

Grad 2 Teach

SALARIED TEACHER TRAINING COURSE



MENTOR HANDBOOK
FOR TRAINEES COMPLETING
PHASE 1 OF THE G2T TRAINING
PROGRAMME 2023

020 8148 6733

WWW.GRAD2TEACH.AC.UK

TABLE OF CONTENTS

- 01** **Grad2Teach: who are we and how does our training programme work?**
- 02** **What is the Grad2Teach Trainee Portfolio?**
- 03** **What should be included in the Trainee Portfolio?**
- 04** **What should a typical G2T trainee timetable look like and how often should they be observed?**
- 05** **What are the Teaching, Learning and Assessment (TLA) sessions? When do they run?**
- 06** **How does G2T monitor its trainees' progress in Phase 1?**
- 07** **What do we ask of mentors?**
- 08** **What does the trainee need to do and read as part of their onboarding at the school?**
- 09** **Glossary**
- 10** **Contacting us**



(1) GRAD2TEACH: WHO ARE WE AND HOW DOES OUR TRAINING PROGRAMME WORK?

Grad2Teach (G2T) is a national teacher training provider based in **Barnet, North London**. We advocate an 'on the job training' approach to **obtaining a PGCE with QTS** to create robust **practitioners** who go into the **profession** with their eyes open and are able to thrive despite the **everyday pressures** of the job.

The **Grad2Teach** team comprises **experienced teachers**, ex-senior leaders, teacher trainers and recruiters for **education**, which gives us a wealth of **knowledge** and **experience** of the education sector.

Our Teaching and Learning Team and Partnership Coordinators

Our **Teaching and Learning (T&L)** Team provides our trainees with a programme of **up-to-date training** sessions inspired by the **Core Content Framework for ITT** which they can attend on Teams or access online.

The **T&L Team** also work with **in-school mentors** and **G2T Trainers** to provide a **training experience** which is joined-up, thorough and **supportive**, underpinned by regular **communication**, **constructive feedback** and timely **lesson observations**. Our **Partnerships Coordinators** work tirelessly on our trainees' and partnership schools' behalf to ensure that our **training placements** are mutually beneficial and sufficiently rigorous to prepare our trainees for the **demands of a PGCE**.

Our 2-year training programme

For the majority of our trainees, the **Grad2Teach** programme lasts for **2 years** – one year on **Phase 1** and one year on **Phase 2**.

In **Phase 1**, trainees perform a variety of **salaried support roles** in order to become **familiar** with the **daily routines** and **responsibilities** of working in a **school**. These include working as a **teaching assistant, unqualified teacher, mentor, tutor, higher-level teaching assistant** or **cover supervisor**.

Phase 1 is the equivalent of **one academic year**, unless trainees have been working as an **unqualified teacher** for some time in their **placement school**.

In **Phase 2**, trainees complete a **PGCE with QTS** course with **Coventry University**. They are expected to balance a **70% teaching timetable** at their **placement school** with regular **online university study** and **3 extended essays**. In the term before they begin their **PGCE**, we recommend trainees manage a **teaching timetable** of approximately **12 hours a week** per the requirements of their **PGCE year**.

Preparation for **Phase 2** begins once the trainee's **placement school, G2T T&L Team** and **G2T trainer** are satisfied that the candidate is **ready** for the **demands** of a **PGCE**.

Grad2Teach will support the trainee through the **application process** and trainees may join the **PGCE** at any one of **three entry points** throughout the year: **September, January** or **April**. Further details of the **Coventry University PGCE course** can be found here: [*PGCE with QTS Postgraduate Certificate in Education With Qualified Teacher Status \(2022/23\) | Coventry University*](#).

(2) WHAT IS THE GRAD2TEACH TRAINEE PORTFOLIO?

Phase 1 of our programme is an ideal **opportunity** for our trainees, as they have the **freedom** to settle into their **placement school** and new role without the added pressure of a **significant teaching timetable** and **PGCE assignments**.

We expect them to make the most of this time – to take **advantage** of their **colleagues' experience**, **shadow lessons**, **ask for advice**, **read widely**, **understand how planning for lessons** and **whole schemes** of work comes together, **attend parents' evenings**, learn how to manage their **time effectively** and reflect on what being a teacher is really like.

Phase 1 is also an ideal time to **practice** completing work which will partly form the basis of their assessments on **Phase 2**, their **PGCE year**. For this reason, we ask trainees to **evidence** their progress against the **Core Content Framework** standards in an **online portfolio of work** which will act as a '**test run**' for **Coventry University** (and which may feature elements that are later admissible in their PGCE year, and therefore doubly worthwhile).

