

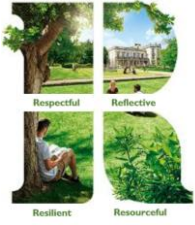
The PGCE Secondary Handbook 2025-26

(An Essential Guide for Students, Mentors and SLITEs)

Induction, support, procedures, roles and responsibilities for successful school experience – including how to use Abyasa

Link to the ECF: [ITT and Early Career Framework](#)

Areas of Professional Learning (APL)	Professional Behaviours (PB)	Pedagogy (PD)	Curriculum (C)	Assessment (A)	Behaviour Management (BM)
TS	8, Part Two	2, 4, 5	3	6	1, 7



School of Education

Values and Ambition



We value a Froebelian approach to teacher education with whole child development at the core of our philosophy.

Respectful: We respect each other and build positive relationships with our pupils and colleagues. We celebrate diversity and create an inclusive community.

Reflective: We reflect on our practice, connecting academic literature, research, and school experience. We strive to continually improve our pedagogy.

Resilient: We support each other and seek to grow from our challenges. We strive to realise our potential and to thrive together.

Resourceful: We work hard, and we are creative, imaginative, and curious. We keep learning.

Our Ambition is to:

Prepare our students for their early career induction; to inspire them to continue to learn and develop professionally.

Develop subject specific pedagogical content knowledge and an understanding of the what, how and why of teaching in different contexts; meeting the CCF and going beyond it.

Create research-informed curricula that meet the diverse needs of pupils in our partner schools.

Build a network of experts to mentor and support our students in our partner schools.

Assure quality using meticulous processes that support the highest possible standards.

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Introduction

This guide provides essential information for all participants involved in the PGCE Secondary Course at the University of Roehampton. It holds information about Induction, support and the time that students spend on placements in schools, what can be expected from the school and what the school and the university will expect from students. It explains what students must do whilst on placement and how this experience contributes to the achievement of the PGCE and of meeting the Areas of Professional Learning (APL) and therefore the Standards required for the award of Qualified Teacher Status. It should therefore be read carefully and referred to throughout the course.

We recommend that students read this handbook in conjunction with the following key documentation:

The **Programme Guide** available on the [Moodle Hub](#)

The **Subject Handbooks** available on the students' Subject Moodle Site

The **Professional Studies Handbook** available on the [Professional Studies Moodle](#) site

Both of the above documents are also available in the '**Document**' tab on Abyasa home screen.

The time students spend in placement schools is an essential part of the training to achieve QTS. All PGCE courses must comply with the statutory requirements in the ITT Early Career Framework (ITTECF) for Initial Teacher Education (ITE) as laid down by the Department for Education (DfE). All providers of Secondary PGCE ITE must provide a curriculum and programme that allows all Student Teachers to undertake a period of 24 weeks (120 days) in schools and that there will be experience of teaching in at least two contrasting schools. Successful completion of this time in schools is required for the university to recommend students for the award of QTS.

This handbook is designed to be used by Student Teachers, School Based Mentors (SBM) School Leads for Initial Teacher Education (SLITE) and Lead Partners (LP).

This year there are many changes for student teachers, schools and providers, one of these is the mentor training that is still compulsory for all mentors participating in ITE. Please see Annex 2 for the breakdown of hours for mentor training.

Induction Programme and general information

Wednesday 3rd of September 2025 Induction – Digby Chapel

- 9.00am** - Uni-Led, Lead Partner and Apprentice students in the Digby Chapel.
- 9.15am** - Welcome to the course and Introduction
- 10.00 am** - Tutors collect students from Digby Chapel
- 12.30 – 1.30pm – lunch**
- 1.30pm** - Uni-Led/Lead Partner and Apprentices with tutors
- 2.30pm** - SCITT students Induction Session in Digby Chapel
- 3.00pm** - Uni-Led/Lead Partner and Apprentices are free and can go to the Nest for Issues
- 3.05pm** - SCITT students meet with Tutors in Digby Chapel
- 4.00pm** - SCITT students are free to go to the Nest for Issues

Introduction to PGCE Secondary Programme

- Matt Sossick - Deputy Dean & Head of ITE
- Ruth Seabrook - Head of Secondary ITE
- Sonia Cordones – Head of Partnership
- Miles Berry – Head of Curriculum and Recruitment
- Tom Pike - Programme Leader

Introduction to Professional Studies

- Steve Abrams - Head of Professional Studies

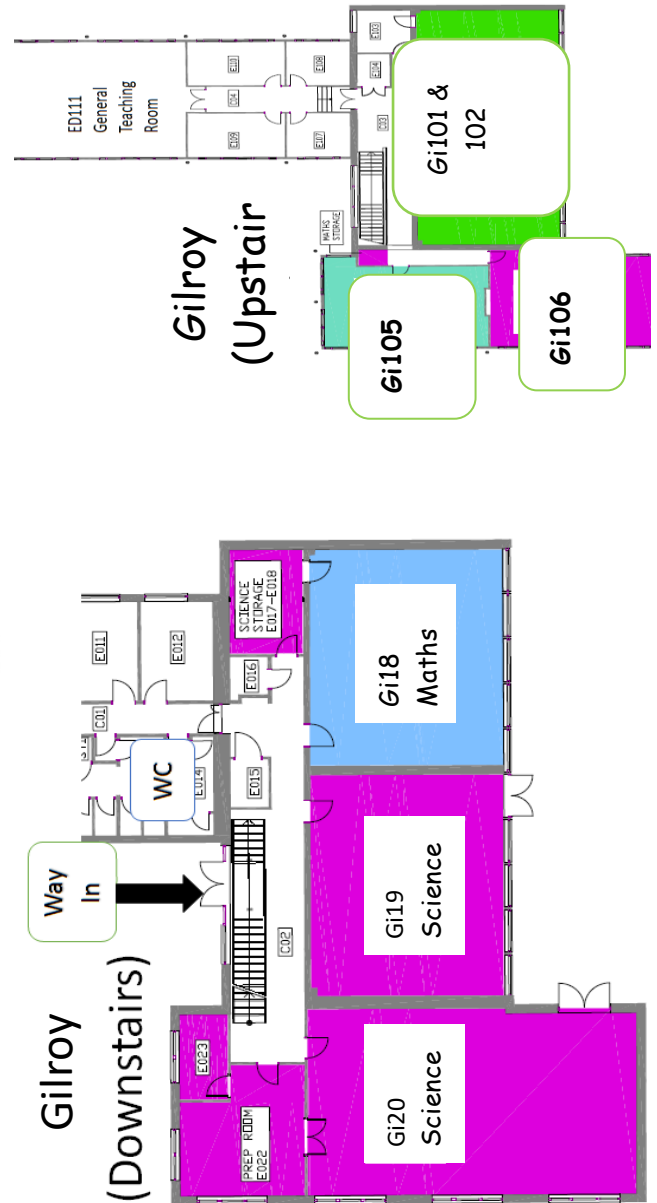
Roehampton Lane Site Map



Roehampton Lane Site



School of Education – Teaching Rooms



Drama are in Jebb - a separate building further down the campus from Lulham.

D&T are in Brearley - separate bungalow-style building overlooking the lawn and lake.

PE are in Davies - big building behind the tennis courts and car park

Subject session rooms: Meet your LM or tutors here Wednesday 4th September

KEY: Lulham - Lu, Gilroy – Gi, BY- Brearley

Art & Design	- Lu03	Tutor - Sally Dussek
Business Studies with Econ.	- Lu33	Tutor - Rob Buck
Computing	- Lu11	Tutor - Miles Berry
Dance	- Lu18/lu10	Tutor - Kelly McClelland
Design and Technology	- BY01	Tutor - Catherine Stoner
Drama	- Jebb	Tutor - Beccy Thompson
English	- Lu25	Tutor - Mari Cruice
Food and Nutrition	- online	Tutor – Karen Velissarides
Geography	- Lu15	Tutor - Rachael Butcher
History	- Lu13	Tutor – Tom Pike
Mathematics	- Gi18	Tutor – Atif Jaleel
MFL	- Lu01	Tutors - Sonia Cordones and Nick Power
Music	- Lu28	Tutor - Kate Potts-Lovegrove
PE	- Davies 03	Tutor - Lorraine Robins-Kent
Psychology	- Lu26	Tutor - Alex Knight
Science	- Gi19 & 20	Tutors - Steve Abrams and Nicklas Lindstrom
Social Sciences	- Lu27	Tutor – Tomislav Maric

If you have problems finding the room on the day, please ask someone!

Contact details for the tutors are on the next page.

Essential Contact Details

Name	Role	Email
Ruth Seabrook	Head of Secondary ITE	ruth.seabrook@roehampton.ac.uk
Sonia Cordones	Head of Partnership	sonia.cordones@roehampton.ac.uk
Miles Berry	Head of Curriculum & Recruitment	m.berry@roehampton.ac.uk
Tom Pike	Programme Leader	thomas.pike@roehampton.ac.uk
Steve Abrams	Head of Professional Studies	steve.abrams@roehampton.ac.uk
SPO	Schools Partnership Office	secondarypartnerships@roehampton.ac.uk
Giovanni La-Rovere	SPO Manager	giovanni.la-rovere@roehampton.ac.uk
Charlotte Pape	Secondary Administrator	pgsecondary@roehampton.ac.uk
Sally Dussek	Art and Design	sally.dussek@roehampton.ac.uk
Steve Abrams	Biology & PS	steve.abrams@roehampton.ac.uk
Rob Buck	Business Studies with Economics	rob.buck@roehampton.ac.uk
Nicklas Lindstrom	Chem/Phys & PS	nicklas.lindstrom@roehampton.ac.uk
Miles Berry	Computing & PS	m.berry@roehampton.ac.uk
Kelly McClelland	Dance	kelly.mcclelland@roehampton.ac.uk
Catherine Stoner	D&T & PS	catherine.stoner@roehampton.ac.uk
Rebecca Thompson	Drama & PS	rebecca.thompson@roehampton.ac.uk
Mari Cruice	English & PS	mari.cruice@roehampton.ac.uk
Karen Velissarides	Food & Nutrition	karen.velissarides@roehampton.ac.uk
Rachael Butcher	Geo/PE & PS	rachael.butcher@roehampton.ac.uk
Tom Pike	History & PS	thomas.pike@roehampton.ac.uk
Atif Jaleel	Mathematics & PS	atif.jaleel@roehampton.ac.uk
Nicholas Power	MFL	nicholas.power@roehampton.ac.uk
Sonia Cordones	MFL	sonia.cordones@roehampton.ac.uk
Kate Potts-Lovegrove	Music	kate.potts-lovegrove@roehampton.ac.uk
Lorraine Robins- Kent	PE	lorraine.robins-kent@roehampton.ac.uk
Alex Knight	Psychology	alex.knight@roehampton.ac.uk
Tomislav Maric	Social Sciences	tomislav.maric@roehampton.ac.uk

The School Partnership Office (SPO) have responsibility for organising school placements in liaison with the Roehampton Lead Mentors (RST). If there are any queries the first point of contact is your Lead Mentor.

Professional Studies

Thursday 4th of September 2025

9.30-12:30am Digby Chapel

13:30-15:30 Campus Rooms (see below)

Professional Studies rooms and hub school bases will be confirmed in September after induction.

All rooms can be found using the campus maps.

We are based mainly in Froebel college in the School of Education (SoE) buildings.

Tutor	Hub School	Room	Contact
Steve Abrams	Dulwich College	Lu26	Steve.Abrams@roehampton.ac.uk
Miles Berry	Tolworth Girls	Lu001	M.Berry@roehampton.ac.uk
Rachael Butcher	Richard Challoner	Lu15	Rachael.Butcher@roehampton.ac.uk
Mari Cruice	Queens Park	Lu25	Mari.Cruice@roehampton.ac.uk
Tom Pike	Waldegrave	Gi111	Thomas.Pike@roehampton.ac.uk
Atif Jaleel	Chiswick	Gi18	Atif.Jaleel@roehampton.ac.uk
Catherine Stoner	Blenheim	BY001	Catherine.Stoner@roehampton.ac.uk
Beccy Thompson	Ursuline	Lu33	Rebecca.Thompson@roehampton.ac.uk
Nicklas Lindstrom	Riddlesdown	Gi20	Nicklas.Lindstrom@roehampton.ac.uk
Eleanor Mortimer	Food & Nutrition	online	Eleanor.Mortimer@roehampton.ac.uk
Sally Dussek	Lampton	Lu18	Sally.Dussek@roehampton.ac.uk

Calendar for September 2025 – please see Moodle Hub for full calendar or Document tab on Abyasa home screen.

SEPT	Subject Professional Studies	Uni Led	Apprentices (APP)	Lead Partner (LP)	Part Time (PT)	SCITT	Hand in
Thurs 28th August INDUCTION/ENROLMENT DAY THURSDAY 28TH AUGUST 2025							
Mon 1st		Read handbook	APP IN SCHOOL	LP IN SCHOOL	PT students in school on agreed days		
Tues 2nd		Read handbook	APP IN SCHOOL	LP IN SCHOOL	PT students in school on agreed days		
Wed 3rd	INDUCTION TALK/SUBJECT 1 9.00 - 4.30					INDUCTION 1.30	
Thurs 4th	PS 1 UR - Philosophy of Education / Adolescent Development						New Mentor training Module 3 Facilitating Mentee Learning
Fri 5th		PS Directed task	APP IN SCHOOL	LP IN SCHOOL			
Sat 6th							
Sun 7th							
Mon 8th		Abyasa training	Abyasa training	Abyasa training	Abyasa training		Abyasa Training for All in UR
Tues 9th			APP IN SCHOOL	LP IN SCHOOL	PT students in school on agreed days		Returning Mentor training Module 3 Facilitating Mentee Learning
Wed 10th	SUBJECT 2 - 9.30 - 4.30						
Thurs 11th	PS 2 UR - Behaviour Management 1 / Wellbeing - 9.30 - 4.30						New Mentor training Module 3 Facilitating Mentee Learning
Fri 12th		Subject Directed task	APP IN SCHOOL	LP IN SCHOOL			
Sat 13th							
Sun 14th							
Mon 15th			APP IN SCHOOL	LP IN SCHOOL	PT students in school on agreed days		
Tues 16th			APP IN SCHOOL	LP IN SCHOOL			Returning Mentor training Module 3 Facilitating Mentee Learning
Wed 17th	SUBJECT 3 - 9.30 - 4.30					SCITT MOD 1 SESS 1	Teacher Union Fair
Thurs 18th	PS 3 UR - Learning and Memory 1: Seminal learning theories - 9.30 - 4.30						New Mentor training Module 3 Facilitating Mentee Learning
Fri 19th		Primary Directed task	APP IN SCHOOL	LP IN SCHOOL			LP & APP Prof Task Placement A on Abyasa
Sat 20th							
Sun 21st							
Mon 22nd		UNI-LED in PRIMARY SCHOOL	APP IN PRIMARY SCHOOL	LP IN PRIMARY SCHOOL	PT students in Primary school on 2 agreed days this week		Second Progress check developmental phase LP part time 2024-25 Students
Tues 23rd		UNI-LED in PRIMARY SCHOOL	APP IN PRIMARY SCHOOL	LP IN PRIMARY SCHOOL			Returning Mentor training Module 3 Facilitating Mentee Learning
Wed 24th	SUBJECT 4 - 9.30 - 4.30						
Thurs 25th		UNI-LED INDUCTION IN SCHOOL	APP IN SCHOOL	LP IN SCHOOL			New Mentor training Module 3 Facilitating Mentee Learning
Fri 26th		UNI-LED INDUCTION IN SCHOOL	APP IN SCHOOL	LP IN SCHOOL			
Sat 27th							
Sun 28th							
Mon 29th		UNI-LED IN SCH	APP IN SCHOOL	LP IN SCHOOL	PT students in school on agreed days		
Tues 30th		UNI-LED IN SCH	APP IN SCHOOL	LP IN SCHOOL			Returning Mentor training Module 3 Facilitating Mentee Learning

Student Support Services

PGCE Secondary Programme FAQ. All students will have received some information about the services available at the University. However, the following additional information may be of value.

Disclosure and Barring Service DBS checks must be completed. Students do not need to have completed the University registration process to do this. LP & apprentice students will have sorted the DBS with their school. This is an essential part of enrolling onto the course and attending placements. Please contact dbb@roehampton.ac.uk or Tel: 020 8392 3314 for all DBS queries.

It is vital that your DBS procedure is completed before you start School Experience, otherwise the school will not allow you to start your placement.

Admissions: If students have documents to show admissions to meet conditions, please do either bring them into university and meet with admissions or post them in registered post. Admissions will then post documents back to you by registered post.

University Registration: What if students have not registered or started the process? You must enrol on-line.

