University of Southampton

Initial Teacher Education

Entitlement Document

2026-27



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Abbreviations

The following abbreviations are used throughout this document:

Abbreviation	Meaning
BT	Beginning Teacher
DBS	Disclosure and Barring Service
DfE	Department for Education
DSL	Designated Safeguarding Lead
ITAP	Intensive Training and Practice
ITE	Initial Teacher Education
ITEC	Initial Teacher Education Coordinator within a school
KCSIE	Keeping Children Safe in Education
OH	Occupational Health
PGCE	Postgraduate Certificate in Education
PSP	Progress Support Plan
QTS	Qualified Teacher Status
SDI Team	Student Disability and Inclusion Team
SSR	Student Support Recommendation

Throughout this document, the term Beginning Teacher (BT) is used to refer to all trainees enrolled on Initial Teacher Education programmes. The term Tutor refers to the designated University Tutor responsible for supporting the beginning teacher's academic, professional and placement-based development.

1. ITE Entitlement Document 2026-27

Purpose and Scope

Relationships between the University, schools and beginning teachers in the Southampton partnership are governed by this document, called the "ITE Entitlement Document". In this context "Entitlement" should be understood to mean the minimum amount of support which beginning teachers, partner schools and the University can expect from each other within the partnership. This document is reviewed and updated yearly with relevant guidance added as annexes or appendices to the main document.

The partnership comprises of the following stakeholders in providing beginning teachers with the entitlement described in this document:

- Beginning teachers
- University Tutors and administrative support staff (See Annex F)
- Senior Leaders and Staff of partner schools, including mentors and ITECs (see Annex F)

All ITE providers are required to meet the criteria set out by the DfE in the following publication:

- DfE Initial teacher training (ITT) criteria

These criteria underpin the principles set out within this document.

Unexplained Absence Procedure & Wellbeing Check Protocol

If a Beginning Teacher fails to attend placement or university without prior notification, our safeguarding and wellbeing escalation procedure is initiated immediately to ensure they are safe and supported:

Time / Stage	Action & Contact Strategy	Escalation & Support Pathway
By 9:00 AM (or upon disappearance)	School ITE Coordinator or Mentor contacts the Partnership Office via email or phone (partnership@soton.ac.uk or 023 8212 6534).	Initial absence flag raised.
Morning	Partnership Office emails the Beginning Teacher and copies in the Tutor.	Direct outreach check.
Early Afternoon	Partnership Office attempts direct telephone contact if no email response is received.	Urgent welfare check.

Time / Stage	Action & Contact Strategy	Escalation & Support Pathway
By 4:00 PM	Partnership Office contacts the Beginning Teacher's designated Emergency Contact if unreached.	Emergency contact engagement.
End of Working Day	If safety concerns remain, the Partnership Office submits a 'Concern for Wellbeing' referral to the University Student Hub.	Student Hub Support & Safeguarding.

Table 1: Safeguarding and wellbeing escalation procedure

2. Stakeholder entitlement, roles and responsibilities

2.1 Beginning Teachers

Entitlement	Roles and Responsibilities
a. Every beginning teacher is entitled to a range of experiences in the partnership that comply with all current and relevant government legislation and enables them to demonstrate achievement in relation to the Teachers' Standards in awarding QTS. b. Every beginning teacher shall have reasonable access to and support from all the following: i. A mentor in school; ii. A tutor from the university; iii. Other subject tutors from the university; iv. Initial Teacher Education coordinator (ITEC) in school - a senior member of staff with oversight of ITE in the school, academy or trust. c. Every beginning teacher shall be fully informed and supported in all aspects of health and safety and safeguarding throughout all school placements and whilst at university (see Sections 4 and 6) d. Beginning teachers should have sufficient access to resources and IT facilities to enable them to complete all expected tasks. e. Beginning teachers who have identified and declared additional needs should receive support. This includes reasonable adjustments recommended in a Student Support Review (SSR) (see Section 5) f. If there are concerns about a beginning teacher's progress or professional behaviour a Progress Support Plan	a. Beginning teachers are expected to attend all elements of the course: i. They must commit to the daily expectations of the course by arriving on or before the expected time and not leaving school or university before the end of the working day, without prior arrangement. ii. Where absence is unavoidable beginning teachers must follow all procedures for the reporting of this absence (see Section 4) b. Beginning teachers are expected to conduct themselves at all times in a professional manner within the requirements and expectations of the schools in which they are working: i. They must undertake all reasonable requests made of them by tutors, mentors or colleagues in schools. ii. They must comply with school expectations in terms of safeguarding and report any concerns to their mentor or the designated person. iii. They must be aware of other relevant school policies and ensure their conduct and teaching meets these expectations. c. Beginning teachers are expected to meet all deadlines set, this is to include: i. submission of university coursework and assignments;

Entitlement	Roles and Responsibilities
process will be provided in order to support improvement. g. Every beginning teacher in danger of not meeting the Teachers' Standards at the end of the programme shall have the right to consideration by an External Examiner which may include observation of the beginning teacher at work in the classroom where relevant. h. Every beginning teacher should have two contrasting school placements in line with DfE ITT criteria i. Every beginning teacher is entitled to receive the placement experiences as outlined in Section 3.	ii. maintain their e-Portfolios by updating weekly; iii. submission of lesson plans and any other documentation requested by mentors within the timeframes specified by the placement school. d. Beginning teachers are expected to be pro-active in the management of their training experience, to include: i. taking responsibility for the safe keeping and completion of all university paperwork; ii. preparing for mentor and tutor meetings by reflecting on their next steps and providing the appropriate paperwork/resources; iii. tracking university expectations to ensure other paperwork, such as review statements, are completed by the due date; e. Beginning teachers are expected to arrange their travel to placement schools and other training opportunities, for example observation days.

2.2 Schools

This section outlines the general entitlement, roles and responsibilities of placement schools including ITECs and mentors. For specific on placement expectations please refer to **Section 3.**

Entitlement	Roles and Responsibilities
a. The placement school will be allocated Beginning Teachers who are recruited through a rigorous and robust recruitment process. b. Any relevant information disclosed throughout the recruitment process will be shared with the school. This includes any information pertaining to DBS clearance. (See Section 4) c. In the event of a safeguarding concern being raised about the school or beginning teacher, the university will notify the school as soon as possible and within 24 hours (See Section 4) d. The university will provide placement schools with: i. Training and ongoing development for all mentors ii. Regular communication of all course logistics and requirements via briefings, email and the partnership website. iii. Telephone and email contact with the partnership office and programme leads iv. Contact (in person or virtual) with university tutors as required v. Help and guidance in supporting beginning teachers with identified and declared additional needs and making reasonable adjustments as required (See Section 5)	a. Placement schools are responsible for ensuring that every beginning teacher is fully informed and supported in all aspects of health and safety and safeguarding within their setting (see Sections 4 and 6) b. The placement school should notify the university with 24 hours by emailing partnership@soton.ac.uk should a beginning teacher raise a safeguarding concern in school (via the DSL or other member of staff) about their own safety (See Section 4). c. In the event of a safeguarding concern in relation to a beginning teacher, the placement school should notify the university by emailing partnership@soton.ac.uk, or calling 023 8212 6534, within 24 hours. (See Section 4) d. Schools are responsible for the support and management of the day to day in-school experience of the beginning teacher (for more see section 3). e. The placement school is responsible for the selection and support of mentors which should include: i. enabling mentors to complete the training for new mentors and achieve the university's level 1 standard; ii. enabling mentors to complete the annual renewal training, including

Entitlement	Roles and Responsibilities
vi. Help and guidance in supporting beginning teachers with progress concerns as per the procedures set out within programme documentation. The placement school is entitled to payment for each school placement, information about this payment will be provided to them at the start of the academic year.	attendance at briefing meetings prior to the start of each placement; iii. ensuring mentors are supported to provide their beginning teachers with the statutory 1.5 hours (per 5-day week) in the manner prescribed in the relevant School Placement Handbook; iv. enabling joint lesson observations with mentors, particularly for new mentors; v. moderating across mentors and sharing good practice; vi. cascading information from the university to all mentors as appropriate. f. The placement school oversees the beginning teacher's progress to facilitate meeting the Teachers' Standards at the end of the programme through: i. maintaining an overview of beginning teacher progress through, for example: ii. ongoing communication with mentor, iii. meeting with beginning teachers regularly to review progress, iv. observing the beginning teachers teaching. v. Supporting the implementation of ITaP themes and activities throughout the academic year. vi. alerting the university by emailing partnership@soton.ac.uk of concerns regarding practice and/or professionalism; vii. working with university tutors on any progress concerns, which may

Entitlement	Roles and Responsibilities
	include the setting up of Progress Support Plan documents; viii. following up Progress Support Plan documents. g. Schools should provide beginning teachers with all resources and IT access reasonably required to complete their placement. h. Schools will communicate in a timely manner any information or concerns Schools will complete required beginning teacher assessment paperwork within the specified timeframe.