We call this work their **G2T Trainee Portfolio** and host it on our website:

[Initial Teacher Training | Grad2Teach Ltd](#)

Importance of maintaining the Trainee Portfolio

Maintaining their **Trainee Portfolio** is crucial in Phase 1 because:

- It is **directly** linked to the work they will complete on their **PGCE course**
- It is an opportunity to '**get ahead of the game**' and create work at a **less pressured** time that can be reused, adapted and/or referred to in **future PGCE assignments**
- It is clear **evidence** of the **progress** the trainee is making with their understanding of **pedagogy** and **teaching practice**
- It will alert **Grad2Teach** to **potential issues** which require further **support** or intervention from the **T&L Team** – particularly if a trainee has fallen behind or worse, not created a portfolio
- It will be used to inform the **G2T Review Process**, carried out at the end of the **trainee's first term** on placement. The outcome of the **Review** will dictate whether the trainee is:

(a) eligible for **additional mentoring** and feedback from a **G2T Trainer** who will offer **regular constructive feedback** on their **Trainee Portfolio** and carry out formal **lesson observations** in Term 2 .

(b) eligible for a **pay rise**

(3) WHAT SHOULD BE INCLUDED IN THE TRAINEE PORTFOLIO?

Trainees' online portfolios are hosted under the Trainee Hub tab on the G2T website and can be found at this link:

[Resources and Trainee Portfolios | Grad2Teach](#)

Trainees should make time **every week** to upload to their portfolios and **discuss** the contents of them with their **mentor** on a regular basis. As a **mentor**, you can also have **access** to your trainee's portfolio and **upload notes** and **observations** to it as you wish.

Our expectations of the **Trainee Portfolio** content are in line with those set out by **Coventry University** in **Phase 2**.

The minimum expectations regarding content are as follows:

1. **WEEKLY:** Completing and maintaining an **Independent Learning Journal** from the **first week** of school placement. This can reflect on any **experiences** – pastoral, teaching, planning, parents' evening. CPD – that happen.
2. **MONTHLY:** Completing and uploading **2x Observations of Colleagues documents** (observing their mentor to start with and other colleagues as their placement progresses)
3. **MONTHLY:** Completing and uploading **2x Lesson Plans** as early as possible and **no later than the start of the second month of placement**
4. **MONTHLY:** Completing and uploading the **TLA Checklist** for the **CCF standard** of the month as per the TLA training sessions. This will help them to **reflect** on the **G2T training** and focus on how they are developing the appropriate knowledge and skills to **meet** the **specific CCF standard**.

(4) WHAT SHOULD A TYPICAL G2T TRAINEE TIMETABLE LOOK LIKE AND HOW OFTEN SHOULD THEY BE OBSERVED?

Trainees' timetables often vary according to the placement school and role, but we do have some basic requirements for **all trainees**. We know from experience that just one planned and taught lesson per week from the **second term of Phase 1** prepares our trainees well for the teaching load on Phase 2.

Requirements for all trainees

Trainees should commit to a weekly teaching commitment and begin uploading entries to their Learning Journal **as soon as possible after their placement has started.**

First term

In the first term, they should be **creating** and **delivering** regular **starter activities** and managing small-group **interventions**. They should be building up to creating and delivering **full lessons** by the end of their **first full term**.

Second term

Creating and delivering full lessons, working up to managing approximately **12 hours' teaching per week** by the end of the second full term.

Non-contact time

Trainees should have a **timetable** which sets aside at least **one period per week** for them to complete Grad2Teach work. This may be lesson planning, observing other teachers, working on TLA presentations and/or getting additional support. Ideally, schools should allocate **10% of the trainee's timetable** for the completion of Grad2Teach work.

In-school CPD

Trainees should be provided with a **calendar of dates** for additional commitments such as **parents' evenings, department and whole-school INSET** as soon as they begin their placements, so that they can make any arrangements necessary to ensure **full attendance** at these events.

Observations

Trainees' practice should be **observed**, with clear feedback and suggested actions for improvement offered in written form **at least once per half-term**. Ideally, trainees should have a regular **observation** schedule in place covering **weekly** or **fortnightly** observations.

Observation documentation for mentors and G2T Trainers

Mentors are welcome to use any **G2T paperwork** for observations of our trainees or upload their **own school proforma** or **handwritten notes** to their **mentee's Trainee Portfolio** if they prefer.