Library Services:

Find out about Library services and support via this link: <https://library.roehampton.ac.uk/postgraduate>

Finance: The Finance Department can be contacted by e-mail:

Student Finance queries : studentfinance@roehampton.ac.uk

Or students may speak to the Income team on: Tel: +44 (0) 20 8392 3090

Teacher Training Bursary:

Once students have completed registration the university applies for the bursary automatically if the subject has one – *students do not need to do anything*. **PLEASE NOTE:** Subject to their receipt and the completion of on-line registration, the first payment of the training bursary is usually made into students' bank account in October (after you have enrolled and to allow for a change of mind) and thereafter on the 5th working day of the month.

The **NEST** (found in the library foyer) is the student place for all support at Roehampton it can be located online at: [Nest - Supporting you with University Life \(sharepoint.com\)](https://sharepoint.com/Nest-Supporting-you-with-University-Life)

Open: Monday to Friday, 8am-7pm and Saturday and Sunday 10-4pm

Telephone: 020 8392 3100

Email: nest@roehampton.ac.uk



They will throughout the academic year be able to assist you with any Admissions, Registration, Finance and Funding support, Accommodation and Medical or Disability issues.

Staff in the Nest will also be able to provide you with Council Tax Exemption Certificates, status letters/proof of course attendance and approval for Oyster Travel Card applications.

Health and wellbeing advice and counselling:

For any support regarding Health and Wellbeing please contact the Nest for Student Support.

If you are experiencing emotional difficulties, you may also contact the Health and Wellbeing team on:
froebelwellbeing@Roehampton.ac.uk

Our Wellbeing team runs a drop-in service during term time, Monday to Friday from 1-3pm. Wellbeing is based in the Richardson Building on Digby Campus. (Marked as 17 on the campus map)

Book a Wellbeing Check-In with your Froebel Wellbeing Officer [here](#)

(Pick either remote or face to face at the top of the page)

The Quick queries can be booked 48 hours in advance and up to 15mins before a slot.

[Wellbeing Quick Queries](#)

Wellbeing is based in the Richardson Building on Digby Campus. (Marked as 17 on the campus map)

In a medical emergency you should contact the Student Medical Centre, which is located in Old Court, Froebel College (020 8392 3679) or call (020 8392 3333) for Security (3333 from an internal phone)

Further support can be found here: [Student-Support](#)

Disability services

disability and dyslexia support: <https://www.roehampton.ac.uk/disability-services/>

Email: disabilities@roehampton.ac.uk

Where can I eat and drink?

There are dining rooms and cafeterias in all of the four colleges: Froebel, Digby Stuart, Southlands and Whitelands. The main Student Union Bar is located in Froebel. There are other bars in Southlands and Whitelands.

OPEN during INDUCTION: Please see below the link to online information about the food outlets on campus. Most of the food outlets will be open in Induction week, the Froebel ones and the library café will definitely be open for you.

[Student Life: Cafés, bars and social spaces | University of Roehampton, London](#)

Where can I park my car/bike?

There is **free** student parking on campus currently but only a **very small amount** and it is on a first come first served basis. Do not plan to park on campus unless you are very early to arrive (before 8am) you must also have registered for the space on arrival with security before parking, so you are not clamped.

Permits are available for students who have mobility issues. See below link for more information.

<https://www.roehampton.ac.uk/prospective-students/commuting-students/car-parking-faqs/>

Bike racks are located in the main carpark near the Davis Building, out the front of Grove House and near the back of Monte Diner. They must be securely locked up. Motorcycles must also be locked.

Commuting students: Please see below link for assistance for commuting students on campus

<https://www.roehampton.ac.uk/prospective-students/commuting-students/>

Where is the Library and what are its opening hours?

The Library is located on the Digby campus. If you have general questions about how to use the library you can talk to our Library Advisers at the **Nest** or ask one of our roving staff for help during opening times.

We also have online self-help Library skills resources to help you become independent users of the library's print and electronic collections. You can use these any time anywhere. Just go to the [Library Homepage](#). You will find lots of information about our other services there too, e.g. Click and Collect, Inter-Library Loans. Support sessions and videos to help with all aspects of the library.

Where can students get photocopies?

Photocopying machines are available in the Library. You will need your University ID card to use them.

Are there Cash Points?

Not on campus. Only cards are accepted at the food outlets.

How students claim travel expenses during school experience or to Professional Studies Hubs. (University recruited students only not LP)

School Experience Travel Claim forms will be available on the Moodle hub site.

Where students can go for further help and information once enrolled.

Information is available on the Secondary [Moodle Hub](#) site.

For general University queries (i.e. IT, Finance, Student Welfare, Dyslexia and Disability support) please check the [Student portal](#) and via the **NEST** for further information.

For academic or personal issues your first point of contact should be your Lead Mentor/Subject tutor (who is also your Personal Tutor).

Teacher Registration Numbers (TRN):

At some point towards the end of the Autumn term, you will receive an email from the Teacher Reference Agency (TRA) with your Teacher Reference Number (TRN). The email will come from:

Teaching Regulation Agency teaching.regulation.agency@notifications.service.gov.uk

The email will look like this:



Dear Name,

Your TRN

Teacher reference number (TRN): XXXXXXXX

We suggest you keep this email for future reference.

What a TRN is for

You need to know your TRN to:

- view your record with the Teaching Regulation Agency (TRA), check your record is accurate and download professional certificates in the Teacher self service portal
<https://teacherservices.education.gov.uk/SelfService/Login>
- give to employers so they can complete mandatory teacher status checks
- manage records of your contributions to the Teachers' Pensions scheme
- give to the Department for Education (DfE) when you have been awarded QTS so you can begin your early career teacher induction and access your early career framework induction training programme

It is VERY Important that you add these two email addresses to your safe sender list or regularly check your email 'junk and other' folders to ensure you don't miss it. We cannot help you with this at all. So please do follow our guidance here.

You will then receive a later email:



Teaching Regulation Agency

To Name

Recently, we emailed you with your unique teacher reference number (TRN). This number holds the official record of your teaching career.

Update your details online

<https://www.gov.uk/guidance/teacher-self-service-portal>

Use your TRN to update your email address to a preferred one at teacher self-service.

This is so you do not lose access to your record when you finish training. You can check and amend your teacher record at teacher self-service at any time.

We recommend using a private computer and, where circumstances allow, avoiding the use of a public shared computer, when logging in to teacher self-service.

Your teacher reference number

You will need your TRN to access teacher self-service. This is where you can see and manage the official record of your teaching career. You can also check that your personal details, including your name, are accurate.

Find out why your TRN matters: <https://www.gov.uk/guidance/teacher-reference-number-trn>

Reminder: Keep your TRN confidential. Read the teacher self-service privacy notice to learn how we use your data and understand your data protection rights:

<https://teacherservices.education.gov.uk/Resources/Guidance/SelfServiceDataSharingGuidance.pdf>

We will email you when you have qualified teacher status (QTS).

Teaching Regulation Agency

Find out more about us: <https://www.gov.uk/government/organisations/teaching-regulation-agency/about>

What is ABYASA?

This is the system we use to assess your progress whilst you are in school on placement. It creates a timeline of your activity in school and is a place to reflect on your progress with your mentor and is used by your Lead Mentors to monitor how you are doing on a weekly basis. (Like looking through the window into the classroom).

All students will be Introduced to Abyasa on Monday September 8th

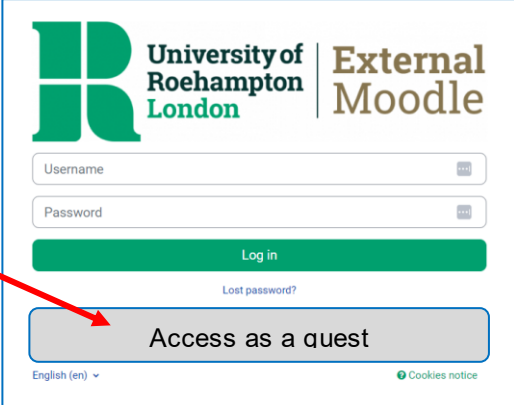
If students or mentors have a query about Abyasa, they can contact the School Partnership Office (SPO) via:

Secondarypartnerships@roehampton.ac.uk

All the following documents for **Mentors** and **SLITEs** (not students) are available from the Partnership site:

Link: [Partnership Site](#)

Log in as 'a guest'



University of Roehampton London | External Moodle

Username

Password

Log in

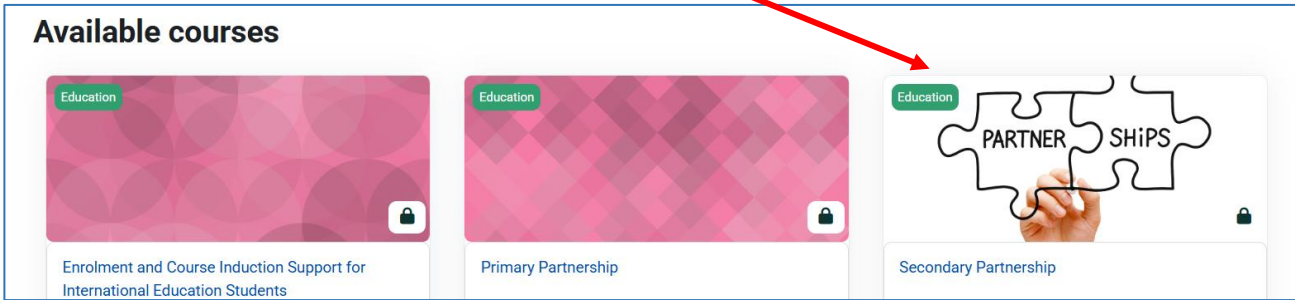
[Lost password?](#)

Access as a quest

English (en) [Cookies notice](#)

Move down to the bottom of the page – Ignoring the access info:

Select the Secondary Partnerships area

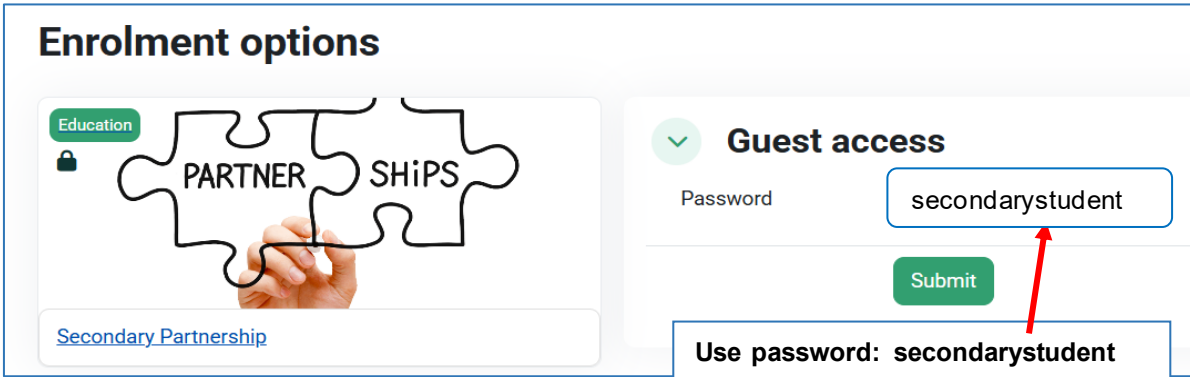


Available courses

Education  Enrolment and Course Induction Support for International Education Students

Education  Primary Partnership

Education  **PARTNER SHIPS** Secondary Partnership



Enrolment options

Education  **PARTNER SHIPS** [Secondary Partnership](#)

 **Guest access**

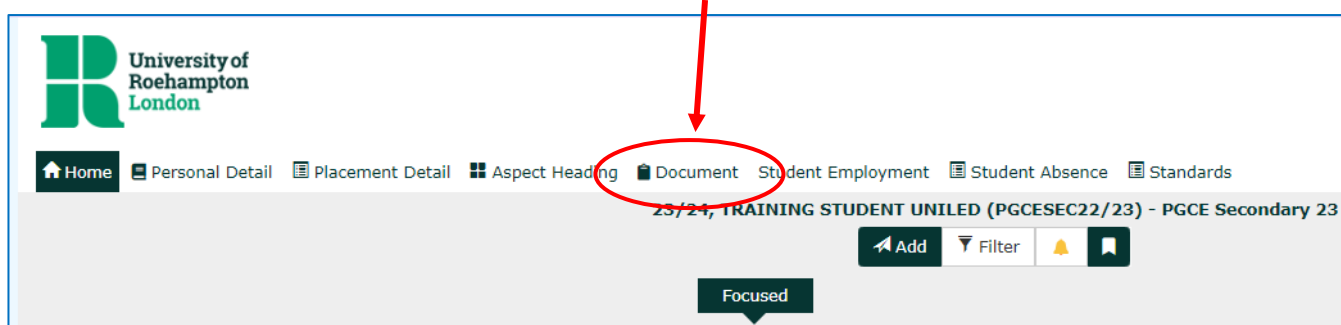
Password

Submit

Use password: secondarystudent

Link to Abyasa: <https://partnership.roehampton.ac.uk/pro/>

Paperwork can be found on **Abyasa** in the Document tab:



How School Colleagues get access to Abyasa

Once we have the details of the Mentors and SLITEs, the **SPO** will email a 'token' which will enable access to Abyasa by creating an account. **You must create the account within 48 hours or the token will expire for security purposes.**

Check the detail below is correct and enter a user-name and password. **We do not provide this you make it up yourself. Please make a note of the access details to avoid having to have the account re-set.**

This screen lets you create or update your log in credentials to access Abyasa Pro website.

If you already have the University log in credentials please DO NOT continue and use the existing credentials.

By continuing this process you are confirming that you are the person listed below, you are a professional role for it.

Your Name: Mr Maths Teacher
School Name: Grange Hill
Email Address: Mrmathsteacher@grangehill.sch.uk

If you do not meet these requirements you must not continue.

☐ I have read, understood and agree to the above statements.

Username

Password

Re-enter new password

Submit

Students use 'University Login'

<https://partnership.roehampton.ac.uk/pro/>

University of Roehampton London

If you are a student or member of staff at the university and have university login credentials, please select "University Login" below.

University Login

OR

If you are a School Based Mentor (SBM) or Professional Coordinating Mentor (PCM) or if you are a user without the university login credentials (eg: ECTs or new students without university credentials) please select "Non-University Login" below.

Non-University Login

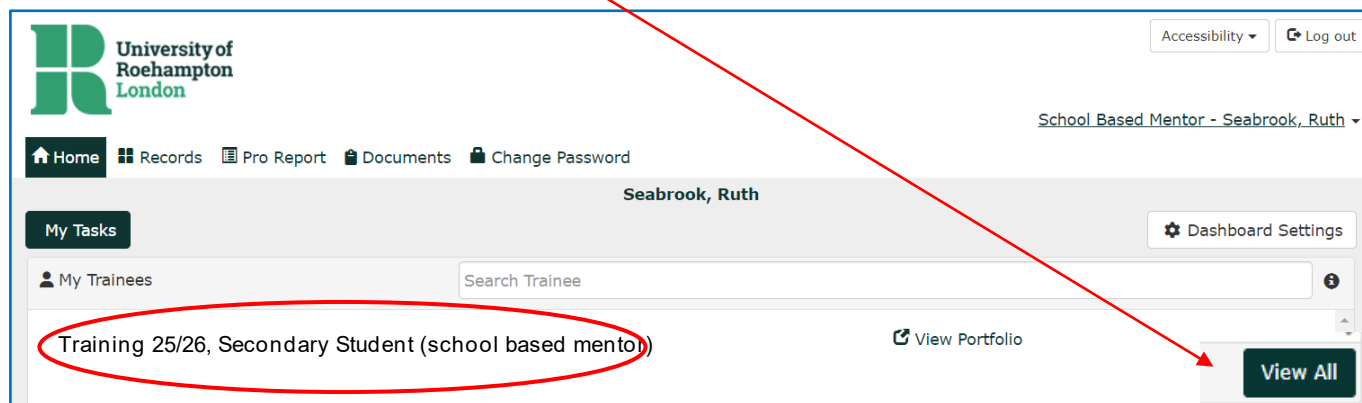
Please use this link to access Abyasa:

<https://partnership.roehampton.ac.uk/pro/>

Mentors and SLITEs please select 'Non-University' login.

If you are already a mentor/SLITE on Abyasa (from a previous year) – please use those details to access.

Once mentors/SLITEs are logged in you should be able to see the student listed as below. SLITEs should see all the students on placement in their school (unless there are more than will fit on the screen in which case select 'View All' and they should all come up). Select 'View Portfolio' of the student and it will take you into the students Abyasa homepage.



