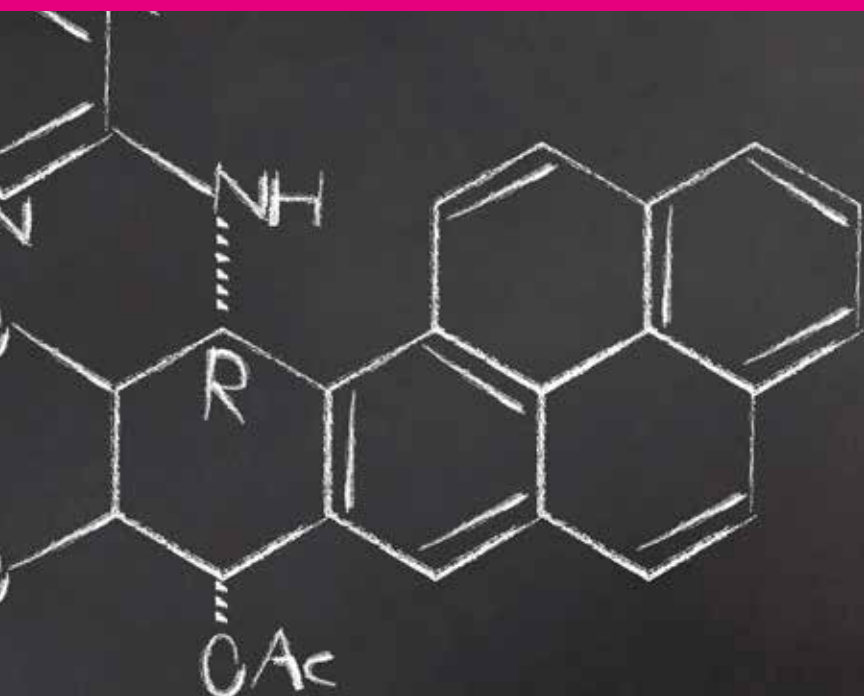


WORKING IN PARTNERSHIP TO DEVELOP OUTSTANDING SECONDARY TEACHERS

Join the LJMU Partnership





The LJMU ITT Partnership

Liverpool John Moores University has a well established reputation for delivering innovative approaches to initial teacher education and values the key role that schools play in the Partnership.

“Right across the Secondary Partnership there is a deeply embedded commitment to training a ‘supply of well-qualified, committed and socially engaged’ teachers who are prepared to make a positive difference to the life chances of pupils across the Greater Merseyside area and beyond.” (OFSTED, January 2019)

OFSTED stated that “The partnership is growing year on year because of its reputation across the country.” We are keen to welcome more secondary schools and colleges to join in this exciting development and ask only that they show commitment to helping our beginning teachers be the best they can be.

Our ITT Strategic Development Board involves schools leaders in helping to frame our response to the national agenda, and in ensuring that strategic decisions take account of schools’ views and needs. At an operational level the Secondary Partnership Committee gives representation to professional and subject mentors from schools in decisions affecting programme recruitment, design and delivery.

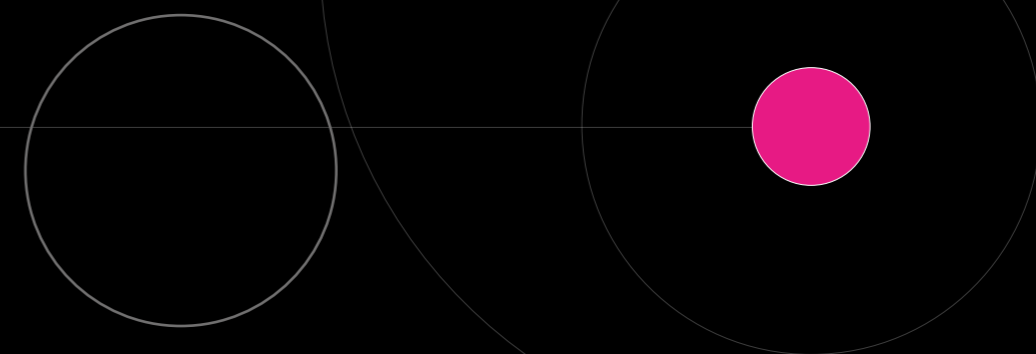
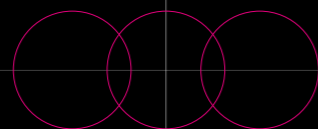
Thanks to our ongoing partnerships with secondary schools across Merseyside and the North West, LJMU’s postgraduate initial teacher training programmes produce well qualified, confident new entrants to the profession each year.

