

**Initial Teacher Training
School Partnership Booklet
2019-20**

KING'S
College
LONDON



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The PGCE Programme

King's offers students a Master's level Postgraduate Certificate in Education (PGCE). The PGCE is the Higher Education Initial Teacher Training (ITT) route. We work in close partnership with schools in designing, delivering and assessing our programme. The King's PGCE provides an excellent introduction to teaching practice which is informed by leading research on subject pedagogy and current educational issues. The programme attracts strong interest and as a consequence we are able to recruit high quality students who bring good subject knowledge to teaching. At our most recent Ofsted inspection (September 2015) we were graded as outstanding.

The programme combines the theory and practice of education; the approximate split between university and School time is 13 and 24 weeks, respectively. Students complete two school placements in different schools. *School Experience 1* (SE1) runs from 2nd Oct to 31st January and SE2 from 24th February to 12th June. In SE1 students gradually build up to 6 hours of teaching per week and by the end of SE2 they can be expected to teach around 12 hours per week.

We offer courses in the following subject areas:

- Biology
- Chemistry
- Computing
- English
- Latin with Classics
- Maths
- Modern Foreign Languages
- Physics
- Physics with Maths
- Religious Education

We are currently seeking partner schools to provide teaching placements for the 2019/20 academic year and invite interested parties to get in touch with us at pgce@kcl.ac.uk or on 020 7848 3162. This booklet provides information on what partnership entails along with providing contact details if you would like further information.

**Click Here to Offer
Placements**

Our Team

The PGCE at King's is staffed by an outstanding team of educators. The School of Education, Communication and Society at King's is ranked as number two in the country for the quality of its research in the Research Excellence Framework (RAE, 2014). Our team are experts in current issues and solutions in education. If you would like to find out more about our team of subject directors please do get in touch by email or click on a name in the table below to view a staff profile.

Director of Initial Teacher Training Simon Gibbons Simon.gibbons@kcl.ac.uk	PGCE Programme Director Karen Skilling Karen.skilling@kcl.ac.uk	Computing Alex Hadwen-Bennett alex.hadwen-bennett@kcl.ac.uk
Biology Melissa Glackin melissa.glackin@kcl.ac.uk	Chemistry Katherine Aston Katherine.aston@kcl.ac.uk	English Bethan Marshall bethan.marshall@kcl.ac.uk
Latin with Classics Aisha Khan-Evans aisha.khan-evans@kcl.ac.uk	Mathematics Jayne Kranat jayne.kranat@kcl.ac.uk	Modern Foreign Languages Jane Jones jane.jones@kcl.ac.uk
Physics/Physics w Maths Arthur Galamba arthur.galamba@kcl.ac.uk	Religious Education Angela Wright angela.wright@kcl.ac.uk	

Overview of Partnership Schemes

Our relationship with the schools we work with is of paramount importance. The strong partnership that we enjoy with around 200 schools across the Greater London Area enables us to train high quality graduates who are well equipped for the teaching profession. Our partnership process runs right through from recruitment of students, where schools are invited to join interview panels, to providing our partners with high quality information on graduates who they employ.

We recognise that schools have different levels of resources and time available and as such we offer two types of partnership.

1) Full Partnership

Full Partnership schools provide:

- teaching experience for one or more students
- a subject mentor for each teacher student (see page 4 for more)
- a member of staff to act as a Professional Coordinating Mentor (PCM). The PCM organises a programme of whole-school activities for students to help familiarise them with school policies and to develop professional practice that supports day to day learning. Further information on the role of the PCM can be found on page four.

2) Mentor Scheme

Mentor Scheme schools provide:

- teaching experience for one or more students
- a subject mentor for each teacher student (see page 4 for more).

In order to ensure that students gain the required knowledge in wider whole school professional issues King's provides three late afternoon sessions per placement period along with an additional observation visit for Mentor Scheme schools.