Any issues with access to the correct students or access issues please contact:

Secondarypartnerships@roehampton.ac.uk

Home Screen of Abyasa and templates for use on Placement

Abyasa is the database that we use to view what the students and mentors are doing in school. It holds information about placements, lesson observations and weekly meetings, which on a weekly basis tutors will look at and check everything is up-to-date, students are making progress and getting the right amount of support from the school. When Mentors log into Abyasa they should see the name of their student under 'My Trainees' to view their Abyasa select 'View Portfolio'.

The screenshot shows the Abyasa Home Screen. At the top left is the University of Roehampton logo. Below it is a navigation bar with links: Home, Personal Detail, Placement Detail, Aspect Heading, Document, Student Employment, Student Absence, and Standards. On the right side of the navigation bar are links for Accessibility and Log out. The main content area is titled 'Programme Tutor - Seabrook, Ruth'. It features a 'Focused' status indicator and a 'Weekly Mentor Meeting Record' section with a 'Continue' button. A 'View Participants' button is located at the top right. The 'Current Placement Details' section displays the following information:

Current Placement Details	
School Name	Abyasa Test School
Academic Year	21/22
Mentor Name	Bowie, David (Mr)
Mentor Email	--
Date From	15/07/2022

The 'Current Weekly Focus' section lists the following tasks:

- Complete the professional task
- Professional task & Partnership agreement.
- Focus on Safeguarding, the curriculum & subject knowledge (SK) audit.

Annotations on the screen include:

- A box on the left: "To add a template select the 'Add' tab below. Select either Mentor templates or Student templates depending on which template you wish to add." with a red arrow pointing to the 'Add' button.
- A box in the center: "These boxes show the current placement school and participants. It also shows the current weekly focus for the students." with red arrows pointing to the 'Current Placement Details' and 'Current Weekly Focus' sections.
- A box at the bottom: "This is the Home screen of Abyasa, and templates once opened will appear in the timeline, like the weekly mentor meeting record above." with a red arrow pointing to the 'Weekly Mentor Meeting Record' section.

Entry Profile – Each student will complete an entry profile and give it to the mentor when starting each placement. This has important information about student's prior knowledge, experience and what they may need help and support with.



Entry Profile for PGCE Secondary 2025-26

Summary of the experience that you have had of working in a school setting or relevant industry experience (if any):			
List the areas that you most need to develop during BSE1:			
This could include specific subject knowledge (use the Subject Knowledge audit to review this), Exam specs, IT help, Voice projection/Behaviour management etc.			
List the topic/subject areas that you would like to observe in BSE1:			
List any special requirements/needs that you have so support can be put in place to help you:			
SELF-ASSESSMENT			
My knowledge and understanding of safeguarding is:	High	Med	Low
My confidence in supporting good pupil behaviour is:	High	Med	Low
My confidence in teaching whole class lessons is:	High	Med	Low
My confidence in teaching small groups and individual pupils is:	High	Med	Low
My confidence in supporting a variety of pupils with SEND is:	High	Med	Low
My confidence in supporting pupils with EAL is:	High	Med	Low
My confidence in working with other adults (LSA/TA) in the classroom is:	High	Med	Low
My confidence in making accurate and productive use of assessment is:	High	Med	Low

Declaration of Professionalism in Schools

This document must be read and signed by all students to show that they fully commit to the roles, responsibilities and professional expectations outlined in the Secondary Partnership Agreement. By the end of the programme of ITE, to be recommended for the award of QTS all students need to understand that they need to have demonstrated the above attributes. Students have a paper copy of this, and it must be stored in the teaching file, either electronically (after scanning) or in the folder.



Declaration of Professionalism in School

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. I am expected to uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:

Treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position. *I should demonstrate that I have a commitment to the teaching profession, and am able to develop appropriate professional relationships with colleagues and pupils.*

Having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions. *I should demonstrate that I have due regard to the need to safeguard pupils' well-being, in accordance with statutory provisions.*

Showing tolerance of and respect for the rights of others. *I should demonstrate I understand that by law schools are required to teach a broad and balanced curriculum and that I have begun to develop learners' wider understanding of social and cultural diversity.*

Not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs.

Ensuring that my personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.

I am required to have proper and professional regard for the ethos, policies and practices of the school in which I teach and maintain high standards of attendance and punctuality. *I should demonstrate that I am willing to assume an appropriate degree of responsibility for the implementation of workplace policies in the different settings in which I have trained. Also I must show by my behaviour that I adhere to school policies and practices, including those for attendance and punctuality*

I am required to have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities. *I should demonstrate that I have a broad understanding of my statutory professional responsibilities, including the requirement to promote equal opportunities and to provide reasonable adjustments for pupils with disabilities, as provided for in current Equalities Legislation. I should demonstrate that I am aware of the professional duties of teachers as set out in the statutory School Teachers' Pay and Conditions document.*

I shall ensure that issues of confidentiality are adhered to; this extends to the use of social networks and media sites and I agree to making them private so pupils cannot locate me.

I understand that if I withdraw myself from the placement (without prior consultation with the Programme Leader, Head of Secondary ITE) that this could result in failure of the school placement. *In the event of illness or absence during school experience I shall notify my placement school and my Roehampton Lead Mentor. On my return to school, I shall notify them.*

I have read and fully commit to the roles, responsibilities and professional expectations outlined in the Secondary Partnership Agreement. By the end of the programme of ITE, to be recommended for the award of QTS I understand that I need to have demonstrated the above attributes.

Student Teacher Name:	
Signature:	
Date:	

What Needs Doing and When?

Foundation Phase Sept 2025 - Feb 2026			
SLITE – School lead for ITE Lead Mentors (LM) – Roehampton Tutors			
Activity	Who needs to complete	By when?	What is it?
All students Entry Profile	All Students must complete the Entry Profile and give to the mentor on the first day in school	First day in school	Document which can be found on the paperwork box on the Moodle Hub, Document Tab on Abyasa and in the appendices
For LP & APP Professional Task Placement A template	MENTOR and SLITE must sign to approve the Partnership agreement. Student does their sections.	Fri 19 th Sept	Abyasa template – Student timetable and Declaration of Professionalism document to be uploaded to the template as well – find it on the Document tab of Abyasa.
For Uni-Led Professional Task Placement A template	MENTORS and SLITEs must sign to approve the Partnership agreement. Student does their sections.	Fri 3 rd Oct	Abyasa template – Student timetable and Declaration of Professionalism document to be uploaded as well – find it on the Document tab of Abyasa.
For All Students Agreed Procedures Meeting	This is a 1 hour online 3 - way meeting with the MENTOR, Student and LM.	In the first few weeks on placement	LM will contact you to arrange via a Teams call. LM to complete the APM template during the meeting.
For All Students Weekly Mentor Meeting Record	To be completed by the Student <i>before the mtg & MENTOR in the meeting</i>	Once each week from when you start in school	Abyasa template – Student and Mentor complete their sections. LM will check each week and sign it.
For All Students Lesson plans for each lesson taught	To be completed initially as co-planning with the Mentor and Student , then just the Student .	All lessons being taught by the student each week must have a lesson plan	Student must upload the lesson plan for the formally observed lesson to the weekly mentor meeting template the rest of the plans go in the teaching file.
All Mentors/Observers SUBJECT SPECIFIC Lesson Feedback record	To be completed by the Observer for each formal lesson observation (once each week)	Once each week	Paper copy scanned as PDF or e-copy – found on the document tab on Abyasa and uploaded to the weekly mentor meeting template by student
For All Students ITaP Template One	To be completed by the student during the ITaP 1 week	Fri 10 th Oct	Abyasa Template – must be signed by the LM
For All students (not P/T) Foundation Interim Progress check ONE	To be completed by the MENTOR during the weekly mentor meeting	Tues 21 st Oct	Abyasa Template – Student signs to agree once complete and LM signs once checked
For All Students ITaP Template Two	To be completed by the student during the ITaP 2 week	Tues 18 th Nov	Abyasa Template – must be signed by the LM

For Part-Time Students Foundation Interim Progress check ONE	To be completed by the MENTOR during the weekly mentor meeting	Tues 16 th Dec	Abyasa Template – Student signs to agree once complete and LM signs once checked
For All Students ITaP Template THREE	To be completed by the student during the ITaP 3 week	Tues 9 th Dec	Abyasa Template – must be signed by the LM
For All Students (not P/T) Foundation Interim Progress check TWO	To be completed by the MENTOR during the weekly mentor meeting	Tues 16 th Dec	Abyasa Template – Student signs to agree once complete and LM signs once checked
For All Students ITaP Template Four	To be completed by the student during the ITaP 4 week	Tues 27 th Jan 26	Abyasa Template – must be signed by the LM
All Students (not P/T) Foundation Profile	Final termly formative assessment by MENTOR/SLITE and Student completes their section	Tues 10 th Feb	Abyasa template – Everyone in school signs to agree and then LM will check and sign off.
Part Time Students Foundation Interim Progress check TWO	To be completed by the MENTOR during the weekly mentor meeting	Tues 10 th Feb	Abyasa Template – Student signs to agree once complete and LM signs once checked
Developmental Phase Feb 2026 - April 2026			
Activity	Who needs to complete	By when?	What is it?
For All Students (not P/T) Professional Task Placement B template	MENTOR and SLITE must sign to approve the Partnership agreement. Student does their sections.	Fri 6 th March 26	Abyasa template – Student timetable and Declaration of Professionalism document to be uploaded – find it on the Document tab
For Part Time Students Foundation Profile	Final termly formative assessment by MENTOR/SLITE and Student completes their section	Tues 24 th March	Abyasa template – Everyone in school signs to agree and then LM will check and sign off.
For All Students (not P/T) Agreed Procedures Meeting	This is a 1 hour online 3 - way meeting with the MENTOR, Student and Lead Mentor (UR)	In the first few weeks on placement	LM will contact you to arrange via a Teams call. LM to complete the APM template
For All Students Weekly Mentor Meeting Record	To be completed by the Student <i>before the mtg</i> & MENTOR <i>in the meeting</i>	Once each week	Abyasa template – Student and Mentor complete their sections. LM will check each week and sign it.
All Mentors/Observers SUBJECT SPECIFIC Lesson Feedback record	To be completed by the Observer for each formal lesson observation (one each week)	Once each week	Paper copy scanned as PDF or e-copy – found on the document tab on Abyasa and uploaded to the weekly mentor meeting template by the student
For all students (not P/T) Developmental Interim Progress check	To be completed by the MENTORS during the weekly mentor meeting	Wed 24 th March	Abyasa Template – Student signs to agree once complete and LM signs once checked

Consolidation Phase April 2026 - June 2026

All Students (not P/T) Consolidation Interim progress check	To be completed by the MENTORS during the weekly mentor meeting	Thurs 14 th May	Abyasa Template – Student signs to agree once complete and LM signs once checked
For Part-Time Students Developmental Interim Progress check ONE	To be completed by the MENTOR during the weekly mentor meeting	Tues 19 th May	Abyasa Template – Student signs to agree once complete and LM signs once checked
All Students (not P/T) Consolidation Profile	Final assessment by MENTORS/SLITE and Student completes their section	Thurs 18 th June	Abyasa template – Everyone in school signs to agree and then LM will check and sign off
For Part-Time Students Developmental Interim Progress check Two	To be completed by the MENTOR during the weekly mentor meeting	Tues 14 th July	Abyasa Template – Student signs to agree once complete and LM signs once checked
For Part-Time Students Consolidation Profile	To be completed by the MENTOR during the weekly mentor meeting	Tues 15 th Dec 26	Abyasa Template – Student signs to agree once complete and LM signs once checked

SUPPORT PROCESSES – please speak to the Roehampton Lead Mentor

PRAF	If the student does not already have a diagnosis in place for a number of health or wellbeing issues and we need to liaise with all involved to support the student. School/LM/Student	Ad hoc when and where necessary	Discussion with student/school/disabilities team – Template on Abyasa must be completed and dealt with by LM/HOP/HOS.
Intervention Support Plan (ISP)	If the school or university raise concerns about a students' progress – MENTORS/SLITE/LM	Ad hoc when and where necessary	LM to initiate after speaking to the Mentor/SLITE – MUST have a mtg with the school/Student to discuss issues. Complete Abyasa template and electronic copy - find it on the Document tab . Form and action plan attached to template. Must have review date set, which must then be completed on Abyasa
There can only be one extension of the ISP and only if the targets are partially met.			
Cause for Concern Plan (CFC)	If the school/university has further concern about progress still not being made – MENTORS/SLITE/LM	After the Intervention and Support process has been followed and progress not been made.	LM to initiate after speaking to the Mentor/SLITE - Abyasa template and electronic copy - find it on the Document tab . Form and action plan attached to template. Must have review date set, which must then be completed on Abyasa.

What are Students entitled to in school?

All Students are entitled to on-going support and training which will help them to maximise their potential to meet the Areas of Professional Learning (APL) and therefore the Teachers' Standards by receiving regular honest and constructive feedback on development. The major elements of the school-based training and support are:

- A whole-school Professional Studies induction
- An individualised subject-based training programme
- A trained School Based Mentor (SBM)
- An appropriate timetable with the correct hours and age phases
- A Roehampton Lead Mentor (LM)

Roles and expectations of Mentors/SLITEs and LM ([Annex 1](#))

What is expected of Students on Placement?

It is important that students arrive at school with a clear understanding of what is expected and required of them.

Personal and Professional Conduct

Students must recognise that they are expected to take on the professional attributes of a teacher from the start and to behave professionally at all times in school. All students must read and sign the **Declaration of Professionalism** and will be held to it, if there are any doubts about Professionalism.

Full attendance and punctuality to school and lessons are indisputable requirements of professional attributes and conduct as are **adherence to a school's dress code** and policies (e.g. rewards and sanctions), and upholding the school's values and ethos. Students are expected to plan, prepare, teach and assess **ALL** those classes that they are responsible for and teach each week and to keep appropriate records, as explained by their Subject Tutor, and to make these available to the mentor as requested.

Students should be discussing and **co-planning** lessons with mentors at the start, preparing lesson plans and using existing resources (to start with) in advance to give you or the class teacher sufficient time to read, provide feedback and give time to make any required amendments. It is not professional to give lesson plans to a mentor at a time which gives them no time to read and feedback on them.

What if Students are absent? ([Annex 3](#))

If students are unavoidably absent from school they should ensure that they **inform the school** and **Mentor** at the earliest opportunity (usually by 8am) but preferably the day before the absence but certainly before the start of the school day. Mentors need to make sure that they have contact details for students and vice-versa and/or SLITE/main office. Students must also inform the **LM**. For absence known in advance e.g. attending job interviews, students must liaise with mentors to set work for classes that are missed. (*Interviews do not*

count as absence)

Students should bear in mind that there is a DfE requirement for the number of days (120) that should be spent in schools and any prolonged absence, for any reason, may jeopardise their chances of successfully completing the course and therefore may require further attendance in school at a later stage.

How to Log absence or lateness

If a student is late or absent then it must be recorded on Abyasa. There is a tab available at the top of the home screen called 'Student Absence'

University of Roehampton London

Home Personal Detail Placement Detail Aspect Heading Document Student Employment **Student Absence**

Start Filter [Notification Bell]

Focused

Foundation Interim Progress Check 02/08/2023
Active Phase. Continue

Weekly Mentor Meeting Record 01/08/2023

University of Roehampton London

Home Personal Detail Placement Detail Aspect Heading Document Student Employment **Student Absence**

Programme Tutor - Seabrook, Ruth

Secondary Uni-Led, Test 25/26 (AB2025027) - PGCE Secondary Uni-Led 25

Record Absence:
It is the responsibility of the Mentor to keep up to date records of any absence from school placements. Trainees must contact their school mentor and tutor at the earliest opportunity.
Evidence may be requested for any or all absences in which case, please use the upload link.

List of Absence

Academic Year	Date From	Type of Absence	Days Absent	Edit	Upload	View	Delete
24/25	04/08/2025	Other	1.00	Edit	Upload	View	Delete
24/25	14/08/2025	Medical reason	2.00	Edit	Upload	View	Delete

Showing 0 to 2 of 2 entries

+ Add

Previous 1 Next

Record Lateness:
Please use the below table to record any lateness with respect to your placement school.

List of Lateness

Academic Year	Date Added	Lateness Type	Lateness (in min)	Edit	View	Delete
24/25	14/08/2025	Traffic	15	Edit	View	Delete

Showing 0 to 1 of 1 entries

+ Add Lateness

Previous 1 Next

Mentors must record both absences and lateness for students, which will help to highlight any patterns, that may lead to concerns over professionalism. The **LM** will also check each week to make sure they are aware of any student absence that has not been notified to the university. This will help with noting absence and

lateness when mentors complete the Foundation and Consolidation **Profile of Professional Development** at the end of each main placement.