Our **general observations document**, which trainees use to conduct observations of colleagues whilst on placement can be found here:

[Observations of Colleagues support \(grad2teach.ac.uk\)](https://grad2teach.ac.uk/observations-of-colleagues-support)

Our Grad2Teach Trainers will use this observation document on their visits to the school:

[G2T Lesson observation form MET Sept 22-.doc](#)

(5) WHAT ARE THE TEACHING, LEARNING AND ASSESSMENT (TLA) SESSIONS? WHEN DO THEY RUN?

The TLAs stand for Teaching, Learning and Assessment training sessions which are run **on Teams by the Teaching and Learning Team at Grad2Teach twice a month** to support trainees' professional development and understanding of pedagogy.

As a training provider, G2T want to offer **structured training sessions which are aligned with the Core Content Framework** to support trainees' professional development and better prepare them for their PGCE and ECT years: [ITT core content framework .pdf](#)

Attendance at the sessions is **compulsory**. Trainees' attendance and contributions will feed into the **Teaching and Learning Team's Review** of the trainee's progress during their first term on placement.

Currently, each session runs from **4pm to 5pm every other Wednesday** and focuses on one theme per month. The 2023 schedule can be found here: [TLA Schedule for 2023.pptx](#)

The structure of the TLAs

The **first** of the **two training sessions** follows a **4-part** structure each time to enable our trainees to understand the **relevance** of the **CCF standard** and how they can evidence meeting it:

- **Part 1:** The rationale behind the standard is explained – why is it relevant to teachers?
- **Part 2:** Trainees learn how to 'apply' the standard to their behaviour, mindset and decisions as a teacher

- **Part 3:** Trainees are given suggestions for ways in which they might build the necessary skills to meet this standard and evidence their progress
- **Part 4:** Trainees are asked to complete the TLA Checklist to capture their reflections and any work they have done towards this standard during the designated month. They are also encouraged to evidence their progress by uploading new work to their Trainee Portfolio (eg. learning journal, lesson plan and/or observation of colleagues) to reflect the TLA focus.

In the **second** of **G2T** the monthly sessions, **G2T trainees** are invited to **lead** the training. They meet with the **T&L Team** to plan the **content** and then present their **research** and **experience** of trying to meet the **teaching standard** in the classroom to their peers.

The **TLA sessions** are **developmental** and intended to be entirely **non-judgmental** and **supportive**. They allow the T&L Team an insight into how the **trainees work** as well as offer them a great **opportunity** to **lead training** for others. We see how much their **Phase 1** peers appreciate the presenters' personal insights into their own journeys of learning during these sessions, plus they put the **TLA theme of the month** into further context for **every trainee** on placement.

Our **Teaching and Learning Team** will contact you to let you know if/when your **mentee** is **presenting** one of the sessions, so that you can **support** them with the content/skill being covered.

(6) HOW DOES G2T MONITOR ITS TRAINEES' PROGRESS IN PHASE 1?

1. Review of first term's progress – feedback from mentor and trainee

The G2T T&L Team want to create trainees who are **professional** and **reliable**, able to **manage the workload**, **meet deadlines**, and **respect** their mentors and their department's/school's culture.

The end of a trainee's first term on placement provides a **natural opportunity** for the T&L Team, along with the trainee's PC (**Partnerships Coordinator**) to **review** how well they've settled in and whether they are making **reasonable progress** in their new role.

Mentor feedback

Therefore, towards the end of the **first term* completed** by our trainees (*this allows trainees who start part-way through a half-term to have sufficient opportunity to settle in), we will seek mentors' feedback via this form <https://form.jotform.com/230614076613349>

Trainee feedback

We will also ask our trainees to complete the below form to reflect on how well they believe they have settled in and whether they are making reasonable progress:

<https://form.jotform.com/230724752477360>

We will also assess the **content** and **quality** of the trainee's **G2T Trainee Portfolio** as part of their Review.

2. Appointment of G2T Trainer to visit, observe and feedback on Trainee Portfolio

Once a trainee has **passed their Review**, they will be assigned a **G2T Trainer**. Our trainers are all **former headteachers, advanced practitioners, senior leaders, phase leaders and subject specialists**.

The **T&L Team** will **'match'** a G2T Trainer with the trainee and then schedule an **introductory meeting** on Teams between the **trainee**, their **in-school mentor** and their **G2T Trainer** to explain next steps and agree a suitable time for a **formal observation** of their practice.

