



In Partnership with
**Leeds Trinity
University**

Developing Inspiring Teachers

BA PRIMARY EDUCATION

SCHOOL-BASED TRAINING

LEVEL 4/YEAR 1

INFORMATION BOOKLET – FOCUS VISITS

2018–2019

This year the Focus Visits will run differently

**Semester 1 – Later Years Level 4 Trainees will
go into school**

**Semester 2 – Early Years Level 4 Trainees will
go into school**

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ROLES AND RESPONSIBILITIES

The Trainee should:

- work under the direction of the class teacher
- manage their time to enable completion of tasks outlined in this booklet
- collaborate and evaluate practice with the class teacher

The Class teacher should:

- support the Trainee in their induction to the school, its policies and practice
- help the Trainee learn the skills of teaching through enabling observation of the Class teacher's lessons/activities and explaining the methodologies used
- support the Trainee in providing the learning opportunities associated with the Focus Visit tasks outlined in this booklet. These may take place in the home class or in other classes around school
- sign the Focus Visit report to acknowledge that the Trainee has completed the required tasks and met the expectations for personal and professional conduct

The Development Tutor should:

- be a source of support to the Trainee in the unlikely event of any difficulties in school. Trainees have contact details for their Development Tutor but if unable to contact them they can contact the School Partnerships Team PrimarySBT@leedstrinity.ac.uk

GENERAL GUIDANCE ON INDUCTION TO THE SCHOOL ENVIRONMENT

Contributing to good relationships is essential, so please remember some key points in relation to professional conduct:

DRESS

Each school will have its own professional dress code to which you should conform. As a general guideline you should think very carefully about what is appropriate dress. Take your lead from the staff in the school. It is advisable on your first days to dress conservatively. For example, normally speaking low necked tops and/or bare mid-drifts are not acceptable. Jeans are usually deemed inappropriate. Facial piercing, large jewellery, sharp rings and long nails should be considered in regard to aspects of Health & Safety.

PUNCTUALITY

You are expected to arrive 30 minutes before the start of a school session in order to prepare for the days teaching and talk to school staff. In most cases this will be 8:15am.

Schools appreciate that you may have some travelling to do to get home. If you have particular personal circumstances you should be professional and discuss these issues with your Class teacher. Schools will be looking for you to demonstrate your professional commitment and to contribute to the life of the school. The end of the school day may represent the best opportunity to engage in professional dialogue with your Class teacher and other colleagues. As such, use this time carefully and discuss with your Class teacher when it is appropriate to leave school.

RELATIONSHIPS

Be positive, warm and encouraging in speech and body language – demonstrate genuine respect for the pupils you work with. Do not be over-familiar in your relationships with children or allow them to be over-familiar to you. Do not allow them (or the teacher) to address you by your first name and avoid ‘Big Sister/Brother’ type relationships – you are there as a ‘teacher’ and need to maintain some professional distance. **Never touch children in an inappropriate way or in any manner that may be capable of misinterpretation.**

Leeds Trinity University strive to maintain excellent relationships with the schools that offer placements to our Trainees. When Trainees are in school, teachers go to a great deal of trouble to accommodate and support them during their school experience. In return they appreciate and expect **commitment, interest, initiative and enthusiasm** on the part of the Trainee – and, above all, clear **communication** to share experience and to allow them to support you if any difficulties arise.

LEGAL CONSIDERATIONS

In general, Trainees are expected to work under the supervision of their Class teacher.

Schools’ normal insurance arrangements (ie Employer Liability Insurance and Public Indemnity) provide insurance cover in the event of any claim arising against a Trainee undertaking initial teacher training. Leeds Trinity has contingency insurance arrangements to cover any circumstance arising during authorised school-based training that is not otherwise already covered by the school’s normal insurance arrangements.

TEACHER'S STANDARDS: PERSONAL & PROFESSIONAL CONDUCT

A Trainee teacher is expected to demonstrate consistently high standards of personal and professional conduct. This is described in Part Two: Personal & Professional Conduct of The Teacher's Standards and referred to in the Mentor and Trainee Information and the Primary ITE Partnership: a guide to School Based Training . Summary judgements of personal and professional conduct are recorded in the Assessment Report.

SAFEGUARDING

Schools operate within a framework that aims to ensure pupils are safe. An aspect of school procedures is for the Headteacher to confirm the suitability of any person in contact with pupils. Leeds Trinity will provide evidence to your school that you have met the safeguarding requirements.

School's safeguarding policies must comply with the statutory guidance "Keeping Children Safe in Education" (Department for Education).

This document is available on your School-based Training Moodle page. As a Trainee in school you must, in particular:

- a) understand that you should not offer confidences to children or adults
- b) recognise that you have a duty to report any concerns to either the Class teacher or designated Child Protection Officer
- c) that if you witness a child in a position of risk that you understand that you must intervene at that point and not allow the risk to continue, then report
- d) If a child makes a disclosure to you, you **must** let your Class teacher know. It may be a child protection matter.

Be aware that the Designated Child Protection Officer and Class teacher may hold confidential information that they will not share with you. However, if you have any concerns it is important they are communicated.

CONFIDENTIALITY

During school-based training you will be allowed access to 'privileged' information such as school registers, records of children's progress, staff room conversation, documentation, etc. **It is very important to appreciate that disclosure of any information of this kind (even to parental or family enquirers) should not take place inside or outside the school and no documents should be borrowed from school without permission.**

BEHAVIOUR

Never lose your temper or control - even if you are provoked.

