PGCE Secondary Curriculum Overview

Academic Year 2026–2027 | University of Southampton: PGCE Secondary

📌 Curriculum Intent & Key Principles:

- **Effective Partnership:** Excellent communication and coherence between School/College and University settings.
- **Value-based:** Centers on robust subject/pedagogical content knowledge, inclusion, diversity, health and wellbeing, resilience and confidence.
- **Thematic & Subject-Specific:** Mapped carefully against ITTECF (2024) to ensure full core coverage plus rich subject and professional pedagogy.
- **Evidence-Based & Integrated:** Shaped by research, supporting beginning teachers to seamlessly integrate theory with classroom practice.

Phase 1: Understanding Teaching (Weeks 1–8 | Sept – Oct 2026)	Phase 2: Beginning Teaching (Weeks 9–17 | Nov – Dec 2026)	Phase 3: Developing Practice (Weeks 18–30 | Jan – Mar 2027)	Phase 4: Enhancing Proficiency (Weeks 31–43 | Apr – July 2027)
Curriculum Structure: A Phased, Bespoke Developmental Model Our curriculum is sequenced for progression, combining university-led theory with in-school application to support beginning teachers at their own pace: 1. **Dovetailed & Sequenced Learning:** Taught sessions and school placements work synchronously to foster the holistic growth of the 'whole teacher'. 2. **Flexible Progression:** Progression reflects each beginning teacher's unique starting point, prior experience and personal developmental rate. 3. **Bespoke Choice & Specialisation:** Beginning teachers actively shape their learning through optional booster modules, subject-specific inquiries and tailored enrichment pathways.			

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Curriculum Implementation, Assessment & Impact Framework

Curriculum Implementation	Formative & Summative Assessment	Curriculum Impact & Reflexive Review
• Delivered via centre-based taught sessions by ITE subject experts and trained school practitioners. • ITTECF 'Learn That' knowledge is distributed across centre and school-led sessions. • Beginning teachers apply 'Learn How To' knowledge through structured mentor dialogue, focused observations of expert colleagues and feedback on their own practice. • Fortnightly reflection and target setting guide progress through each phase.	**Formative Assessment:** • Weekly teaching observations • Weekly mentor professional dialogue • Fortnightly reflections & target setting • Termly review of curricular knowledge and practice **Summative Assessment:** • End-of-year assessment against Teachers' Standards for QTS recommendation.	• Continuous monitoring of beginning teacher knowledge and teaching practice. • Regular feedback from beginning teachers and partnership stakeholders. • Timely, reflexive curriculum adaptations to remain responsive to beginning teacher developmental needs.

Curriculum Map

Phase	Month	ITTECF Ref	Context / Delivery Module	Content & Key Learning Focus
Phase 1: Understanding Teaching	**Pre-course**	5.6, 6.1, 6.5	**Directed Study**	Critical engagement with key aspects of learning theory.
Phase 1: Understanding Teaching	**Sept 2026**	1.2, 7.11, 8.4	**Professional Studies & Directed Activities: Safeguarding & Wider Role of a Teacher**	Safeguarding & KCSIE; Fundamental British Values & Equality Act 2010; Unpacking Professionalism; Developing resilience and managing workload; PREVENT, FGM & EMTAS training; Professionalism Code of Conduct.
Phase 1: Understanding Teaching	**Sept 2026**	1.1-2, 1.5, 1.8, 5.7, 7.11, 8.4	**Professional Studies & Directed Activities: Professional Behaviours**	Maximizing lesson observations; Sustainability in Schools; Intro to PSHE; Working with neurodivergent beginning teachers/colleagues; Role of a tutor & virtual tutor task; Intro to SEND Code of Practice; Literacy & numeracy tasks.
Phase 1: Understanding Teaching	**Sept 2026**	1.1-2, 2.1-5, 2.7-9, 4.2, 4.9, 8.2-3, 8.6, 8.8	**Professional Studies & Directed Activities: Building Positive Relationships**	Developing Professionalism at St George's Catholic College; Team building & communication skills; TeachMeet on 'Understanding Teaching' drawing together professionalism, teaching today, and subject planning.
Phase 1: Understanding Teaching	**Sept 2026**	1.3, 2.1-10, 3.1-8, 4.1-11, 7.4, 7.7	**Subject Specific Teaching**	Subject contextualisation of professional studies. SK development as a continuous thread: - National Curriculum and SK - Effective Teaching & Learning; - How pupils learn; - Lesson planning intro & development (including the use of AI in Education)

