**Part 1: The Grad2Teach programme**

The Grad2Teach programme offers a salaried route to QTS. Trainees enrol on the programme and join their placement school for up to 12 months (known as ‘Phase 1’ of the programme) in a role which will help prepare them for a PGCE with Coventry University the following year. This may be as a cover supervisor, a teaching assistant, or as an unqualified teacher with a significant teaching timetable. All trainees, regardless of their role, must have the opportunity to gain experience of how to manage a classroom and aim to be teaching approximately 12 hours per week by the end of the term prior to beginning their PGCE course. At the end of ‘Phase 2’ – their university year – they will achieve QTS.

The salaried route enables many students who would otherwise have been unable to afford to train, a valuable and authentic teacher training experience. It is also more demanding than a traditional PGCE route: from Day One, trainees are members of school staff, and many pick up teaching responsibilities before the end of their first term on placement.

As a company, we want to produce trainees whose reputation precedes them. We want to foster solid professional values and a genuine curiosity about pedagogy alongside a willingness to work hard and contribute to their school and school community. We expect trainees to work collaboratively with colleagues, mentors and Professional Assessors (PAs), respecting their professional experience and the time they are putting into supporting the trainees’ teacher training journey.

All Phase 1 trainees will be allocated a Professional Assessor (PA) to begin working with them once they have satisfied the requirements of the Foundation term of the G2T programme. Trainees looking to attain QTS via an AOR (assessment-only) route may be assigned a PA at a different stage of their training. The Professional Assessor will provide commentary on the work contained in the trainee’s G2T portfolio and/or carry out lesson visits to support the trainee’s teaching practice.

**Observations of G2T trainees**

Owing to the company’s current stage of development and long-term strategy, the experience we most need our observers - whether in-school mentors (ISMs) or G2T’s Professional Assessors (PAs) – to bring to this role is focused mentoring, linked practically and transparently to the Teachers’ Standards, to support steady quality improvement in the trainee’s daily practice. Trainees with us for at least 6 months on Phase 1 of the G2T programme can expect to be visited by a Professional Assessor twice before beginning their PGCE.

We hope that, by receiving clear and accessible observation reports from ISMs and PAs, our trainees can engage with the purpose and pedagogy behind the Teachers’ Standards more effectively ahead of their PGCE and become capable of **directing their own learning** journey and progress - both towards QTS and beyond.

Trainees should be able to:

* talk with confidence about the Teachers’ Standards and the behaviour and skills they are required to develop in order to become well-rounded practitioners
* understand how their feedback from observations informs their progress towards meeting the standards and **recognise their responsibility to action feedback**
* engage in professional dialogues with their observers which deepen their understanding of pedagogy and practice so that they are able to reflect on their practice effectively and steer their own professional development.

**Grad2Teach Principles for Observation:**

**(1) Supportive, direct, fair and honest**

As a salaried teacher trainee on placement, expectations are naturally higher than of those undertaking a traditional programme of study. Our trainees have a responsibility to do the best job they can for the children they teach, notwithstanding their inexperience. In circumstances where trainees are or become the main class teacher, efforts to maintain a good standard of practice are even more important.

Our observation process – from the paperwork to the manner in which feedback is given – needs to be supportive but also direct, fair and honest. If trainees do not clearly understand the standard at which they are working and where they *need to be*, they cannot be expected to act in a commensurate way to remedy the issue/s or address the gaps. This is where overpraising ‘norms’ or neglecting to emphasise underperformance or lack of progress in certain areas for fear of hurting the trainee’s feelings can be unhelpful.

Whilst it would not be reasonable to expect a trainee to make a complete success of everything – especially behaviour management – in a term, observers should be able to see marked, positive developments in the trainee’s daily practice and/or a deeper engagement with, and ability to apply, pedagogy over the period during which they are working closely with the trainee. Where this is in doubt, and the trainee has gone beyond their first term on the programme, the observer (ISMs and/or PAs) should notify the Teaching and Learning team ([teachingandlearning@grad2teach.ac.uk](mailto:teachingandlearning@grad2teach.ac.uk)) of their concerns.

