



University of
Southampton



Professional Studies Booklet 2025-2026

PGCE (Secondary) Programme

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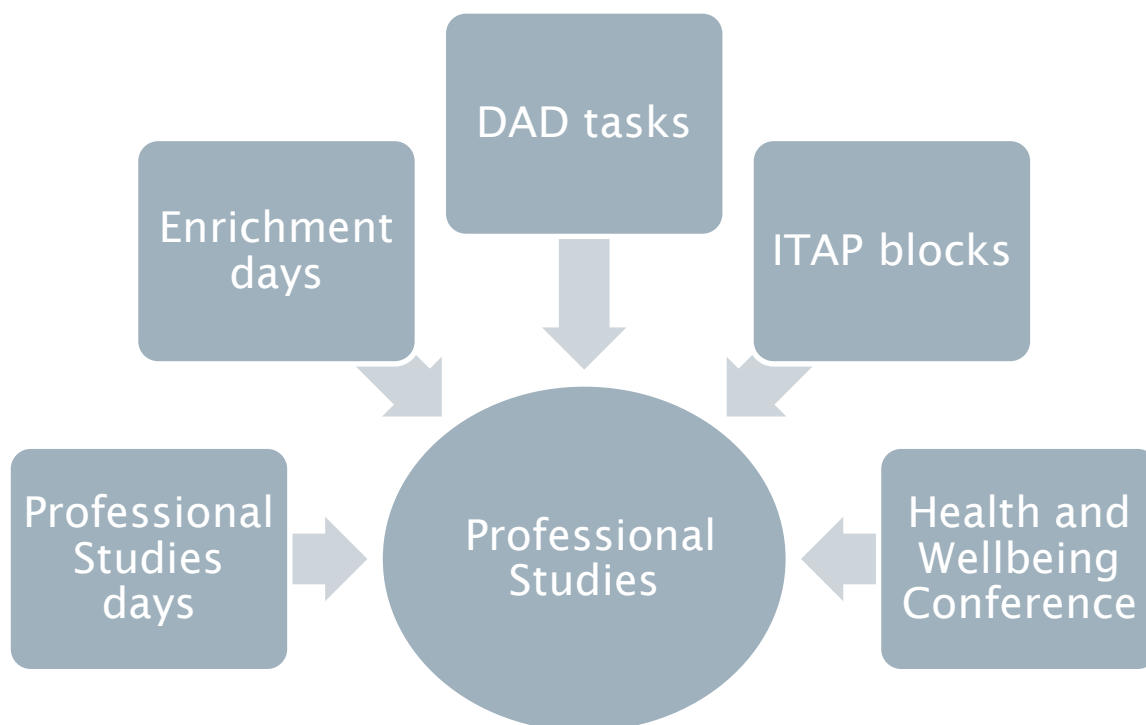
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Disclaimer

The information given has been made as accurate as possible at the time of publication, but the University reserves the right to modify or alter, without any prior notice, any of the contents advertised.

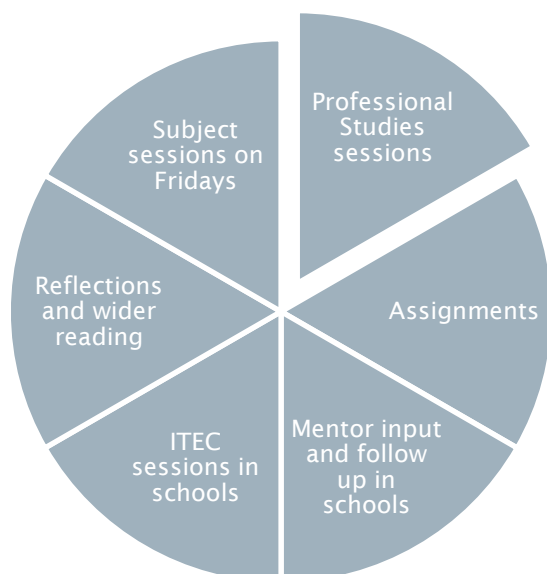
Introduction

What is the Professional Studies programme and how is it underpinned by research?



The Professional Studies programme is comprised, essentially, of any session(s) that are not subject based. These cover the components identified in the diagram above and equate to 33 days or roughly, 165 hours in total, throughout the year. A key feature of the programme is that it involves collaboration with expert colleagues from the University, our partnership schools and external agencies in order to expose our beginning teachers to a real breadth of expertise and experiences. Involving expert colleagues from a range of different contexts is also intended to help beginning teachers to be able to link theory and practice with greater clarity. These principles are underpinned by some of the research cited by the government to support the introduction of ITAP last academic year, namely the Carter Review (2015) which advocates a model of clinical practice as a basis for ITE programmes and emphasises the importance of beginning teachers being in a fully integrated ITE environment in order for them to be able to link different types of knowledge and skills; we are keen to avoid the notion that school based input and University based input are separate entities and by including different stakeholders in the programme delivery we hope to achieve a positive and collaborative approach which is vital in helping beginning teachers make links within the curriculum (Darling-Hammond, 2006). Exposure to a range of different presenters, contexts and settings within Professional Studies is also intended to help our beginning teachers to develop criticality and adaptability as we believe that an awareness and appreciation of how diverse schools can be is an important factor in helping them to refine their own beliefs about teaching (Pajares, 1992) and to encourage them to carefully consider their own priorities for their ECT years; if they are well-matched to the schools in which they secure employment, this is likely to reduce transition shock when adjusting to a different setting (Veenman, 1995) and thus contribute to them remaining in the profession.

How does Professional Studies fit into the PGCE curriculum as a whole?



The Professional Studies programme has been designed as part of the whole curriculum – all elements of this are outlined above and, as stated previously, it is important that each element is purposefully integrated in order for beginning teachers to be able to link theory and practice. Another important consideration for us has been the order in which topics are introduced and re-visited throughout the curriculum, using stage theory (Fuller & Bown, 1975) partly as a basis for this. When considering ways in which beginning teachers learn, much of the literature still refers to stage theory; Fuller and Bown (1975) talked of beginning teachers moving through three stages in the process of learning to teach. Other researchers have also described linear models of development in this process (Kagan, 1992; Maynard & Furlong, 1995) although there has been debate over the number of stages that beginning teachers go through and to what extent these can be re-visited. Despite this difference, there is a general consensus that in the early stages of teaching, beginning teachers tend to have a concern with self and their identity, as they focus on elements that are within their control; there tends to be focus on survival rather than considering planning and impact. This internal focus moves generally outwards throughout beginning teachers' careers and they then start to consider pupil learning, assessment of pupils' learning and then wider factors such as anticipating misconceptions, adaptive teaching or dealing with unexpected scenarios. This therefore explains why our topics begin very much with a focus on self through professionalism and on understanding what teaching involves; we consider behaviour in the first ITAP through routines, language and presence (again, areas very much within beginning teachers' control) before then looking at elements of assessment and SEND, as topics become more nuanced and complex throughout the year, mirroring the stages of teacher development outlined on the whole PGCE curriculum map. Booster opportunities are built into the programme and, as the notion of high-quality teaching is returned to throughout the sessions there is the chance for beginning teachers to revisit certain areas throughout the programme.

The whole PGCE curriculum covers the ITTECF as our minimum starting point. The ITTECF is a document which outlines the minimum content that an ITE and ECT curriculum should provide (much like a school's curriculum maps the National Curriculum); a link to this document can be found here:

https://assets.publishing.service.gov.uk/media/661d24ac08c3be25cfbd3e61/Initial_Teacher_Training_and_Early_Career_Framework.pdf

In the same way that schools often go beyond the requirements of the National Curriculum, our non-subject content (much like our subject sessions too) also goes beyond the ITTECF; a key example of this is the way that we offer beginning teachers a bespoke programme in their school as part of their school-based training; the content of this is designed by ITECs and aims to complement the areas studied in university but in a practical way that is often specific to the placement school. We do not ask ITECs to deliver any ITTECF or other centralised content given that many of our placement schools work with multiple providers and so it would be unrealistic and indeed unfair, to ask this; instead, we offer suggested content that would complement areas that trainees have looked at and give schools the freedom to either use our recommendations or to produce their own resources which complement the Professional Studies curriculum designed to contextualise this for beginning teachers in their school's setting.

This booklet aims to give all stakeholders an insight into the content of the Professional Studies curriculum, along with an overview of how this will be followed up in weekly Mentor meetings and, as stated previously, whilst ITECs have no

requirement to deliver any centralised content, this booklet does aim to give some practical ways that ITECs too, may wish to complement curriculum in a way that is specific to their school.

Intensive Training and Practice (ITAP)

This is a focused component of Initial Teacher Education (ITE) designed to deepen beginning teachers' understanding of evidence-based teaching principles and their application in professional practice. In doing so beginning teachers link theory to practice and begin to foster long-term improvements in teaching that they can adapt to various contexts, ensuring a sustained and transferable impact on their professional development.

It is therefore important that beginning teachers are observed with an ITAP focus following each block and that follow-up discussions take place with Mentors in order to reinforce links to practice.

Our ITAP School Partners

Each ITAP block has been designed in a very bespoke way according to the stage of the course and the content of the ITAP. However, across all ITAP blocks beginning teachers will work collaboratively with each other, which we believe is vital in challenging their thinking and helping them reflect more deeply about the critical learning they have encountered. The schools involved in hosting the behaviour management, assessment and transition ITAP placements are listed below:

School details

<p>Christ the King College Wellington Rd Newport PO30 5QT Tel: 01983 537070</p>	<p>Oasis Sholing 167 Middle Rd Southampton SO19 8PH Tel: 023 8044 8861</p>	<p>Redbridge Community School Cuckmere Lane Southampton SO16 9RJ Tel: 023 8044 8861</p>
<p>St Anne's Catholic School and Sixth Form College Carlton Road Southampton SO15 2WZ Tel: 023 8044 8861</p>	<p>St George Catholic College Leaside Way Southampton SO16 3DQ Tel: 023 8044 8861</p>	<p>St Mark's School Stafford Road Southampton SO15 5TE Tel: 023 8077 2968</p>
<p>Testwood School Testwood Lane Hampshire SO40 3ZW Tel: 023 8077 2968</p>	<p>The Hamble School Satchell Lane Southampton SO31 5NE Tel: 023 8077 2968</p>	<p>The Romsey School Greatbridge Road Romsey SO51 8ZB Tel: 01794 512334</p>
<p>Upper Shirley High School Bellemoor Road Southampton SO15 7QU Tel: 023 8032 5333</p>	<p>Wyvern St Edmund's School Church Road Salisbury SP1 1RD Tel: 01722 328565</p>	

Professional Studies Day 1: The Wider Role of the Teacher, Wednesday 10th September

Skills/Knowledge

Forming professional relationships, professional communication and behaviours, developing an understanding of safeguarding and of the roles and responsibilities of a teacher.