The Benefits of Partnership

Working in partnership with King's College London provides many benefits including:

- £500 per student placement for Full Partnership/ £300 for Mentor Scheme schools
- Discounts on Master's programmes offered by the School of Education, Communication and Society. £100 discount for each student placement for Full Partnership schools/ £50 for Mentor Scheme schools
- Provision of high quality PGCE students with good subject understanding
- Prioritised advertising of vacancies for all partnership schools and the opportunity to recruit PGCE students who have completed placements at your school
- Mentor training for teachers to facilitate preparation for placements as well as continuous professional development
- The opportunity of working with King's on research and curriculum development projects which can inform and enhance performance in your school
- The opportunity for PCMs to contribute to the leadership of the PGCE programme through the Partnership Management Committee
- The opportunity to work with a London university [*graded outstanding by Ofsted*](#).

Overview of Placements

Students undertake two placements at different schools during the PGCE year. School partners are welcome to offer places for either or both of these placement periods. Information on what each placement consists of can be found below.

School Experience 1 (SE1): 2nd October – 31st January

During SE1 schools organise the placement so that students receive:

- A gradual introduction to teaching by means of a progression through observation, assessing pupils' work, interacting with individual pupils and small groups, to team-teaching whole classes, and ultimately teaching some single lessons and short sequences of lessons (a timetable of up to 6 hours per week). Students start off spending three days a week in school and this then increases to four days a week shortly after the October half term break.
- Induction into and familiarisation with the whole-school context, issues and policies.
- Induction into the practices and policies of the specialist subject department by the mentor.
- Formal observation of a minimum of one lesson per week with accompanying written feedback.
- A meeting with their mentor each week to discuss performance and progress.
- Engagement with a tutor group, PSHE and the pastoral system, and an induction into the school's child protection policies.
- Guidance on the selection of a topic for the student to complete their School Experience Report (SER) and access to suitable research material (see page 7 for more details).

School Experience 2 (SE2): 24th February – 12th June

During SE2 schools organise the placement so that students receive:

- A teaching timetable of between 9 and 12 hours per week giving experience with as wide a range of ages and abilities as the school is able to offer. Students spend five days a week in school.
- Induction into and familiarisation with the whole-school context, issues and policies.
- Induction into the practices and policies of the specialist subject department, by the mentor.
- Experience working with a tutor group within the pastoral system; teaching of PSHE where possible.
- Formal observation of a minimum of one lesson per week with accompanying written feedback.
- A meeting with their mentor each week to discuss performance and progress.
- Guidance on the selection of a topic and class to complete their Subject Studies Assignments (SSAs) on (See page 8 for more details).

Professional Coordinating Mentor & Subject Mentor Roles

The Professional Coordinating Mentor (PCM)

The PCM has the following responsibilities:

- Overall responsibility for the PGCE students in the school
- Organising/ conducting weekly meetings with the PGCE students as a group to deliver a programme of whole-school professional studies activities (as chosen by the school)
- Organising PGCE student experience to provide:
 - attachment to tutor group
 - involvement with PSHE
 - weekly observation of good teaching and assessment in other subjects
 - access to assessment data and IEPs
 - attendance at INSET and parents' meetings
 - insight into transfer arrangements for the age ranges before and after the 11 – 18 age range
- Initial point of contact between school and King's to distribute information and documentation to relevant colleagues
- Liaison with subject mentors to ensure monitoring of PGCE students' work and supervision in subject departments
- Checking that appropriate written feedback on lessons is being given
- In regards to the assessment of students:
 - completing a short overall comment on Professional Practice Reports (PPRs) and passing them on to King's
 - moderating grades on PPRs and lesson evaluations across subjects to achieve consistency of standards
- Observation, together with mentor or subject teacher, of each PGCE student before the final PPR is submitted in each placement period
- Negotiation of a topic and class for the PGCE students to complete their Subject Studies Assignments (SSAs).