The threat or use of physical punishment is prohibited by law and could make you liable for civil action or prosecution for a criminal offence. Such action(s) would, at least, normally lead to Leeds Trinity University being required to terminate your placement in the school and would jeopardise any further placement opportunity.

A Trainee teacher, acting in loci parentis, may in certain circumstances be justified in using restraint to avoid immediate danger of personal injury or damage to property but the restraint used must be the very least necessary and be reasonable and the danger to be averted must be immediate.

Seek advice from the school staff. Consult the behaviour policy and question your Class teacher about any potential issues that may arise.

Trainees' use of language (verbal and written) must be appropriate and professional. You should never swear or use racist, genderist or homophobic language or behaviour. Inappropriate use of language, including the use of sarcasm, contravenes expected standards of behaviour and is always treated very seriously.

USE OF SOCIAL NETWORKING SITES

You need to consider carefully your use of social networking sites such as Facebook. As a Trainee teacher you have a professional image to uphold and how you conduct yourself online helps determine this image. You must ensure that you do not jeopardise your professional integrity by, for example, engaging in inappropriate dialogue about schools, staff and pupils or posting pictures and videos of inappropriate activity. There is guidance in relation to Facebook posted on the School-based Training area of Moodle.

SCHOOL PROCEDURES

Familiarise yourself with school procedures in respect of:

FIRE DRILL/EMERGENCY EVACUATION.

In an emergency you could be called upon to assist in escorting children from school buildings.

ACCIDENTS

You should know and be able to follow school procedures relating to accidents involving yourself or children.

SECURITY

It is necessary for all schools to adopt procedures to prevent unauthorised access and to protect pupils. You should conform to any school identification and security requirements. Liaise closely with your Class teacher concerning the identification of parents and nominated carers who collect children at the end of the school day.

ABSENCE

If, during the Level 4/Year 1 Focus Visits, the Trainee has to be absent from school, the following procedure should be followed:

- 1. On the day of any absence the school should be contacted by 8.00am to allow the school time to make any arrangements necessary.**

The Leeds Trinity School Partnerships Team should also be contacted to report the absence. The office opens at 9.00am but a message can be left before 9.00am on voicemail. Tel no 0113 2837206 or email primarysbt@leedstrinity.ac.uk

- 2. The Trainee should inform the school and the School Partnerships Team of their intention to return the day before the next Focus Visit is due.**
- 3. Schools will be reporting on attendance, if for legitimate reasons you are unable to attend sufficient sessions to meet the learning outcomes associated with the visits you will need to inform your development tutor.**

Absence should not occur because of trivial reasons. You should act as any teacher would.

NB. As a Trainee you are required to spend a minimum of 24 weeks training in school across the programme in order to achieve QTS. Attendance is monitored and in the event of absence you may be required to make up days at another time.

EXPECTATIONS AND TASKS

The Focus Visits aim to introduce the Trainees to aspects of school life with particular reference to teaching and learning within English and Mathematics.

Trainees should, in consultation with class teachers, seek out the learning opportunities that will enable them to complete the tasks outlined below. This can be done flexibly across the school regardless of the age range the Trainee is undertaking.

Trainees will be expected to:

- Work under the direction of the class teacher/lead practitioner
- Be proactive, show initiative, be helpful and build professional working relationships
- Display the qualities expected of a Trainee teacher
- Get to know the children, their abilities and interests
- Gather information (through reading, observing and questioning) that enables Trainees to begin to understand the nature of the school and how it operates
- Undertake the tasks outlined in this booklet. When not involved directly in given tasks Trainees should work alongside class teachers under their direction to support the work of the school
- Trainees will be expected to share experiences and discuss their observations as part of taught sessions on return to University

Dates of Focus Visits are as follows:

Semester 1 (Later Years Trainees)

Focus Visit 1
Thursday 8 November 2018

Focus Visit 2
Thursday 15 November 2018

Focus Visit 3
Thursday 22 November 2018

Focus Visit 4
Thursday 29 November 2018

Focus Visit 5
Thursday 6 December 2018

Semester 2 (Early Years Trainees)

Focus Visit 1
Thursday 10 January 2019

Focus Visit 2
Thursday 17 January 2019

Focus Visit 3
Thursday 24 January 2019

Focus Visit 4
Thursday 31 January 2019

Focus Visit 5
Thursday 7 February 2019

FOCUS VISIT REPORT

Completion of Required Tasks

Note: this section can be completed by the Trainee

	Completed	Comment
Visit 1	Yes/No	
Visit 2	Yes/No	
Visit 3	Yes/No	
Visit 4	Yes/No	
Visit 5	Yes/No	

Personal and Professional Conduct

Evidence in support of Part Two of the Teachers' Standards	<u>Level 4/Year 1</u>
<p>Has fulfilled the appropriate attendance requirements.</p> <p>NUMBER OF DAYS ABSENT (.....)</p> <p>ABSENCE EXPLAINED (Y/N)</p> <p>SCHOOL INFORMED OF ABSENCE ON TIME (Y/N)</p>	<p>Comments:</p>
<p>Has conformed to the standards of punctuality appropriate to a teacher</p>	<p>EXCELLENT/GOOD/SATISFACTORY/UNSATISFACTORY</p> <p>Comments:</p>
<p>Has conformed with the deadlines and schedules set by the Mentor</p>	<p>EXCELLENT/GOOD/SATISFACTORY/UNSATISFACTORY</p> <p>Comments:</p>
<p>Is able to set a good example by maintaining high standards of ethics and behaviour in and out of school.</p>	<p>EXCELLENT/GOOD/SATISFACTORY/UNSATISFACTORY</p> <p>Comments:</p>

Signed School Representative: _____

Signed Trainee: _____