An Outline of the Day

ITTECF Links: 1.2, 7.11 8.4



Keynote Lecture: Safeguarding the Law and You: Kate Freeth, University of Southampton

This session will be delivered to the whole cohort by Kate Freeth, English Course Lead at the University of Southampton. The session focusses on the teacher and the law and the key elements of safeguarding. It will signpost signs of possible safeguarding concerns; what to do in the event of a disclosure and these are underpinned by references to issues specific to our Partnership's local context. **Beginning teachers need to have read Part 1 and Annex B of the latest version of *Keeping Children Safe in Education* prior to the session.**

Compulsory pre-reading:

https://assets.publishing.service.gov.uk/media/68add931969253904d155860/Keeping_children_safe_in_education_from_1_September_2025.pdf

The following sessions will be delivered on a carousel by University tutors and staff from our partnership schools.



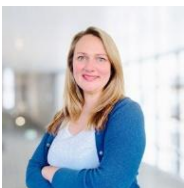
Session 1: Fundamental British Values and the Equality Act 2010: Fiona Turner, Purbrook Park School.

This session explores the role of the tutor and discusses British values as part of the tutor time programme. It also introduces the Equality Act and signposts appropriate responses and resources to help support beginning teachers in challenging derogatory language and stereotypes.



Session 2: Unpacking Professionalism: Rachele Newman, University of Southampton

This session is delivered by Rachele Newman, History Course Lead; it outlines professional expectations regarding behaviours in school and uses scenarios to explore these. The session also looks at exploring the difference between core behaviour and conduct and developing professional license and capacity (surface vs deep professionalism) and the start of professional judgement and identity.



Session 3: Managing your Workload and Developing Resilience: Susan Fishlock, University of Southampton

This session is delivered by Susan Fishlock, Art and Design and Technology Course Lead; it outlines how to recognise when your levels of stress management are becoming overloaded, in addition to giving beginning teachers some strategies for managing this.



Session 4: An Introduction to Professional Studies: Emily Henry, University of Southampton

This session is delivered by Emily Henry, Associate Programme Lead for the Secondary PGCE; it introduces some of the theory underpinning the design of the Professional Studies programme and prepares beginning teachers for how to connect theory and practice throughout the programme. It will also introduce the core concept of high- quality teaching as this is something which permeates the entire Professional Studies programme.

Core reading/policy referred to

Coe, R., Aloisi, C., Higgins, S., & Major, L.E. (2014) What makes great teaching. Review of the underpinning research. Durham University: UK. Available at: <https://www.suttontrust.com/wp-content/uploads/2014/10/What-Makes-Great-Teaching-REPORT.pdf>

DAD Activities: Thursday 11th September.

ITTECF Links: 1.2, 7.11, 8.4

The DAD days are designed to provide beginning teachers with the time to process the content from the Professional Studies day and, crucially, to consider how they might apply this practically in a school setting. The tasks below are therefore designed to be completed independently so that individuals can plan their time according to their reflection needs. Evidence of training and reflection tasks must be uploaded to Onenote by the end of the day. The DAD tasks can be seen below for reference:

Complete the training listed below, as you do so, consider how it links to the sessions from yesterday – where can you hear ideas from the content of the sessions in the training here?

PREVENT Training: <https://www.gov.uk/guidance/prevent-duty-training>

FGM Training: <https://www.virtual-college.co.uk/resources/free-courses/recognising-and-preventing-fgm>

EMTAS Training: <https://emtas.hias.hants.gov.uk/course/index.php?categoryid=5>

Read and sign the Professionalism Code of Conduct in your Onenote portfolio.

Complete the following tasks and upload to Onenote:

- You have considered several scenarios from the perspective of a tutor – now consider where you may encounter issues from the training that you have received in your *subject* teaching. Try to think of things you may encounter more frequently (as opposed to a high-level disclosure which would have clear processes to follow). In English, for example, creative writing may be an area where you encounter potential PREVENT content in a pupil's work. Write out **three** examples of topics/situations from your subject in which less 'clear cut' and more subtle areas of safeguarding may arise – if you don't know what you would do in these situations, Friday's subject session is the perfect time to raise this in follow-up discussion.
- You have looked in detail about how to report a safeguarding concern for a pupil. As a beginning teacher, what should you do if you have concerns about your Mentor (or another adult's) conduct in school?
- As above, but for your university subject tutor? Again, if you are not sure, Friday's subject session is the time to ask this.

Looking ahead to next week

Next week's Professional Studies sessions will continue to raise awareness of what prevalent issues in schools today. The sessions will explore sustainability, SEND and working with neurodivergent colleagues. Professionalism will continue to underpin the days with sessions on how to observe a lesson and what is expected of a tutor. Please remember that these sessions are just designed to raise awareness as an introduction to key ideas; beginning teachers are not expected to 'know' everything about SEND, for example, after just one session. The whole idea of the curriculum is that it builds and develops over time; you will continue to explore and apply the content both in subject sessions and in your schools over time.

Professional Studies Day 2: Professional Behaviours, Wednesday 17th September

Skills/knowledge

Forming relationships, professional communication and behaviours, developing an understanding of issues prevalent in schools today. Forming an awareness of the key elements of personal development in schools.

An Outline of the Day

ITTECF Links: 1.1-2, 1.5, 1.8, 5.7, 7.11, 8.4

Keynote Lecture: Working with Neurodivergent Pupils and Colleagues: Thyme Chapman, Barton Peveril Sixth Form College

This session will be led by Thyme Chapman, an ex-PGCE student from the University of Southampton. Thyme currently teaches at Barton Peveril Sixth Form College; they will discuss how to establish positive working relationships with neurodivergent pupils and colleagues. Thyme will also draw on experiences from the PGCE course when talking about how to form professional relationships during the training year.

The following sessions will be delivered on a carousel by University tutors and staff from our partnership schools.



Session 1: How to Observe a Lesson: Sian Cumming, Upper Shirley High School.

Sian is Deputy Head of Upper Shirley High School; she has a wealth of experience in working with beginning teachers and utilises this in this session where she gives practical advice on how to observe a lesson during the early stages of training; the emphasis is on highlighting the ways that beginning teachers can learn from watching others.



Session 2: An Introduction to the Personal Development Curriculum: Bryden Joy, Ormiston Academies Trust

Bryden is the PSHE Lead for Ormiston Academies Trust; this session aims to build on the previous week's introduction to the Equality Act 2010 and some of the DAD tasks by outlining the elements of a school's personal development curriculum and giving time for beginning teachers to consider the importance of these and how they link not just to their own subject, but to their role as tutors.



Session 3: Sustainability in Schools, Megan Stagg, Upper Shirley High School

This session is delivered by Megan Stagg from Upper Shirley High School; it outlines what sustainability involves and what a school's sustainability charter might look like in reality around the school. This is of particular relevance given that many schools will be attempting to achieve net-zero by 2030.



Session 4: The role of the Tutor: Emily Henry, University of Southampton

This session aims to consolidate some of the previous week's content on safeguarding, PREVENT, SEND and today's sessions on personal development by introducing beginning teachers to a simulated scenario involving planning for a virtual tutor group. They will consolidate this during the DAD tasks on the following day.

Key Documents: <https://www.gov.uk/government/publications/sustainability-and-climate-change-strategy/sustainability-and-climate-change-a-strategy-for-the-education-and-childrens-services-systems>

<https://www.gov.uk/government/publications/personal-social-health-and-economic-education-pshe/personal-social-health-and-economic-pshe-education>

DAD Activities: Thursday 18th September.

ITTECF Links: 1.1-2, 1.5, 1.8, 5.7, 7.11, 8.4

The DAD days are designed to provide beginning teachers with the time to process the content from the Professional Studies day and, crucially, to consider how they might apply this practically in a school setting. The tasks below are therefore designed to be completed independently so that individuals can plan their time according to their reflection needs. The DAD tasks can be seen below for reference:

Complete the training listed below; as you do so, consider how it links to the sessions from yesterday and last week – where can you see ideas from the content of the sessions in the training so far?

Complete the following literacy and numeracy audits. Upload your certificates to Onenote – if you found these tasks challenging, your tutors can signpost you to further support as these can form part of your subject knowledge enhancement tasks.

https://www.nationalnumeracy.org.uk/challenge/maths_practice

<https://www.cgpbooks.co.uk/resources/cgp-s-free-online-10-minute-tests/free-qcse-spag-online-10-minute-tests>

Complete the lesson planning task set by your tutors – this can be found on Blackboard

This activity is designed to consolidate beginning teachers' understanding of effective lesson planning and requires them to look at existing lesson plans and identify areas of good practice and areas for improvement.

Consider how you may respond to the following scenarios and upload to Onenote

- Your Mentor has emailed you this morning expressing concerns about your time management; you are meant to hand in lesson plans in 24 hours in advance, but you sent today's lessons at 10pm last night because they are taking you a long time to plan. Some other beginning teachers in your subject group (in a different school) say that they don't have to show lesson plans at all.
- The ITEC spoke to you yesterday about dress code – they feel that your dress is not professional. In your opinion, some other members of staff wear similar clothing and have not been approached about this.
- You have noticed a couple of people in your subject sessions who appear to be making fun of one of the other beginning teachers in the group. This is not overtly obvious (some eye-rolling and sideways glances when they speak etc.) but as you sit at the same table you have picked up on it. The person concerned seems not to have noticed this and neither does your tutor. However, it is starting to make you feel uncomfortable and is distracting you during sessions.