Students **must** also let their LM/Subject Tutor know they will be late or absent from school. Mentors must contact LM if they have any concerns about student attendance. If there are any Professionalism issues around this a student may have to attend a **Professional Practice Panel (PPP)** with their Lead Mentor and a member of the SLT, to discuss the issues and seek a way forward that will enable the student to make progress.

How does the school experience contribute to the PGCE and award of QTS?

As previously stated, to be awarded the PGCE, all universities require students to gain Qualified Teacher Status (QTS) and they can only do so by undertaking successful school experience in at least two schools for the period prescribed (120 days). School experience is vital for them to gain the evidence needed to demonstrate that they have met the APL and therefore the Teachers' Standards required for QTS to be awarded. This evidence is collected in many ways, but mainly through the ongoing use of **Abyasa** for uploading training data, weekly reflection and students' **school experience teaching file**. This evidence is then summarised in the **Profile of Professional Development** in the **Foundation** and **Consolidation Phases** and the **Interim Progress checks**, also held on Abyasa, that mentors and students complete during placement.

How are Students assessed?

- At points during each placement on the **Progress check templates**, mentors can indicate if the student is on track or not on track against expected levels of progress against the Areas of Professional Learning (**APL**).
- The **Profile of Professional development (PPD)** provides space for a students' progress to be recorded at each of two formative main review points in the year at the end of the **Foundation**, and **Consolidation** phases; progress is noted against the APL as 'on track' or 'not on track' and *formative* targets are set against each APL.
- There will be no overall assessment grades given. At the end of the year, the student will be deemed to have passed or failed only.
- We expect all students to be making good progress and although they may start slowly, we expect all students to be on track against each APL by the end of the course. To be recommended for QTS, Students must show that they on track and have evidence for each of the APLs, which indicates they have met all the Teaching Standards.
- If students are not making expected progress, an **Intervention Support Plan (ISP)** must be considered; and is essential if recorded at the Foundation and Developmental assessment points; progress to the next phase will be reviewed individually. If an ISP has been put in place and no further progress has been seen, then students will be placed on a **Cause for Concern Plan (CFC)**. If they are not able to

show they are on track against all the APL at the end of the plan, they may not be recommended for **QTS** and may have to leave the course, or go through the **restart process**. Please see assessment policy for

- Students should be looking at the [Reflective Questions Resource](#) found on page 48 and be able to answer questions against the **APL** to provide evidence they are making good progress. Students should be discussing and reflecting on their progress with mentors during the weekly mentor meetings and particularly so as the completion date for the PPD approaches. Students should be engaged in the completion of the profile with mentors to agree their progress and to set targets for the next phase.

Using the Teaching file as evidence for Progress against the APL

The Teaching file (**whether a physical or digital copy**) is essential for students in that it contains the evidence to demonstrate that they are making progress against the APL. For example, it is sometimes the case that students will show that they have planned in great detail. The plan may reveal a much greater level of expertise in the subject than can be demonstrated in a single lesson. Equally students may show in their evaluations, reflection, and discussions with mentors, self-awareness and understanding of issues of classroom management which will indicate to mentors that real development is taking place in these areas. For these reasons the file will be helpful in weekly discussions when mentors meet with students to discuss targets and when it comes to completing the Profile at the end of each phase of school experience.

*Unlike other programmes, students **do not** have to hand in teaching files for a final assessment for QTS as this will be examined over the course of the year by mentors, SLITE and LM and commented on in the Profile templates.*

Using the Teaching file in the Training Programme (this can be an e-copy)

(Please adhere to your school's GDPR policy on storing and processing children's data – no pupil data can leave the school and if using an e-copy then the device must be password encrypted)

Contents to include in your School Experience Teaching File (Students could have anything extra that they feel helps).

A: Planning and Teaching

Section 1: School Experience Information

- a. Timetable
- b. Policy documents i.e. marking policy, reward and sanctions (unless stored on school system)
- c. School Calendar – with key dates i.e. parents evenings, INSET days, Report schedules
- d. Class lists (useful to have your own lists rather than just using the school online system)
- e. Specific SEN information on pupils (anonymised)
- f. Seating plans

Section 2: Planning, evaluations and reflections

- a. Schemes of Work/Learning
- b. Assessment schemes

- c. Lesson plans – with student evaluations included (**one for every lesson taught**)
- d. Medium Term Planning
- e. Pictures of pupils work (anonymised) students could use for assignments
- f. Evaluations from students' observations of experts

Section 3: Feedback

- a. Any lesson feedback from mentors or other observers (paper copies)
- b. Feedback from other school or partnership colleagues in the informal observation booklet

It is essential that the teaching file **is always available** in school (and no pupil data is removed from the school for GDPR) and especially when the LM visits. On that occasion, the LM will see one lesson and thereby gain an impression of students' classroom performance. By its very nature this visit will only be a 'snapshot' of the whole of the experience in that block. It is the teaching file that gives the LM an overview of the context of the lesson seen and of other aspects of students' professional development. It will not be possible for the LM to assess the school experience in depth unless the file is available.

The teaching file will also provide the material to support work that goes on in the University. In particular, students are often expected to draw on the material in the files to contextualise the discussion in the written assignments. In some cases, extracts from the file will be assessed directly as evidence of the skills and understanding related to specific APL.

What should Students do at the start of the Block School Experience (BSE)?

Both school placements include a period of school-based pre-block experience which provides an opportunity to introduce students to the school and department in which they will be working, giving them experiences that link the work done in the university with classroom practice, and preparing them for the teaching on the block experience. Work on the pre-block will also begin to give experiences that provide evidence against the APL.

During the pre-block in both schools, Students should:

- have meetings with the SLITE and attend any school-based Professional studies sessions
- have meetings with mentors to discuss the taught course at Roehampton weekly
- be observing a range of classes and expert teachers both within their subject area – including classes that they will teach - and outside of it and complete the Observation Booklet (found on the document tab of Abyasa)
- perhaps undertake a pupil pursuit, acting as support teacher with the normal class teacher
- arrange a teaching timetable with the department
- familiarise themselves with the schemes of work/learning and the subjects and topics that they will be teaching
- **co-plan** with mentors and prepare lesson plans (for every lesson they teach) and resources (students should use school resources to start with)
- plan for individual needs
- work to develop their own subject knowledge
- gather data about the school

- work on the school-based activities, (especially *making themselves aware of the school's safeguarding process*)
- teach (if they feel confident enough), a small group of pupils for all or part of a lesson.

Starting placement at school

On starting the placement, Students will complete a school induction and be given information about the school, department, and classes.

Students will need to complete the '**Professional Task – Placement A**' template on Abyasa making sure they enter the name of the person responsible for Safeguarding in the school, and complete their timetable document and upload this as an attachment to the professional task template.

This will need to be completed by the dates given on the What needs doing and When Table starting on page 24.

Agreed Procedures Meeting (APM)

In the first few weeks of the placement mentors will hear from the LM to arrange a meeting between the mentor, student and them, called the Agreed Procedures meeting. The meetings will be arranged at a convenient time for everyone either during the school day or just after. This would usually happen if possible during the weekly mentor meeting.

The APM is to help support the mentors and student and check that everything has been put in place for the student to have a successful placement. The meeting will last no longer than 1 hour. There will be a lot of questions about mentor training so it is vital that the mentor has completed as much of it as possible by this stage.

In the meeting the following items will be discussed:

- The entry profile has been completed by the student and shared with the mentor to ensure the students' needs have been planned for
- A timetable has been sorted with the correct amount of teaching time, across two age phases
- A mentor meeting (for one hour) is in place each week and on the timetable
- The mentor can guarantee that the student also receives a further 30 minutes of support during the week.
- Everyone has read and signed to agree the Partnership Agreement (can be found in the document tab) and acknowledged this on the Professional Task Placement A/B template on Abyasa.
- The mentor has attended all or most of the compulsory hours of training required by the DfE.
- The mentor fully understands the requirements for the phase.
- The mentor has got all the relevant support documents required or knows where to locate them - e.g. the PGCE Secondary Handbook and calendar.
- Mentors have logged on successfully to the partnership site and know where to get any additional

support or paperwork

- The mentor understands the taught course and how it links with school practice (subjects on a page document and video)
- They understand the ITTECF, APL and importance of using the Reflective Questions when giving feedback and reflecting on progress with the student.
- The mentor understands that they need to complete a joint lesson observation with the LM in each phase and have a 10 minute meeting with the LM before the post lesson conversation occurs with the student.

There is a LM agenda form (see below) to formalise the above conversation

 Joint observation: Lead Mentor & Mentor Pre-meeting Agenda	
Following a joint lesson observation, the Lead Mentor (LM) and School Based Mentor (SBM) should first meet together for 10 minutes, before the Student Teacher (ST) joins for the reflective conversation. The LM should complete the below table to record this discussion. The LM should upload this to the School Visit Meeting Record template on Abyasa, following their visits.	
<u>Linking to the APLs:</u> Which Reflective Questions in the Handbook will be relevant? Is there a specific APL that needs to be focused on to improve target outcomes?	
<u>Linking to the taught course and Subject Specific feedback:</u> Which areas of the taught course will be relevant? Which elements of the Subject feedback will be relevant?	Taught Course: Subject specific Feedback:
<u>Student wellbeing:</u> Are there any elements of the student's wellbeing and workload which will be important to discuss?	Wellbeing and Workload:

How much time should the Student be spending in the classroom?

The following section contains guidelines about how much time students should spend teaching, but these may be varied to suit their stage of development and individual needs. **Students should build up by October half term from initial observation of these lessons, to be ready to teach the 7 hours from after half term.** This will happen more quickly for some (especially those who are in school from the start of September), more steadily for others. The remainder is for:

- working on the Teaching file, updating Abyasa records, planning all lessons to be taught, preparation, observation of other experts, pupil assessment and self-evaluation.
- where possible, schools are asked to provide students with an experience of all age ranges across 11-19, phases as appropriate to the subject option but this may not always be possible.
- Our new subject Food and Nutrition will need access to students aged 11-16 but any vocational studies at KS5 would be very useful.
- English and History Students (not LP) must have access to students aged 11-19 across placements.
- Our four new courses are slightly different however:
 - Business Studies with Economics, Psychology and Social Sciences students must have access to age ranges 14-19 (students may need to have other elements of KS3 teaching on timetables as there are not large amounts of teaching in these subject specialist areas.)
 - Dance Students will need access to 11-19 age ranges.
- If there is another student in the same subject in a school, students may be asked to work collaboratively with each other.
- If you have any doubts about the students' timetable, please discuss these with them in the first instance and then the SLITE and LM.
- **Students should also be attached to a tutor group during their placements** so that they begin to see what the form tutor's role consists of, but are not required to take on any specific duties at this time.
- Students are not required to cover break or lunch duties until they are in school full time in May.

Remember that Wednesday is reserved for central training (unless Food and Nutrition Students which is a Friday) and should not be used for timetabled teaching until the embedded phase in the summer term.

Table to show breakdown of hours of teaching by Phase

Phase	Hours teaching each week	Mentor meetings	PS	School Meetings	Other Activity
Foundation September to December end of term.	7 hours across 4 days - until December	1 hour of weekly mentor meeting plus 30 minutes extra support	1 hour of Professional Studies with the SLITE	Whole school meetings/department meetings/parents evenings etc	2 -3 hours on focused observation with expert teachers/support in class
Foundation From Jan 25 to Feb half term	10 hours across 4 days	1 hour of weekly mentor meeting	1 hour of Professional Studies with the SLITE	Whole school meetings/department meetings/parents evenings etc	2 -3 hours on focused observation with expert teachers/support in class
Developmental Feb Half term to April Easter Break 25	12 hours across 4 days	1 hour of weekly mentor meeting	1 hour of Professional Studies with the SLITE	Whole school meetings/department meetings/parents evenings etc	2 -3 hours on focused observation with expert teachers/support in class
Consolidation from April (After Easter break) to embedded phase Mon 27 th April	12 hours across 4 days	1 hour of weekly mentor meeting	1 hour of Professional Studies with the SLITE	Whole school meetings/department meetings/parents evenings etc	2 -3 hours on focused observation with expert teachers/support in class
Consolidation Embedded phase Mon 28 th April – Fri 13 th June	16 hours across 5 days (which can include Team teaching/ supporting small groups etc)	1 hour of weekly mentor meeting	1 hour of Professional Studies with the SLITE	Whole school meetings/department meetings/parents evenings etc	2 -3 hours on focused observation with expert teachers/support in class
Consolidation after embedded phase finishes on 12 th June	12 hours across 4 days	1 hour of weekly mentor meeting	1 hour of Professional Studies with the SLITE	Whole school meetings/department meetings/parents evenings etc	2 -3 hours on focused observation with expert teachers/support in class

Completing the Roehampton Student Teacher Timetable

Mentors are not responsible for completing this form but the students need to transfer the timetable they are given by the mentor onto this document as it is vital for the tutors to have the information in this format when arranging school visits.

UNIVERSITY OF ROEHAMPTON
SCHOOL OF EDUCATION
PGCE SECONDARY 2024-25

NAME:		SCHOOL:	
AUTUMN TERM:	SPRING TERM:	SUMMER TERM:	
TEACHING SUBJECT:			
SPECIALISMS:			
UNIVERSITY LED	Y/N	Apprenticeship	Y/N
LP please indicate route:		TRAINING	Y/N
AGE RANGE:		SAL. Y/N	

Dates of school half terms **state if two weeks:**

Dates of 'in service days'/occasional 'no teaching days':

Please include:

The period and times of the lesson.	Name of the class.
Room numbers/buildings	Teacher in charge
Make sure tutor time/break/lunchtimes are given their own row with timings.	You must indicate your weekly Mentor Meeting.
Any PS school based training	SHOW CLEARLY those you are teaching, observing or team teaching
Which lessons are with your mentor for the purpose of arranging observations with the Lead Mentor	

Period	Example	Start/End	Monday	Tuesday	Wednesday	Thursday	Friday
REG:	Form time 7.41 8.35am						
P1	8DI Maths with mentor						
P2	Observation						
Break	10.45 – 11.00						
P3	Free Period						

Students must complete the school timetable including break and lunchtimes, (from and to) registration, what classrooms they are in, who is the teacher, what the class and year is and identify **which ones are with the mentor**. (So the LM can see when they can do a joint observation with mentor). Students must make it clear when they are teaching, team teaching and observing – they could colour code a key for this.

Once students have completed their timetable it needs to be uploaded to the **Professional Task Placement A/B template** following the instructions for how to upload a document to Abyasa.

Period Number	Times Start/End	Monday	Tuesday	Wednesday	Thursday	Friday
REG:						
P1						

Students must complete the week one, week two dates for the whole placement **if the school has a two-week timetable** – this is very important for the LM to distinguish which week they can come and see students teach. (They should not include half terms/holidays as weeks as they will not be teaching then!)

If a two-week timetable – dates of the start of each week (do not count half term weeks)

	Week One / A	Week Two / B
EXAMPLE	Monday 3 rd October	Monday 10 th October
Week beginning:		

All of the... to org... differ... compl...
Roehampton Lead Mentors to be able to give you a... if you are given a... for the details onto this form and... professional task template A or B.

How much observation and feedback should they receive?

1. **Once a week** - Students will be **formally observed** once each week, and a subject specific lesson feedback record completed – *these can be found on Abyasa or the Partnership Site*
2. This may be by the mentor or another departmental colleague, SLITE or LM on visit.
3. Other less formal observations will take place and either oral or written, feedback given in the **informal observation booklet**, found in the documents tab and are kept in the teaching file.
4. Students are likely to be observed more than this at the start of their school experience, *but it is not generally considered good practice to observe or give feedback every lesson taught by them as this can be overwhelming.*
5. The lessons students have observed should be planned to cover the full range of the classes that they teach and should address specific targets related to their progress, and their subject.
6. Using the [Reflective Questions Resource](#) on page 48, mentors should be able to question students to help them reflect on their teaching and be able to articulate the progress pupils made in the lessons.
7. Feedback should include subject specific rather than generic elements.
8. Feedback should be positive, student led and using the **Reflective Questions** to aid reflection.

Recording the formal observation – Use the Subject specific Lesson Feedback Record

Mentors will use the subject specific **Lesson Feedback Record form**, which can be found either in the document tab on Abyasa, here on the [Partnership Site](#) or will be sent by the LM. We require *subject specific feedback* being given to students which is more useful for them to make progress.