2.3 University Tutors

Roles and Responsibilities

Within the university, various tutors have the responsibility to the beginning teacher for:

- the delivery of curriculum subject work;
- the delivery of assignment input;
- conducting of professional discussion tutorials as identified within the programme timetable;
- marking of formative and summative work;
- checking the beginning teacher's e-Portfolio/OneNote and other documents as required;
- overseeing beginning teacher progress to facilitate meeting the Teachers' Standards at the end of the programme and providing additional support if needed;
- liaising with the programme external examiner with regard to moderation of beginning teachers;
- providing a job reference for their beginning teachers.

The tutor is responsible for supporting the whole course by:

- attending meetings relating to the tutor role including the PGCE Board of Examiners;
- interviewing prospective beginning teachers following a robust recruitment process in line with Safer Recruitment guidelines
- working with the whole tutor team to develop the programme in the light of feedback from schools, beginning teachers and external examiners.

The tutor is responsible for supporting all staff in school working with beginning teachers by:

- Sharing the ITE curriculum and relevant information for following this up in school
- Being available for email and telephone discussion around beginning teacher progress as required
- Moderating and assessing beginning teacher progress through school visits and the completion of lesson observation documentation during these visits
- Following all progress support procedures including the issuing of progress support plans

Confirming that all elements of the *DfE ITT criteria* are met

3. Placement Expectations

The expectations for each school placement are set out below. These criteria are **in addition** to the general entitlement, roles and responsibilities set out for all stakeholders in Section 2.

Additional information (e.g. logistics and dates) can also be found on the partnership websites:

- Primary Partnership Website: https://www.pgceprimary.soton.ac.uk/
- Secondary Partnership Website: https://www.pgcesecondary.soton.ac.uk/

3.1 Primary LATiS Placement

Through the LATiS experience, beginning teachers will develop their understanding of teaching and learning in preparation for their first school placement. Experiences offered will enable beginning teachers to complete the learning tasks required by the University, known as Professional Development Activities (PDAs) and include those related to the Intensive Training and Practice (ITaP) provision.

LATiS School Partner Expectations	University roles and responsibilities	Beginning Teacher Expectation Expectations
LATiS school partners should expect to provide: a. the beginning teacher entitlement described in section 2. b. a range of opportunities and experiences for trainees to successfully complete all the required PDAs; c. Opportunities to complete the tasks which form part of the statutory ITaP provision d. Class teachers hosting LATiS placements should attend the online twilight training session ahead of the placement e. reasonable access to teachers in the school to support developmental	LATiS school partners should expect to receive the following from the University: a. telephone / email access to the partnership and programme leads; b. face-to-face contact (in-person or virtual) with the university tutors as required; c. help and guidance in supporting beginning teachers who have identified and declared additional needs and making any reasonable adjustments recommended in an SSR. See Section 5. d. support with any issues as they arise.	The expectations for beginning teachers on LATiS days are the same as for all school visits and placements. Beginning teachers are therefore expected to comply with relevant parts of sections 1 and be pro-active in the management of their LATiS training experience.

activities, particularly associated with ITaP.		

3.2 Primary School Placement 1 and 2

Beginning teacher placement expectations	Mentor roles and responsibilities	Placement school roles and responsibilities
In addition to the expectations outlined in Section 2: a. Each beginning teacher is entitled to ongoing, informal feedback from the mentor throughout the placement. b. Beginning teachers should receive a weekly observation mostly undertaken by the mentor. c. In accordance with statutory requirements, every beginning teacher must receive 1.5 hours (per 5 day week) of mentoring support. This should include a weekly meeting as well as other relevant mentoring activities such as email communication and informal lesson feedback. d. All beginning teachers will usually receive three visits by the Tutor over the year. Two will be observation visits carried out in conjunction with the mentor and one may be a monitoring visit. These will usually be in December/January, March/April and May/June.	In addition to the roles and responsibilities outlined in Section 2: a. completion of the statutory level 1 mentor training (or agreed alternative) b. attendance at the mentor briefing meeting at the beginning of each placement which is part of the statutory annual refresher mentor development. c. providing 1.5 hours of support (per 5 day week) as directed in the relevant School Placement Handbook; d. provision of a suitable teaching timetable for the beginning teacher across a range of subjects to include both core and foundation subjects; e. ensuring observations across a range of subjects to include both core and foundation subjects taught by the beginning teacher; f. provision of a weekly meeting to include a progress review and completion of paperwork, including agreed weekly targets	In addition to the roles and responsibilities outlined in Section 2: a. All placement schools should plan and oversee an induction programme for beginning teachers in their school at the beginning of the placement, to include: i. safeguarding training including the school's child protection policy and other relevant documentation, ii. information about the school's DSL and their role, iii. the staff code of conduct policy (or equivalent) for the school. iv. In compliance with Benedict's law, statutory allergy training specific to the school context. b. and ensure that all beginning teachers are provided with: i. A copy of the most recent version of Keeping Children Safe in Education

Beginning teacher placement expectations	Mentor roles and responsibilities	Placement school roles and responsibilities
e. Where necessary, additional visits will be made by the beginning teacher's tutor or another university tutor. This will either be an observation visit or monitoring visit as considered appropriate. f. Every beginning teacher should be aware of their progress and targets at all stages of the course through discussion with their mentors and tutors. If there are concerns about a beginning teacher's progress this will be discussed fully with the beginning teacher so that appropriate targets and support can be identified. g. Each beginning teacher is expected to engage with completing four review statements on their progress to be completed with their mentors on or before the dates published. h. Every beginning teacher should have a teaching timetable appropriate to their individual stage of development and guided by the Weekly Expectations of each placement as set out in the relevant PGCE (Primary) Placement	and strategies for completion; g. support and time to complete PDAs h. providing support for lesson planning including co-planning i. completion of 2 Review statements per placement j. alerting the University, through the tutor, of concerns regarding practice and / or professionalism; a. working with the tutor on any issues, following procedures in the ITE handbook, which may include the setting up of Progress Support Plan documents; k. may be asked to provide a job reference for a beginning teacher; l. maintaining contact with tutor as needed to ensure progress of the beginning teacher; m. committing to developing mentoring skills and sharing good practice with colleagues within the school, for example completing refreshed mentor development tasks (available on Partnership	ii. the child protection policy iii. the staff behaviour policy (sometimes called a code of conduct) iv. information about the role of the designated safeguarding lead

Beginning teacher placement expectations	Mentor roles and responsibilities	Placement school roles and responsibilities
Handbook. They are expected to consistently plan and teach for their allocated timetable. i. Beginning teachers should complete all lesson planning in line with university expectations and using appropriate lesson planning proforma. (See Annex C). j. Beginning teachers are not to be used to cover for a teacher who is absent. (See Annex E) They must not be routinely allocated to additional duties such as lunch duties although they may choose to engage with these in a developmental capacity. k. All beginning teachers will have reasonable telephone and email access to the university tutor team. They should also be proactive in communicating any relevant information about their progress or training.	website) and level 2 mentor training. b. Aligning opportunities offered to the ITaP and placement themes as outlined in the placement handbook.	