“The partnership has a strong reputation for providing effective training across a wide range of secondary subjects. Consequently, the partnership’s trainees are highly sought after, and employment rates are extremely high”. (OFSTED, January 2019)

All of our initial teacher training programmes are specifically designed to develop teachers who are reflective practitioners, able to apply a deep understanding of the curriculum, learners and learning to impact positively on the development and achievement of young people in our schools and colleges.

The LJMU Initial Teacher Training Partnership ensures that our Partner secondary schools play a key role in the selection of high calibre, committed graduates, contribute to programme design and quality school based training and support.

Increasingly, schools are choosing to offer placements in a wide range of subject areas and arrange for mentor training to take place in school. Our Home School model makes this easy.



The key roles of schools

We know that genuine collaboration with school partners in recruitment, development and delivery of training is key to the success of our initial teacher education programmes. Schools are increasingly seeing the benefit of working with us to produce the next generation of outstanding teachers and we are committed to continue offering high quality support for placement-based training.



THE SCHOOL PERSPECTIVE

Our school Partners value the commitment we make to developing relationships and recognise the positive impact that working with LJMU can have on their schools.

“Over recent years The Heath School has enjoyed a successful collaboration with LJMU and during this time we have developed a genuine and exciting partnership. Through using the expertise of staff from both The Heath School and LJMU we are able to develop and enhance vital aspects of our role as a Teaching School and have a wide and positive influence on important aspects of education such as staff development and Initial Teacher Education, which leads to our shared, ultimate goal of providing an outstanding education for all students.”

Jamie Jardine, Principal, The Heath School

“We have decided as a school to switch all our PGCE placements to LJMU. This will improve transition and consistency of approaches. We also feel that the LJMU trainees are better prepared and supported and this has a positive impact upon our outcomes/pupil progress.”

Patrick Walton, Professional Mentor, King David High School

“The last 4 members of staff we have employed in our MFL department have followed the PGCE course at LJMU. We believe that this course equips trainees with the skills and level of subject knowledge needed to develop into good and outstanding classroom practitioners. We believe the judgements made during placements are rigorous and therefore reliable. The course includes up-to-date information from language learning and general pedagogical research along with the practical experience gained in the classroom.”

Helen Brown, Assistant Head Teacher and Head of Language College, St Chad's Catholic and Church of England High School

“We feel that our partnership with LJMU has proved successful largely due to the good offices of all concerned. LJMU staff /are clearly dedicated to raising the quality of teaching and learning and we found common ground with them from the onset of the partnership experience. As a school, we hope to continue to develop our links with LJMU with regard to ITE and with a range of other teaching and learning programmes.”

Peter Fitzpatrick, Deputy Head Teacher, Fazakerley High School

THE TRAINEE PERSPECTIVE

“The support for trainees was second to none. All staff were willing to give me feedback and advice when required and pushed me to achieve my full potential. It was also useful to be able to work alongside other ITT trainees in the school as we were able to share good practice with each other and support each other during challenging times.”

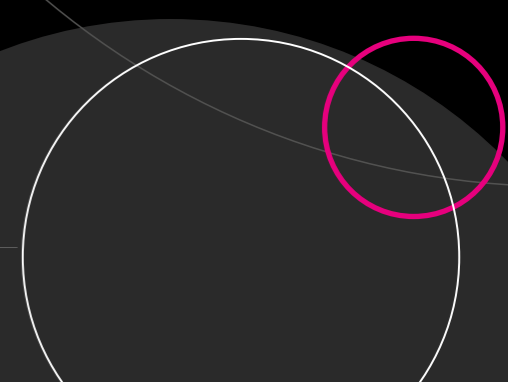
“Working within an inner city, ethnically diverse school has allowed me to develop outstanding behaviour management strategies, as well as gain valuable experience teaching pupils with EAL and eligible for Pupil Premium.”

“The support received from my mentor has been outstanding and really helped me to adapt and succeed.”

“Being based at a home school for 2 prolonged periods helped me to feel like a member of the teaching staff rather than as a transitory student coming only for a short placement.”

“I really enjoyed being given the responsibility for my own classes, and being treated like a regular member of staff. The practical teaching with the same classes throughout the year, allowed me to build positive relationships.”

“I consider the supportive nature of my weekly meetings with my mentor to be the most significant part of my teaching experience. The lesson observations carried out by my liaison tutor all made me raise my game and strive to be the best.”



Our Postgraduate Diploma in Education Programme

LJMU is one of a small number of universities offering a Postgraduate Diploma in Education (PGDE) which has replaced our traditional PGCE programmes. Like a PGCE, the PGDE leads to Qualified Teacher Status, but incorporates 120 credits at Masters level within the training year, based on assessments that are closely linked to classroom practice. Our graduates are able to complete a Masters degree whilst in employment as a newly qualified teacher, enabling us to continue to support their development in the profession.