Complete the activity based around the virtual tutor group – this can be found on Blackboard

This activity requires beginning teachers to look in more detail at fictional data and information about their virtual tutor group. They need to complete a task which requires them to read in more detail about a small number of pupils and note down how a teacher should respond to certain scenarios that could unfold during a tutor session.

Looking ahead to next week

Next week's Professional Studies sessions will be based at St George Catholic College, led by the ITEC there: Sarah Drummond. The days are designed to tie together your learning from induction, ending with a Teach Meet as a culmination of this.

Professional Studies: St George Catholic College: Wednesday 22nd-Thursday 23rd September.

Skills/knowledge

Forming relationships, professional communication and behaviours, consolidating an understanding of issues prevalent in schools today, observing how theory about planning introduced at the University during subject sessions is seen practically in lessons.

An Outline of the Day

ITTECF Links: 1.1-2, 2.1-5, 2.7-9, 4.2, 4.9, 8.2, 8.3, 8.6, 8.8



These two days are designed to give beginning teachers the chance to work together professionally in cross curricular groups as this will be a vital part of ITAP. The days are also designed to give beginning teachers the opportunity to observe in schools some of the theory from induction – namely ideas around planning and how pupils learn, along with the personal development and professionalism focus of the Professional Studies curriculum.



The schedule can be found on Blackboard but will include the following activities:

- Tasks centred on teamwork and communication
- Observations of lessons with a focus on their structure, particularly on exploring how lessons are broken down into smaller steps to support pupils' learning.
- Discussions with expert colleagues in school to further understand their roles and responsibilities.
- Preparation for a Teach Meet in groups which explores what teaching today involves both professionally and in terms of pupils' learning.



**Images taken from last year's training at St George.*

ITAP WEEK: Monday 29th September -Friday 4th October

Block 1: Behaviour Management: see Partnership website for further details of sessions.

Skills/knowledge

Throughout the week the focus will be on connecting the theory and practice around establishing effective routines, language and presence.

Intensive Training and Practice (ITAP)

This is a focused component of Initial Teacher Education (ITE) designed to deepen beginning teachers' understanding of evidence-based teaching principles and their application in professional practice. In doing so beginning teachers link theory to practice and begin to foster long-term improvements in teaching that they can adapt to various contexts, ensuring a sustained and transferable impact on their professional development.

It is therefore important that beginning teachers are observed with an ITAP focus following these blocks and that follow-up discussions take place with Mentors in order to reinforce links to practice.

Day 1: An introduction to theory underpinning routines language and presence.

ITTECF Links: 7.1-2, 7.5, 7.6, 7.9, 7.10, 8.9

University based sessions

Monday 29th and Tuesday 30th September.

Beginning teachers are in university on these days exploring some key theory underpinning behaviour. On Monday they explore rule-led and restorative behaviour models and consider constructivist and behaviourist perspectives which may underpin these. They also consider the influence and impact of their own beliefs about behaviour management on their teaching. The sessions are led by both university tutors and expert colleagues from schools hosting the ITAP and sessions are conducted in mixed subject ITAP groups. On Tuesday they are in university again to follow this up from a subject perspective and to consider how some of the previous day's content can be applied in their classrooms. As always, both Monday and Tuesday's content is underpinned by a series of practical tasks such as micro-teaching and group discussion to give beginning teachers a solid understanding of theory before observing, deconstructing and applying this practically in schools over the following days.

School based sessions and activities

Wednesday 1st and Thursday 2nd October

Beginning teachers are in cross curricular groups of around 10 in different schools across our partnership. Content can be seen on Blackboard but briefly, include a focus on how teachers establish routines: particularly at the start and end of lessons and on the language used when enacting routines. Beginning teachers also watch a range of different teachers with very different ways of establishing presence. All observations are underpinned by periods of reflection and discussion which is facilitated by expert colleagues in each school. At the end of day 1 beginning teachers prepare for a brief teaching episode in which they enact their learning in a low-stakes environment, usually by delivering a tutor session. The aim by the end of Thursday is to have boosted their confidence trainees in developing their presence and enabling them to feel more secure about how to establish routines in their classrooms ahead of their first week in schools.



Friday 3rd October: Drawing it together

Beginning teachers return to campus on Friday to reflect on their experiences during the week in their subject groups and to consider what aspects of ITAP they might take forwards into their own teaching. Another important part of the reflection is in beginning teachers considering different approaches to behaviour management and exploring why they are effective in their context; hearing about and discussing others' experiences is a crucial part of this and this is consolidated by a virtual tutor group activity whereby beginning teachers discuss how they might approach specific scenarios with pupils if they were teaching in their ITAP schools. During the afternoon tutors launch the first assignment: a narrated presentation exploring the theory and practical application of different aspects of routines language or presence.

Core reading/policy referred to

Ellis, S. & Tod, J. (2018) *Behaviour for Learning: Promoting Positive Relationships in the Classroom* (2nd ed.). London: Routledge (Ch 3)

Grossman P, Hammerness K and McDonald M (2009) Redefining teaching, re-imagining teacher education. *Teachers and Teaching: Theory and Practice* 15(2): 273-289.

Lemov, D. (2021). *Teach Like a Champion*. San Francisco, CA: Jossey Bass (Ch5 & 6.)

Sherrington, T. & Cavigliani, O. (2020) *Teaching WalkThrus: Five-step guides to instructional coaching* Woodbridge: John Catt (Signal, Pause, Insist)

How will Mentors follow-up ITAP and induction during the first week?

Beginning teachers will be given a booklet of tasks to support them in their transition to their main placement schools. Some of these will develop the work from ITAP and others will focus on areas such as planning in order to re-visit ideas from the induction weeks. After each ITAP block the next formal observation in placement schools should have an ITAP focus; whilst it is unlikely that in the week after this first ITAP beginning teachers will be teaching full lessons, they should nonetheless, have the opportunity to build on ITAP by, for example, letting in a class or leading a short activity in order to develop their understanding of routines, language and presence in a different context. This does not have to be formally written up but **beginning teachers should refer to this experience and any informal feedback as the basis for their reflection on their teaching moment for the fortnight during the week commencing 13th October. The formal observation of a full lesson with a behaviour management focus will be in the week commencing 3rd November (the first week back after half-term.)**

How can ITECs follow-up ITAP and induction between week 1* and the next Professional Studies session on Friday 14th November?

Please note that some schools will set their own tasks which are different to those below – the purpose of these suggestions is to give schools a range of possible activities to pick from in order to contextualise the Professional Studies curriculum in their setting.

Beginning teachers need to find out who to contact with any safeguarding concerns and have a clear understanding of what sorts of behaviour, disclosures and incidents to report. ***NB: safeguarding training is compulsory for schools to conduct in the first week.**

W/C 13th October

Beginning teachers could be directed to discussions with the following colleagues who hold positions in school which were referred to in induction and ITAP:

- The Sustainability Lead
- The SENCo
- The Wellbeing Lead

These don't need to cover everything in the early weeks – just an overview of the role and what it involves; beginning teachers are likely to meet with these colleagues again during the year and can build on initial discussions as opportunities emerge.

W/C 20th October

Discuss the pastoral system in your school and the key staff involved in this. Find out the expectations of each role e.g.

Head of Year/ Tutors/School Chaplain/Inclusion Manager etc.

Discuss outside agencies too - if there is a school counsellor who visits the school, how often do they come in and how many pupils do they see? How does the CAHMS process work?

W/C 3rd November

Meet with/observe ECTs to discuss how they establish routines with classes they have never met.

W/C 10th November

Read the school's behaviour policy – it is useful for beginning teachers to print a copy of any rewards/sanctions procedures to have on desks/nearby as a reminder when beginning teachers first start teaching.

Beginning teachers could consider their expectations by completing the chart below for common examples of low-level disruption e.g. talking after they have asked the class to be silent. They could do this hypothetically or they could be directed to complete the table during observations in the week and then discuss their findings.

Behaviour Type	Consequence/Action

- Observe different Key Stages in tutor time during the week – note the procedures for entering and leaving the room, along with timings. Discuss with an expert colleague how routines can be linked to high expectations and the differences between KS3/4 tutor time. Are Fundamental British Values part of tutor time?
- Beginning teachers could discuss/act out these scenarios in pairs/groups and consider how they could respond:

You arrive slightly late to your lesson; your class have been let in by another member of staff. Some pupils are out of their seats and the class collectively is very loud.

You check your pupils' uniform as they are lining up. One pupil, who can exhibit very challenging behaviour, still has their coat on; you ask them to remove it, but they say they will do it once they get to their desk as it is cold on the corridor.

A pupil refuses to sit in the seat that you have allocated to them; they claim that it is unfair and you are picking on them. They ask to leave, to speak to their Head of Year about it.

During tutor time a pupil's phone starts to ring. The pupil is conscientious and apologises profusely for it. However, the school's policy is to confiscate any mobile phone immediately until a parent comes to collect it. Several other pupils have overheard this and say that it would be unfair if you didn't take it. The pupil becomes increasingly distressed and pleads with you not to take it as their parent works long shifts and can't come in to collect it.

When is the next Professional Studies session?

The Health and Wellbeing Conference for all Primary and Secondary trainees is on Friday 14th November. This will focus on PSHE and RSE teaching in schools, along with optional workshops that focus on areas of health and wellbeing for both pupils and teachers. Any colleagues with responsibility for or interest in, these areas are welcome to come to the lunchtime exhibition in the Hartley Suite on Highfield Campus between 1-2pm for networking and resources.

Professional Studies: Health and Wellbeing Conference, Friday 14th November.

Skills/knowledge

Developing an awareness of PSHE and RSE requirements in schools and how to approach challenging discussions with classes; strategies to support pupil and staff health and wellbeing; opportunities to focus on physical wellbeing through yoga and other practical sessions if desired.