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Phase 1: Understanding Teaching	**Sept/Oct 2026**	7.1-2, 7.5-6, 7.9-10, 8.9	**ITAP: Behaviour Management**	Relationships for learning; Establishing routines; Consistency of sanctions/rewards; Language usage, voice & presence **Masters Assignment: Perspectives on Behaviour Management.**
Phase 1: Understanding Teaching	**Oct 2026**	1.1, 1.3-4, 1.6, 2.2-4, 3.2, 7.1-2	**Main Placement: School 1 Induction & Initial Teaching**	Orientation in school; Consolidation activities for Behaviour ITAP and University induction period; Initial teaching experiences. School Safeguarding and Pastoral Systems. Weekly mentoring and training in identified areas; paperwork and well-being support
Phase 1: Understanding Teaching	**Oct 2026**	3.1-8, 3.10, 4.1-11	**Subject Specific Teaching & Optional Support**	Subject specific content and pedagogical content knowledge (PCK). **Optional Booster: Bespoke support for neurodivergent beginning teachers.**
Phase 2: Beginning Teaching	**Nov 2026**	3.1-10, 4.1-11, 8.2, 8.9	**Subject Specific Teaching**	Subject specific content and pedagogical content knowledge (PCK). **Masters Assignment: Subject Pedagogy**
Phase 2: Beginning Teaching	**Nov 2026**	1.1-2, 1.5-7, 5.3, 5.7, 7.3, 7.5-6, 7.8, 8.1, 8.3-4, 8.6	**Professional Studies: Health & Wellbeing Conference**	Talks/workshops on pupil & teacher health & wellbeing: • Core: RSE, PSHE in practice. • Workshops: Mental health (Solent Mind), Young Carers, Eating Disorders, First Aid (St John's), LifeLab (Vaping), GamCare, Resilience, Careers Post-16, Yoga, Meditation.
Phase 2: Beginning Teaching	**Nov 2026**	4.6, 6.1-4, 8.1, 8.2	**ITAP: Assessment**	Review of assessment for learning literature; Explicit clarity on where/why pupils are assessed; Constructing specific/meaningful assessment tasks (e.g. MCQs)

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Phase 2: Beginning Teaching	**Nov/Dec 2026**		**Main Placement: Beginning Teaching**	Managing Behaviour: Policies, Procedures & Practice ; Subject knowledge development in context; Data systems; Pupil Voice, Citizenship, SMSC, PSHEE & Wellbeing Weekly mentoring and training in identified areas; paperwork and well-being support
Phase 2: Beginning Teaching	**Dec 2026**	3.1-8, 3.10, 4.1-11, 6.6, 6.7	**Subject Specific Teaching & Directed Activities**	Subject specific content and PCK; Supporting pupils with weaker literacy and numeracy.
Phase 3: Developing Practice	**Jan 2027**	Placement Context	**Focus Placement School Experience**	Placement experience running from January through to February Half Term: Teaching in a new context; Behaviour systems and working with TA's, working with parents and carers.
Phase 3: Developing Practice	**Jan 2027**	3.1-8, 3.10, 4.1-11, 8.2, 8.9	**Subject Specific Teaching**	Subject specific content and PCK. Medium and long-term planning. **Masters Assignment: Practitioner Inquiry Project (small-scale inquiry).**
Phase 3: Developing Practice	**Jan 2027**	1.1-2, 1.6-7, 2.6, 5.2-3, 5.7-9, 7.2, 7.10, 8.5-6, 8.8	**Professional Studies: KS5 Experience**	Day in KS5 setting: Transition expectations, Post-16 career options, effective KS5 teaching. Opportunity to consolidate previous ITAP and PS on SEND, Behaviour and Safeguarding through online training. Learning outside classroom (Royal Navy Museum / Parliament).
Phase 3: Developing Practice	**Feb 2027**	1.1-2, 1.6, 2.6, 5.1-9, 7.2, 7.10, 8.5-6, 8.8-9	**ITAP: SEND**	Focus on high quality teaching, clear unambiguous language in expositions/tasks, and effective TA deployment to supplement teacher support.