University tutor roles and responsibilities
a. To fulfil all aspects of their role as outlined in Section 2

b. To organise and complete developmental observation visits to beginning teachers on placement

c. To set up online Teams meetings as an early check in with mentors (usually week 3 of placement)

3.3 Secondary main placement

Beginning teacher placement expectations	Mentor roles and responsibilities	ITEC and wider school roles and responsibilities
a. Each beginning teacher is entitled to ongoing, informal feedback from the mentor throughout the placement. b. Beginning teachers should receive a weekly formal observation by their mentor or another teacher from within their department throughout the course of this placement. This should be recorded on the university formal lesson observation proforma. c. In accordance with statutory requirements, every beginning teacher must receive 1.5 hours (per 5 day week) of mentoring support. This should include a weekly meeting as well as other relevant mentoring activities such as email communication and lesson feedback. d. Beginning teacher should have regular and agreed contact time with the ITEC in their school through the provision of a professional studies programme in school comprising group meetings, directed tasks and individual meetings	a. Mentors must complete the statutory level 1 mentor training (or an agreed alternative) b. Mentors should ensure attendance at the mentor briefing meeting at the beginning of each placement which is part of the statutory annual refresher training c. mentors should provide1.5 hours of support (per 5 day week) as detailed on the partnership website d. mentors should produce a suitable teaching e. timetable for the beginning teacher across a range of year groups to include both KS3 and KS4 and in accordance with the hours stipulated on the partnership website: • By Christmas: 9 hours • Feb half term to Easter: 13 hours • Easter to end of course: 17 hours f. Beginning teachers should be in the classroom for a minimum of 12 hours each week throughout this placement. Where teaching timetable falls	a. All placement schools should plan and oversee an induction programme for beginning teachers in their school at the beginning of the placement, to include: i. safeguarding training including the school's child protection policy and other relevant documentation, ii. information about the school's DSL and their role, iii. the staff code of conduct policy (or equivalent) for the school. iv. In compliance with Benedict's law, statutory allergy training specific to the school context. and ensure that all beginning teachers are provided with: i. A copy of the most recent version of Keeping Children Safe in Education ii. the child protection policy iii. the staff behaviour policy/code of conduct

Beginning teacher placement expectations	Mentor roles and responsibilities	ITEC and wider school roles and responsibilities
as appropriate to the school context. e. All beginning teachers will usually receive two school moderation visits by their tutor during main placement. These will usually occur in November/|December and April/May. In some cases they may receive an online moderation visit during November/December and a school visit during focus placement. This will be in discussion with the university tutor. f. Where necessary, additional visits will be made by the beginning teacher's university tutors or another university tutor. This will either be an observation visit or monitoring visit as considered appropriate. g. Every beginning teacher should be aware of their progress and targets at all stages of the course through discussion with their mentors and tutors. If there are concerns about a beginning teacher's progress this will be discussed fully with the beginning teacher so that appropriate targets and	below the stipulated hours (up until Christmas) the mentor should also identify other in-classroom training experiences such as in-class support or observations of experienced colleagues. g. Mentors should provide regular informal and formal lesson feedback following guidance provided in mentor training and on the partnership website. h. Where beginning teachers are teaching across the department, mentors should ensure that basic expectations for supporting beginning teachers and approaches to lesson feedback are shared with all relevant non-mentor colleagues. i. Mentors should ensure that all classes taught by the beginning teacher are observed by the mentor at least once over the course of the placement. j. Mentors should be supported to ensure provision of a weekly meeting to include a progress review and completion of paperwork, including agreeing	iv. information about the role of the designated safeguarding lead b. ITECs should ensure the provision of a timetable of professional studies sessions appropriate to the schools' context which allow beginning teachers to apply and contextualise the themes covered in university within the school setting. c. The ITEC should provide regular and agreed contact time with the Beginning teacher throughout this placement. This would usually take the form of a weekly one hour contact time/guided task as part of a larger group plus a regular arranged time where the ITEC could be available to meet with individual Beginning teachers. d. The ITEC should complete a minimum of 2 moderation observations across the course of this placement. One should take place before Christmas and the second between Easter and the end of the course. These should be completed as formal observations and written

Beginning teacher placement expectations	Mentor roles and responsibilities	ITEC and wider school roles and responsibilities
support can be identified. h. Each beginning teacher is expected to engage with completing three review statements on their progress over main placement (with one during Focus placement) to be completed by their schools on or before the dates published. i. Every beginning teacher should have a teaching timetable appropriate to their individual stage of development and guided by the timetable expectations laid out on Blackboard: • By Christmas: 9 hours per week over 4 days • Feb half term to Easter: 13 hours per week over 4 days c. Easter to end of course (and for 6 consecutive weeks): 17 hours per week over 5 days j. Beginning Teachers are expected to consistently plan and teach for their allocated timetable. k. Beginning teachers are not to be used to cover for a teacher who is absent. (See Annex E) They must not be routinely allocated to	fortnightly targets and strategies for completion k. Mentors should provide support for lesson planning including co-planning which can be completed as part of the weekly meeting. l. Mentors must complete 3 Review statements across main placement in line with published dates on Partnership website. m. Mentors shall alert the ITEC and university tutors of concerns regarding practice and / or professionalism; n. Mentors will work with ITEC and university tutor on any issues, which may include the setting up of Progress Support Plan documents. See partnership website for more information. o. Mentors should follow up Progress Support Plan documents to ensure they are aware of any school-based actions or targets. p. Mentors may be asked to provide a job reference for a beginning teacher; q. Mentors should maintain contact with university tutor and ITEC as needed to ensure progress of the beginning teacher	up on the university proforma. e. ITECs will complete three review statements over the course of this placement in line with dates published on the partnership website. ITEC comments will focus on professional conduct. f. Any concerns around Beginning teacher progress or wellbeing identified by the ITEC or mentor should be communicated with the university as soon as possible. g. The ITEC will work with the mentor and university tutor on any issues, which may include the setting up of Progress Support Plan documents. See partnership website for more information h. Wherever possible the ITEC should facilitate mentor availability to take part in university tutor moderation visits

Beginning teacher placement expectations	Mentor roles and responsibilities	ITEC and wider school roles and responsibilities
additional duties such a break or lunch duties though they may choose to engage with these in a developmental capacity. l. Beginning teachers will be attached to a tutor group throughout this placement. Planning and delivery of content for tutor time can be counted as no more than one hour of allocated timetabled hours. m. Beginning teachers are expected to be in the classroom for 12 hours (over 4 days) at a minimum throughout this placement. Where their timetable is less than this (during the earlier parts of the course) they should complete over classroom based activities such as in class support or observations of experienced colleagues for the additional hours. n. Beginning teachers should complete all lesson planning in line with university expectations and using appropriate lesson planning proforma. See Annex C. o. All beginning teachers will have reasonable telephone and email access to the university	r. Mentors should commit to developing mentoring skills and sharing good practice with colleagues within the school, for example completing level 2 mentor training and engaging with mentor updates s. Mentors should engage with the themes of the ITaP weeks throughout the programme and supporting beginning teachers to complete the preparation and follow up activities for these ITaPs in school. t. Mentors should assure the first formal observation following each ITaP is focused around the theme of the ITaP. u. Mentors should engage in the transition process from main to focus placement and back again to ensure that information is shared with the mentor in the main placement school.	

Beginning teacher placement expectations	Mentor roles and responsibilities	ITEC and wider school roles and responsibilities
tutor team. They should also be proactive in communicating any relevant information about their progress or training.		

University tutor roles and responsibilities
a. To fulfil all aspects of their role as outlined in Section 2 b. To provide mentors and ITECs with DBS confirmation prior to placement start date c. To provide a subject-led briefing for all mentors prior to the main placement start date d. To contact schools to arrange moderation visits in school and/or online e. To provide mentors and ITECs with information about ITaP themes during the main placement f. To provide regular communication with mentors about in-school follow up activities to ensure university content can be embedded in school throughout the placement.