An Outline of the Day

ITTECF Links: 1.1, 2, 5, 6, 7, 5.3; 7; 7.3, 5, 6, 8 ; 8.1, 8.3, 8.4, 8.6

Core Workshops

Relationships and Sex Education, Enrich.



This session is delivered to the whole Secondary cohort on a carousel basis by staff from Enrich; a company Co-Directed by Shannon Reddin who leads one of the workshops. The session explores how to teach relationship and sexual health and covered the recent updates to RSE teaching in schools. The session is practical and offers lots of opportunity for open discussion and questions.

PSHE Teaching, Bryden Joy, Ormiston Academies Trust.



This session is again delivered to all Secondary trainees on a carousel basis. Bryden Joy is PSHE Lead for Ormiston Academies; his session was interactive and looked at ways to approach PSHE teaching – there is focus on how to structure whole class discussion and about how to handle difficult topics or challenging questions.

Optional Workshops

Either side of the two core workshops, beginning teachers can choose to attend sessions from the list below:

- The dangers of vaping: LifeLab
- First Aid: St John's Ambulance
- Reflecting on the needs of Young Carers in your School
- A Q&A session with a PSHE Association Subject Specialist: PSHE Association
- Mental Health Awareness and Coping Strategies: Solent MIND
- Substance Abuse: TalkAboutTrust
- Healthy Conversation Skills: Phil Godfrey, Public Health Development Manager
- Relax and Restore yoga: Julia Chilcott- Coombs, Ayurveda Consultant and Yoga Therapist
- Sport and wellbeing: Andy Haigh, Strength and Conditioning Coach, University of Southampton
- Developing resilience; Beth Bray, Southampton City Council
- Mindfulness and meditation: Options Wellbeing
- Healthy Five Award: Southampton City Council

Over lunch many other local and national companies set up stands in the Hartley Suite, offering trainees access to resources from many other organisations.

Core reading/policy referred to

<https://www.gov.uk/government/publications/personal-social-health-and-economic-education-pshe/personal-social-health-and-economic-pshe-education>

How will Mentors follow-up the Health and Wellbeing Conference during the next week?

Beginning teachers should:

Discuss with designated Wellbeing Lead if applicable, what support there is for staff in schools regarding workload and wellbeing. If they met with the Wellbeing Lead previously, this conversation should build on the introduction by exploring specific strategies to manage workload now that beginning teachers have started teaching.

Discuss with Mentors how PSHE is taught in school and observe the delivery of a lesson if possible – deconstruct how colleagues help pupils to contribute in a safe and supportive atmosphere and how they tackle challenging content.

Mentors should also assist with selecting a lesson for trainees to teach their assessment focus observation with on their return from ITAP on w/c Monday 1st December.

How can ITECs contextualise the Health and Wellbeing Conference before the next ITAP block on 26th-28th November?

Please note that some schools will set their own tasks which are different to those below – the purpose of these suggestions is to give schools a range of possible activities to pick from in order to contextualise the Professional Studies curriculum in their setting.

W/C 17th November

Beginning teachers could observe a PSHE lesson/RSE lesson. Reflect on the following points:

- *What were the learning outcomes for the lesson/ session?*
- *Were the outcomes knowledge, skill or attitude based?*
- *Did the lesson differ from other curriculum lessons? If so how?*
- *What opportunities were there for teacher- pupil and pupil- pupil discussion in the lesson?*
- *What opportunities were there for pupil skill development e.g. negotiating skills, assertiveness, decision making? If so, how were these managed? How did the pupils respond?*

W/C 24th November

Beginning teachers could speak with a range of staff about well- being. The training year will be one of the most intense periods of their career, but staff have a wealth of experience which they could draw on. Include a full range of people, from ECTs through to experienced senior teachers. Some ideas for possible questions that beginning teachers could ask are below:

- *What strategies do they use to alleviate marking pressure?*
- *How do they manage moving between different classrooms?*
- *How do they use free periods for best effect?*
- *How do they prioritise tasks?*
- *What have been some of their most challenging issues with behaviour management and how have they overcome these?*
- *How do they avoid taking on too much?*
- *How do they balance work and home life?*
- *What time do they start and leave school?*
- *At what point do they stop checking emails?*

Task 3

Discuss with expert colleagues, any measures the school has in place to support pupil mental health and emotional wellbeing. Explore:

- *Any specific teaching that takes place to inform/support pupils with their mental and emotional health*
- *Any support is given via the pastoral system in your school*
- *Any year group/whole school activities that are in place to support pupils with their mental health and wellbeing.*
- *Any training that staff have received to support pupils with their mental health and wellbeing.*

When is the next Professional Studies session?

The next ITAP is on Wednesday 26th -Friday 28th November. It focusses on developing beginning teachers' understanding of where and how pupils are being assessed during lessons by getting them to focus on the language and purpose of assessment tasks. This ITAP will be held at the Romsey School.

Beginning teachers should have selected a lesson to plan for during the ITAP block and then be observed teaching that lesson back in placement schools, following ITAP.

ITAP: Wednesday 26th-Friday 28th November

Block 2: Assessment for Learning: See Partnership website for the slides and further details.

Skills/knowledge

Being clear and explicit about where and why pupils are being assessed in a lesson. Thinking carefully about language in order to construct specific and meaningful assessment tasks e.g. in MCQs.

Intensive Training and Practice (ITAP)

This is a focused component of Initial Teacher Education (ITE) designed to deepen beginning teachers' understanding of evidence-based teaching principles and their application in professional practice. In doing so beginning teachers link theory to practice and begin to foster long-term improvements in teaching that they can adapt to various contexts, ensuring a sustained and transferable impact on their professional development.

It is therefore important that beginning teachers are observed with an ITAP focus following these blocks and that follow-up discussions take place with Mentors in order to reinforce links to practice.

Day One

ITTECF Links: 4.6, 6.1-4, 8.1, 8.2

The Romsey School



Wednesday 26th and Thursday 27th November.

Wednesday and Thursday will be spent at the Romsey School in a conference style environment with a blend of theory and practical workshops focussing firstly on key theory underpinning how and why we use formative assessment, followed by a carousel of observations, including small group observation of a lesson that is deconstructed 'live' by an expert colleague. Beginning teachers then have the chance to focus on planning with the help of expert colleagues who aim to challenge their thinking by asking questions which prompt justification for their choice of assessment method and the timing for this in a lesson. The focus was on moving away from being able to cite a range of assessment

methods to being able to consciously justify why they are using particular methods and how they are doing this for best effect through the language they use in assessment tasks.



Friday 29th November.

Beginning teachers return to campus on Friday to apply the content from Romsey in a subject-specific way. Beginning teachers will look at how and where they might construct MCQs within English specifically, as an example. They will also teach their lesson plans developed at the Romsey School in small groups and revise these further in light of feedback before they deliver this during their return to placement the following week.

Core reading/policy referred to.

Black, P., Harrison, C., Lee, C., Marshall, B., & Wiliam, D. (2004). Working inside the Black Box: Assessment for Learning in the Classroom. Phi Delta Kappan, 86(1), 8–21. Accessible from: <https://eric.ed.gov/?id=EJ705962>

<https://static1.squarespace.com/static/5c47c0b3e17ba324ad0c9d7f/t/68059f2ff006790ff263d0f5/1745198899260/Poor+Proxies+for+Learning.pdf>

Fletcher-Wood, H. (2018) *Responsive Teaching and Formative Assessment in Practice*. Abingdon:Routledge

William, D. (2011) *Embedded formative assessment*. Bloomington: Solution Tree Press. Available at: https://cloudfront-s3.solutiontree.com/pdfs/Reproducibles_EFA/The-Main-Idea-Embedded-Formative-Assessment-March-2013.pdf.

How will Mentors follow-up ITAP during the next week?

Beginning teachers should:

Be observed teaching a lesson with the ITAP focus: for this ITAP this will be on assessment and the focus should be on the appropriateness of the methods of assessment – for example, were whiteboards the best way to assess whole class understanding in the middle of the lesson or need to be used could targeted questioning have been more appropriate and saved pace? Did the whole class need to write answers at this point?

Practise providing meaningful feedback to pupils in both verbal and written form over the remainder of the term.

Discuss what beginning teachers know and understand about Coe's poor proxies for learning listed below and ask beginning teachers to consider how learning can be assessed during a lesson.

1. Students are busy: lots of work is done (especially lots of written work).
2. Students are engaged, interested in learning and motivated.
3. Students are getting attention from the teacher through feedback and explanations.
4. Classroom is ordered, calm, under control and students are well behaved.
5. (At least some) students have supplied correct answers.

A summary of these can be found here:

<https://static1.squarespace.com/static/5c47c0b3e17ba324ad0c9d7f/t/68059f2ff006790ff263d0f5/1745198899260/Poor+Proxies+for+Learning.pdf>

How can ITECs contextualise the ITAP before the DAD task on Friday 19th December?

Please note that some schools will set their own tasks which are different to those below – the purpose of these suggestions is to give schools a range of possible activities to pick from in order to contextualise the Professional Studies curriculum in their setting.

W/C 1st December

Beginning teachers could:

Discuss with an expert colleague, what data systems are used in school and how national data systems are used to track school performance – an outline of how pupils' targets are set for KS3 and GCSE would be helpful in contextualising assessment from a school's perspective.

W/C 8th December

Discuss with an expert colleague what internal assessment systems are used in school – read the marking policy and assessment policy and discuss why these have been designed in this way.

*How are key assessment points decided and why?
How do staff ensure consistency when reporting assessment data?*

W/C 15th December

As the DAD tasks on Friday 19th December will focus on supporting pupils with weaker literacy and numeracy in subjects, ITECs or an appropriate expert colleague could discuss the data received by schools about Year 7 pupils. What information is received and what does this tell schools? Are there any particular features of this year's Year 7 cohort for your school? What are standardised scores and what support is in place for pupils with weaker literacy or numeracy?

When is the next Professional Studies session?

The next Professional Studies day is a DAD on Friday 19th December. It focusses on developing beginning teachers' understanding of how literacy and numeracy can be supported in lessons. The focus placement will encourage beginning teachers to focus on SEND in more depth in preparation for the ITAP at the end of the placement.