Subject Mentor

The subject mentor has the following responsibilities:

- Induction of PGCE student into subject department and organisation of observation of good teaching practice and assessment across the full age and attainment range in the school
- Organisation of a teaching timetable of up to 6 hours per week in SE1 and of 9-12 hours per week during SE2, allowing PGCE students to experience the full age and ability ranges
- Supervision and support of PGCE students' teaching through:
 - provision of written feedback on a minimum of one observed lesson per week
 - scheduling a one-to-one discussion of 45 minutes per week for setting and monitoring targets to meet the Teachers Standards.
- In regards to the assessment of students:
 - completing appropriate subject-focused sections of Professional Practice Reports
 - arranging for lesson evaluation forms to include summaries of strengths, weaknesses and targets
- Attendance at two mentor meetings at King's College London.

If the school is in a Mentor Scheme partnership the subject mentor must also:

- Organise:
 - attachment to tutor group
 - involvement with PSHE
 - weekly observation of good teaching and assessment in other subjects
 - access to assessment data and Individual Education Plans
 - attendance at INSET and parents' meetings
- Negotiate selection of a topic and class for the PGCE student to complete their Subject Studies Assignments (SSAs).

Supporting School Based Staff

During placements mentors and PCMs can contact our team of tutors and subject directors at any stage if they need support. In addition we also offer formal support sessions through Mentor Meetings and Mentor Training at our [Waterloo Campus](#).

Mentor Meetings

These two-hour meetings are a vital part of PGCE partnership between King's and schools. Held once during each placement period these meetings allow King's subject directors to keep mentors/ PCMs informed of important programme developments and provides an opportunity to discuss issues which may have arisen during placements.

Schools receive a £55 contribution towards cover for each mentor/PCM who attends along with payment of public transport costs.

Mentor Training

Mentor training sessions are designed to help those new to mentoring/ being a PCM to develop the skills they need to support students. The sessions are also useful for those who need to refresh their skills or for mentors who may not have worked with King's in the past.

Training sessions cover issues such as:

- understanding the role of the mentor
- observing lessons effectively and providing feedback
- assessment support
- support in completing Professional Practice Reports.

Schools receive a £110 contribution towards cover for each staff member who attends a training session along with payment of public transport costs.

Mentor meeting and training dates for 2019-20 will be advertised on our [Mentor Resource Area](#) and emailed to all partner schools in early June.

King's Tutor Visit

Each trainee receives one visit per placement period from their King's tutor. The King's tutor will observe a lesson(s) with the student's mentor. After the observation session the tutor will provide feedback to the student and work with the mentor to ensure that in any areas where support is needed that it is provided. If a student is having difficulty on placement an additional visit(s) can be requested to provide further support for the school and student.

Overview of PGCE Assignments

The information provided in this section is intended as a brief synopsis of the written assignments that students complete during the course. Each of the assignments described below includes a specific section on the support students require from their placement school in order to complete the necessary work.

Further information on assignments along with sample assignments can be found in our [online mentor resource area](#).

1. Assignment Name: School Data portfolio (SDP)

This assignment encourages students to engage with the various types and sources of data and gives an introduction to the various analyses of these. It is a group-based assignment that develops team work and research skills and focuses on the topic of Inclusion.

The portfolio assignment consists of:

- an overarching introduction that sets the assignment and the topic of Inclusion in context
- individual essays in which two research methods are used to report on a Special Educational Need or Disability (SEND) based on the trainees practice in SE1.
- a summary which identifies the advantages and disadvantages of chosen research methods in obtaining data collected
- an appendix detailing group interactions.

Teaching and preparation for this assignment is carried out in the Studying Policy and Professional Practice module. When students need guidance or assistance they can consult their Studying Policy and Professional Practice tutor.

School involvement: students will need to collect data for their portfolio when on placement. The data collection activities may include:

- conducting an interview(s)
- reviewing assessment data
- reviewing school policy documents
- discussing the use of data in school with relevant members of staff.

Students anonymise sensitive data for the submission process. Once assignments are submitted they are only accessible by tutors.

Submission Date: November 2019

2. Assignment Name: The School Experience Report (SER)

The School Experience Report (SER) is a research based Master's level assignment that acts as the assessment for the Studying Policy and Professional Practice module. Students are required to compare the local practice in their placement school with government policy and the wider research literature on a particular topic. The topics that students can choose to complete their study on are listed in the Studying Policy and Professional Practice Handbook found in the [Mentor Resource Area](#).