3.4 Secondary focus placement

Beginning teacher placement expectations	Mentor roles and responsibilities	ITEC and wider school roles and responsibilities
a. Each beginning teacher is entitled to ongoing, informal feedback from the mentor throughout the placement. b. Beginning teachers should receive a weekly formal observation by their mentor or another teacher from within their department throughout the course of this placement. This should be recorded on the university formal lesson observation proforma. c. In accordance with statutory requirements, every beginning teacher must receive 1.5 hours (per 5 day week) of mentoring support. This should include a weekly meeting as well as other relevant mentoring activities such as email communication and lesson feedback. d. Beginning teachers should have regular and agreed contact time with the ITEC in their school through the provision of a professional studies programme in school comprising group meetings, directed tasks and individual meetings	a. Mentors must complete the statutory level 1 mentor training (or an agreed alternative) b. Mentors should ensure attendance at the mentor briefing meeting at the beginning of this placement which is part of the statutory annual refresher training c. mentors should provide1.5 hours of support (per 5 day week) as detailed on the partnership website d. mentors should produce a suitable teaching e. timetable for the beginning teacher across a range of year groups to include both KS3 and KS4 and in accordance with the hours stipulated on the partnership website. For focus placement this should be 11 hours over 4 days. f. Beginning teachers should be in the classroom for a minimum of 12 hours each week throughout this placement. Therefore the mentor should also identify one hour per week for other in-classroom training	a. All placement schools should plan and oversee an induction programme for beginning teachers in their school at the beginning of the placement, to include: i. safeguarding training including the school's child protection policy and other relevant documentation, ii. information about the school's DSL and their role, iii. the staff code of conduct policy (or equivalent) for the school. iv. In compliance with Benedict's law, statutory allergy training specific to the school context. and ensure that all beginning teachers are provided with: i. A copy of the most recent version of *Keeping Children Safe in Education* ii. the child protection policy iii. the staff behaviour policy/code of conduct

Beginning teacher placement expectations	Mentor roles and responsibilities	ITEC and wider school roles and responsibilities
as appropriate to the school context. e. All beginning teachers will usually receive one online moderation visit during this placement or one school moderation visit if they did not have one in the Autumn term . This will be in discussion with the university tutor. f. Where necessary, additional visits will be made by the beginning teacher's university tutors or another university tutor. This will either be an observation visit or monitoring visit as considered appropriate. g. Every beginning teacher should be aware of their progress and targets at all stages of the course through discussion with their mentors and tutors. If there are concerns about a beginning teacher's progress this will be discussed fully with the beginning teacher so that appropriate targets and support can be identified. h. Each beginning teacher is expected to engage with completing one review statements on their progress during Focus placement to be	experiences such as in-class support or observations of experienced colleagues. g. Mentors should provide regular informal and formal lesson feedback following guidance provided in mentor training and on the partnership website. h. Where beginning teachers are teaching across the department, mentors should ensure that basic expectations for supporting beginning teachers and approaches to lesson feedback are shared with all relevant non-mentor colleagues. i. Mentors should ensure that all classes taught by the beginning teacher are observed by the mentor at least once over the course of the placement. j. Mentors should be supported to ensure provision of a weekly meeting to include a progress review and completion of paperwork, including agreeing fortnightly targets and strategies for completion k. Mentors should provide support for lesson planning including co-planning which can be	iv. information about the role of the designated safeguarding lead b. ITECs should ensure the provision of a timetable of professional studies sessions appropriate to the schools' context which allow beginning teachers to apply and contextualise the themes covered in university within the school setting. c. The ITEC should provide regular and agreed contact time with the Beginning teacher throughout this placement. This would usually take the form of a weekly one hour contact time/guided task as part of a larger group plus a regular arranged time where the ITEC could be available to meet with individual Beginning teachers. d. The ITEC should complete a minimum of one moderation observations across the course of this placement. These should be completed as formal observations and written up on the university proforma. e. ITECs will complete one Review Statement over

Beginning teacher placement expectations	Mentor roles and responsibilities	ITEC and wider school roles and responsibilities
completed by their schools on or before the dates published. i. Every beginning teacher should have a teaching timetable appropriate to their individual stage of development and guided by the timetable expectations laid out on Blackboard. For Focus placement his should be 11 hours per week over 4 days. j. Beginning teachers are not to be used to cover for a teacher who is absent. (See Annex E) They must not be routinely allocated to additional duties such a break or lunch duties though they may choose to engage with these in a developmental capacity. k. Beginning Teachers are expected to consistently plan and teach for their allocated timetable. l. Beginning teachers will be attached to a tutor group throughout this placement. Planning and delivery of content for tutor time can be counted as no more than one hour of allocated timetabled hours. m. Beginning teachers are expected to be in the	completed as part of the weekly meeting. l. Mentors must complete one Review Statements at the end of the Focus Placement in line with published dates on Partnership website. m. Mentors shall alert the ITEC and university tutors of concerns regarding practice and / or professionalism; n. Mentors will work with ITEC and university tutor on any issues, which may include the setting up of Progress Support Plan documents. See partnership website for more information o. Mentors should follow up Progress Support Plan documents to ensure they are aware of any school-based actions or targets. p. Mentors may be asked to provide a job reference for a beginning teacher; q. Mentors should maintain contact with university tutor and ITEC as needed to ensure progress of the beginning teacher r. Mentors should commit to developing mentoring skills and sharing good practice with colleagues	the course of this placement in line with dates published on the partnership website. ITEC comments will focus on professional conduct. f. Any concerns around Beginning teacher progress or wellbeing identified by the ITEC or mentor should be communicated with the university as soon as possible. g. The ITEC will work with the mentor and university tutor on any issues, which may include the setting up of Progress Support Plan documents. See partnership website for more information h. Wherever possible the ITEC should facilitate mentor availability to take part in university tutor moderation visits either online or in person.

Beginning teacher placement expectations	Mentor roles and responsibilities	ITEC and wider school roles and responsibilities
classroom for 12 hours (over 4 days) at a minimum throughout this placement. Therefore at a minimum beginning teachers should also have an additional hour each week timetabled for in classroom experiences such as in-class support or observing experienced colleagues. n. Beginning teachers should complete all lesson planning in line with university expectations and using appropriate lesson planning proforma. (See Annex D). o. All beginning teachers will have reasonable telephone and email access to the university tutor team. They should also be proactive in communicating any relevant information about their progress or training.	within the school, for example completing Level 2 mentor training and engaging with Mentor Development Updates s. Mentors should engage with the themes of the ITaP weeks throughout the programme and supporting beginning teachers to complete the preparation and follow up activities for these ITaPs in school. Mentors should assure the first formal observation following each ITaP is focused around the theme of the ITaP. t. Mentors should engage in the transition process from main to focus placement and back again to ensure that information is shared with the mentor in the main placement school.	

University tutor roles and responsibilities
a. To fulfil all aspects of their role as outlined in Section 2 b. To provide mentors and ITECs with DBS confirmation prior to placement start date c. To provide a subject-led briefing for all mentors prior to the main placement start date d. To contact schools to arrange moderation visits online and/or in school e. To facilitate the transition process between placements by sharing relevant information

f. To provide mentors and ITECs with information about ITaP themes during the main placement

g. To provide regular communication with mentors about in-school follow up activities to ensure university content can be embedded in school throughout the placement

4. Safeguarding Policy

4.1 Purpose and scope

Safeguarding is everyone's responsibility. The University of Southampton ITE Partnership is committed to safeguarding and promoting the welfare of children, young people, beginning teachers and adults at risk across university-based training, school placements, and other programme activities.

This policy applies to all beginning teachers, Tutors, ITE staff, Mentors, ITE coordinators and placement providers. It should be read alongside the safeguarding and child-protection policy of each school, the ITE Entitlement Document, the University's safeguarding guidance and current statutory guidance. Concerns about the wellbeing or safeguarding of a beginning teacher should also be raised in accordance with the University's Raising Concerns for a Student guidance.

These safeguarding arrangements are communicated to placement providers through the ITE Entitlement Document and associated partnership guidance, which set out the responsibilities of partners for implementing and supporting them.

