of Trainee Teachers involved. Be careful not to misrepresent the view of peers or number of people involved.
5. A trainee may, at any time, raise the matter with the Students' Union, but it is advisable to raise it with the member of staff first as indicated above.

Reporting safeguarding concerns

Having an open, supportive and 'speak out' culture promotes the safety and well-being of all staff. This includes creating an environment where staff can thrive and achieve, feel safe and secure, and know that **their** welfare is a high priority.

If you have a concern about yourself, a trainee, a mentor or lead mentor please contact one of the people below:

- Yassamin Sheel - yassamin.sheel@unitedlearning.org.uk (Designated safeguarding lead)
- Jackie Hayes - jackie.hayes@paddington-academy.org (Deputy designated safeguarding lead)
- Vicki Cleaves vick.cleaves@paddington-academy.org (Deputy designated safeguarding lead)

If you have a concern about the SCITT Leadership team or United Teaching governance please contact: Frazer Smith - frazer.smith@unitedlearning.org.uk (DSL for United Learning and Lead for United Teaching)

Mentoring

Mentors are chosen by schools because they have the skills and qualities required to be an effective role model and provide support to trainees in schools day-to-day. However, we do recognise that there can be situations where a trainee feels for whatever reason that they are not getting the best possible deal from that relationship. High quality day-to-day mentoring is absolutely essential to the success of the United Teaching programme and a trainee teacher. Please do not hesitate to speak to a member of the team (SCITT Lead or lead mentor) at any point if you would like to discuss this.

Documentation

All of these documents can be found in an editable format on Mosaic (online platform).

1. Weekly mentor meeting form which includes lesson observation and observing other practitioners
2. Lesson planning document
3. Lesson reflection
4. Action and support plan proformas
5. Second School Placement guidance and documentation
6. October checkpoint report (template)
7. Progress reports (template)
8. Subject Knowledge audits

All of these documents can be found on Mosaic (online platform)

1. Trainee Code of Conduct
2. Professional Learning Conversation guidance
3. Curriculum handbook
4. PGCE guidance for mentors
5. Policies