SUBJECTS OFFERED

We are delighted to offer training in an extended range of subjects and hope that this will enable existing Partnership schools to increase their involvement.

For September 2019 we are seeking placements in Partnership schools for trainees in the following subject areas:

- Art and Design
- Biology
- Chemistry
- Computer Science
- Design and Technology
- English
- Geography
- History
- Mathematics
- Media Studies
- Modern Foreign Languages
- Physical Education
- Physics
- Physics with Mathematics
- Performing Arts (Dance)
- Performing Arts (Drama)
- Religious Education



Our 'Home School' Model

All LJMU Postgraduate trainees are placed in a 'Home School'. As a 'Home School' you will be able to take greater leadership and responsibility for your trainees, who will be with you from early September until June, apart from a 6 week block placement in an alternate school from January.

This placement model allows schools to see the benefits of their investment in the early phases of training, as the trainees move towards independence in the later part of the year. Schools are increasingly choosing to work with LJMU because they welcome the positive impact our Home School model offers to trainees, staff and pupils.

Training Phases

Phase 1 - Orientation

Following an induction in the first placement week, trainees should each spend approximately 30% of their time teaching (either leading or supporting), 30% supporting their classes, 20% observing good practice in other classes and 20% non-contact time. The focus is on the subject specialism but observation of good practice in other subjects is welcomed.

Phase 2 - Consolidating and Developing Teaching and Learning

For the period up to February half term. Trainees should receive increasing class contact time. As a general guide trainees should be spending approximately: 40% of their time teaching (using schools' units of work to inform their planning of short sequences of lessons), 20% supporting teaching in their subject, 20% observing good practice and 20% non-contact time.

Phase 3 - Extending Teaching and Learning leading to Qualifying to Teach

Placement lasts for 11 or 12 weeks to the end of the 'Home School' placement. Over the course of the placement, trainees should be working to assume the full role of the subject teacher and taking increased responsibility for the planning of lessons and the assessment of the children in the classes they teach. They will work up to assuming responsibility of at least 60% of the teaching timetable which will include planning for guided sessions and any teaching assistants within any whole class lessons. Planning should also take account of any individual healthcare

plans and other issues of diversity. In the final 4 weeks of placement, trainees may increase their teaching time to 80% (equivalent to that of an NQT) if the school-based mentor's assessment of the student's progress supports this and the decision is discussed with both the trainee and the University liaison tutor.

Alternate Placement

From January, trainees complete a 6 week block placement in an alternate school, organised through the University. Whilst gaining experience of teaching in a different school setting, expectations during this placement will focus on issues of diversity and inclusion. Trainees will undertake a project designed to have a positive impact on an identified group of learners.

University Liaison Tutor support

Liaison tutors from LJMU will contact your school at an early stage to discuss expectations and will conduct 4 visits to each mentor to support their work and monitor the trainees' progress. The liaison tutors will also offer guidance and support to the Professional Mentor on programme organisation and evaluation, and will provide mentor training during the year as required.

Our model of liaison tutor support has helped schools to develop strong links within the LJMU Partnership and to improve the quality of school-based training and mentoring. The University liaison tutor will work across all subject areas in the school, focusing on supporting mentors in meeting the requirements of quality school provision.

Mentor Training and Support

LJMU organises a comprehensive programme of mentor training and development events. A series of twilight meetings develop key skills in coaching and mentoring and can lead to certificated recognition. These include specific induction training for mentors new to our Partnership. In addition to core training, bespoke sessions address the specific requirements of each subject or develop a curriculum focus, such as supporting subject knowledge development.

Increasingly we are responding to schools' requests for in-house mentor training; this can normally be negotiated on an individual basis, to meet the needs of schools.

The LJMU Mentor Recognition programme has been designed to recognise and support the professional practice and effectiveness of teachers who are involved in mentoring ITT trainees on placements. Mentors who choose to do so can convert their Mentor Recognition into 20 Masters Level credits through RPEL (Recognition of Prior (Experiential) Learning).



Support for Struggling Students

LJMU has clearly defined policies and procedures to support schools on the rare occasions when students do not make the anticipated progress. Additional Support Framework procedures have been designed in discussion with schools and ensure that all those involved in training can support and monitor the trainee.

For further information visit:
www.itt-placement.com/section-a/poor-progress-and-at-risk.php

Support for Newly Qualified Teachers

At LJMU we recognise that our responsibility does not end at graduation. We offer support for trainees in their first year as an NQT. We provide our own Career Entry Profile for all of our graduates, to inform their development during induction.