Where a concern arises in a school, the school's safeguarding procedures must be followed immediately. This does not remove the responsibility to notify the University where required.

4.2 Safeguarding framework

The ITE Partnership's safeguarding arrangements are informed by the following legislation, statutory guidance and professional requirements:

- Keeping Children Safe in Education 2026;
- Working Together to Safeguard Children 2026;
- the Children Act 1989 and the Children Act 2004;
- the Safeguarding Vulnerable Groups Act 2006;
- the Counter-Terrorism and Security Act 2015 and current Prevent duty guidance;
- the Teachers' Standards;
- the safeguarding and child-protection policy of each school; and
- relevant University of Southampton policies and procedures.

Keeping Children Safe in Education sets out the legal duties placed on schools to safeguard and promote the welfare of children. Beginning teachers must read Part One and comply with the safeguarding arrangements of every school.

The Prevent duty requires specified authorities, including education providers, to have due regard to preventing people from becoming terrorists or supporting terrorism. Concerns relating to susceptibility to radicalisation must be treated as safeguarding concerns and reported through the school's procedures.

The Teachers' Standards define the minimum level of practice and conduct expected of beginning teachers working towards QTS. Beginning teachers must safeguard pupils' wellbeing and maintain the high standards of personal and professional conduct expected within and outside school.

4.3 University safeguarding arrangements

The University provides a central route for raising concerns about the wellbeing or safety of a student. This applies where there is concern that a beginning teacher may be at risk of harm, may require urgent support or may present a risk to others.

A beginning teacher who is concerned about their own safety or wellbeing should seek support promptly from their Tutor, the ITE Student Office or an appropriate member of staff within the school. If the concern involves conduct or circumstances within the school, the school must take appropriate action and notify the University as soon as possible and within 24 hours where the concern may affect the beginning teacher's safety, wellbeing, placement or ability to continue training.

Anyone who has a concern about the safety or wellbeing of a beginning teacher should use the University's *Raising Concerns for a Student* process which involves contacting the Student Hub by emailing studenthub@soton.ac.uk or telephoning 02380 599 599. Where appropriate, a Tutor or member of the ITE team can support a beginning teacher or placement provider to make a referral. The information submitted should be factual, relevant and limited to what is necessary to explain the concern.

The University will review the information and coordinate any appropriate support or safeguarding response. Raising a concern does not constitute a formal complaint or automatically initiate disciplinary or Fitness to Practise procedures. However, information may be shared with the relevant University team or an external agency where this is necessary to protect the beginning teacher or another person.

Where a beginning teacher fails to attend university-based or placement-based training without notification and cannot be contacted, the safeguarding and wellbeing escalation procedure in the Attendance and Wellbeing Procedures will be followed.

Where there is an immediate risk of serious harm or a medical emergency, the emergency services must be contacted by telephoning **999**. A University referral should then be made as soon as it is safe to do so.

4.4 Pre-enrolment safeguarding and suitability checks

Admission to an ITE programme and participation in school placements are conditional upon satisfactory completion of the University's pre-enrolment safeguarding and suitability checks. These include:

- confirmation of identity and place of residence;
- checks against the prohibited teachers list and the children's barred list;
- completion of an enhanced Disclosure and Barring Service application;
- satisfactory professional references;
- explanation of any gaps in employment or education;
- verification of the qualifications required to train to teach;
- satisfactory fitness-to-teach clearance; and
- any required overseas criminal-record checks.

Offer holders must also complete the ITE Declaration Form. This requires disclosure of relevant criminal, disciplinary or safeguarding matters, any reason why the applicant may be prohibited from teaching or working with children in any country, and any concerns relating to their online presence that could affect their suitability for the programme.

Applicants and beginning teachers must provide complete and accurate information and disclose promptly any subsequent change in circumstances. Where a disclosure, criminal-record check or other pre-enrolment check identifies a concern, the appropriate ITE Co-Director will convene a *Suitability Panel* to determine whether the individual is suitable to commence or continue the programme (seeAppendix A). Failure to disclose relevant information may itself be considered by the *Suitability Panel* and may affect the individual's suitability for teaching.

Applicants who have lived or worked overseas must provide the required criminal-record checks from the relevant countries. Applicants who have lived in another country continuously for more than six months during the previous five years will normally require a check from each applicable country. An overseas check does not replace the enhanced Disclosure and Barring Service check completed after arrival in the UK.

A beginning teacher must not commence a placement until the University has confirmed that all required checks have been completed and any identified concerns have been considered. Failure to meet mandatory requirements by the specified deadline may result in withdrawal of the offer or removal from the programme.

4.5 Safeguarding preparation and placement induction

Beginning teachers receive safeguarding and child-protection training as part of the ITE curriculum. This includes professional responsibilities, recognition and reporting of concerns, appropriate professional boundaries, online safety, information sharing and the Prevent duty. Beginning teachers are responsible for engaging fully with this training and applying it throughout the programme.

At the start of each placement, the placement provider must provide a safeguarding induction as outlined in the ITE Entitlement Document.

Beginning teachers must complete any safeguarding training required by the school and confirm that they have read and understood the relevant policies and procedures. They must seek clarification immediately from the Designated Safeguarding Lead, mentor or ITE coordinator if any requirement or reporting route is unclear.

Safeguarding arrangements may differ between schools. Beginning teachers must therefore complete a new safeguarding induction and familiarise themselves with the relevant policies and reporting systems at the start of every placement.

4.6 Concerns about a child or safeguarding practice

Any concern about a child or young person must be reported immediately through the placement school's safeguarding and child-protection procedures. Beginning teachers must follow the reporting, recording and escalation routes specified by the school and must not investigate the matter independently.

The University does not normally need to be informed about individual safeguarding concerns relating to children where these are being managed appropriately by the school. However, a beginning teacher must contact their Tutor promptly if:

- they are uncertain that the school's safeguarding procedures have been followed;
- they believe that a concern has not been addressed appropriately;
- the concern relates to safeguarding practice within the placement school;
- they feel unable to raise or escalate the concern within the school;
- the concern may affect their own safety, wellbeing, placement or ability to continue training;
- they require advice or support from the University.

The University will provide advice and, where appropriate, liaise with the placement school. If concerns remain about the adequacy of the safeguarding response, the University may escalate the matter through the relevant statutory or partnership procedures.

Where a concern relates to safeguarding practice or conduct within a placement school, the University will determine the appropriate route for raising or escalating the matter, taking account of the nature of the concern, the person or practice to which it relates, and the school's safeguarding policy. This may include liaison with the Designated Safeguarding Lead or senior leadership, use of partnership procedures, or consultation with the Local Authority Designated Officer or another relevant statutory authority. Action will be taken promptly and in accordance with the nature and urgency of the concern.

4.7 Concerns or allegations about a beginning teacher or another adult

Any safeguarding concern or allegation about a beginning teacher, member of staff, volunteer or other adult must be reported immediately through the placement school's safeguarding and child-protection procedures. This includes allegations that the person has harmed or may have harmed a child, may have committed an offence involving a child, may pose a risk of harm to children, or may be unsuitable to work with children.

Concerns that do not meet the harm threshold, including low-level concerns or conduct that may be inconsistent with the school's staff behaviour policy or code of conduct, must also be reported and managed in accordance with the school's procedures.

Where the concern relates to a beginning teacher, the school must notify the University promptly so that safeguarding responsibilities, procedural fairness and appropriate support can be coordinated. The timing and manner of informing the beginning teacher must be agreed following safeguarding review and, where relevant, advice from the Designated Safeguarding Lead, Local Authority Designated Officer, police or another appropriate authority. The University may:

- liaise with the school and relevant safeguarding authorities;
- require the beginning teacher to withdraw temporarily from the placement while the concern is considered;
- initiate a *Suitability Panel*, Fitness to Practise, disciplinary or other relevant University procedure; and
- make or support any referral required by law or statutory guidance.

Temporary withdrawal from a placement is a neutral safeguarding measure and does not imply that a conclusion has been reached. The beginning teacher will be informed of the concern and given an opportunity to respond when it is appropriate and lawful to do so.