G2T Trainer remit

Once the **G2T Trainer** has been **assigned** a trainee, they will carry out a **formal observation** as well as offer **regular written feedback** on their Trainee Portfolio. This will be **ongoing** for the remainder of **Phase 1**.

3. Supporting an underperforming trainee

If there are **sufficient concerns** which **prevent** the trainee from **passing their first full-term Review**, the T&L Team will arrange a **Post-Review Meeting** with the trainee, their Partnerships Coordinator and themselves to **consider appropriate next steps** to help the trainee to improve in the following term.

They will be informed that they are **not yet** ready for a **G2T Trainer** and will be **reassessed** during the **next round** of Progress Reviews. A **support plan** may be put in place for the trainee to follow in the next half-term. The **in-school mentor** will be informed of the **outcome of the meeting** and any plans or actions set for the trainee the following term.

Follow-Up Review

If **concerns** have been raised by the **mentor** or the **G2T T&L Team** during the **first Review**, a **Follow-Up Review** will take place before the end of the **trainee's second term**. This may include a **school visit** to **observe** the trainee and to ascertain whether the **support plan/recommended** actions have been fulfilled and led to a measurable improvement in the trainee's performance.

Another review of the content and quality of the trainee's **G2T Trainee Portfolio** will form part of this process.

4. Fitness to Practise procedure

If the trainee **continues** to **fall short** of meeting the standards outlined in their **Follow-Up Review**, the T&L Team will **postpone** assigning a G2T Trainer.

The **T&L Team** will then arrange to meet with the trainee's **in-school mentor** for further discussion and feedback.

If the school mentor and the T&L Team are no longer confident of the **trainee's ability** to progress to **Phase 2** (the trainee's PGCE year), the trainee will be taken through **G2T's Fitness to Practise** procedure as outlined here: [*FtP Procedure Sept 2022- MET.doc*](#)

(7) WHAT DO WE ASK OF MENTORS?

1. To read our **Mentor Handbook**:

2. To attend an initial **QA meeting** with the **G2T trainee's Partnerships Coordinator** to ensure arrangements for the trainee are in place

3. To ensure the trainee has had an **induction** inclusive of the elements named in (8) *What does the trainee need to do and read as part of their onboarding at the school?*

4. To ensure the trainee is aware of all potential **additional school commitments** which they will need to **attend**, such as INSET, parents' evenings, enrichment activities, etc

5. To engage the trainee in a **weekly teaching commitment** as soon as possible.

6. To provide the trainee with ample opportunity to plan and deliver their **own lessons** by the end of the **academic year**. For a recommended approach, see – (4) *What should a typical G2T trainee timetable look like and how often should they be observed?*

7. **Timetable** at least **one period** per week (up to 10% of their timetable) for the trainee to complete **G2T work** such as lesson planning, observing other teachers, working on TLA presentations and/or getting additional support.

- 8.** To **meet** with the trainee **regularly** – not necessarily every week – to discuss the trainee’s **Observations of Others experiences**, the **TLA theme of the month**, *briefly check Trainee Portfolio content and help them to plan and understand how to make progress against the standards set out in the Core Content Framework (CCF):* [ITT_core_content_framework_.pdf](#)
- 9.** To observe the trainee’s practice, with clear feedback and suggested actions for improvement offered in written form **at least once per half-term**. Any paperwork generated can be uploaded or scanned and uploaded to the trainee’s Portfolio.
- 10.** To encourage the G2T trainee to work on the **theme of the month** as explored in the fortnightly TLA training sessions: [TLA Schedule for 2023.pptx](#)
- 11.** To support them with their **TLA presentation** should they volunteer to **lead** a session – chat to them about possible content, for example.
- 12.** To complete the **review paperwork** when it is emailed out near the end of the trainee’s first term on placement to feedback on their progress: <https://form.jotform.com/230614076613349>
- 13.** To email the **Partnership Coordinator** at any point if the G2T trainee is **not fulfilling** their role at the school or you have any other concerns about their progress or suitability as a teacher

14. To assist the G2T Trainer during the **observation process**:

1. Be part of the **G2T Trainer's observation** of the trainee: engage in a **pre-meet** on the day to **discuss** the trainee's progress, the class and lesson being observed, to agree strengths and areas for **development** and **feedback**.
2. Ensure that the trainee is completing **regular lesson plans** on G2T paperwork and is able to **email** their lesson plan and other **useful information** about the context of the class being observed to their G2T Trainer at least **2 working days ahead** of the observation date.