DAD Tasks: Friday 19th December

ITTECF Links: 3.2, 9, 10, 11, 12

The DAD days are designed to provide beginning teachers with the time to process the content from the Professional Studies day and, crucially, to consider how they might apply this practically in a school setting. The tasks below are therefore designed to be completed independently so that individuals can plan their time according to their reflection needs. Evidence of training and reflection tasks should be added to your SKAs at the next submission point. The DAD tasks can be seen below for reference:

The reading and links for the following tasks can be found on Blackboard:

- 1) The government has recently released training for secondary school teachers on the importance of reading and the teaching of reading in secondary schools. **You do not have to make notes in the booklet but should work through the activities and watch the video in the document 'Government Training on Reading in Schools'. The guidance is that this should take 1 hr of your time.**
- 2) Watch the recording introducing numeracy.
- 3) Consider a lesson or sequence of lessons in a unit of work that you are teaching and produce a lesson plan on the form that you would usually use for your weekly formal observation and resource (not the lesson powerpoint, but a worksheet/activity/scaffold) which supports an area of pupils' literacy or their numeracy in your lesson.

To help you with this there are resources specific to your subject in folders called 'Literacy' or 'Numeracy.' The files for literacy are quite large and cover reading, writing and speaking and listening. You do not need to read every section – take the one that focuses on the area most applicable to the lessons or classes you have been teaching this term.

- 4) Complete any further subject knowledge tasks as directed by Tutors.

Looking ahead to Focus Placement

The Focus Placement will have an ITAP on SEND in the final week. To maximise the impact of this, the deconstruction and application to practice will take place in beginning teachers' focus placement schools. Beginning teachers will still be in mixed groups for part of the week.

Focus Placement Professional Studies Suggested Tasks

Week 1: [Safeguarding and an introduction to safeguarding in your school's context.](#)

Week 2: [Establishing Routines and Presence](#)

- 1) Remind BTs of their first ITAP which focussed on these areas. They may be prompted as to why routines can be important for students (their first assignment was on this and they received grades for this before the Christmas holidays so it should be in their minds fairly recently)
 - Reduces cognitive load for pupils
 - Predictability supports emotional regulation
 - Routines protect learning time
 - Consistent routines benefit *all* pupils, especially those with ACEs or trauma
- 2) Discussion of school routines and behaviour systems – BTs often find it interesting to hear a school's 'journey' in terms of behaviour. Have these systems always been in place? What theory or principles underpin them? How were they embedded? How are systems reviewed in school? What is your school's behaviour curriculum?
- 3) How are routines and sanctions in their Focus Placement different/similar to their main placement?
- 4) Ask BTs to consider to what extent they agree with the following statements and discuss the results.
 - I find it hard to be natural when enforcing routines.
 - I feel more nervous teaching some classes than others.
 - My routines work with some classes but not others.
 - I use the same routines as my Mentor
 - I feel confident using routines in my Focus Placement.
- 5) Ask BTs to choose one routine they use (e.g. for entry, silence, transitions).

Provide prompts:

- How was the routine originally introduced?
 - What does it look like on a *good* day?
 - What does it look like on a *bad* day?
 - Why can/does it break down?
 - What are *they or their pupils* doing differently in those moments?
- 6) Consider the following disruptions to routines which may happen while establishing themselves in a new placement:
 - Talking during entry
 - Slow transitions
 - Ignoring instructions
 - Challenging correction/directions e.g. change of seating plan

What do BTs currently do in this scenario?

How could this be strengthened with stronger presence/clearer language?

What routines can support in these moments?

BTs could then rehearse these by scripting and then micro teaching a routine (this happened during ITAP so would be good to reinforce).

Week 3: [Trauma Informed Approaches to Behaviour*](#)

***It would be useful here to discuss which focus pupils your BTs are considering following for ITAP – there is no rule to say they can't focus on the same pupil but you will be best placed to judge impact on classes if a pupil potentially has 2 BTs in the room for a pupil trial or the TA activity.**

To develop their behaviour management further and prepare BTs for some of the ITAP content, BTs to meet with an appropriate expert colleague to discuss ACEs.

1. Abuse: Physical, emotional, or sexual abuse
2. Neglect: Physical or emotional neglect, domestic violence
3. Substance misuse, mental ill-health, parental separation, incarceration
4. Loss and Instability: Bereavement, care experience, homelessness, frequent moves

Emphasise that ACEs often overlap and cumulative impact matters.

In pairs or as a group, discuss the following scenarios:

Pupil A : Year 8

Observable Behaviours

- Frequently withdrawn during lessons
- Avoids eye contact with adults
- Rarely contributes to class discussion
- Becomes distressed if routines change unexpectedly

Context

- Attendance is irregular (they are also often late – arriving during period 1)
- Homework is inconsistent or missing
- Appears tired and hungry on some mornings
- Reacts strongly to raised voices or conflict between peers; frequently walks out of lessons where students are loud.

Discussion Focus

- Which ACE categories *might* be relevant?
- How might unpredictability affect this pupil?
- What classroom routines could increase their sense of safety?
- How can school try to support with their attendance?

Pupil B: Year 10

Observable Behaviours

- Displays angry outbursts when corrected
- Walks out of lessons without permission, particularly when sanctioned
- Frequently argues with peers and staff – lacks stable friendship group
- Appears highly alert and defensive

Contextual Clues

- Recently transferred schools mid-year
- Attendance has declined over the last term
- Known involvement with pastoral support for SEMH
- Has been identified as needing literacy support
- Becomes particularly reactive when feeling singled out or challenged publicly

Discussion Focus

- How might trauma present as “challenging behaviour”?
- What might be triggering these responses?
- What support could be put in place for when this pupil walks out of lessons?
- How can staff maintain boundaries while responding with empathy?

Pupil C: Year 13

Observable Behaviours

- Poor concentration (frequently distant, doesn't make notes) and low motivation
- Frequently late to lessons
- Appears disengaged and avoids group work
- Shrugs off concerns with “I don't care” and does not know what they want to do in future
- Has been offered counselling through school but has chosen not to access this

Contextual Clues

- Recently bereaved – grandparent died
- Lives with different family members during the week
- Previously strong academic performance has declined
- Shows emotional numbness rather than distress

Discussion Focus

- How can trauma show up as disengagement rather than disruption?
- What protective factors could school provide at this stage?
- How can staff support this pupil without lowering expectations?
- How might pastoral support differ Post-16?

BTs might consider: predictable routines, calm, consistent responses, clear boundaries with empathy, how to build strong working relationships and trust with pupils, the classroom environment and physical routines.

- Where can there be opportunity for flexibility and where must systems be followed?
- At what stage would you refer pupils to outside agencies? What outside agencies are involved with schools and what is their remit?

Week 4: Communicating with Parents and Carers

BTs will not have had much experience of this yet and may not actually have been to a parents' evening, so experience is likely to be varied. However, given the ITAP focus on SEND it will be useful for them to start considering the dialogue that schools have with parents and carers.

- How do you currently feel about communicating with parents/carers?
- What worries you most?
- What type of communication do you find hardest (email, phone, face-to-face)?

Consider the following situation**You receive the following email:**

Dear X

I am writing because my daughter, Pupil B, in 8JW, came home from school yesterday very upset and told me about a comment that was made during your lesson. From what they have said, I find this completely unacceptable.

I would like to speak to you as soon as possible to understand why this was said and how this situation is going to be addressed. I am very concerned about the impact this has had on my child and I do not feel comfortable leaving this until later in the week.

Please let me know when you are available to discuss this matter urgently.

[Parent/Carer's Name]

- You have no idea what the parent is referring to
- You are teaching for most of the day
- How will you respond? In what format?
- What might you do before responding? What might you need to consider?

Scenario 2

You are concerned about the progress of a child in your Year 10 class; you have produced a list of key vocabulary for them and given them translated worksheets in advance, but they don't bring these to lessons with them and show no evidence of having engaged with these in class. They are falling behind because they do not complete tasks and they

do not engage when the TA tries to support them during lessons. You would like to talk to parents to discuss your concerns but they are an EAL student and English is not spoken at home.

Scenario 3 (could be done with the ITEC in role as the parent/teacher or with the ITEC as a coach stopping the conversation in places and supporting the teacher with their responses)

- The school has a clear uniform policy
- Pupil F was given a detention for refusing to wear their blazer when leaving your lesson
- The parent is angry and feels the sanction is unfair. They have requested to speak to you over the phone.

In pairs, improvise the conversation. The BT playing the parent could use the following lines if needed:

- "I'm not happy. I don't understand why my child has been given a detention for not wearing a blazer. It's ridiculous."
- "How exactly does a blazer have anything to do with learning?"
- "Why does my child get a detention for something like this when they told me there were pupils swearing in the lesson who just got a warning?"
- "Well, it's pointless – I've said they don't need to do it"

To link this back to behaviour and forwards to ITAP – you could also discuss:

- Would this conversation be different if the pupil had an identified SEND or trauma?

Professional Studies, Enrichment: SEND Setting, Friday 30th January

ITTECF Links: 1.1, 2, 6, 7, 2.6, 5.2-3, 7-9, 7.2, 10, 8.5, 6, 8

To prepare beginning teachers for their SEND ITAP and to give them an awareness of the breadth of SEND, they will spend a day in a SEND setting at one of the following schools:

The Spire School

Eaglewood School

New Avenue School (TBC)

Linwood School

Ufton Court

Yarrow Heights School

SAIL Academy

Hill House School

Clay Hill School

The Base at Romsey School

Redwood Park School

How will Mentors follow-up the SEND day during the next week?

Beginning teachers should:

Discuss how to work closely with the SENCO/ other professionals supporting pupils with additional needs, including how to make explicit links between interventions delivered outside of lessons with classroom teaching.

Mentors should also ensure that beginning teachers have identified pupils that they currently teach in order to focus on them in the deconstruction and application of practice element of ITAP.

How can ITECs contextualise the SEND day before the next SEND ITAP on Monday 9th-Friday 13th February?