All observation comments must be related to the APL

- Students should provide the observers with the **Subject lesson feedback record**, lesson plan and any other resources produced. The completed sheets should be stored in the Teaching File. The *lesson feedback record* and *lesson plan* are scanned by the ST and uploaded to Abyasa in the **weekly Mentor meeting record** (not as a photo but as a PDF).
- Mentors may prefer to make notes in the lesson and type them up later on the word document, or write on the feedback record directly, either is fine. Others prefer to write a running commentary with some general points at the end on the lesson plan. A chronological analysis of the lesson can be very helpful as one of a range of strategies. All these approaches are designed to support a productive learning conversation between the mentor and the student about the lesson. Further suggestions for mentors will be discussed in mentor training.
- The informal observation booklet is for 'other' members of staff within the department to comment on lessons that they may observe and wish to give feedback to the students. These only have a

space for simple commentary and a section to indicate what went well and what could be a focus in the future. This booklet will be used in the weekly mentor meeting to allow mentors to gain insight in to how the student has been doing during the week in other lessons.

Receiving Feedback from observations as mentors:

Mentors are not expected to make finely detailed comments about all APL in any one observation. However, over the weeks of the school experience a body of evidence should be built up to show how well students have demonstrated progress.

Mentors need to be using the [Reflective Questions Resource](#) on page 48 to enable students to reflect on the lesson outcomes and pupil progress. Mentors have a new resource to use along-side the RQR – which help link feedback and targets to the ITTECF please see on page 54

Mentors will usually make these elements a focus of the feedback:

- building a positive classroom environment
- subject knowledge development
- how students are utilising strategies learned from the taught course at Roehampton and from research for assignments
- Strategies introduced during the four ITaP weeks
- the progress that pupils have made
- assessment

It should always be clear what was being taught and whether the learning outcomes were achieved and that **pupils made progress in their learning**.

Mentors and students will identify areas for improvement and focus on two or three achievable SMART targets, of which at least one should be subject specific.

Mentors and students will look back at previous targets and see how they are being met in the context of the lesson being observed.

Mentors should achieve a good balance between positive encouragement and constructive criticism and to provide targets, linked to the APL, and to the subject, that will develop their expertise appropriate to their needs, subject and stage of training.

Receiving feedback, and, constructive criticism, can sometimes be an uncomfortable experience. Students understand that the advice given is designed to develop ability and performance. The more open students are to this advice and feedback the more productive the meeting is likely to be. Students may sometimes receive what appears to be conflicting and confusing advice from a range of colleagues but mentors need to work with students to develop an approach to teaching that works for them and the pupils that students are teaching.

Mentors need to consider what is reasonable to expect from a student at each stage of the programme and consider this when giving feedback so that what is appropriate in the early weeks of the first school experience will be very different from that expected from students towards the end of the final placement.

What does the training process in school involve?

School-based professional induction – provided by the SLITE

- The SLITE will provide some school-based professional studies sessions designed to provide a context based generic teacher education i.e. the schools' behaviour management strategy or SEND provision.
- It is usually provided for all PGCE students across subjects by the SLITE and may take several forms, front loaded during the pre-block experience or spread throughout the block experience.
- Sometimes these sessions may be with Early Career Teachers (ECTs), students from other schools and those on other routes into teaching. Although every Roehampton student will be receiving Professional Studies training in a hub school on a regular basis (with us), students must also attend school-based sessions and reflect on the differences and similarities to that taught at Roehampton.
- Students must inform the SLITE in advance if they are not able to attend any session, and must catch-up the work afterwards.

Individual subject training provided by Mentors

- Students training is most effective when they learn in departments where all members of staff, including support staff, are active contributors to their learning and progression.
- We believe in the developmental value of the training department and this is central to the success of a placement. We recognise that this may not always be possible.
- However, the key to a successful outcome is the relationship between the mentor and the student and the effectiveness of the weekly Mentor meeting.

The Individual Weekly Mentor Meeting

- The subject-based weekly mentor meeting is central to the school-based training programme. It provides a regular, formal opportunity for mentors and students to co-plan lessons (in the early stages) discuss recent progress, review lesson plans, consider the implications of lesson evaluation and reflection, seek guidance on subject knowledge, and to identify and plan future training needs.
- Whilst the foci of the meetings will be subject-related issues including, but not restricted to, day-to-day monitoring and review, it is highly desirable that generic and/or subject-specific training issues are also included.
- The weekly mentor meeting session should be carried out using the [Reflective Questions Resource](#) on page 48 and the exemplar questions which help link feedback and targets to the ITTECF on page 54 to aid the student to reflect on progress and therefore discussion should be student rather than mentor led.
- The meetings form a significant part of the evidence base of the development of students' knowledge, skills and attributes throughout the training programme. They provide valuable evidence for the

completion of the formative Profile completed in the Foundation and Consolidation phases..

- Students should prepare for them by reflecting upon elements they have covered in university sessions and ITaP pedagogical strategies implemented in their teaching and how this affected pupil learning, and identifying any development needs.
- It is the joint responsibility of mentors and students to complete the weekly mentor meeting template each week on Abyasa.
- Mentors also need to provide an additional **30 minutes** of support across the week to help support the students with ad hoc questions or issues.

The recommended pattern for this process is: *Review, Plan and Train*

Students **prepare** for the meeting by thinking through and completing the Review of the week tab on the weekly mentor meeting record:

- (1) Developments over the past week and progress made against targets.
- (2) Any elements of the taught course for PS, Subject or ITaPs they have been able to implement in their teaching.
- (3) The progress of pupils due to these pedagogical strategies.
- (4) Broader issues of their training related to the APL.

Mentors prepare for the weekly meeting by, for example, discussing with other colleagues the progress of the student over the last week, considering the progress and wider training needs appropriate for the student at that point.

Mentors and students meet to discuss previous progress and provide an input into the subject training. The mentor meeting template on Abyasa is the focus for this with the mentor filling in the Mentor tabs 1 & 2, discussing progress against previous set targets, adding comments on the students reflection, implementation of strategies and general progress. New SMART subject specific targets are set and recorded on the template. Mentors also discuss wellbeing, workload and any absence with students. LMs will sign the record to show they have read and are aware of the progress and targets set. LMs will refer back any queries to the mentors or students, or give advice as to how to set more subject focused targets.

Before the first mentor meeting takes place, the student will need to open the Professional tasks Placement A/B template on Abyasa and complete their sections.

The mentor and student will also need to read the Partnership Agreement found in the document tab on the main screen of Abyasa.

This can be found on the Documents tab of Abyasa for everyone and also on the partnership site for mentors and on the Moodle hub for students.

How to Complete the Professional Tasks Placement A/B templates on Abyasa

Students create the template and complete the sections before the mentor completes theirs.

- The professional task templates have aspects that the student, mentor or SLITE must all complete and it is vital it is completed during the start of the pre-block experience.
- It contains important information that the student needs to collate, with the most important being who the **Designated Safeguarding Lead** is.
- The student should have an induction and know where to locate all school policy documents and should have read the schools **safeguarding policy**.
- Once a students' timetable has been compiled (*on the University template which they must use*) it must be uploaded to the template so the LM can check it has all the correct elements for placement included.
- The template also has a **Signature page for the Partnership Agreement** tab which must be completed *by all participants*.

At the main screen of Abyasa select the 'Add' tab.

The screenshot shows the Abyasa main screen for the University of Roehampton London. The 'Add' tab is highlighted with a red circle. The screen displays a 'Focused' view with a timeline of tasks. The first task is 'Secondary ITAP Template 1 - Creating a Positive Learning Environment' with a due date of 13/08/2025. The second task is 'Secondary Weekly Mentor Meeting Record' with a due date of 18/08/2025. The right sidebar shows 'Current Placement Details' for 'Roehampton TEST University'.

Chose the Student template, Select the Professional Task – for the correct Placement either A or B and select start.

The 'Start Form' dialog box is shown. The 'Select Record Type' dropdown is set to 'Student Templates'. Under the 'Scheduled' section, 'Professional Task - Placement A' is selected. The 'Start' button is highlighted with a red circle.

Ensure that you select the correct placement to link the template to and save.

The 'Secondary Weekly Mentor Meeting Record' form is shown. The 'Date' field is set to 07/08/2024. The 'Link to a placement' dropdown is set to 'SEC PGCE Foundation 24 - Roehampton TEST University -Lead Mentor: -School Based Mentor: Seab'. The 'Save and Continue' button is highlighted with a red circle.

Follow the instructions on each tab, especially what documents you must attach and the date the template must be completed.






Programme Tutor - Seabrook, Ruth

Secondary Uni-Led, Test 25/26 (AB2025027) - PGCE Secondary Uni-Led 25

Secondary Professional Task - Placement A




Ref No: ALNWN 

Date

18/08/2025



Link to a placement

SEC PGCE Uni-Led Foundation 25 - Roehampton TEST University -Lead Mentor: -School Based Mentor: test Teacher, Babs (Mrs)

For any paper versions of templates, mentor training resources or help please follow the below link

Link to the Secondary Partnership Site:

<https://external.moodle.roehampton.ac.uk/login/index.php>

Login as guest. Password: secondarystudent

Task A: Induction to your school

Find out the following about your school/department/share with your mentor:

Task B: Safeguarding and how to look after children's data

You will need to do this activity in both your placement schools.

This activity is intended to help you orientate yourself in the school and the department and to focus your attention on some of the practicalities you will need to understand in order to begin your teaching successfully. It may take you some time to compile all this information and, as schools are very busy places, you will need to be flexible in the interests of good professional relationships. **You only need to upload 2 documents to this template:**

1) The Declaration of Professionalism in School- which can be found in the document tab (read it, sign it, scan it, and upload to this template)

2) Your **TIMETABLE** – ON THE CORRECT FORM – which can be found in the document tab on the main screen.

Task A: Induction to your school

Find out the following about your school/department/share with your mentor:

Task B: Safeguarding and how to look after children's data

Task C: Teaching File

Attachments

Signature page for The Partnership Agreement

Thank you

1. Times of Departmental Meeting, Extra Curricular Activities, Location of Resources & Pupil Data

Last updated: --

2. Examination specifications used at GCSE/Post 16 and other assessment procedures

3. The Student has been given access to key Policies: e.g. (You do not need to upload documents just acknowledge you have access and have read them).

☐ Child Protection Policy
 ☐ Keeping children Safe in Education 2023 Part 1 including Annex A (University provide this on PS Moodle site)
 ☐ Behaviour Policy
 ☐ Staff Behaviour Policy (code of conduct)
 ☐ E-safety Policy
 ☐ Data Protection Policy
 ☐ Health Policies
 ☐ Fire & Evacuation Policies
 ☐ A copy of the summary document: The Equalities Act 2010 and Protected Characteristics (University provide this on PS Moodle site)
 ☐ Health & Safety Policy
 ☐ Departmental Handbook
 ☐ Marking/Assessment and Homework Policy
 ☐ Communicating with Parents and Carers
 ☐ Rewards & Sanctions Policy

4. Have you shared your **Entry Profile** or previous placement targets with your Mentor?

☐ If not, do so in your next meeting and then update this record.
 ☐ Yes ☐ No

Last updated: --

5. Have you shared the **Subject Lesson Plan** with your mentor and explained that you must complete a lesson plan for every lesson you teach?

☐ If not, do so in your next meeting and then update this record.
 ☐ Yes ☐ No

Last updated: --

6. Have you shared the **Subject Lesson Feedback record** with your mentor and explained that this needs completing for each of the formal lesson observations (1 each week) and is uploaded to the weekly meeting record by you?

☐ If not, do so in your next meeting and then update this record.
 ☐ Yes ☐ No

Last updated: --

Do you have a **PRAF/SOA**?

☐ Yes ☐ No

Last updated: --

If Yes, have you shared it with your mentor?

☐ Yes ☐ No

Ensure that you have shared these documents with your mentor.

It is also very important if you have a PRAF that you discuss this with the school

Please ensure you have read the school's safeguarding policy and you know who to report any safeguarding concerns with.

Task A: Induction to your school	Safeguarding is a relatively new term which is broader than 'child protection' as it also includes prevention. Safeguarding has been defined as: 1. All agencies working with children, young people and their families taking all reasonable measures to ensure that the risks of harm to children's welfare are minimised; and 2. Where there are concerns about children and young people's welfare, all agencies taking appropriate actions to address those concerns, working to agreed local policies and procedures in full partnership with other local agencies. (Safeguarding Children (2005), The 2nd Joint Chief Inspectors Report on Arrangements to Safeguard Children. 3. Within school all members of staff have a responsibility to safeguard children (including training teachers). The following activity helps you to ensure that you are aware of and understand the school's safeguarding policy. School placement safeguarding data Ensure that you have read your school's safeguarding document. Ensure that you know who to talk to if a child discloses information to you. ☐ Tick this box when you have read your school safeguarding document. Last updated: -- Please enter below the name of the person in charge of safeguarding in your school.
Find out the following about your school/department/share with your mentor:	
Task B: Safeguarding and how to look after children's data	
Task C: Teaching File	
Attachments	
Signature page for The Partnership Agreement	
Thank you	

You will need to have signed and scanned a copy of the 'Declaration of Professionalism' and completed the Timetable document on the UR version (NOT the schools version) and attached to the template

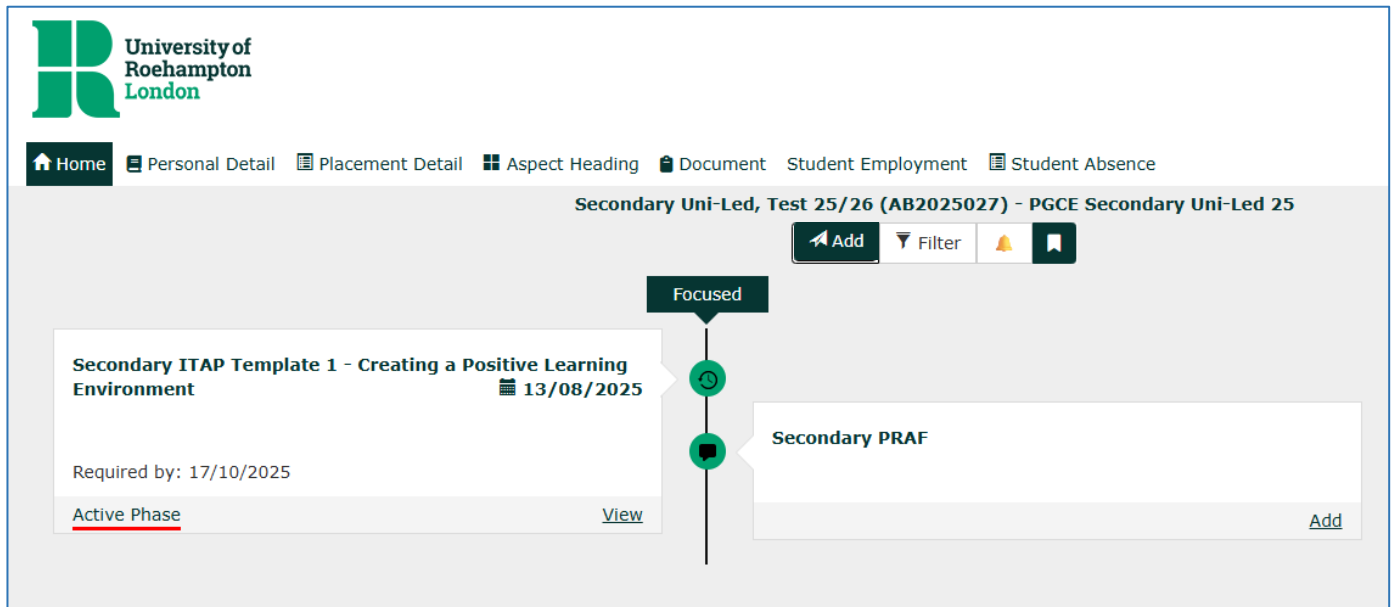
Task A: Induction to your school	Please attach as PDFs only and tick the boxes below when attached. Note: To upload a document, click 'Choose file' > select a document. The Declaration of Professionalism in School  Choose file
Find out the following about your school/department/share with your mentor:	
Task B: Safeguarding and how to look after children's data	
Task C: Teaching File	
Attachments	
Signature page for The Partnership Agreement	Your Timetable on the correct form  Choose file
	Attachments:

Instructions	The Partnership Agreement can be found in the Document tab of the home screen of Abyasa. Please read this document and then complete your section as below: Agreed on behalf of the University by the Lead Mentor. ☐ Yes ☐ No Last updated: -- Agreed on behalf of the school by the SBM or SLITE. ☐ Yes ☐ No Last updated: -- Agreed by the Student Teacher. ☐ Yes ☐ No Last updated: --
Task A: Induction to your school	
Find out the following about your school/department:	
Task B: Safeguarding	
Attachments	
Signature page for The Partnership Agreement	

Once the student has completed all the parts of the template the Mentor or SLITE needs to sign on behalf of the school and then the LM will also sign off the template.