Students will require some guidance from their mentor on the selection of a suitable topic to conduct their study on. Important factors in choosing a topic will include:

- availability of source material
- access to relevant staff to conduct interviews etc
- devising suitably refined research question(s) to meet deadlines

School Involvement: Students will need to discuss their SER with the PCM and/or mentor and decide upon the sources of data that will support their study. For example, they may wish to interview the senior manager who is responsible for a particular policy or interview a teacher who implements that policy. Mentor/PCMs may also be able to suggest suitable topics and classes that are of relevance to their schools setting.

Submission Date: early February 2020

3. Assignment Name: The Subject Studies Assignment (SSA)

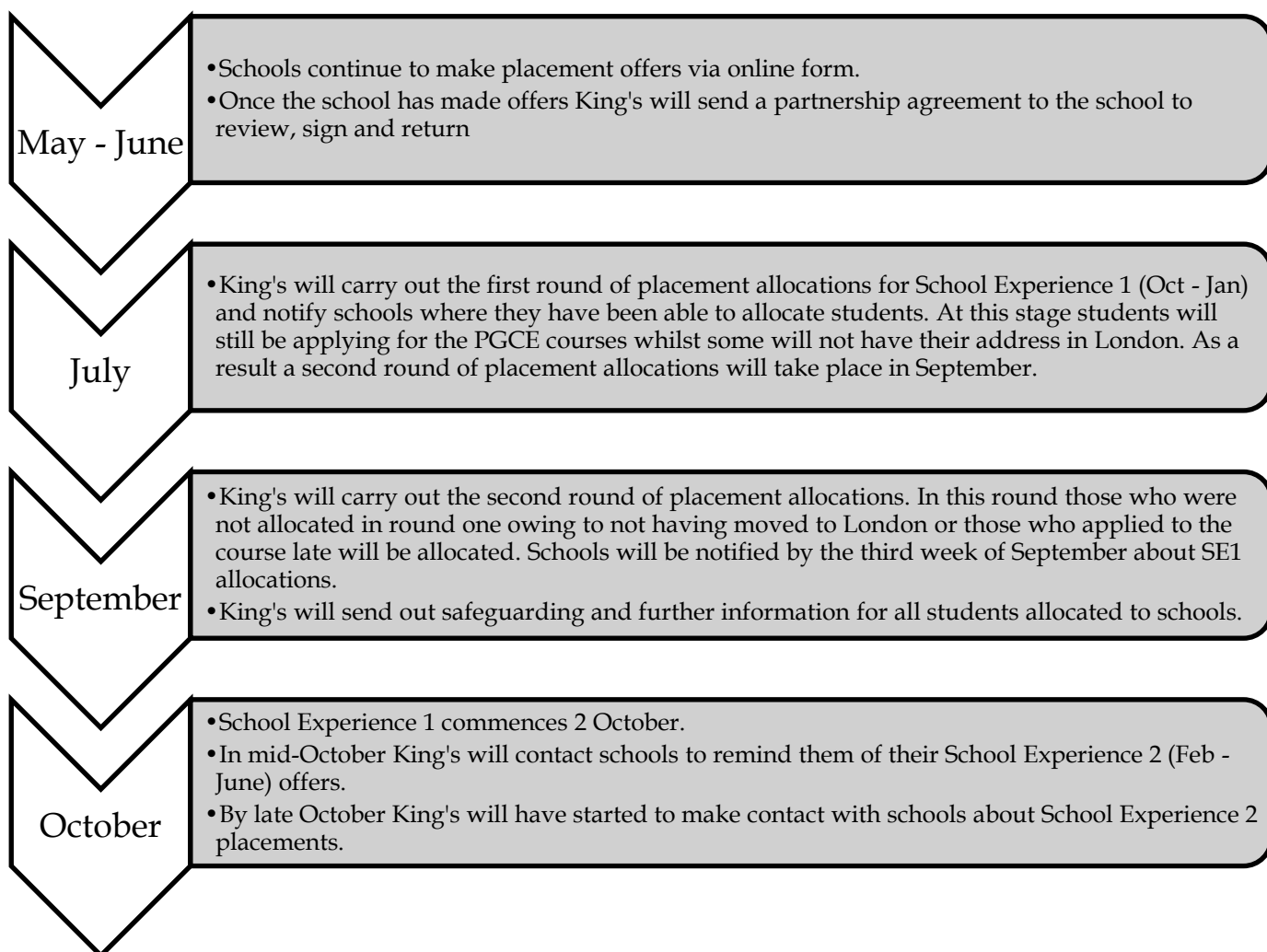
This assignment focuses on the construction and evaluation of a series of lessons. Students are required to plan a sequence of lessons lasting at least 4 hours (there will be differences between subjects), and then to evaluate them with reference to pupil engagement. The essay should be 6,000 words, not including lesson plans, examples of resources, nor examples of pupils' marked work and records, all of which are included in the appendices.