4.8 Support, follow-up and review

Safeguarding concerns can be distressing for those involved. The University and school will, where appropriate, provide support to a beginning teacher who raises a concern, is affected by a safeguarding matter or is the subject of an allegation. Support will be provided without compromising confidentiality, statutory responsibilities or the integrity of any investigation.

Following a safeguarding concern, the University will work with the school and relevant agencies, where necessary, to:

- clarify responsibilities and next steps;
- ensure that appropriate support and protective measures are in place;
- consider any implications for the beginning teacher's placement, training or progression;
- keep the beginning teacher appropriately informed, subject to legal and confidentiality requirements; and
- determine when and under what conditions a placement may resume or alternative arrangements may be required.

The ITE Partnership will review its safeguarding arrangements in response to changes in legislation or statutory guidance, significant incidents, concerns about practice or identified areas for improvement. Relevant learning will be used to strengthen training, procedures and partnership practice.

5. Support and Inclusion Framework

5.1 Purpose and Scope

This policy sets out the University of Southampton's commitment to inclusive Initial Teacher Education and to ensuring that all beginning teachers can participate fully, experience a sense of belonging and achieve their potential. It recognises the contribution of a diverse teaching workforce and is guided by relevant statutory requirements and the social model of disability.

The policy applies across university-based training, school placements, and other programme activities. It explains how the University, placement providers and beginning teachers work together to identify support needs, consider and implement reasonable adjustments, and promote inclusive professional development while maintaining the essential requirements of the programme.

> **The Student Hub (Central 24/7 Support Services):**
> studenthub@soton.ac.uk | Phone: 02380 599 599 | www.southampton.ac.uk/studenthub

5.2 Underpinning Principles of Inclusive Practice



5.3 Framework for Reasonable Adjustments & Professional Development

A beginning teacher is on a developmental journey toward meeting the Teachers' Standards and Education Health Standards while maintaining a strict duty of care and KCSIE safeguarding compliance. Because the teaching role carries specific professional responsibilities, reasonable adjustments may differ from previous academic experiences and evolve as practical responsibility increases.

Adjustment Stage	University & Partnership Commitment	Beginning Teacher Engagement
Disclosure & Identification	Creates multiple safe opportunities for disclosure; negotiates implications during admissions and induction.	Understands the value of disclosure in securing adjustments and maintaining pupil safety.
Negotiation & Placement Design	Determines adjustments tailored to individual needs; negotiates placement environments to accommodate requirements.	Recognises that professional adjustments may differ from past academic arrangements.
Iterative Implementation	Supports development of new strategies appropriate to teaching contexts; adapts adjustments as demands increase.	Engages actively in trial cycles of strategy development with tutors and mentors.
Assessment & Review	Ensures formal assessment of teaching practice takes into account agreed reasonable adjustments.	Understands that adjustments may adapt across placement phases to match responsibility.

Where repeated cycles of support and adjustment do not lead to progress toward required standards, the partnership provides safe, respectful spaces to discuss career suitability. If an appropriate outcome is to pause studies or withdraw from the programme, the process is conducted in a caring, dignified manner that respects the individual.



Reasonable Adjustments:
Guidance

What Are Appropriate or Reasonable Adjustments?

Adjustments that remove or reduce barriers for a student teacher in relation to participation, learning, well-being or assessment, while preserving the essential requirements of the ITT programme.

- Support the student teacher to meet the Teachers' Standards
- Maintain safeguarding, professional conduct, and placement expectations
- Protect academic standards and valid assessment for QTS
- Be practicable in any placement or provider setting
- Be effective in removing or reducing the identified barriers
- Be sustainable once the trainee is employed in a school

Examples of Appropriate / Reasonable Adjustments

- Short-term timetable reduction
- Structures to support organisation
- Physical adaptations
- Non-teaching environmental adjustments
- Accessible materials shared in advance

What Makes an Adjustment Inappropriate or Unreasonable?

- Removes, lowers or prevents valid assessment of essential professional or competence requirements
- Compromises pupil safety, safeguarding, professional conduct or placement integrity
- Prevents access to the required curriculum or placement experience
- Has prohibitive financial implications
- Places unreasonable expectations on the workload or wellbeing of mentors, schools or the partnership

South Coast ITE Provider Group

5.4 Central Support Services & Academic Adjustments

Faculty of Social Sciences Hub: Accessible via Blackboard, providing guidance on University Life, Support & Wellbeing, Student Voice, and Careers.

Knowledge Base Repository: A comprehensive repository containing step-by-step guidance articles on tasks ranging from accommodation and fees to Academic Administration queries.

Special Considerations & Assignment Extensions: Beginning Teachers can request assignment extensions or special considerations by submitting the online form accessible via: https://blackboard.soton.ac.uk/webapps/blackboard/content/listContent.jsp?course_id=_189684_1&content_id=_4229912_1&mode=reset

Tutor Support: Your Tutor provides continuous academic and pastoral guidance as well as supporting practice development. Beginning teachers are expected to maintain regular contact, particularly while on placement.

5.5 Occupational Health Screening & Student Support Recommendations

All PGCE beginning teachers undergo formal Occupational Health (OH) screening during admissions in accordance with DfE requirements. Outcomes are categorised as: (1) Fit to Teach; (2) Fit to Teach with Adjustments; or (3) Unfit to Teach (in extremely rare circumstances).

Student Support Recommendation (SSR) Pathway: When declared Fit to Teach with Adjustments, Occupational Health outlines any recommended accommodations. The beginning teacher is then referred to the Student Disability and Inclusion Team to formalise a Student Support Recommendation (SSR). The SSR is shared with the beginning teacher, tutor, and programme leads. The University works in partnership with the beginning teacher and placement school to explore how the recommended adjustments in the SSR can be reasonably and effectively implemented within the school. In line with equality legislation, a beginning teacher's entitlement to the training programme or placement opportunities cannot be restricted because adjustments are required.

Formal Health & Safety / Emergency Plans: If a beginning teacher requires formal safety protocols (e.g., for Diabetes or Epilepsy management), a Medical Emergency Plan can be formally authored by the University Faculty Health and Safety Officer and distributed to all relevant stakeholders.

5.6 Collaborative Placement Discussions

Information in an SSR or OH report is shared with placement schools ONLY with the beginning teacher's explicit consent. Beginning teachers are strongly encouraged to permit sharing to ensure tailored support.

Stage / Timeline	Collaborative Action Strategy
Stage 1: Pre-Placement Contact	Programme Tutor contacts the mentor/ITE Coordinator to share key requirements and explore adjustment implementation.
Stage 2: Collaborative Planning	Three-way discussion (Tutor, Beginning teacher, Mentor/ITE Coordinator) prior to or at placement start to establish practical placement adjustments.
Stage 3: Written Confirmation	Arrangements confirmed in writing and archived.

Table 1: Stages of Collaborative Discussion

Mentor Support: We provide specialised support tools as appropriate, such as the 'All About Me' profile, which captures the beginning teacher voice to share relevant needs directly with placement mentors. Furthermore, we actively collaborate with neurodiverse beginning teachers to develop targeted guidance and offer additional mentor training content to enhance partnership expertise.

6. Health and Safety and Risk Assessments Guidance

6.1 Purpose and Scope

The University of Southampton ITE Partnership is committed to protecting the health, safety and wellbeing of beginning teachers, pupils, staff and others who may be affected by programme activities. This guidance applies to university-based training, school placements, visits, fieldwork and other off-site activities undertaken as part of an ITE programme.

It should be read alongside the University's Health and Safety Policy, the University Policy on Placements, the ITE Entitlement Document, the relevant placement risk assessment and the policies and procedures of each school. The full University policies and associated guidance take precedence over this summary.

The University's health and safety framework requires risks to be identified and managed proportionately, with appropriate information, instruction, training and supervision. Its placement policy requires a suitable risk assessment for each placement and clear arrangements for preparing, supporting and monitoring students while they are away from the University.

6.2 Shared responsibilities

Health and safety is a shared responsibility between the University, the school and the beginning teacher.