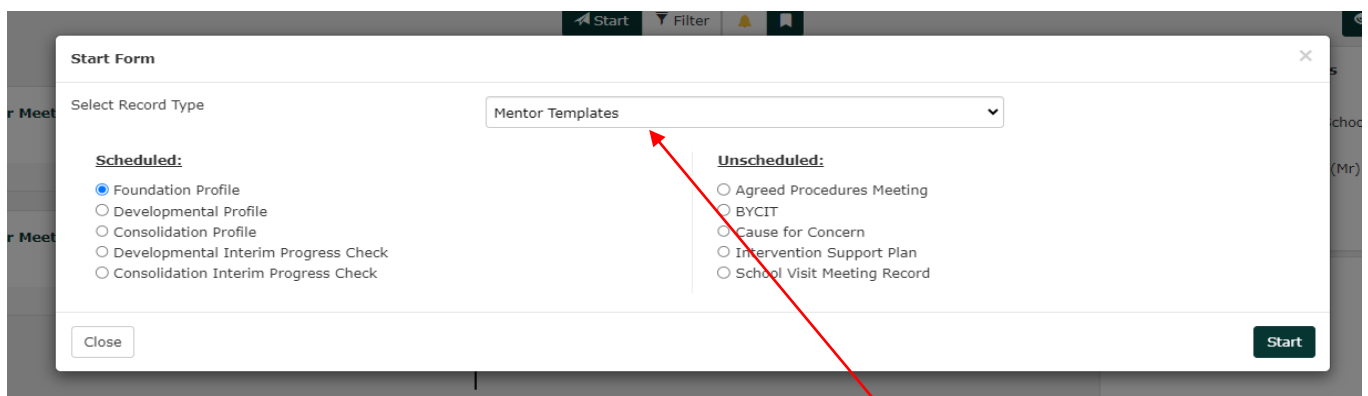
How to Complete the Weekly Mentor Meeting Record on Abyasa

Students are responsible for opening and starting the weekly meeting template BEFORE the mentor meeting and then the mentor will complete their sections in the mentor meeting.



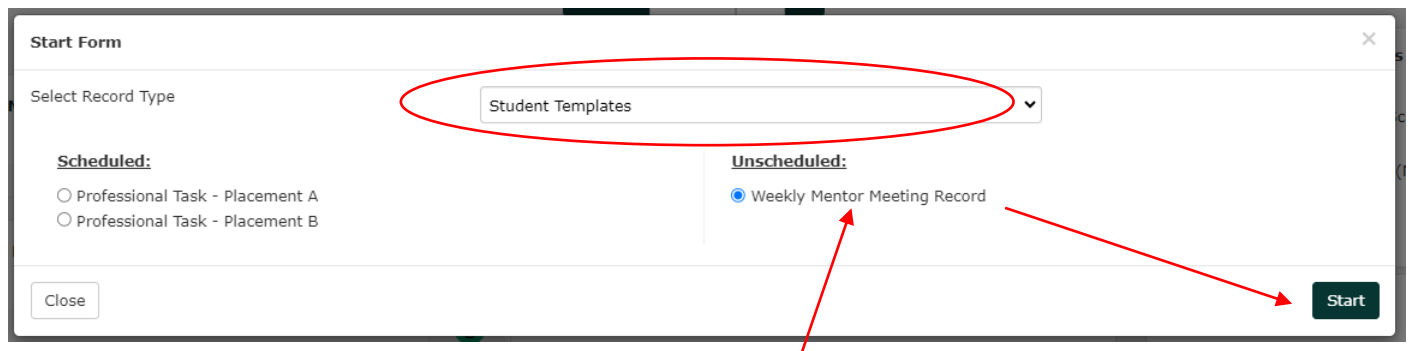
The screenshot shows the University of Roehampton London logo at the top left. Below it is a navigation bar with links: Home, Personal Detail, Placement Detail, Aspect Heading, Document, Student Employment, and Student Absence. The main header reads 'Secondary Uni-Led, Test 25/26 (AB2025027) - PGCE Secondary Uni-Led 25'. Below this is a toolbar with 'Add', 'Filter', a bell icon, and a book icon. A central vertical timeline labeled 'Focused' has two circular icons: a clock and a speech bubble. To the left of the timeline is a card titled 'Secondary ITAP Template 1 - Creating a Positive Learning Environment' dated '13/08/2025'. It includes the text 'Required by: 17/10/2025', a red underlined 'Active Phase' label, and a 'View' link. To the right of the timeline is a card titled 'Secondary PRAF' with an 'Add' link at the bottom right.

At the main screen of Abyasa select the 'Add' tab.



The 'Start Form' dialog box is open. It has a 'Select Record Type' dropdown menu currently set to 'Mentor Templates'. Below this are two sections: 'Scheduled:' with radio buttons for 'Foundation Profile', 'Developmental Profile', 'Consolidation Profile', 'Developmental Interim Progress Check', and 'Consolidation Interim Progress Check'; and 'Unscheduled:' with radio buttons for 'Agreed Procedures Meeting', 'BYCIT', 'Cause for Concern', 'Intervention Support Plan', and 'School Visit Meeting Record'. There are 'Close' and 'Start' buttons at the bottom.

At the templates screen students will see all the templates that Mentors and tutors have access to. Go to the drop down list and at this stage select Student templates.



The 'Start Form' dialog box is open. The 'Select Record Type' dropdown menu is now set to 'Student Templates', which is circled in red. Below this are two sections: 'Scheduled:' with radio buttons for 'Professional Task - Placement A' and 'Professional Task - Placement B'; and 'Unscheduled:' with a radio button for 'Weekly Mentor Meeting Record', which is also circled in red. There are 'Close' and 'Start' buttons at the bottom.

At the student templates screen select the 'Weekly Mentor Meeting Record' and Start.

Ensure that you select the correct placement to link the template to and save.

Secondary Weekly Mentor Meeting Record

Date: 18/08/2025

Link to a placement: SEC PGCE Uni-Led Foundation 25 - Roehampton TEST University -Lead Mentor: -School Based Mentor

Save and Continue Cancel

Follow the instructions on each tab, especially what documents must be attached.

In order for the time in mentor meetings to be the most productive the students must complete their section before the meeting allowing the mentor time to read it before the start.

Review of the week

Mentor Tab 1 - Review of the targets this week

Mentor Tab 2 - Student Check-In

Attachments

Signatures

Thank you

Please reflect and comment on your teaching practice this week in relation to the university taught course (subject, Professional Studies and ITaPs).

Last updated: --

The Mentor then completes the Mentor tab 1. The Previous targets link will bring up a list in date

Review of the week

Mentor Tab 1 - Review of the targets this week

Mentor Tab 2 - Student Check-In

Attachments

Signatures

Thank you

Previous Targets

Has the student met last week's targets?

☐ Yes ☐ No ☐ Partially

Last updated: --

Is an ISP or CFC required (Targets not met/partially met for three weeks or other concerns - contact lead mentor immediately)

☐ Yes ☐ No

Last updated: --

Student's strengths: Link to the Areas of Professional Learning - PB, C, P, A, BM

Last updated: --

2 SMART Targets (1 must be subject specific): Link to the Areas of Professional Learning - PB, C, P, A, BM

order of the previous targets the student has been set, so they can be reviewed and new or adapted targets can be set/reset for the student. It is important that the previous targets are reviewed to assess progress and to ensure the students are supported to meet any that they have yet to achieve. If the mentor is worried about progress – contact the LM.

Smart Targets must be set for the student and only two per week to avoid too many things for them to focus on. If the student is really struggling with one aspect of their teaching please note the Actions as mentor you are taking to support them to achieve this.

To view the previous targets, select **Related** underneath the targets box.

SMART Targets (maximum of two per week and 1 must be subject specific) - Please refer to the APL (PB, P, C, A, BM).
To view previous weeks' targets, please click on the 'Related' button below.

Last updated: --

 **Related**

Mentors then need to complete Mentor Tab 2 for the student Check-in, regarding wellbeing and workload.

Review of the week	Have you discussed wellbeing and workload? Please contact the Lead Mentor with any concerns or any support needs to be put in place by the university. ☐ Yes ☐ No
Mentor Tab 1 - Review of the targets this week	Last updated: -- If there is a wellbeing issue, please give the student the wellbeing email: FroebelWellbeing@roehampton.ac.uk
Mentor Tab 2 - Student Check-In	Has the student been absent or late this week? ☐ Yes ☐ No
Attachments	

If there are any concerns about the student please get in touch with the Lead Mentor.

There are only two documents required to be uploaded to the WMMR and that is the subject lesson plan for the observed lesson and the Subject lesson feedback record completed by the observer (found in the Document tab on Abyasa and on the partnership site) for the formally observed lesson that week.

Review of the week	Students are responsible for attaching the following documents. DO NOT ATTACH ANY OTHER DOCUMENTS. Note: To upload a document, click 'choose file' and select a document to attach it. Subject lesson plan for the formally observed lesson this week Choose file Attachments: Subject lesson feedback record from the formally observed lesson Choose file Attachments:
Mentor Tab 1 - Review of the targets this week	
Mentor Tab 2 - Student Check-In	
Attachments	
Signatures	
Thank you	

The student is responsible for uploading the documents to the record.

Areas of Professional Learning: Reflective Questions

The following Reflective Questions are centred around our five Areas of Professional Learning (APL): **Behaviour Management, Pedagogy, Curriculum, Assessment and Professional Behaviours**. These align with the five key areas of the ITT Early Career Framework (ITTECF), which themselves align with the Teachers Standards.

By making progress in the five Areas of Professional Learning, students will thus be making progress towards meeting the Teachers' Standards at the end of the course as well as demonstrating understanding of the Roehampton 4 Rs – Respectful, Reflective, Resilient or Resourceful.

Each of the following sections includes Reflective Questions, linked to the APLs, that can be asked in mentor/student meetings to promote developmental conversations. The focus of these meetings is on improving rather than proving what students are doing/have done. The mentor will use their professional judgement in conversation with the student to support student reflections around their strengths and areas for development. They will use the Reflective Questions to frame coaching style conversations, leading to a clear and shared understanding of areas for development and actions to address these.

Each APL section is designed to reflect upon three stages of learning during placement: the foundation stage, the developmental stage and the consolidation stage. However, these stages are not fixed, and the document is designed to allow personalisation for each Student Teacher – some students will be working at the developmental/consolidation stages sooner than others, and some students will be working at different stages in different areas.

At formal assessment points (Interim Progress Checks/ End of Placement Assessment), evidence for progress in the five Areas of Professional Learning is reviewed. This evidence will include the Student Teacher's verbal reflections during mentor meetings; the Student Teacher's teaching and assessment files (including planning, evaluations); lesson observation feedback and Abyasa reflections. The Reflective Questions are a tool to support Student Teacher reflection via all of the above.

The following pages are thus not a set of assessment criteria and **are not a checklist for students or mentors to work through**. Rather they serve as a tool to support the development of a student's reflective skills in their weekly mentor meetings, their meetings with their Lead Mentor across the placement, their formal assessment meetings, and in their written reflections on Abyasa.

Area of Professional Learning: Professional Behaviours

Links to TS8 and Part 2

This APL includes: building positive, respectful working relationships with others; responding to feedback and being able to reflect on learning; managing workload and wellbeing and developing resilience.

Foundation	Developmental	Consolidation
Working with others. Describe how you have built a positive, respectful relationship with a colleague. How do you plan to be a team player?	Share an example of when you have successfully worked as part of a team. What was the impact on pupil learning?	How has your deployment of adults impacted on pupil outcomes? How do you develop open, working relationships with colleagues?
Supporting the school ethos. What have you learnt about the school ethos? How do staff communicate the ethos to the school community?	Can you give an example of how you help to communicate the school ethos to pupils?	How are you contributing to a positive school culture? Have you taken wider responsibility for improving pupils' lives, e.g. through pastoral responsibilities?
Acting on advice. How do you act on advice? How do you describe its impact on your practice?	Can you describe how you have acted on expert colleagues' advice on strategies to improve pupil outcomes?	How are you developing your subject knowledge and pedagogical practice? Has this included subject-specific CPD opportunities?
Workload and wellbeing. Who can you approach when you need support with your wellbeing? How are you ensuring you have time to rest and recover?	What advice do colleagues provide on managing their workload and wellbeing? What are the barriers to managing your workload and wellbeing?	What are the most effective strategies for supporting your wellbeing and developing resilience? What have you learnt from your experiences of managing your wellbeing?
Resilience. What does resilience mean to you? What advice have you had for building resilience?	How have you become more resilient this term? Can you explain what impacts on your ability to be resilient?	How do you manage an increasing workload? What strategies will you put in place as an Early Career Teacher?

Area of Professional Learning: Pedagogy

Links to TS2, TS4 and TS5

This APL includes: promoting good progress, how pupils learn, planning and teaching well-structured lessons and adaptive teaching.

Foundation	Developmental	Consolidation
Retrieving, developing and consolidating pupils' knowledge How do expert colleagues plan lesson activities that link pupils' prior knowledge to new learning?	How did you build on pupils' prior knowledge?	How do you know that prior knowledge was successfully linked to new learning?
How do expert colleagues use retrieval practice to support long-term memory?	How did you use retrieval practice to support long-term memory?	How do you know when and where retrieval practice is most effective in your subject?
Rationale underpinning learning and curriculum choices What is the curriculum intent and implementation within the school (e.g., the ethos and values informing the curriculum)?	How are you using the school's curriculum intent and implementation to inform your lesson objectives?	How are you making a positive difference in the classroom using your own understanding of curriculum choices?
Discuss with expert colleagues how research and learning theories underpin their practice?	How have you used research and learning theory in your lessons?	How successful have your application of research & learning theory been? How might future lesson sequences be planned with this in mind?
Adaptive teaching and scaffolding How do expert teachers adapt their teaching to meet different needs?	How are you using the school or departmental policies to adapt your teaching to meet different needs?	How are you adapting your teaching to meet different needs? How do you know what the impact of your strategies have been?
How do expert teachers offer challenge to all pupils?	How are you offering challenge to all pupils?	How do you know if all pupils have been appropriately challenged in your lesson?
Misconceptions How do experts formulate questions to identify misconceptions?	How do you use a range of questioning strategies to unpick and address pupil misconceptions?	What questions would you ask next time to identify misconceptions and challenge earlier?
What pupil misconceptions arose in your lesson? How did you address these?	How do expert teachers plan for and address misconceptions? How did pupils' prior learning inform misconceptions?	How do you know if pupil misconceptions have been successfully addressed?
Modelling How do experts use modelling to enable metacognition?	How did you use modelling to enable metacognition?	How do you know if your modelling was successful?
How do experts convey key concepts and use concrete representations of abstract ideas?	Give an example of how you have conveyed key concepts using concrete representations and modelling?	How do you know these strategies have been successful?

Area of Professional Learning: Curriculum

Links to TS3

This APL includes: demonstrating good subject knowledge and curriculum knowledge.

Foundation	Developmental	Consolidation
Planning and curriculum design: knowledge, concepts and skills From observing expert colleagues (including subject leads), what have you learned about your own subject knowledge to plan and teach the curriculum? What were the essential concepts, knowledge or skills that you intended the pupils to learn?	What were the essential, concepts, knowledge, skills that you intended the pupils to learn? What do you understand about curriculum progression and planning lessons, and how are you developing your own subject knowledge to plan and teach the curriculum? What were the essential concepts, knowledge or skills that you intended the pupils to learn?	How do you contribute to planning of teaching sequences in your age group or phase? How do you create a series of lessons using your own subject knowledge to ensure pupils can master knowledge, skills and conceptual understanding across a range of subjects? What were the essential concepts, knowledge or skills that you intended the pupils to learn?
Prior learning In lessons you have observed, can you identify elements where new ideas link to existing knowledge?	How are you planning for prior learning to support connections to new learning in your lesson planning?	How are you using sequences of lessons and ensuring that you plan to consolidate prior learning, making connections to new learning?
Misconceptions How does the teacher anticipate (in planning) and respond (during the lesson) to misconceptions?	How do you anticipate pupils' misconceptions (when planning)?	How do you plan for and use pupils' misconceptions when teaching and planning?
Application of theory How does the teacher use retrieval and spaced practice? How does this support pupils to learn key ideas securely?	How have you planned retrieval and spaced practice to support pupils to learn key ideas across a range of subjects?	Across the curriculum, how do you revisit key ideas over time to build complex mental models? In your teaching is there a balance of explain-repeat-apply?
Subject vocabulary How do expert colleagues introduce and encourage pupils to use subject specific vocabulary needed to support thinking and learning?	How do you introduce and encourage pupils to use subject specific vocabulary and appropriate language needed to support thinking and learning across subjects?	What different strategies do you plan for and use to ensure pupils are confident in using subject specific vocabulary to support conceptual thinking across the curriculum?
Resourcefulness How do expert colleagues use a range of appropriate resources or examples or models to support/extend/adapt teaching and learning?	Consider the resources, examples or models you used in a lesson. Why did you choose them and what impact did they have on the pupils' learning?	Justify the range of resources, examples or models you use to support subject-specific teaching across sequences of lessons. How do you measure/assess the impact on learning across the sequence of lessons?
Literacy and numeracy. How does your school support learning by embedding mathematics/numeracy/reading and literacy across curriculum?	Talk me through your understanding of progression in mathematics and reading, including SSP, and literacy across the curriculum?	Explain your understanding of how to build progression in mathematics and reading, including literacy across the curriculum. Talk me through how you have done this during your placement.