The sequence will need to be taught before the Easter break to allow students sufficient time to write up the assignment for the submission date.

School involvement: Students will need assistance from their mentor and PCM to ensure that they have an appropriate timetable that allows them to teach a sequence of lessons as required under the assessment criteria for this piece of work. As students progress through the placement it is advisable for mentors to check-in with them on a weekly basis in regards to their planning of the lesson sequence and considerations of how learning outcomes will be measured. Feedback from mentors on the actual teaching of the lesson sequence will form an important part of students' assignments.

Submission Date: early May 2020

Placement Offers and Student Allocation Procedure 2019-20



The PGCE Programme

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We offer courses in the following subject areas:

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Biology Melissa Glackin melissa.glackin@kcl.ac.uk	Chemistry Katherine Richardson Katherine.v.richardson@kcl.ac.uk	English Bethan Marshall bethan.marshall@kcl.ac.uk
Latin with Classics Aisha Khan-Evans aisha.khan-evans@kcl.ac.uk	Mathematics Jayne Kranat jayne.kranat@kcl.ac.uk	Modern Foreign Languages Jane Jones jane.jones@kcl.ac.uk
Physics/Physics w Maths Alex Manning alex.manning@kcl.ac.uk	Religious Education Angela Wright angela.wright@kcl.ac.uk	

Overview of Partnership Schemes

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Overview of Placements

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School Experience 1 (SE1): 3rd October – 1st February

During SE1 schools organise the placement so that students receive:

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- Induction into and familiarisation with the whole-school context, issues and policies.
- Induction into the practices and policies of the specialist subject department by the mentor.
- Formal observation of a minimum of one lesson per week with accompanying written feedback.
- A meeting with their mentor each week to discuss performance and progress.
- Engagement with a tutor group, PSHE and the pastoral system, and an induction into the school's child protection policies.
- Guidance on the selection of a topic for the student to complete their School Experience Report (SER) and access to suitable research material (see page 7 for more details).

School Experience 2 (SE2): 25th February – 14th June

During SE2 schools organise the placement so that students receive:

- A teaching timetable of between 9 and 12 hours per week giving experience with as wide a range of ages and abilities as the school is able to offer. Students spend five days a week in school.
- Induction into and familiarisation with the whole-school context, issues and policies.
- Induction into the practices and policies of the specialist subject department, by the mentor.
- Experience working with a tutor group within the pastoral system; teaching of PSHE where possible.
- Formal observation of a minimum of one lesson per week with accompanying written feedback.
- A meeting with their mentor each week to discuss performance and progress.
- Guidance on the selection of a topic and class to complete their Subject Studies Assignments (SSAs) on (See page 8 for more details).

Professional Coordinating Mentor & Subject Mentor Roles

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The PCM has the following responsibilities:

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- Initial point of contact between school and King's to distribute information and documentation to relevant colleagues
- Liaison with subject mentors to ensure monitoring of PGCE students' work and supervision in subject departments
- Checking that appropriate written feedback on lessons is being given
- In regards to the assessment of students:
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- In regards to the assessment of students:
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- Attendance at two mentor meetings at King's College London.