**(2) A joined-up approach**

Trainees’ in-school mentors (ISMs), Programme Assessors (PAs) and G2T’s Teaching and Learning Team (T&L Team) **must work together** to ensure that the trainee receives consistent messages about their performance and progress. This means that:

* the ISM and the PA must be active users of the Trainee Hub (The G2T training section of the website) to monitor the trainee’s online portfolio and interact with the trainee and each other to encourage steady improvements in practice
* the ISM\* must be available when the PA conducts a school visit of the trainee, to co-observe a lesson, discuss the observation in private afterwards to reach a consensus on areas of strength and areas for development, and deliver the agreed feedback to the trainee together immediately or as soon as possible afterwards. \*If the ISM is unavailable for the visit, an alternative suitable colleague should attend in their place
* The PA’s written report of the observed lesson, **on the G2T Lesson Observation Form,** must be submitted to the Teaching and Learning Team (email [teachingandlearning@grad2teach.ac.uk](mailto:teachingandlearning@grad2teach.ac.uk)) for quality assurances purposes. Once it has been signed off by the Teaching and Learning Team, the PA can share it via email with the trainee and ISM.
* Once the observation report has been shared, the trainee must complete their **Trainee Post-Observation and Reflection Plan (TRP).** This will ensure that feedback is properly read and digested by the trainee before being translated into clear and recorded actions for improvement.
* The trainee can upload their lesson plan, G2T Observation Form and their TRP to the Trainee Hub as part of their portfolio once all documents are completed. They will be assessed by the T&L team as part of their Phase 1 work.
* This will enable the ISM, PA and T&L Team to continue to support the trainee with their targets and proposed actions for further development, both in the form of commentary on the Trainee Hub in response to the trainee’s portfolio work, and future observations of their teaching.

**(3) Driving quality of professional conduct, performance and personal ownership of progress**

Trainees must accept responsibility for their own performance and progress as preparation for the demands of the PGCE course, their ECT years and beyond. Grad2Teach want to instil a keen sense of personal responsibility from the beginning of Phase 1.

ISMs and PAs must therefore enforce the following expectations from the beginning:

* Demonstrating professional values and being a role model are key to the profession and non-negotiable. Trainees should be reminded to take these responsibilities very seriously and recognise that they are part of a team and a school community. They should be held to account weekly on matters such as punctuality, preparedness for ISM and PA meetings, meeting deadlines and effective communication to ensure school visits from their PAs run smoothly. A lapse in professional behaviour, or a concern about a trainee’s ability to maintain a sufficiently high level of professionalism on a daily basis, should be reported via email to the G2T Course Manager ([alexb@grad2teach.ac.uk](mailto:alexb@grad2teach.ac.uk)) with the Teaching and Learning Team copied in, for further action.
* Feedback from ISMs and PAs must be acknowledged, discussed, and translated into actions that the trainee will take forward. PAs and ISMs must hold trainees to account and ensure that feedback on their progress is being taken seriously and actioned transparently by the trainee; this should be apparent both in portfolio documentation, and any commentary from, or observations by, their ISM.
* **Trainees must be encouraged to consciously think about, discuss and justify their decisions and choices pertaining to lesson planning and delivery** with ISMs or PAs regularly so that they develop the ability to (a) critically analyse the success of their planning, teaching and pupil outcomes and (b) reflect on and improve their understanding of pedagogy and practice. You may find the support document called **Questions to Assist Focused TLA Thinking** helpful for structuring these professional dialogues with trainees.
* **Probing trainees** in this way will also give them a better appreciation of what to look for in other colleagues’ practice when they observe lessons in their own departments or the wider school community. Most will find these discussions challenging at first, but it is important to persevere until they are able to dissect their teaching practice objectively and with confidence; they should not expect to simply teach or deliver lessons without having done sufficient metacognitive work beforehand, and it is important that both their ISM and PA reinforce this expectation throughout their placement.