Area of Professional Learning: Assessment

Links to TS6

This APL includes: making accurate and productive use of assessment.

Foundation	Developmental	Consolidation
Measuring pupil progress. How do expert colleagues know if pupils have made progress in lessons? Can you give an example of an occasion when you have observed pupils made progress? How do expert colleagues plan for progress? How have you begun to apply this to your planning and teaching?	How do you know if your teaching is having an impact on pupil progress? How are you beginning to measure pupil progress? What did you do to enable this progress? Discuss examples. How do you provide feedback which impacts on pupil progress? How do pupils respond to your feedback? How do you use a range of feedback strategies to support pupil progress? How successful are these strategies?	Measuring pupil progress. How do you plan formative assessment tasks linked to learning objectives? How do you plan to ensure all pupils make progress?
Use of data. How do expert colleagues interpret data about pupils' prior assessments to support future planning? How do expert colleagues gather information about pupils to support future planning?	How do expert colleagues choose materials to support summative assessment?	Use of data. How have you interpreted data about pupils' prior assessments to support future planning? How have you gathered information about pupils to support future planning?
Assessment methods. What strategies have you observed? (e.g. peer assessment, retrieval practice etc)	What strategies have you tried?	Assessment methods. What successes and challenges have you faced in assessing pupils? How are you addressing these in your planning and delivery?
Questioning. How do expert colleagues use questioning to adapt their teaching? How are you starting to incorporate these skills?	Give an example of when you have prompted pupils to elaborate when responding to questioning, to check understanding?	Questioning. How do you use questions to adapt your teaching?
Peer and self-assessment. How do expert colleagues scaffold peer and self-assessment? Give an example of how you have planned to incorporate this into a lesson.	How do you ensure feedback from self and peer-assessment is specific and helpful?	Peer and self-assessment. How do you scaffold peer and self-assessment? What successes and challenges have you faced in using self and peer assessment? How are you addressing these in your planning?

Area of Professional Learning: Behaviour Management

Links to TS1 and TS7

This APL includes: having high expectations of pupils and managing behaviour effectively.

In all phases of development, the following apply:

- Treat pupils with dignity, building relationships rooted in mutual respect, observing proper boundaries appropriate to a teacher's professional position.
- Have regard for the need to safeguard pupils' wellbeing, in accordance with statutory provision.

Foundation	Developmental	Consolidation
School culture/ethos Which aspects of the school's behaviour policy, are used to build a culture of trust and respect? How are parents / carers involved?	How have you used the school's behaviour policy to build trust and respect? Have you made contact with parents/carers?	Have you encountered any barriers when using the school's behaviour policy? How might you overcome these?
Positive relationships How have you built a positive relationship with a pupil or group of pupils? How has this impacted on their learning? How effectively are you using praise to support pupils develop confidence and make progress?	Which techniques have you used to build a positive relationship with the pupils in your class? How have you built a culture of trust and respect as a student teacher, which shows pupils you want them to succeed?	Are there any pupils with whom you have found it harder to build a positive relationship? How have you addressed this? How do your actions support pupils to be aspirational?
Bullying/emotional safety Have you seen any examples of bullying? How do experts respond to bullying?	How have you responded to any behaviour which threatens pupils' emotional safety?	How are you maintaining a classroom environment that promotes inclusivity and minimises bullying and threats to emotional safety?
Low-level disruption How do experts deal with low-level disruption? How are you beginning to do so?	How are you dealing with low-level disruption?	How do you plan to consistently minimise low-level disruption in lessons and around the school?
Classroom environment How and why do experts use rewards and sanctions?	What tools are you using to create a positive learning environment?	How does deep subject knowledge and effective planning support positive attitudes to learning?
Routines and transitions How are consistent routines established in class and around school?	How have you established consistent routines in and around school? How do you manage transitions effectively?	How do you ensure that your behaviour approaches are consistent <i>and</i> inclusive, taking account of the individual needs of some pupils?

Using the ITTECF to frame Questions and Targets

This resource is designed to help mentors frame directive feedback into questions and targets where appropriate using the Initial Teacher Training and Early Career Framework (ITTECF) 'learn how to' statements. This is because we want to encourage student teachers to become increasingly reflective through high quality dialogue about their practice with their mentors. For each of the Areas of Professional Learning (Behaviour Management, Pedagogy, Curriculum, Assessment and Professional Behaviours) two examples of directive feedback have been given. In each example the closest corresponding ECF statement has been chosen by following the hyperlink and then modified into a question and a target.

[Log in to External Moodle Roehampton](#) before you use the hyperlinks: Access as a guest; scroll down and click on Secondary Partnerships (jigsaw image); password is secondarystudent

Area of Professional Learning (APL): Behaviour Management (TS1,7)

Use the [ECF learn how to statements](#) to help frame questions or targets

Mentor notices that: *Too many pupils are insufficiently challenged during the lesson*

ECF: TS1 b) Setting tasks that stretch pupils, but which are achievable, within a challenging curriculum

Question: What tasks did you set to stretch pupils?

Target: Observe the HoD with this class and make notes on how she sets tasks that stretch all pupils.

Mentor notices that: *Pupils were confident about what to do when they commenced the independent task*

ECF: TS7 d) Checking pupils' understanding of instructions before a task begins.

Question: How and when did you check pupils' understanding of your instructions?

Target: Observe (colleague) and discuss the range of strategies that they use to check pupils' understanding. Practise using some of these in your next lesson.

Area of Professional Learning (APL): Pedagogy (TS2,4,5)

Use the [ECF learn how to statements](#) to help frame questions or targets

Mentor notices that: *You used images and models well to explain the (abstract idea)*

ECF: TS4 h) Using concrete representation of abstract ideas (e.g. analogies, metaphors, manipulatives)

Question: Why did you use these images and models to represent (), how does this link to learning theory?

Target: Collaboratively plan with (colleague) to develop a range of concrete representations of (abstract idea).

Mentor notices that: *There was very little pupil talk and a lot of teacher talk*

ECF: TS4 p) Providing scaffolds for pupil talk to increase the focus and rigour of dialogue.

Question: What scaffolds such as sentence starters could you use to improve the level of pupil talk?

Target: Observe (colleague) and discuss what scaffolds they provide to increase the focus and rigour of dialogue.

Area of Professional Learning (APL): Curriculum (TS3)

Use the [ECF learn how to statements](#) to help frame questions or targets

Mentor notices that: *Pupils did not spend enough time independently practising the key skills*

ECF: g) Balancing exposition, repetition, practice of critical skills and knowledge.

Question: What was the balance of teacher exposition with independent practice in this lesson?

Target: In your planning explicitly write how long will be spent on exposition and independent practice.

Mentor notices that: *You made several links between this topic and the core concept of ().*

ECF: i) Drawing explicit links between new content and the core concepts and principles in the subject.

Question: What core concept does this lesson relate to and how did you draw explicit links to it?

Target: In your planning use (literature)/SoW/exam spec. to identify the core concept and draw explicit links to the new content.

Area of Professional Learning (APL): Assessment (TS6)

Use the [ECF learn how to statements](#) to help frame questions or target

Mentor notices that: *When a pupil gave an incorrect answer you said, 'no' and asked another pupil*

ECF: g) Prompting pupils to elaborate when responding to questioning to check that a correct answer stems from secure understanding.

Question: How did you prompt pupils to elaborate when they responded to your questioning?

Target: Observe (colleagues) and identify what strategies they use (such as wait time or probing questions) to prompt pupils to elaborate to their questioning.

Mentor notices that: *During the starter retrieval activity, over half of the class had not attempted the questions.*

ECF: h) Monitoring pupil work during lessons, including checking for misconceptions.

Question: How were you monitoring pupils' work during the starter activity?

Target: Plan how you will monitor pupils' work during the starter of your next lesson with this class.

Area of Professional Learning (APL): Professional Behaviours (TS8)

Use the [ECF learn how to statements](#) to help frame questions or targets

Mentor notices that: *The TA was completing most of the work for pupil X*

ECF: k) Ensuring that support provided by teaching assistants in lessons is additional to, rather than a replacement for, support from the teacher.

j) sharing the intended lesson outcomes with teaching assistants ahead of lessons.

Question: How did you plan for pupil X's TA to support their learning?

Target: Send pupil X's TA the intended lesson outcomes 24 hours in advance and so that they can provide effective support.

Mentor notices that: *You seem to work alone within the department*

ECF: c. Seeking challenge, feedback and critique from mentors and other colleagues in an open and trusting working environment.

o) Collaborating with colleagues to share the load of planning and preparation and making use of shared resources (e.g. textbooks)

Question: Who do you collaborate with and what feedback have you proactively sought from colleagues?

Target: Collaboratively plan your next lesson with () and make use of the resources they recommend .

Good examples of students' reflection - Some examples of students' reflection on practice:

APL - C I have worked on **Curriculum** where I was able to secure subject knowledge for the starters, I have delivered to years 7, 8, 9. 10. This is through demonstrating the use of relevant subject specific vocabulary. I have completed a subject audit for all the starters for the classes I have taught to assist me in finding gaps in my knowledge to address them effectively.

APL - PD I have additionally studied at University how empathetic analysis of Historical sources can be utilised to assist students' interpretations. To help develop my pedagogy, I have reflected regularly on each lesson I have observed and taught. In my teaching file, I have copies of all reflection notes that I have written containing the experience I had with teaching lessons starters and the suggestions for which I would need to do things differently or improve as well as plans for future teaching based on such experiences. Due to the valuable advice I received from my MENTORS, I was able to plan and teach well-structured History lesson starters which included well-structured activities with clear objectives linked to lesson learning objectives and curriculum outcomes.

APL - PD During our University session we looked at diversity in the curriculum. I spoke about the value of your class needs and experience and how important it is to tailor your curriculum around them. One example of how I can do this in Placement B is with Year 8. They are currently studying blood brothers, I feel that I could have swapped that text for Bola Agbaje's Gone Too Far as the story line of separated and different brothers is the same.

APL - A This week I made a real effort to explore assessment, by using questioning strategies like pause-pounce-bounce during my lessons, which I had discussed as a room for improvement in my last mentor meeting. I found this a lot easier to do now that I know student's names and also found that other questioning strategies, such as asking a random student to tell the rest of the class what the task is (sometimes I choose students who clearly aren't listening), after I've said it, helps to promote engagement as any student could be chosen to recall the task. It also helps to ensure that everyone does know and understand what the task is and lets me know whether I need to reword the task or go through it again.

APL - BM Having clear rules for behaviour were among the targets that my MENTORS and I agreed on last week. So I have developed my behaviour management strategies to include greeting students at the classroom door and settling them down in the classroom to make an effective start of the lesson. I have also used the countdown strategy which we were told about in PS, which worked impressively well in controlling the class. My MENTORS suggested how to deliver the countdown to students and about the advantages and disadvantages of using other behaviour management strategies, which I found extremely practical and valuable.

APL - BM I have also observed that addressing the class by their year group, so for example saying "Year seven! We need to be quiet now please" does seem to grab their attention a lot more than simply asking for quiet.

APL PB - Here I was able to have independent meetings with parents to discuss both the progress of pupils but also to discuss GCSE. I found this to be exceptionally helpful in my revision of the different components of the GCSE specification. It has also increased me in confidence in my professionalism.

APL – PD It has been half-term, and so I haven't been at university. However, I have been writing my third (and final!) assignment, "'You are the Hero': Teaching Gifted and Talented Children Literature". This has been a great opportunity to reflect on the experience of re-purposing for gifted and talented children at my school a course that I originally invented for undergraduates. I interrogated the idea of "gifted and talented" or "more able", asked whether intelligence is single or multiple, and argued that creative pedagogy that draws on pupils' prior reading experience allows children to read beyond the curriculum and develop a (hopefully) lifelong habit of reading for pleasure.'

Examples of good quality Subject Specific questions to ask in Weekly Mentor Meetings

- What did the teacher do to enable pupil progress? Were some tasks or activities more important than others? How did they model historical thinking and reasoning?
- Compare how you used x strategy in last week's English lesson, with how you used it today. What have you learned in your English sessions at University to help you here?
- If you were to deliver the same lesson again, what might you do differently? What are the different approaches you could take to get the children to understand the principles of xx Sport? Which do you think would be most effective, and why?
- How did you inspire a love of learning, promote intellectual curiosity and develop science capital? (Think about this lesson from the pupils' perspective)
- What elements of D&T literacy (e.g. the language of design) and numerical thinking were covered in the lesson – did pupils understand the key terms used and were they able to work out problems?
- What was the learning objective / intention you were focussing on for quadratic equations that lesson? How well did all groups of pupils achieve this? What have you covered at University about how to teach this topic?
- What did you want to achieve in that lesson? How do you know you were successful? What have you read on the course that may help and what might be your next steps?
- Tell me about Child X.

- Which were the best five minutes of the lesson for you? Which were the best five minutes for the children?
- Tell me about how you decided upon this lesson (or a particular strategy used you have covered at University).
- How well did you challenge the children in the lesson? Explain your response. How did you adapt your teaching to ensure you challenged everyone?
- Which children surprised you in that lesson, and why?
- Which was the best question you used in the lesson, and why?

Examples of Good MENTORS comments:

XX has really honed his teaching style whilst on his placement and has become much more confident in relying on pupils more. He has sought to make his lessons less teacher-heavy with front of the class teacher talk and has integrated a much wider range of activities. Starters, main tasks and Plenaries have become more innovative as well.

I agree with X's comments about the development in her subject knowledge and this has been evident in lessons when she is answering student questions. We have discussed the fact that teachers are not supposed to know everything and its good practice to suggest to a student that you look things up together! I think X has an excellent manner with her classes and I have seen her subtly honing her behaviour management skills but would like to note that this is a particular strength of hers. I have been impressed by X's research into questioning techniques and the way she has used these in her lessons and then reflected thoroughly on the experience. Last week's targets were for XXX to focus on her first experiences of marking supported by XXX and this has gone well. I am impressed by the fact X has taken on planning and delivering full lessons for years 7 and 9.

Take your scheme of work for year 9 and transfer it into physical lessons
TS4- X has started to create a fantastic scheme of work which has really started to engage the students. The next step will be to make sure that they are all adapted to be accessible to all the students. Explore techniques of gaining students attention, that don't involve you having to raise your voice. There has certainly been some improvement here, which in turn is seeing lessons become much calmer. We need to ensure this is consistent and that students are remaining engaged with tasks. Help prepare for the Year 8 Parents evening/options evening. X led on a number of parent meetings effectively and was able to full lead on these independently.

Examples of Good formative targets for Students to enable good progress to be made:

APL - BM Further develop the differentiation of tasks (adaptive teaching), thinking especially about how tasks can be extended for those children who finish their work early.

APL - PD Identify pupils in need of EAL support. Discuss with the class teacher/EAL coordinator; plan an activity for them considering their language and cultural needs; organise accessible resources; plan questions, the vocabulary you will be using, and opportunities for pupil talk.

APL - PD Try to engage the learners in more practical ways as much as you can. Get them to be actively involved using less teacher talk and more pupil talk. Move towards viewing your role as a facilitator of the learning that takes place and explore some enquiry based learning approaches

APL - PD Concentrate on building in points that enable you to identify and demonstrate how much progress pupils have made during your lesson and your impact on their learning. What did they know at the start? What do they know now that they didn't at the start? How will you use this formative assessment in for future planning, activities and resources?

APL - C Gain experience in a wider range of non-core subjects through observation, classroom support and whole class teaching. Plan a lesson or series of lessons making reference to school plans, seminar notes, your own research and expectations for the pupils you teach.

APL - PD Use relevant assessment data to track pupil progress, evaluate the impact of your teaching, and to assist in the future planning of lessons. To effectively mark pupils' work, providing formative feedback and clear direction for improvement.

APL - PD Next time you plan to use a group activity take the opportunity to move between groups more fully, question individuals and assess their progress and understanding. Focus your time on a specific group of learners that need targeted support or greater challenge.