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- Organise:
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 - access to assessment data and Individual Education Plans
 - attendance at INSET and parents' meetings
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- assessment support
- support in completing Professional Practice Reports.

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Mentor meeting and training dates for 2018-19 will be advertised on our [website](#) and emailed to all partner schools in early June.

King's Tutor Visit

Each trainee receives one visit per placement period from their King's tutor. The King's tutor will observe a lesson(s) with the student's mentor. After the observation session the tutor will provide feedback to the student and work with the mentor to ensure that in any areas where support is needed that it is provided. If a student is having difficulty on placement an additional visit(s) can be requested to provide further support for the school and student.

Overview of PGCE Assignments

The information provided in this section is intended as a brief synopsis of the written assignments that students complete during the course. Each of the assignments described below includes a specific section on the support students require from their placement school in order to complete the necessary work.

Further information on assignments along with sample assignments can be found in our [online mentor resource area](#).

1. Assignment Name: School Data portfolio (SDP)

This assignment encourages students to engage with the various types and sources of data and gives an introduction to the various analyses of these. It is a group-based assignment that develops team work and research skills and focuses on the topic of Inclusion.

The portfolio assignment consists of:

- an overarching introduction that sets the assignment and the topic of Inclusion in context
- individual essays in which two research methods are used to report on a Special Educational Need or Disability (SEND) based on the trainees practice in SE1.
- a summary which identifies the advantages and disadvantages of chosen research methods in obtaining data collected
- an appendix detailing group interactions.

Teaching and preparation for this assignment is carried out in the Studying Policy and Professional Practice module. When students need guidance or assistance they can consult their Studying Policy and Professional Practice tutor.

School involvement: students will need to collect data for their portfolio when on placement. The data collection activities may include:

- conducting an interview(s)
- reviewing assessment data
- reviewing school policy documents
- discussing the use of data in school with relevant members of staff.

Students anonymise sensitive data for the submission process. Once assignments are submitted they are only accessible by tutors.

Submission Date: November 2018

2. Assignment Name: The School Experience Report (SER)

The School Experience Report (SER) is a research based Master's level assignment that acts as the assessment for the Studying Policy and Professional Practice module. Students are required to compare the local practice in their placement school with government policy and the wider research literature on a particular topic. The topics that students can choose to complete their study on are listed in the [Studying Policy and Professional Practice Handbook](#).

Students will require some guidance from their mentor on the selection of a suitable topic to conduct their study on. Important factors in choosing a topic will include:

- availability of source material
- access to relevant staff to conduct interviews etc
- devising suitably refined research question(s) to meet deadlines

School Involvement: Students will need to discuss their SER with the PCM and/or mentor and decide upon the sources of data that will support their study. For example, they may wish to interview the senior manager who is responsible for a particular policy or interview a teacher who implements that policy. Mentor/PCMs may also be able to suggest suitable topics and classes that are of relevance to their schools setting.

Submission Date: early February 2019

3. Assignment Name: The Subject Studies Assignment (SSA)

This assignment focuses on the construction and evaluation of a series of lessons. Students are required to plan a sequence of lessons lasting at least 4 hours (there will be differences between subjects), and then to evaluate them with reference to pupil engagement. The essay should be 6,000 words, not including lesson plans, examples of resources, nor examples of pupils' marked work and records, all of which are included in the appendices.

The sequence will need to be taught before the Easter break to allow students sufficient time to write up the assignment for the submission date.

School involvement: Students will need assistance from their mentor and PCM to ensure that they have an appropriate timetable that allows them to teach a sequence of lessons as required under the assessment criteria for this piece of work. As students progress through the placement it is advisable for mentors to check-in with them on a weekly basis in regards to their planning of the lesson sequence and considerations of how learning outcomes will be measured. Feedback from mentors on the actual teaching of the lesson sequence will form an important part of students' assignments.

Submission Date: early May 2019

Placement Offers and Student Allocation Procedure 2018-19