The University is responsible for:

- approving and monitoring placement arrangements;
- ensuring that an appropriate placement risk assessment is in place;
- providing relevant pre-placement information and guidance;
- considering individual circumstances that may require additional controls or reasonable adjustments;
- maintaining appropriate contact with beginning teachers during placement; and
- responding to health and safety concerns, accidents and incidents reported through the programme.

The school is responsible for:

- providing a safe working and learning environment;
- completing its duties as the organisation controlling the premises and activities;
- providing an appropriate health and safety induction;
- identifying local hazards, emergency arrangements and control measures;
- providing suitable information, instruction, supervision and equipment; and
- reporting and responding to accidents, incidents and hazards in accordance with its procedures.

Beginning teachers are responsible for:

- taking reasonable care of their own health and safety and that of others;
- completing required health and safety preparation and documentation;

- following University and placement-school policies, instructions and risk controls;
- using equipment only where they are competent, authorised and appropriately supervised;
- reporting hazards, accidents, incidents, near misses and unsafe practices promptly;
- providing relevant information about individual needs or changes in circumstances; and
- stopping and seeking advice where an activity appears unsafe or they have not received the necessary information, instruction, training or supervision.

6.3 Risk Assessment

The University maintains a risk assessment for beginning teacher placements in schools . This covers the normal activities associated with working in the role of a teacher, including teaching, planning and preparation, meetings, appropriate extracurricular activities, travel to and from placement, and participation in school-managed off-site activities.

Beginning teachers must read the placement risk assessment and comply with the identified control measures. This placement risk assessment does not replace the school's own risk assessments or policies.

An additional or individual risk assessment may be required where:

- an activity falls outside the scope of the general placement assessment;
- the placement involves an unusual or higher-risk environment;
- a beginning teacher's disability, health condition, pregnancy or other circumstance creates additional considerations;
- an incident, near miss or significant change identifies a new or increased risk or;
- travel, fieldwork or another off-site activity requires separate consideration.

No activity should proceed where a significant risk has not been assessed or where required controls cannot be implemented.

6.4 Individual Risk Assessments

Additional or individual risk assessments may be required where a beginning teacher's circumstances, health condition, disability, pregnancy, wellbeing, placement environment or programme activities give rise to risks that are not adequately addressed through the standard placement risk assessment.

6.4.1 University-Based Activities

Where an individual risk assessment relates primarily to university-based activities, it will normally be developed collaboratively between the beginning teacher and their Tutor. The discussion will identify potential risks, existing support arrangements, reasonable adjustments and any additional measures required to enable safe participation in university-based learning and programme activities. The risk assessment will be reviewed periodically and updated where circumstances change.

6.4.2 Placement-Based Activities

Where an individual risk assessment is required for a school placement, the process will normally take place in two stages.

Stage 1: Initial Exploration

The beginning teacher and Tutor will meet to identify:

- the specific risks, concerns or barriers requiring consideration;
- circumstances in which those risks may arise;
- strategies, adjustments or control measures already used successfully in other contexts;
- any recommendations arising from Occupational Health, a Student Support Recommendation (SSR), medical advice or previous placements; and
- any support required to enable safe participation in the placement.

A summary of the discussion will be recorded to inform subsequent planning.

Stage 2: Collaborative Risk Assessment

Using the information gathered during Stage 1, the beginning teacher, Tutor and an appropriate representative of the school (for example, the Mentor, ITE Coordinator or member of the leadership team responsible for placements) will meet to determine whether additional controls or adjustments are required within the school.

Where an individual risk assessment is required, it will be completed using the school's own risk assessment procedures and documentation. The school retains responsibility for approving and implementing risk control measures within its own environment, while the University will work collaboratively with the school and the beginning teacher to support their implementation.

Review

Individual risk assessments should be reviewed whenever circumstances change, concerns arise regarding the effectiveness of agreed measures, a new placement begins, or following an accident, incident or near miss.

6.5 Placement induction

At the start of every placement, the school must provide a health and safety induction as detailed in the ITE Entitlement Document.

Beginning teachers must complete the programme's required health and safety confirmation for each placement. They must seek clarification immediately if any local procedure, hazard or control measure is unclear.

6.6 Safe working during placement

Beginning teachers must follow the school's health and safety procedures at all times. They must not undertake an activity for which they lack the necessary competence, authorisation, training, supervision or protective equipment.

Particular care must be taken in specialist environments, including laboratories, workshops, practical classrooms, kitchens, sports facilities and outdoor learning spaces. The relevant risk assessments and control measures must be explained before the beginning teacher undertakes or supervises an activity in these areas.

Beginning teachers should avoid being alone with an individual pupil wherever practicable and must follow the school's arrangements for professional boundaries, supervision and lone working. Any concern about personal safety, unsafe working conditions or an instruction that appears to create an unacceptable risk must be raised immediately with the mentor, ITE coordinator or another appropriate

senior member of staff. The Tutor must also be informed if the matter is not resolved promptly or may affect continuation of the placement.

6.7 Travel, driving and personal safety

Beginning teachers are responsible for planning a safe and reliable journey to and from placement and other programme activities. They should consider weather, disruption, fatigue, route, timing and personal safety.

Where a private vehicle is used, the beginning teacher must ensure that:

- they hold a valid licence;
- the vehicle is roadworthy and legally compliant;
- appropriate insurance covers travel connected with the placement; and
- they comply with all applicable road-safety and University requirements.

A beginning teacher must not travel where they reasonably judge that conditions make the journey unsafe. They must follow the absence-notification requirements in the Attendance and Wellbeing Procedures if unsafe travel prevents attendance.

6.8 Educational visits and off-site activities

Where a beginning teacher accompanies pupils on an educational visit or other off-site activity managed by the school, they must follow the school's policies, risk assessments, supervision arrangements and instructions. The school retains responsibility for planning and managing the activity.

Beginning teachers must not lead or accept responsibility for an off-site activity unless the school has expressly authorised this and provided the necessary information, training, supervision and support.

University-organised visits or fieldwork must have an approved risk assessment and appropriate arrangements for travel, communication, emergency contact and supervision before the activity takes place. The University treats fieldwork as off-site working and requires group and, where necessary, individual risk assessments.

6.9 Accidents, incidents and near misses

Any accident, injury, work-related illness, near miss, hazardous situation or security incident occurring during placement or another programme activity must be reported immediately through the school's procedure. Emergency assistance or first aid must be obtained where required.

The beginning teacher must also notify their Tutor and the ITE Student Office as soon as practicable where the incident:

- results in injury or requires medical attention;
- involves a pupil or another person;
- could have caused serious harm;
- raises a safeguarding or personal-safety concern;
- leads to absence or affects the beginning teacher's ability to continue; or
- indicates that existing controls may be inadequate.

The incident may also need to be recorded through the University's incident-reporting system. The University's online incident-reporting route is available through its Health and Safety website.

Where there is an immediate risk of serious harm or a medical emergency, the emergency services must be contacted by telephoning **999**.

6.10 Health conditions, disability and reasonable adjustments

Beginning teachers are strongly encouraged to disclose relevant disabilities, health conditions, pregnancy or other circumstances early enough for appropriate support, reasonable adjustments and risk controls to be considered. Information will be shared only where necessary and in accordance with data-protection requirements.

A health and safety risk assessment must not be used to make assumptions about a beginning teacher or to exclude them from placement without proper consideration. The University and school will consider individual circumstances, available evidence, reasonable adjustments and the essential requirements of the programme.

A beginning teacher must inform the University promptly if their circumstances change or if an agreed adjustment or control is not being implemented effectively. Where health or wellbeing significantly affects safe participation, the Support and Inclusion Framework, Wellbeing and Fitness to Study procedures or Fitness to Practise procedures may also apply.

6.11 Review and escalation

Health and safety arrangements will be reviewed where:

- an accident, incident or near miss occurs;
- a new hazard or activity is introduced;
- a school or working arrangement changes;
- a beginning teacher reports that controls are ineffective;
- an individual's circumstances change; or
- updated legislation or University guidance requires revision.