**Part 2: Process/expectations for organising an observation by a PA and utilising feedback/working with a PA**

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| **Trainee** | **Professional Assessor (PA)** |
| **Working with a PA**   * Attend an initial meeting on Teams to meet their PA * Agree ways of working to ensure both parties communicate clearly and helpfully, work collaboratively and respect deadlines   **Organising an observation**   * Provide your PA with any necessary information to enable a lesson observation to be arranged and for the visit to run smoothly.   For example, the trainee should provide:   1. Their teaching timetable 2. Their mentor’s name and email address 3. Their mentor’s availability – days, dates and times 4. The lesson to be observed and any useful context on the class – topic, performance, issues/challenges 5. A brief overview of their current performance – areas of success, areas/Teaching Standards they would like particular support with 6. A focus for the observation if useful/agreed with the ISM  * Provide a G2T lesson plan and any other information relating to the observation **on email at least 3 working days before the visit** * Provide your PA with any useful information to help with travel/parking. * Notify the school’s reception of the visit and ensure that there is someone (trainee/mentor) to meet the PA on arrival at the school.   **After the observation**   * Speak with the PA about the lesson and engage in a professional dialogue around choices, intentions, outcomes * Ask any questions for clarification of performance/feedback and targets so that the trainee has an accurate understanding of current progress and opportunities for improvement * Upon receipt of the PA’s observation report, read it, complete the Trainee Post-Observation and Reflection Plan (TRP). * Email [teachingandlearning@grad2teach.ac.uk](mailto:teachingandlearning@grad2teach.ac.uk) to confirm that you have completed your TRP and are ready to upload your **lesson plan, G2T Observation Form and TRP** to the Trainee Hub in the designated week on the Phase 1 programme page.   You can also upload these documents to the main Course Page should you wish to do so.   * Email the PA to notify them that the TRP has been completed and available for them to read. * Ensure the ISM has read the TRP and is aware of the actions being carried forward following the observation to ensure the ISM and PA are able to take a joined-up approach to the trainee’s further professional development.   **Observations by ISMs**   * Upload any completed observation reports by ISMs to the Trainee Hub, using the appropriate option on the main Course page (see BLUE tab – Login/Courses/Password Reset/My Account/Observations by ISMs) * **Please encourage the ISM to use the G2T Lesson Observation Form** so your observation paperwork is consistent. | **Working with a trainee**   * Attend an initial meeting on Teams to meet their trainee/s Agree ways of working to ensure both parties communicate clearly and helpfully, work collaboratively and respect deadlines   **Organising an observation**   * Request any information necessary to enable the lesson visit to take place within a timeframe suited to the programme and convenient for you. Ensure that you have the following information specifically:  1. Trainee’s teaching timetable 2. ISM name and email address 3. ISM availability - days, dates and times 4. The lesson to be observed and any useful context on the class – topic, performance, issues/challenges 5. A brief overview of their current performance – areas of success, areas/Teaching Standards they would like particular support with 6. A focus for the observation if useful/agreed with the ISM   **Make sure you have:**   * A G2T lesson plan and any other information relating to the observation by **email at least 3 working days before the visit** * Any useful information to help with travel/parking. * Confirmation that the school’s reception know about the visit, have allocated parking if necessary and arranged for someone (trainee/mentor) to meet the PA on arrival at the school.   **Before the observation (if possible) – once you have arrived at the school:**   * Have a private conversation with the ISM about the trainee’s progress and/or * Have a conversation with the ISM and trainee about the trainee’s current progress   **After the observation**   * Jointly with the ISM, agree on the areas of strength and development from the lesson observation and how you will deliver the feedback to the trainee * Jointly if possible - engage in a professional dialogue around choices, intentions, outcomes * Ensure trainee has an accurate understanding of current progress and opportunities for improvement * Complete the written observation report within **5 working days of the school visit, then email to** [teachingandlearning@grad2teach.ac.uk](mailto:teachingandlearning@grad2teach.ac.uk) * Following sign off by the Teaching and Learning Team, email the report to the trainee, copying in their ISM and [teachingandlearning@grad2teach.ac.uk](mailto:teachingandlearning@grad2teach.ac.uk) * If appropriate, agree a provisional date for the trainee’s follow-up PA observation**.** |