Please note that some schools will set their own tasks which are different to those below – the purpose of these suggestions is to give schools a range of possible activities to pick from in order to contextualise the Professional Studies curriculum in their setting.

w/c 2nd February

Beginning teachers could:

Meet with the SENCo to discuss the profile of SEND needs in the focus placement setting. Discuss how this may be similar or different to their main placement. There is also opportunity here to discuss the ITAP focus pupils and their individual needs ahead of the following week.

Discuss how to work with TAs for maximum impact -best practice SEND Code of Practice.

Looking ahead to ITAP

The SEND ITAP will take place partly in University and partly in focus placement schools. This is in order to give beginning teachers the chance to apply their learning from ITAP in a setting that they are familiar with before then transferring this back to a different context in main placement schools.

ITAP WEEK: Monday 9th-Friday 13th February 2026

Block 3: SEND: Please refer to the SEND ITAP booklet on the Partnership website for more detail. A summary is provided below.

Skills/knowledge

Noticing, impact of language on expectations and learning

Intensive Training and Practice (ITAP)

This is a focused component of Initial Teacher Education (ITE) designed to deepen beginning teachers' understanding of evidence-based teaching principles and their application in professional practice. In doing so beginning teachers link theory to practice and begin to foster long-term improvements in teaching that they can adapt to various contexts, ensuring a sustained and transferable impact on their professional development.

It is therefore important that the minimum amount of time stipulated is devoted to these activities and that the relevant expert colleagues discuss with beginning teachers the observations they have made and answer any questions they may have at the end of each day.



Day 1 Activities

ITTECF Links: 1.1, 2, 6, 2.6, 5.1-9, 7.2, 10, 8.5, 6, 8, 9

Session 1, High Quality Teaching and Expectations

Beginning teachers will be reminded of the core principles underpinning high quality teaching and will look specifically at language through the lens of behaviour management for high need pupils. Links will be made between this ITAP and previous ITAPs where behaviour for learning was a focus.

Session 2 & 3, Specialist input on granular areas

Understanding Autism: Dr Ruth Moyse

Trauma Informed practice: Nicki Pallett, Greenwood School

Working with Pupils with Dyslexia and Dyspraxia

Speech and Language development delay

Session 4, Working with your TA

This session will explore how to best use TAs in a classroom. Whilst we recognise that not all beginning teachers will have the opportunity to work with a consistent TA and, even where this is the ideal, it may not always happen in reality, it is nonetheless important for beginning teachers to have experience of planning for this and to be able to recognise best practice.

Placement Schools: Days 2-4 (Tuesday-Thursday)

It is important that beginning teachers should be engaged all day in ITAP activities and nothing else on all days as ITAP is in addition to the required 120 days of placement time.

A full breakdown of activities can be found in the ITAP instructions for schools. However, a summary is provided below:

Tuesday

Beginning teachers should observe two pupils identified with the same need across lessons during the day. They will be given prompt sheets to help them to focus on the use of verbal and written language during lessons. The reason for focussing on two students with the same need is to help reinforce that there is no 'strategy' for teaching students with Autism, for example and for beginning teachers to recognise the importance of knowing and noticing their students in order to look at high quality teaching approaches that work in each context.

Wednesday

Beginning teachers assume the role of a TA either directly with one of the pupils identified, or for a class that they are in. Again, detailed guidance of what they do and questions to focus in on can be found in the ITAP booklet. The purpose of this is to give them further insight into the importance of language when framing tasks and explanations.

Thursday

Beginning teachers teach a lesson to a class with their focus pupil in it. They receive feedback on their teaching from their Mentors and discuss and deconstruct the feedback with the ITEC or other expert colleague and prepare their reflections for the subject sessions on Friday at University.

Friday

Beginning teachers will share their reflections on their experiences in schools and then explore an element of the ITAP focus through a subject specific lens.

Core reading/policy referred to.

<https://www.gov.uk/government/publications/use-of-teaching-assistants-in-schools> (pp2-9)

https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/send/eef_special_educational_needs_in_mainstream_schools_guidance_report_2025-04-10-110432_klxp.pdf (pp. 11-15)

How will Mentors follow-up the SEND ITAP during the return to main placement?

Beginning teachers should:

Discuss how to work closely with the SENCO/ other professionals supporting pupils with additional needs, including how to make explicit links between interventions delivered outside of lessons with classroom teaching. This is likely to take place over several weeks and should begin with a discussion of previous learning from ITAP followed by a scrutiny of class lists to identify any pupils on the SEND register and to discuss strategies in place to support these pupils.

Discuss how educational software and technology can be used to support teaching and learning for pupils with SEND taking some suggestions from the Nasen guide Ch5, to discuss and explore in more detail in relation to key students. Please note, this task could be re-visited as and when emerging needs appear. <https://nasen.org.uk/assistive-technology>

Please note that the follow up ITAP observation is on the w/c 2nd March.

How can ITECs contextualise the SEND ITAP ahead of the next ITAP on Monday 13th April (note that there will be a KS5 day and an enrichment day within this period also)

Please note that some schools will set their own tasks which are different to those below – the purpose of these suggestions is to give schools a range of possible activities to pick from in order to contextualise the Professional Studies curriculum in their setting.

Beginning teachers could:

W/C 23rd February

Meet with the SENCo to discuss the profile of SEND needs in the different focus placement settings. Discuss how this may be similar or different to their main placement. Although BTs will have met with the SENCo at the start of main placement, these conversations are likely to be more detailed now in terms of how to support students. BTs recorded or wrote a 5-10 minute reflection on their SEND ITAPs and so it might be interesting for them to present these to ITECs and to each other to discuss their different experiences and reflect on implications for their return to main placement

W/C 2nd March

- Speak to a TA about what their job involves and the variety of support that they give to students.
- Discuss how you could use TAs effectively in your lessons. Annotate a lesson plan with specific attention to how you would use a TA in the lesson to support a particular student.

W/C 9th March

Observe a student with SEND or EAL in their lessons for a day. You should read their EHCP (if applicable) beforehand and also be aware of their most recent set of progress data to help you build a picture of them beforehand. You should focus on how expectations and instructions were communicated to the pupil.

Looking ahead to Enrichment day: KS5

Beginning teachers will spend the day in a KS5 setting on Friday 27th February. Follow up tasks for this are listed in the next section, but the SEND thread should be re-visited over the next few weeks.

Professional Studies, Enrichment: KS5, Friday 27th February

Skills/knowledge

Noticing, reflecting, knowledge of KS5 curriculum, awareness of KS5 personal development.

Overview of the Day

Beginning teachers who have not already experienced this, or who have experience but wish to have further experience, spend a day in a KS5 setting in order to gain an insight into teaching and pastoral approaches after Year 11. They will reflect on their experiences during the day on Onenote. Please note that subject specific follow up for post-16 curriculum content will be delivered during university curriculum sessions.

Beginning teachers who did not take up this experience will have the following in-person or online workshops to choose from:

Careers Options Post-16: Beth Bray, Southampton City Council

Effective KS5 Teaching: Sadie Garner, Itchen College

Learning Outside the Classroom: Royal Navy Museum or UK Parliament.

Virtual tutor group task – reporting to parents and carers

SEND training: Autism Hampshire and other resources on Blackboard.

UK Feminista

Anti bullying training



How will Mentors follow-up the KS5 day during the return to main placement?

Beginning teachers should:

Discuss how pupils are prepared for KS5 within your subject context and explore key differences between KS4 content and skills required for KS5 study of your subject

How can ITECs contextualise the KS5 day ahead of the next ITAP on Monday 13th April?

Please note that some schools will set their own tasks which are different to those below – the purpose of these suggestions is to give schools a range of possible activities to pick from in order to contextualise the Professional Studies curriculum in their setting.

W/C 2nd March

- Discuss KS5 destinations from your school – where do pupils go and what are the reasons for this?
- What careers advice is given to pupils in the school? Can beginning teachers meet with the careers lead in school or observe a careers lesson at some point for their Professional Studies input that week?

W/C 9th March

- Speak to a TA about what their job involves and the variety of support that they give to students.
- Discuss how you could use TAs effectively in your lessons. Annotate a lesson plan with specific attention to how you would use a TA in the lesson to support a particular student.

W/C 16th March

Observe a student with SEND or EAL in their lessons. You should read their EHCP (if applicable) beforehand and also be aware of their most recent set of progress data to help you build a picture of them beforehand. You should focus on how expectations and instructions were communicated to the pupil to draw on ideas from the SEND ITAP and explore how these translate into practice at your main placement.

Discussion prompts could be:

- What opportunities did students have to practise speaking, listening, reading, and writing?
- How was key vocabulary introduced, revisited, and reinforced?
- How effectively were sentence frames, models, or scaffolds used?
- In what ways were students supported in their preparation for extended tasks?
- What scaffolding strategies were most effective (e.g. visuals, gestures, modelling, repetition)?
- How was language simplified without reducing cognitive challenge?
- How were instructions made clear and accessible to EAL learners?

W/C 27th March Looking ahead to Enrichment day and ITAP

Beginning teachers will spend the day re-visiting key themes from Professional Studies their on Friday 27th March. The sessions are listed below and it would be useful for beginning teachers to discuss their choices with their Mentor according to their emerging needs beforehand. The first week back after the Easter holidays will be on adaptive teaching. Some of this will be in placement schools in order for beginning teachers to continue momentum with their practice.

Read the EEF strategies on the following website. Discuss with BTs what each strategy looks like in their subject area – where are they seeing these ideas used in their subjects on a daily basis?

<https://educationendowmentfoundation.org.uk/news/moving-from-differentiation-to-adaptive-teaching>

It would be useful for ITECs to discuss how adaptive teaching links to formative assessment and to ask BTs to draw on their ITAP at Romsey School when considering different uses of formative assessment and how to structure formative assessment tasks effectively rather than guiding pupils to specific answers. In light of this, BTs could come prepared to share examples of their questioning using a recent lesson plan: these could be MCQs or verbal questions targeted to particular pupils etc.