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Phase 3: Developing Practice	**Feb 2027**	Placement Context	**Main Placement Experience**	Return to Main Placement from Feb Half Term through end of June: Working with pupils in a non-classroom capacity: contributing to the wider life of the school; Securing your first teaching job; Implementing adaptive teaching strategies including strategies to stretch & challenge able learners and targeted EAL and SEND strategies. Weekly mentoring and training in identified areas; paperwork and well-being support
Phase 3: Developing Practice	**Feb 2027**	1.1-2, 1.6-7, 8.4	**Professional Studies: Enrichment SEND Experience**	Day in a SEND setting: Understanding breadth of SEND needs, raising awareness of supporting adults/agencies, and exploring TA roles in SEND settings.
Phase 3: Developing Practice	**Mar 2027**	3.1-8, 3.10, 4.1-11	**Subject Specific Teaching & Optional Experience**	Subject specific content and PCK. **Optional International Experience: Teaching experience in Kenya (subject to availability).**
Phase 3: Developing Practice	**Mar 2027**	Enrichment Options	**Professional Studies: Enrichment Options**	Selected enrichment options: Relational approaches & hearing pupil voices; Dialogic teaching; Learning outside classroom; PSHE; Psychology of behaviour (anxiety); Closing the Gap; Faith schools; Looked After Children; Job applications & parent communication; Visits to Parliament / Eaglewood School.
Phase 4: Enhancing Proficiency	**Apr 2027**	1.3, 1.6, 1.8, 5.1-9, 6.1	**ITAP: Adaptive Teaching**	Supporting EAL and SEND learners with high-quality teaching for all; Formative assessment in adaptive teaching; Adapting teacher language based on formative data.
Phase 4: Enhancing Proficiency	**Apr–Jun 2027**	80% Teaching Block	**Main Placement School: 80% Teaching Block**	Sustained 80% teaching timetable block across April, May, and June.

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Phase 4: Enhancing Proficiency	**May 2027**	3.1-8, 3.10, 4.1-11	**Subject Specific Teaching**	Subject specific content and PCK.
Phase 4: Enhancing Proficiency	**June 2027**	1.1-8, 3.12	**ITAP: KS2-3 High Expectations**	KS2–KS3 Transition: Maintaining high expectations in Year 7; Understanding progress benchmarks; Shared vocabulary across KS2–3.
Phase 4: Enhancing Proficiency	**June 2027**	8.1-3, 8.7	**Professional Studies: ECT Preparation**	Preparing for the ECT years & ITTECF continuation; Workload & wellbeing management; Taster of ECT curriculum content and what to expect
Phase 4: Enhancing Proficiency	**June 2027**	1.2, 1.5, 1.8, 8.3-4	**Professional Studies: Being a Tutor**	Drawing together ITAP & Professional Studies: Tutor time routines, establishing high expectations, parent communication, and dealing independently with challenging situations.
Phase 4: Enhancing Proficiency	**June/July 2027**	3.1-8, 3.10, 4.1-11	**Subject Specific Teaching & Final Portfolio**	Subject specific content and PCK; Final QTS assessment. **Becoming a Teacher assignment portfolio submission (02/07/27 @ 4pm)**