(8) WHAT DOES THE TRAINEE NEED TO DO AND READ AS PART OF THEIR ONBOARDING AT THE SCHOOL?

It's **important** to us to know that our trainees have a **proper induction** at their school. They should know as much as possible about their **mentor's/department's expectations** of them while they are on placement so that they can **settle in quickly** and make a valuable **contribution**. You can use the list below as a **checklist** to organise your **trainee's induction** – this is also covered during the first quality assurance meeting with the **G2T Partnerships Coordinator**.

Have the following been **completed/arranged**?

School based training

- Subject knowledge development needs discussed
- Individual targets discussed
- INSET / Professional Studies programme available in school
- Opportunities for whole school involvement (clubs, assemblies, sports, events, extra-curricular)
- Safeguarding CPD
- Prevent CPD
- School policies: behaviour; safeguarding training; staff conduct and expectations, COVID-19

General induction/settling in support

- Meetings/duties/after-school activities they are expected to take part in
- Tour of the school
- Key staff member introductions made or arranged (e.g. Senior Mentor, SLT members, support staff, SENCO, Librarian, Site manager, IT technician, TAs.
- ID card
- Keys/door pass
- Space to work
- Access to IT and library/LRC resources
- Access to photocopying – where the printers are, codes
- Log-ins for relevant school systems – Bromcom, CPOMs, Sharepoint, Moodle, etc
- School calendar
- Timetable
- PPA/any non-contact time (must be timetabled) and expectations
- Schemes of work/curriculum documents/exam board websites if relevant
- Understanding of systems and routines within the school day – lunch times, break times, how to report an absence, how cover works, expectations around TA support, marking, assessing, parents' evenings and so on
- SEN support – what there is (people/software – where to locate it, how to use it), who the SENCO is, data relevant to pupils they are likely to teach or work with pastorally
- Any PPE or other equipment needed
- School trips/off-site activities eg. sports day

(9) GLOSSARY

Partnerships Coordinators:

Our sales and partnerships colleagues who work directly with schools to place trainees and offer a personal point of contact for trainees, headteachers, mentors and the HR department.

Phase 1:

This comprises the first full year of the trainee's training on the programme, which they complete ahead of applying for their PGCE.

Phase 2:

This comprises the second full year of the trainee's training on the programme, in which they manage a 70% teaching timetable and complete a PGCE with QTS with Coventry University.

Progress Review:

This is the review carried out by the Teaching and Learning Team at the end of the trainee's first full half-term at their placement school, in which they gather feedback from the school mentor, the trainee and the Trainee Portfolio to ensure that the trainee is coping and meeting the expectations of the G2T programme.

Teaching and Learning Team:

Our T&L Team comprises our course manager, teaching and learning lead and our G2T trainers, who have all worked in various teaching and leadership roles and carry out our trainees' in-school observations as well as feedback on their professional Trainee Portfolios.

TLAs (Teaching, Learning and Assessment training)

These are the online training sessions that the Teaching and Learning Team provides for trainees twice a month to familiarise them with the Core Content Framework and inspire them to start building the skills and experience to match the standards.

Trainee Portfolio

This is the online body of work that trainees are expected to upload to every week, with a mix of learning journal entries, lesson plans and observations of colleagues.

(10) CONTACTING US

There is always someone on the end of the phone or email at **Grad2Teach** – if you have any **questions**, please get in **touch**. We want the **best** for our trainees and it's **important** that we help you to **support them** in any way we can. Thank you.

Company director:

Chris Kinread, Director

Email: chrisk@grad2teach.ac.uk

Tel. (+44) 208 148 6733

The Teaching and Learning Team:

Michelle Ellis-Tipton, Teaching and Learning Lead:

Email: michelleet@grad2teach.ac.uk

Tel. (+44) 2045513468

Alex Braithwaite, Course Manager

Email: alexb@grad2teach.ac.uk

Tel. (+44) 2081486732

The Partnerships Team:

Grace Savage, Partnerships Coordinator

Email: graces@grad2teach.ac.uk

Tel. (+44)) 204 551 3473

Simona Glonci, Partnerships Coordinator

Email: simonag@grad2teach.ac.uk

Tel. (+44)) 204 551 3460

Anna Da Conceicao, Partnerships Coordinator

Email: annadc@grad2teach.ac.uk

Tel. (+44)) 20 8148 67330