Enrichment: Open Choice, Friday 27th March

Trainees will have the chance to re-visit key themes from the curriculum so far but in more depth and so they can opt for two of the following workshops:

Morning Sessions

- The brain and learning. How executive functioning shows up in the classroom and how to support children who struggle. Dr Kathy Jones
- Dialogic teaching: Dr Charis Voutsina
- Learning Outside the Classroom: Matt Perks, University of Southampton
- PSHE Teaching: Susie Fawcett, University of Southampton
- The Psychology of Behaviour, Colin Woodcock, University of Southampton
- Closing the Gap: supporting disadvantaged pupils: Kat Cox, Cantell School

Afternoon Sessions

- Supporting teacher mental health and Wellbeing: Beth Bray
- Applying for jobs: NASUWT
- Working with looked after children: Fiona Durrant, Hampshire Council
- Communicating with parents and carers: Richard Rooney, St Joseph's School, Salisbury
- Teaching Controversial Issues: Peace Education
- Sustainability in Schools: SOS Education
- A day at Parliament in the Education Department

As each BT is likely to choose a different combination of sessions it is not possible to cite ITTECF coverage for all trainees here as it will vary according to choice: equally, as the day falls on the final day of Spring term, specific school-based follow-up should take place following ITAP after the holidays.

ITAP WEEK: Monday 13th- Thursday 16th April 2026

Block 3: Adaptive Teaching: see booklet on the Partnership website for more detail.

Skills/knowledge

Noticing, impact of language on learning, a reminder of high- quality teaching – this time through the lens of EAL learners.

Intensive Training and Practice (ITAP)

This is a focused component of Initial Teacher Education (ITE) designed to deepen beginning teachers' understanding of evidence-based teaching principles and their application in professional practice. In doing so beginning teachers link theory to practice and begin to foster long-term improvements in teaching that they can adapt to various contexts, ensuring a sustained and transferable impact on their professional development.

It is therefore important that the minimum amount of time stipulated is devoted to these activities and that expert colleagues discuss with beginning teachers the observations they have made and answer any questions they may have at the end of each day.

Day 1 Activities

ITTECF Links: 1.3, 1.6, 1.8, 5.1-9, 6.1

It is important that beginning teachers should be engaged all day in ITAP activities during their time in school as ITAP is in addition to the required 120 days of placement time.

Monday Sessions at University

Session 1, High Quality Teaching for EAL Learners.

Kathryn Broom, PGCE MFL Lead and Gerry O'Sullivan, Weston School.

Beginning teachers will be reminded of the core principles underpinning high quality teaching through the lens of EAL learners. The session will look specifically at language in instruction, scaffolding and modelling for EAL learners and will therefore allow BTs to revisit some of the core ideas underpinning the SEND ITAP. This will be developed by looking at EAL learners in particular and will be further developed during the deconstruction phase by looking at how teachers support all learners to achieve high expectations.

Session 2: Adaptive Teaching and Differentiation.

John Murphy, St Anne's School.

This session will explore the definitions of adaptive teaching and what is meant by this. It will build on the pre-reading from the EEF:

<https://educationendowmentfoundation.org.uk/news/moving-from-differentiation-to-adaptive-teaching>

<https://educationendowmentfoundation.org.uk/news/scaffolding-more-than-just-a-worksheet>

to explore how teachers can set challenging objectives and then structure their lesson so that all learners can achieve these rather than producing three or four separate lessons for different groups of learners. It will develop prior learning by discussing anticipation of misconceptions as part of the planning process.

Session 3: How can we focus on pupil progress and learning when observing?

Sadie Thompson, The Hamble School

This session returns to core ideas underpinning the Professional Studies sessions from the beginning of the year. It will build on these by moving beyond how to observe and looking at how to ascertain what pupils are learning during the lesson. It is designed to support BTs in their understanding of how to deconstruct learning and challenge in a lesson observation. It will give BTs practical ways to look for pupil learning through observation and discussion with pupils.

[Teaching to What Students Have in Common](#) (pages 1-2 in particular)

[What Makes Great Teaching? \(Pages 2-4\)](#)

Tuesday Sessions at University

These sessions will be in subject areas and will focus on reinforcing some of the theory that was introduced during the previous day's sessions. The focus will be on considering strategies for adapting in the moment, again, with a particular focus on language – either through re-framing questioning or through modelling in the moment. Beginning teachers will deconstruct this during sessions and apply in practice before building on this further from the context of placement schools on Wednesday and Thursday.

Wednesday and Thursday in Schools

These days will require beginning teachers to further deconstruct practice in their placement schools, firstly through observation of experienced colleagues and then applying what they have learnt in their own teaching. A more detailed breakdown of the requirements for the days can be found in the ITAP booklet for schools.

Core reading/policy referred to.

<https://educationendowmentfoundation.org.uk/news/moving-from-differentiation-to-adaptive-teaching>

Coe, R., Aloisi, C., Higgins, S., & Major, L.E. (2014) What makes great teaching. Review of the underpinning research. Durham University: UK. Available at: <https://www.suttontrust.com/wp-content/uploads/2014/10/What-Makes-Great-Teaching-REPORT.pdf>

How will Mentors follow-up the Enrichment day and ITAP during the return to main placement?

Beginning teachers should:

Discuss beginning teachers' choices of workshop for the enrichment day and how the learning from this might be applied within the subject.

Develop the ITAP content by team teaching one of your classes with your Mentor. Allow your Mentor to guide on moments where the lesson would benefit from adapting your approach slightly e.g. re-framing questions, providing more support for specific pupils. Discuss and deconstruct this afterwards as part of your teaching reflection for the week.

The ITAP focussed observation should take place on the w/c 20th April.

How can ITECs contextualise the ITAP ahead of the final ITAP on Monday 29th June?

Please note that some schools will set their own tasks which are different to those below – the purpose of these suggestions is to give schools a range of possible activities to pick from in order to contextualise the Professional Studies curriculum in their setting.

During the weeks commencing 20th, 27th April and 4th, 11th and 18th May, Beginning teachers could...

Continue to build on the KS5, SEND and adaptive teaching input from ITAP and Enrichment by:

Task One: Post 16 Consolidation

- Reviewing the new government requirements for work experience with an expert colleague. What will this look like at KS3 and KS4 and what are the implications for them as ECTS?
- What careers advice is given to pupils in the school? Can beginning teachers meet with the Careers Lead in school to discuss the above along with the Gatsby Benchmarks and/or observe a careers lesson at some point in the term?
- How is careers provision embedded into the curriculum? What evidence have BTs seen of careers promotion around the school?
- What options are available to Year 11 after school? Discussion with Head of Year 11 or another expert colleague about the school's processes for supporting options Post -16 (Discussion of BTECs, A level, Apprenticeships)
- What are the destinations of the Year 11 students in your school? What are NEET statistics and what is a school's responsibility within NEET?

Task Two: PSHE Consolidation

- Reviewing the new [RSE Requirements](#) with an expert colleague and again, considering implications of these for them as ECTs- are there any topics or changes that are surprising/unexpected?
- Observe PSHE teaching, but with a different Key Stage to that observed after the Health Conference.
- How is PSHE structured across different year groups in the school?
- Which framework or guidance does the school follow when planning PSHE and RSE?
- How often are PSHE topics reviewed or updated?
- Discuss with expert colleagues, how pupil voice is heard in school and actions the school have taken, if applicable, to respond to pupil voice.

BTs could discuss the following scenarios with you:

During a lesson about relationships or family life, a student becomes visibly upset and stops participating.

- What should you do in the moment?
- How can you protect the student's privacy while supporting them?
- What actions might you take during or after the lesson?

During an RSE lesson a student asks personal questions about your own sexuality and personal life

- How would you respond while maintaining professional boundaries?
- How could you redirect the discussion to keep it focused?
- What might you do as an ECT if you feel very uncomfortable teaching a topic with a group?
- What ground rules might help prevent these situations?

Task Three: SEND and adaptive teaching consolidation: Joint Observation with ITEC

- Observe expert colleagues teaching with a focus on the ITEC deconstructing how they are identifying adaptive teaching methods used and their effectiveness in a lesson – particularly scaffolding of tasks and modelling at this stage in the year. Identify how and where staff modelled thinking aloud as well as identifying good practice. The ITAP observation form could be used for this to support discussion
- Choose two or three strategies to follow up in more detail (e.g. observing an intervention class with EAL pupils – conduct a pupil trail for other EAL pupils outside of ITAP to look at their experience through the day)
- Meet with any specialist EAL TAs to discuss their approaches with pupils and the theory underpinning this.

Task Four: Joint observation with EAL Coordinator

- Observe an expert colleague with beginning teachers – focus in particular on identifying how you would identify the learning taking place in the lesson – this will again help draw together the focus on high quality teaching that runs throughout the Professional Studies programme. Re-visit the content from the beginning of the placement on observing lessons and discuss what high teaching “looks like”. How can you “see” this over time?
- Observing with an EAL Coordinator would be of particular value and can develop ITAP particularly when deconstructing how high-quality teaching enables pupils to make progress.

Task Five

- In preparation for the KS2 ITAP which will focus on high expectations in Year 7, meet with a group of Year 7 pupils to discuss their perception of transition from primary school and key differences in work/expectations/environment.
- Meet with Head of Year or Transition Lead to discuss the above from an alternative perspective.
- How is the transition process planned for students moving into the school?
- When does the transition process usually begin?
- What activities or events help students become familiar with the school before they start?
- How do you ensure the transition programme supports both academic and pastoral needs?
- How do you work with feeder primary schools to gather information about incoming pupils?
- How are students with SEND or additional needs supported during transition?
- What extra support is available for students who may find change particularly challenging?
- How are parents and carers involved in the transition process?

BTs could discuss how they might respond to the following fictitious email (or you could select an anonymous example of a challenging scenario more applicable to the school)

Good morning,

I am writing because my child came home yesterday quite upset after your PSHE lesson. They told me that the class were discussing relationships and consent, and in my view that is not appropriate for pupils still in KS3.

My child said that pupils were asking quite personal questions and that the conversation became uncomfortable for her and several of her friends. I am particularly concerned that this was discussed without enough warning or preparation. As a parent, I feel I should have been informed in advance if these subjects were going to be covered so that I could decide whether I felt they were suitable for my child.