A beginning teacher should raise a concern first with the person responsible for the activity or the school. If the concern is not resolved, or the beginning teacher does not feel able to raise it locally, they must contact their Tutor or the ITE Student Office promptly.

The University may require an activity to stop, introduce additional controls, restrict duties, undertake a further risk assessment or suspend attendance at a placement while a serious concern is considered. These measures are precautionary and do not imply that a conclusion has been reached.

Annex A – Quality Assurance

The quality assurance (QA) monitoring of the above Entitlement is ensured by the following:

- In school monitoring and moderation visits in all placements which includes joint lesson observations and moderation dialogue with Mentors and beginning teachers.
- Weekly tutor review of beginning teachers' documentation ensures entitlement is being met and ensures equality of opportunity.
- Compulsory Level 1 certification for all new mentors and option for further professional development for mentors and ITECS through our Level 2 certification and ongoing mentor development opportunities. Mentor training is logged and tracked via the partnership team.
- External Quality Assurance of partnership through External Examiner scrutiny of partnership curriculum delivery, beginning teachers' documentation, lesson observations and assessment of beginning teachers.
- Programme decisions made in consultation with Steering Group and ITECs' group.
- Ofsted

Functions of groups and committees in managing the partnership:

- **Steering Group**: advisory and consultation group consisting of programme leadership and representatives from different levels of partnership; including Headteachers, Senior Leaders, ITECs and Mentors. Meets 3 times during each academic year to plan and shape the strategic development of the programme.
- **ITECs' Group**: work in partnership with programme leadership to plan, design and evaluate the ITE programme. They have oversight for delivery of ITE professional curriculum in partnership schools and, in collaboration with University Tutors and leadership. ITECs have budgetary control of partnership-based income for their schools. ITECs contribute to decisions regarding programme implementation and assessment.

Annex B – Organisation and Management of Partnership Roles

- **ITE-Director/Programme Lead:** has responsibility for the strategic vision of the secondary PGCE and the overall programme design, coordination and implementation; as well as the leadership and management of programme tutors. Has responsibility for overall programme quality assurance, self-evaluation and improvement planning.
- **Associate Programme Lead: Partnership:** has responsibility for direct liaison with partnership and the management of placements including legal implications, costs and finance.
- **University tutors:** implement the ITE curriculum for beginning teachers in their subject area/phase. Have responsibility for assessment judgments of beginning teachers and for quality assurance of partnership judgements. Work collaboratively with school-based Mentors in programme delivery providing regular professional development opportunities for teachers.
- **Partnership Office:** Provide administrative support in the organisation and delivery of the ITE curriculum and placement arrangements.
- **ITE Coordinators (Secondary)**: oversee in-school delivery of the Professional Studies curriculum. This includes coordination of partnership agreed professional training and oversight of programme delivery by Mentors. ITE Coordinators moderate assessment judgements made by Mentors about beginning teachers and form own assessment judgements about the professional behaviours displayed by the beginning teachers on placements. ITE Coordinators and programme leadership team meet three times annually to review and shape the programme.
- **Mentors**: support the subject specific elements of the curriculum, designed to complement and develop the weekly University curriculum delivery. Support beginning teachers in reflecting on their learning and enacting this in practice. Support beginning teachers in regular developmental target setting. Collaborate in the assessment of beginning teachers' progress at interim points during the year, in alignment with the ITE curriculum and finally against the Teachers' Standards at the end of the programme. Assessment judgements made by Mentors are moderated by ITECs (in Secondary schools) and University Tutors.
- **External Examiners**: quality assure programme and partnership delivery of ITE curriculum, including assessment of beginning teachers. This is achieved by annual interviews with stakeholders including programme leadership, partnership representatives, beginning teachers and ECTs. External Examiners also moderate partnership judgements through jointly observing beginning teachers teaching alongside Tutors and Mentors in school. They produce a formal, publicly available annual report which is presented to the Board of Examiners, subsequently scrutinised by the University Quality and Curriculum Team and ratified through the School Programmes committee.

Annex C – Lesson Planning and Workload

The University believes that learning to plan effective lessons is a fundamental element of learning to teach. By the end of the PGCE beginning teachers should have a good understanding of the lesson planning process and be able to apply this independently.

In order to achieve this goal, it may be appropriate for beginning teachers to be exposed to high quality examples of prepared lessons and associated resources. They should be supported to deconstruct how these have been designed as part of the process of learning to plan.

It may be helpful for beginning teachers to use prepared materials in the early stages of their teaching whilst they are working on specific areas of delivery such as managing student behaviour. However, it is important for beginning teachers to experience the full planning process as early as possible so that the difference between lesson planning and lesson adaption can be understood.

The University will approach lesson planning in the following ways:

- Beginning teachers will be prepared by the university to plan sequences of lessons and plan individual lessons. The expectation is that schools will continue to develop this on placement.
- The university requires written lesson plans for all taught lessons.
- For formal lesson observations lesson plans will be completed on a university proforma
- In the earlier stages of the course, all other lessons will also be planned on the university proforma until the tutor and mentor agree that an alternative form of planning would be appropriate.
- The completion of the proforma or agreed alternative is part of the process of learning to think about planning in a systematic way and makes the beginning teachers consider a range of important elements in the planning process.

University position on the use of shared resources

- The university recognises the growing use of centrally designed and resourced curriculum and the benefits that this can bring to workload for experienced teachers.
- There is an expectation that beginning teachers will have access to the resources and schemes of work held by the host department/school however they will also require support in accessing these appropriately.
- We expect all beginning teachers to have experience of planning and/or resourcing lessons independently throughout their placement experience.
- Where beginning teachers are making use of shared resources they must be able to demonstrate how they are adapting these plans to meet the needs of their classes.
- Use of centralised resources may develop as the beginning teachers progresses through the course. For example, in the early stages they may rely more on existing plans and resources but we would expect them to move away from this as they develop in their practice.
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Annex D – Mental Health and Wellbeing

The mental health and wellbeing of beginning teachers is of paramount importance. The partnership supports beginning teachers in their mental health and wellbeing in the following ways:

- University Tutors conduct regular tutorials with beginning teachers where pastoral checks and wellbeing conversations can be held. This formal requirement complements the regular ongoing professional dialogue between Tutors and beginning teachers during the year.
- Beginning teachers may request additional tutorials with the Tutor at any point within the programme to support mental health and wellbeing
- The PGCE Mental Health and Wellbeing Conference provides strategies and advice to beginning teachers for managing their own mental health and wellbeing, in addition to supporting the mental health and wellbeing of their students. Managing workload and supporting mental health and wellbeing is also embedded throughout the Professional Studies programme.
- Beginning teachers are provided with information about and access to the University Mental Health and Wellbeing team whom they can contact at any point during the programme for additional support.
- The University offers support sessions in managing workload and additional optional training sessions in key areas that can affect beginning teacher wellbeing such as classroom presence and behaviour management.
- Mentors are required to conduct a pastoral check in on how the beginning teacher is doing as part of the framework for mentor meetings document.
- ITECs or senior leaders are available to beginning teachers for pastoral/check-up conversations.
- Programme documentation regarding Progress Support Plans provides clear support and guidance for beginning teacher development and follows a transparent and documented process

Annex E – Supervision of Beginning Teachers and Cover Lessons

Schools are legally responsible for all pupils at all times in the school day under the supervision of a qualified classroom teacher. It is legal for Beginning Teachers to be left in charge of a class providing that the teacher is within very easy reach (in a neighbouring work room/office or staff room). In all circumstances the school must be confident that a Beginning Teacher is sufficiently responsible to be left alone with a class. If they do not feel ready to do this then the class teacher should be physically present whilst the beginning teacher teaches.

Beginning Teachers should not normally take responsibility for teaching any class under the supervision of a cover teacher unless that class is a class the beginning teacher has observed or worked closely with over a period of time and the work has been discussed with the beginning teacher in advance. **Under no circumstances can Beginning Teachers be used to cover for an absent teacher.** A designated teacher must retain legal responsibility for the class. **Beginning Teachers should never be left unsupervised for extracurricular activities.**