We also offer the following support for NQTs

- a programme of professional development events
- observation and consultation visits for NQTs who are struggling in their first post
- a programme leading to the completion of a Masters degree, the MA in Education Practice

We aim to extend our work to support NQTs over the coming years and hope that schools will work with us to make this a benefit for all. This will remain a key goal of the ITT Partnership

If you would like to discuss such opportunities further, please contact Jan Rowe: J.E.Rowe@ljmu.ac.uk



I feel privileged to be training for a career that not only fulfils me, but gives me the opportunity to help young people achieve their dreams.



Expectations of School-Based Mentors while Trainees are on Placement

- Hold a weekly meeting with each individual trainee to discuss progress, set and review targets and support the trainee in working towards their personal targets.
- Help the trainee to evaluate evidence collated against the standards; support their planning, assessment and subject knowledge development and monitor the trainee's file on a regular basis.
- As appropriate to each placement, assess the trainee against the standards and ensure that the assessment is informed and supported by evidence.
- Support arrangements for the trainee's timetable, the training programme and monitoring/assessment procedures.
- Arrange opportunities for the trainee to observe and discuss good practice.
- Provide informal feedback on a regular basis from informal observations of the trainee.

- Carry out two formal lesson observations each week and provide written feedback using the LJMU lesson analysis pro-forma.
- Discuss trainee progress and give clear advice to the trainee about what they need to do in order to improve.
- In discussion with the trainee, complete the interim and final review forms, using evidence presented by the trainee.

Our dedicated ITT website contains all necessary guidance and documentation to support mentors in their role and our Work-Based Learning Team are on hand to provide further support and guidance. Profiles of individual trainees are sent to schools in advance of any placement.

For further information visit:
www.itt-placement.com



CPD and Masters Programmes



LJMU provides a range of CPD and masters level qualifications for school-based staff. These include:

- EdD Doctor of Education
- MA Education*
- MA Education Practice
- MA Inclusion, Special Educational Needs and Disability
- MA Leadership in Education
- SENCO Special Educational Needs Coordinator
- MQTVI Teaching Learners with a Visual Impairment
- Postgraduate Certificate in Mentoring and Coaching*

For further information visit:

www.ljmu.ac.uk/study/postgraduate-students

LJMU staff are keen to work with school-based colleague as this brings mutual benefits to all parties. This could be via supporting classroom-based enquiry and curriculum development or drawing on school expertise to enhance and enrich our provision by, for example, school colleagues contributing to University-based taught sessions.

If you would like to discuss CPD opportunities further, please contact Jan Rowe, Head of Initial Teacher Education: J.E.Rowe@ljmu.ac.uk

*Subject to validation

LJMU Alumni Discount

LJMU Alumni may be eligible for a **20% fee reduction** on Masters degrees. Visit www.ljmu.ac.uk/alumni for the latest information and details.



School Direct

School Direct is a route into teaching which is led by schools, working in close collaboration with Initial Teacher Education providers, such as LJMU. LJMU works with a number of Lead Schools across Merseyside as part of the School Direct initiative, and has established highly effective partnerships. For further details, go to: ljmu.ac.uk/schooldirectpartnerships

If your school is interested in exploring School Direct places for 2019-2020, please contact Jan Rowe Head of ITE: J.E.Rowe@ljmu.ac.uk

Creating a Vibrant Partnership for ITT

Working in partnership enriches us all. At LJMU we are fully committed to working together to ensure the supply of a well-qualified, committed and socially engaged workforce able to take on the challenge of ensuring that all learners succeed. We take our responsibility of listening to schools seriously; involve our school partners strategically in all that we do, from recruitment and course design and development to the award of QTS.

OFSTED stated that: "strong and effective collaboration between partners, and open and transparent communication are key strengths of this partnership." We hope that you will wish to work with us in continuing to develop our "true partnership commitment to ensuring that training programmes provide 'well-qualified, committed and socially engaged' teachers to meet the needs of pupils in the north west of England and beyond".



CONTACT FOR FURTHER INFORMATION:

Karen Davies, Partnership Manager

T: +44(0) 151 231 5320

E: K.Davies@ljmu.ac.uk

W: ljmu.ac.uk/teach

 [@LJMUEHC](https://twitter.com/LJMUEHC)

The University offers the information contained in this brochure as a general guide only to prospective partner schools. It does not constitute or form part of any contract and is not binding. The information in this brochure is correct at the time of going to press (April 2019) and the University hopes to provide the programmes and facilities set out in this brochure. However, some changes will inevitably occur in the interval between publication and the academic year to which the brochure relates and the University reserves the right to withdraw or make alterations to courses and facilities if necessary.