I am also worried about how the class was managed. My child mentioned that a few students were making jokes and inappropriate comments, and I would like to know how this was addressed during the lesson.

Many thanks

BTs could role play a phone conversation with the parent, with the ITEC in role to supportively challenge BTs in managing some difficult conversations.

Looking ahead to Final ITAP: Wednesday 3rd- Friday 5th June

Beginning teachers will explore how to achieve high expectations with Year 7 classes in their subject areas. Their observation on their return should focus on this area and therefore it would be useful to identify the class for this prior to ITAP.

ITAP Block: Wednesday 3rd- Friday 5th June 2026

Block 5: High Expectations at KS3: See Partnership website for more details.

Skills/knowledge

Noticing, impact of language and opportunities for developing a shared language between KS2-3.

Intensive Training and Practice (ITAP)

This is a focused component of Initial Teacher Education (ITE) designed to deepen beginning teachers' understanding of evidence-based teaching principles and their application in professional practice. In doing so beginning teachers link theory to practice and begin to foster long-term improvements in teaching that they can adapt to various contexts, ensuring a sustained and transferable impact on their professional development.

It is therefore important that beginning teachers are observed with an ITAP focus following these blocks and that follow-up discussions take place with Mentors in order to reinforce links to practice.

Day 1 Activities

ITTECF Links: 1.1-1.8, 3.12



Wednesday and Thursday in School

Beginning teachers will be at St Mark's all-through school in Southampton for this ITAP as it provides an opportunity to observe KS2 teaching and learning in an all-through setting. Beginning teachers will observe their subject at KS2 and will deconstruct these with expert colleagues. They will observe work assessed as 'meeting' 'above' and 'below' expected thresholds in their subject and then consider how a curriculum can build between KS2-3 with a particular focus on shared vocabulary.

Friday at University



Morning Subject Sessions

These will look at an element of the curriculum for KS2 with beginning teachers and will ask them to plan a lesson aimed at a Year 7 class they teach, based on their learning from ITAP. This will be used by Literacy and Numeracy Coordinators in the afternoon to look at where links to develop these elements could be embedded to further enhance high expectations across the curriculum.

Afternoon Sessions



These sessions will focus on transition to Year 7 - what information is shared with schools and what will be expected of tutors? Again, there will be a focus on balancing work and wellbeing by discussing how to communicate with parents and carers and where to find information. Megan Stagg, Upper Shirley High



Support for Pupils with Weaker Literacy and Numeracy in Year 7: Colleagues from Holy Family School. These sessions will look at transition from KS2 and reinforce the idea of shared vocabulary for learners



Literacy and Numeracy Coordinators in School. These will be delivered by colleagues in partnership schools and will look at how to raise standards by focussing on pupils literacy and numeracy within lessons. They will build on the lessons developed in subject areas

Core reading/policy referred to

https://discovery.dundee.ac.uk/ws/portalfiles/portal/105395915/9781003081890_webpdf.pdf (Ch.2)

How will Mentors follow-up the ITAP during the return to main placement?

Beginning teachers should:

Discuss the article on vocabulary (Ch2, available on Blackboard and the Partnership website) with your Mentor. How far does this resonate with your experiences of teaching Year 7 so far?

Observe an intervention session with Year 7. How are other adults supporting pupils' progress during these sessions?

The ITAP observation focus for this should be on w/c Monday 8th June.

How can ITECs contextualise the final ITAP ahead of the end of the course on Friday 26th June?

Please note that some schools will set their own tasks which are different to those below – the purpose of these suggestions is to give schools a range of possible activities to pick from in order to contextualise the Professional Studies curriculum in their setting.

Beginning teachers could...

- Look through a range of Year 7 exercise books – discuss with ITEC what they can elicit about expectations from a range of pupil work. Looking at the books of 2 or 3 pupils over several subjects can provide interesting discussions for consistency and expectations across different subject areas in terms of marking and literacy/numeracy support.

- Take one pupils' journey from their transition in Year 6 to deconstruct with an expert colleague: discuss what information was available at the point of transition, what their initial data were suggesting about ability and then track through SIMS/Classcharts (or equivalent) their assessment and behaviour points throughout the year – identify the progress that they have made overall and any areas where they appear to have struggled. What support was put in if necessary, from secondary school and how has this improved their outcomes?

Additional Tasks: these are designed to provide a range of consolidation tasks in the final weeks of the course, on W/C 8th, 15th and 22nd June, depending on need.

- Meet with an expert colleague to discuss learning outside the classroom and educational visits – how these are planned and coordinated and what the process involves when setting up groups or taking classes off-site.
- Discuss ECT arrangements in your context – what do these involve? Beginning teachers could meet with Mentors/Wellbeing Leads again to discuss training content and specific wellbeing strategies as ECTs.
- Meet with an expert colleague to discuss national performance measures for schools following examinations – explanation of Progress 8 measures etc.

Looking ahead

Beginning teachers not on an extended placement will be finishing their placements on Friday 26th and therefore, there will be no follow-up tasks for the final two Professional Studies days. They are included here for information.

Professional Studies: Preparation for ECT Years, Monday 29th June

Activities

ITTECF Links: 8.1, 2,3,7



Managing Your Workload and Wellbeing, Jools Housham, Wellbeing Lead, Testwood School

The session will look specifically at the differences between a PGCE year and the ECT years in terms of workload and professional expectations. It will return to the content of the first week on professionalism and expectations and identify key similarities and differences in these areas.



A Taste of the ECT Years – Indicative Development Content, Tim Andrews, Christ the King College and Stacey Sellick, Upper Shirley High.

This session will give beginning teachers the chance to get an idea of the likely content for the ECT development sessions.

Professional Studies: Being a Tutor, Tuesday 30th June (AM.)

This session will run for a morning and will be led by groups of current ECTs. It will outline the role of the tutor and expectations within tutor time. It will address workload issues specific to those encountered in tutor time and will give beginning teachers the opportunity to consider what planning for tutor time may involve.

Core reading/policy referred to

https://assets.publishing.service.gov.uk/media/680a0c3e6d6ac02ee99d8437/Induction_for_early_career_teachers__England_.pdf

PGCE Secondary Course Organisation Chart 2025-2026

Please note: if the school term dates for different counties vary, you are still expected to attend all university sessions

PGCE SECONDARY- 2025-26 ACADEMIC YEAR							
Week beg	UoS wk	Mon	Tues	Wed	Thurs	Fri	
01-Sep	-3						
08-Sep	-2	Induction	Subject	Prof. Studies	DAD	Subject	
15-Sep	-1	Subject PPI due	Subject	Prof. Studies	DAD	Subject	
22-Sep	0	Subject	Subject	Prof. Studies	Prof. Studies	Subject	
29-Sep	1	ITAP Unit	ITAP Subject	ITAP School	ITAP School	ITAP Subject/PolMM launch	
06-Oct	2	School 1	School 1	School 1	School 1	Subject/ Assignment skills	
13-Oct	3	School 1	School 1	School 1	School 1	Subject	
20-Oct	4	School 1	School 1	School 1	School 1	Subject/NaT launch	
27-Oct	5	OCTOBER HALF TERM					
03-Nov	6	School 1	School 1	School 1	School 1	Subject	
10-Nov	7	School 1	School 1	School 1	School 1	Prof Studies: H&M	
17-Nov	8	School 1	School 1	School 1/PolMM due	School 1	Subject/ SP launch	
24-Nov	9	School 1	School 1	ITAP Romsey	ITAP Romsey	ITAP Subject	
01-Dec	10	School 1	School 1	School 1	School 1	Subject	
08-Dec	11	School 2 visit	School 1	School 1	School 1	Subject	
15-Dec	12	School 1	School 1	School 1	School 1	DAD	
22-Dec	13	CHRISTMAS BREAK					
29-Dec	14	CHRISTMAS BREAK					
05-Jan	15	School 2	School 2	School 2	School 2	Subject	
12-Jan	16	School 2	School 2	School 2	School 2	Subject	
19-Jan	17	School 2	School 2	School 2/ SP due	School 2	Subject/ PIP launch	
26-Jan	18	School 2	School 2	School 2	School 2	Prof Studies: Enrichment SEND	
02-Feb	19	School 2	School 2	School 2	School 2	Subject/ PIP plan due	
09-Feb	20	ITAP Unit	ITAP School 2	ITAP School 2	ITAP School 2	ITAP Subject	
16-Feb	21	FEBRUARY HALF TERM					
23-Feb	22	School 1	School 1	School 1	School 1	Prof Studies: ESS	
02-Mar	23	School 1	School 1	School 1	School 1	Subject	
09-Mar	24	School 1	School 1	School 1	School 1	Subject	
16-Mar	25	School 1	School 1	School 1	School 1	Subject	
23-Mar	26	School 1	School 1	School 1	School 1	Prof Studies: Enrichment	
30-Mar	27	EASTER BREAK					
06-Apr	28	EASTER BREAK					
13-Apr	29	ITAP Unit	ITAP Subject	ITAP School 1/PIP due	ITAP School 1	School 1	
20-Apr	30	School 1	School 1	School 1	School 1	School 1	
27-Apr	31	School 1	School 1	School 1	School 1	School 1	
04-May	32	School 1 (Bank Hol)	School 1	School 1	School 1	School 1	
11-May	33	School 1	School 1	School 1	School 1	School 1	
18-May	34	School 1	School 1	School 1	School 1	Subject	
25-May	35	MAY HALF TERM					
01-Jun	36	School 1	School 1	ITAP Primary School	ITAP Primary School	ITAP Subject	
08-Jun	37	School 1	School 1	School 1	School 1	School 1	
15-Jun	38	School 1	School 1	School 1	School 1	School 1	
22-Jun	39	School 1	School 1	School 1	School 1	School 1	
29-Jun	40	Prof Studies: ICT	Prof Studies: Being a teacher (pm)	Subject	Subject	Subject/ NaT due	
06-Jul	41	Extended Placement					
13-Jul	42	Extended Placement					
20-Jul	43	Extended Placement					
27-Jul	44	Extended Placement					