APL - PD Talk to 3 SEND pupils. Ask them what helps them learn best. Use this knowledge to plan an activity and resources that link to personal knowledge of the child.

APL – PD/BM Continue planning and teaching well-structured and engaging lessons, remembering to include cross-curricular links, key subject-specific vocabulary, differentiated resources and the effective deployment of support staff.

APL - PD Continue to develop your questioning skills. Focus next on how you frame your questions, delving deeper, asking more complex questions, direct your questions to specific learners, reframing and elaboration on answers. Plan potential questions and use question stems to help you develop your range (e.g. Why is, How might, What if, Predict, Why do you think...)

APL - A Show your impact on pupil progress because of your teaching. Evidence this through work sampling (from the start of your practice to the present); pupil assessments, planning and interventions; and through discussion of your draft pupil reports with your SET/Class Teacher.

APL - A Use pupil assessment to inform your future planning, whilst continuing to use effective oral and written feedback. Plan for differentiated questioning for the most able pupils to provide challenge

APL - BM Observe the class teacher (or another) throughout one day noting the range of behaviour for learning techniques and refer to seminar notes. Discuss strategies observed that worked with the whole class and individuals. Identify and discuss any pupils who did not respond positively to strategies or needed additional support. Consider activities and resource when planning for the differing behavioural needs of the class.

APL - PB Ensure that you provide clear guidance (through shared planning and discussion) for support staff. Encourage them to support you in timely pupil interventions; making records of pupils' progress; supporting groups with clear objectives and key questions; and management of resources within the classroom.

Intensive Training and Practice (ITaPs)

This is a fairly new aspect of the PGCE introduced by the DfE as additional training for all student teachers. ITaPs are based on a five-element framework developed by the National Institute of Teaching and informed by the work of Pam Grossman.

They include a mixture of centre and school-based activities to:

- **Introduce** - support students' learning about the theory of teaching and learning
- **Analyse** - support students to analyse expert teaching
- **Prepare** - provide opportunities for students to use approximations to practice and get feedback
- **Enact** - support trainees to apply their learning in the classroom
- **Assess** - monitor trainees' knowledge and skills

Student teachers must complete 4 additional weeks for this training, in excess of the 120 days in school. Roehampton will be completing four ITaPs each lasting one week. All four ITaPs will be completed in the Foundation Phase with three in the Autumn term and one in January 26 as per calendar.

ITaP 1 - Creating a Positive Learning Environment (Mon 6th Oct 25 – Fri 10th Oct 2025)

ITaP 2 - Subject Pedagogy (Wed 12th Nov – Tues 18th Nov 2025)

ITaP 3 - Oracy/Talk for Learning in subjects (Wed 3rd Dec – Tues 9th Dec 2025)

ITaP 4 - Verbal Feedback in subjects (Wed 21st Jan – Tues 27th Jan 2026)

The first ITaP week will consist of the Monday and Tuesday being the University input as a starting point and the reading and introduction of the strategies to be practiced. On the Wednesday the students will be in their PS Hubs and on Thursday and Friday students will be back in school to plan and practice putting the strategies in place in their own classes and getting good focused feedback on these elements of the lesson. Each ITaP week has resources available for mentors and students to use to direct the activities in school and there is an Abyasa template for each of the four ITaPs to be completed by the student and must be signed by the Lead mentor to acknowledge they undertook the training involved for each ITaP.

Although all the ITaPs will take place in the Foundation Phase, mentors for the Developmental and Consolidation phases will also need to understand the elements of the ITaPs and how to focus their observation feedback on the strategies that students are using from them.

How to complete the ITaP Templates

Each one of the ITaP templates will be on the Student templates drop down list and will be in the scheduled list of student templates. Chose the correct ITaP template and select Add.

Add Form

Select Record Type: **Student Templates**

Scheduled:

- ITaP 1
- ITaP 2
- ITaP 3
- ITaP 4

Unscheduled:

- ☒ Secondary Weekly Mentor Meeting Record

Close Add

The First tab contains the review of the ITaP and this is place to reflect on the learning outcomes for the student, and for them to assess if they have made progress in this aspect of their practice and how it will affect their teaching going forward.

Secondary ITAP Template 1 - Creating a Positive Learning Environment

Date: 13/08/2025

Link to a placement: SEC PGCE Uni-Led Foundation 25 - Roehampton TEST University -Lead Mentor: -S

Review of the ITaP week- to be completed by the Student

What strategies have you used in class and has this created a more positive environment in which successful teaching and learning is taking place? How do you know this?

Please note Three overall reflective comments about what you have learned and what you will do moving forward, in relation to the ITaP.

Attachments

Signatures

Thank you

Last updated: --

Date: 13/08/2025

Link to a placement: SEC PGCE Uni-Led Foundation 25 - Roehampton TEST University -Lead Mentor: -School Based Mentor: test Teacher,

Review of the ITaP week- to be completed by the Student

Please attach the ITaP Booklet documents as a PDF to this template and tick below to acknowledge this is completed.

DO NOT ATTACH ANY OTHER DOCUMENTS

Note: To upload a document, click 'Choose file' > select a document to attach it.

Attachments:

☐ ITaP Booklet including appendices

Last updated: --

ONLY attach the ITaP booklet here

Only the ITaP booklet must be attached to this template and it must be fully completed by the student during the week of the ITaP. The student must then tick to acknowledge this has been completed so the LM is able to run a report to see if all the booklets have been completed and uploaded to Abyasa.

The Lead mentor will then sign the template to assure all work is completed.

Review of the ITaP week- to be completed by the Student Attachments Signatures Thank you	Lead Mentor: I have read student's comments and reflections ☐ Yes ☐ No Last updated: --
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How to Complete the Interim Progress checks

Mentors will complete two interim progress checks in the Foundation Phase, one part way through the Foundation placement and one at the end of the autumn term. This is to see that students are making progress towards the APL. This will also happen at the end of the Developmental Phase and halfway during the Consolidation Phase. (See dates for when these are due on [What Needs Doing and When](#) from page 24 The mentor and SLITE (if necessary in the mentors absence) are the only ones who can open and fill in the record, but this should be done during the usual weekly mentor meeting and the student should have input into this. The mentor needs to decide if the student is making the expected level of progress in the APL. If you don't think the student is on track then please discuss with the SLITE and LM first, in case additional support should be put into place. **These dates will be different for Part-Time students.**

Foundation Interim Progress check One and Consolidation Phase Progress check

At the templates screen, all the templates that mentors and LMs have access to, can be seen. Go

to the drop down list and select Foundation Phase Interim Progress Check One or the Consolidation Phase and select Add.

Add Form

Select Record Type: Mentor Templates

Scheduled:

- ☐ Secondary Agreed Procedures Meeting - Foundation Phase
- ☐ Secondary Agreed Procedures Meeting - Developmental Phase
- ☐ Consolidation Profile
- ☐ Consolidation Phase Interim Progress Check
- ☐ Foundation Profile
- ☒ Foundation Phase Interim Progress Check One
- ☐ Foundation Phase Interim Progress Check Two
- ☐ Developmental Phase Progress Check

Unscheduled:

Currently there are no items.

Close Add

Ensure that you select the correct placement to link the template to and save.

Secondary Weekly Mentor Meeting Record

Date: 07/08/2024

Link to a placement: SEC PGCE Foundation 24 - Roehampton TEST University -Lead Mentor: -School Based Mentor: Seab

Save and Continue Cancel

Student Interim Progress check

Signatures

Thank you

- Agree that the student is making the expected progress
- Review current targets in the light of recent observations
- Set both short and longer-term targets that are SMART and linked with the Areas of Professional Learning in response to their individual needs
- Agree any intervention/training to support the student in making progress towards the targets set

Is the student on track to meet targets and make good progress?

--Choose Item--

Last updated: Just now

Is support and intervention required by the university? If Yes, please contact the Lead Mentor. Contact details can be found in the 'View Participants' box on the home screen of Abyasa.

☐ Yes ☐ No

Last updated: --

Are there any Areas of Professional Learning that are causing particular concern?

Professional Behaviours - PB

Pedagogy - PD

Curriculum - C

Assessment - A

Behaviour Management - BM

Last updated: --

The Mentor needs to decide if the student is on track to meet the Areas of Professional Learning (APL) and if there is any additional support required by the University. If so the mentor is advised to contact the LM to discuss the nature of the support needed. Please see the document 'Indicators a student is on track against the APL' for help with any decisions on page 64.

The mentor will give any additional details in the text box and then the student will sign the template to agree. The LM will then sign when they check all the progress checks that week.

Date: 19/08/2025

Link to a placement: SEC PGCE Uni-Led Foundation 25 - Roehampton TEST University -Lead Mentor: -School Based Mentor: test T

Student Interim Progress check

Signatures

Thank you

☐ **Student:** I agree to the above statements

Last updated: --

☐ **Lead Mentor:** I have reviewed the above statement and will email the School Based Mentor if I have any concerns.

Last updated: --

Foundation Interim Progress check Two or Developmental Phase progress check

Progress check two and the developmental check are slightly different to the others and replace the Foundation profile at the end of the autumn term and the Developmental Phase Profile. The templates are selected in the usual way from the mentor templates scheduled list. Ensure the correct placement is chosen before saving and continuing with the record.

In these templates all of the individual Areas of Professional Learning are assessed as to whether the students is on track. Please use document 'Indicators and student is on track' on page 64.

Date	19/08/2025	
Last updated: 19/08/2025 02:38		
Link to a placement	SEC PGCE Uni-Led Foundation 25 - Roehampton TEST University -Lead Mentor: -School Based Mentor: test Teacher, Babs (Mrs)	

Progress Check Two

Signatures

Thank you

Having reflected on the last few weeks' evidence, the mentor and the student will:

- Agree that the student is making the expected progress
- Review current targets in the light of recent observations
- Set both short and longer-term targets that are SMART and linked with the Areas of Professional Learning in response to their individual needs
- Agree any intervention/training to support the student in making progress towards the targets set

Professional Behaviours - PB

--Choose item--

Last updated: --

Part Two

--Choose item--

Last updated: --

Pedagogy - PD

--Choose item--

Last updated: --

Curriculum - C

--Choose item--

Last updated: --

--Choose item--

Last updated: --

Behaviour Management - BM

--Choose item--

Last updated: --

Please set 3 SMART targets and at least one of these as a subject specific target for next term, to ensure the student stays on track or gets back on track and any support required to ensure this happens.

Last updated: --

Is support and intervention required from the University? If Yes please contact the subject tutor.

☐ Yes ☐ No

Last updated: --

The Mentor and student need to discuss and decide on 3 SMART Targets, including subject specific ones and any support that the student may need to achieve these targets. Mentors will note if they feel they need additional support from the university for this.

How to complete this template	☐ Student: I agree to the above statements. Last updated: --
Progress Check Two	☐ Lead Mentor: I have reviewed the above statement and will email the School Based Mentor if I have any concerns. Last updated: --
Signatures	

The student signs the template to agree and the LM will then check and sign to agree.

Secondary: Indicators a student is on track to meet the APLs

Please find below a list of potential indicators that a student is on track. Please note this list is not exhaustive, and is **not a checklist**. Rather these are examples of evidence that would indicate a student is on track:

- Teaching in line with weekly timetable – full hours.
- Meeting weekly targets as recorded on the Weekly Mentor Meeting record (Abyasa)
- Evidence of progression on Weekly Mentor Meeting record (e.g. a range of strengths demonstrated across placement, areas for development are not repeated, increasing confidence and competence demonstrated)
- Responds positively to and acts upon constructive feedback from mentors
- Engagement with and demonstrating quality reflections on Abyasa
- Organised teaching files with data (physical or digital)
- Lessons planned and checked in advance of teaching
- Developing understanding of pupil progress through engagement with assessment of the Learning outcomes
- Demonstrates characteristics in line with the appropriate stage of student teacher development
- Level of mentor support is appropriate to the student teacher's stage of development
- Developing appropriate subject knowledge across their specialist subject, as evidenced in informal and formal observations
- Reflects in line with the appropriate stage of development in the Reflective Questions Resource:
The foundation stage is where we would expect most PG student teachers to be working in the autumn term. The developmental stage is where we would expect PG student teachers to be working in the Spring Term. The consolidation stage is where we would expect PG student teachers to be working in the consolidation term. *However, these stages are not fixed, and the document is designed to allow personalisation for each Student Teacher – some students will be working at the developmental/consolidation stages sooner than others, and some students will be working at different stages in different areas.*
- Student is not on an ISP/CfC.

How to Complete the Profile of Professional Development (PPD) Template on Abyasa

At the end of the Foundation and Consolidation Phase (*there is no longer a Developmental Phase Profile*), the mentor will complete the Profile template on Abyasa as a summation of the progress made by the student. The mentor will complete each of the sections including absences, evidence and targets and will assess the students' progress against the APL.

The mentors should complete the Profile in discussion with the student using the **Reflective Questions** to aid reflection and aid in formulating formative targets for the next phase. Students can in these discussion talks to the mentors about additional evidence and by using the teaching file. The profile documents can be found in the scheduled mentor templates.

Date	19/08/2025
Link to a placement	SEC PGCE Uni-Led Foundation 25 - Roehampton TEST University -Lead Mentor: -School Based Mentor: test Teacher, Babs (Mrs)
Days absent	It is really important that any days absent from school are noted each placement. Please refer to the Student Absence Tab on the Home screen.
Professional Behaviours (PB)	Number of days absent
Pedagogy (P)	0.00
	Last updated: --

It is vital that any absences have been noted in the absence tab on the main screen as the term has progressed, but at this point mentors will need to add up those days of absence and note it on the profile in the Absence tab.

For each APL the mentor will write a summary of the evidence and suggested SMART targets that are subject specific for the student to work on in the next phase of training.

Days absent	Areas of Professional Learning – Professional Behaviours (PB)
Professional Behaviours (PB)	Summary by mentor (in consultation with student, SLITE and Lead Mentor if required). Evidence to support this may be drawn from classroom performance, professional discussions, the teaching file, or from the student's general attitude and behaviour. Please use the Reflective Questions Resource to help you articulate the evidence seen and set formative targets for the student's next phase.
Pedagogy (P)	
Curriculum (C)	
Assessment (A)	
Behaviour Management (BM)	
Progress Check	
Speaking, Listening and Communication	
Signatures	
Thank you	

Last updated: --

Suggested targets for your Developmental phase: Mentor might like to consider targets related to impact on pupil progress.

Last updated: --

Student's reflective commentary for this stage of their training.

The student then will complete the reflective commentary box with their reflection on their progress against each of the APL.

Once each of the APL have been completed in the same way, the mentor will complete the Progress check section of the profile as to whether the student is making expected levels of progress and is on-track or not on track against each of the APL. Please see the 'Indicators a student is on track against the APL' as a guide to your decisions on page 64.

Days absent	Professional Behaviours - PB
Professional Behaviours (PB)	--Choose item--
Pedagogy (P)	Last updated: --
Curriculum (C)	Part Two
Assessment (A)	--Choose item--
Behaviour Management (BM)	Last updated: --
Progress Check	Pedagogy - P
Speaking, Listening and Communication	--Choose item--
Signatures	Last updated: --
Thank you	Curriculum - C
	--Choose item--
	Last updated: --
	Assessment - A
	--Choose item--
	Last updated: --
	Behaviour Management - BM
	--Choose item--
	Last updated: --
	<< Prev

Part two relates to Part Two of the Teachers Standards that relate to professionalism. The mentor will also make a decision about the students listening and communication skills.

Days absent	Speaking, listening and communicating are fundamental to a teacher's role. Teachers should use standard English grammar, clear pronunciation and vocabulary relevant to the situation to convey instructions, questions, information, concepts and ideas with clarity. Teachers should read fluently and with good understanding. Would you agree your student is able to demonstrate this?
Professional Behaviours (PB)	--Choose item--
Pedagogy (P)	Last updated: Just now
Curriculum (C)	If not, please comment on what issues are being presented.
Assessment (A)	
Behaviour Management (BM)	
Progress Check	Last updated: --
Speaking, Listening and Communication	

Everyone needs to sign the template and the SLITE can add an optional comment. The LM will then review and sign off the template and contact the mentor if there are any issues.

How to complete this template	Student: I agree the above is true to the best of my knowledge. ☐ Yes ☐ No Last updated: --
Instructions	SBM: I agree the above is true to the best of my knowledge. ☐ Yes ☐ No Last updated: --
Days absent	SLITE: I agree the above is true to the best of my knowledge. ☐ Yes ☐ No Last updated: --
Professional Behaviours (PB)	SLITE: Optional comments Last updated: --
Pedagogy (P)	Lead Mentor: I agree the above is true to the best of my knowledge. ☐ Yes ☐ No Last updated: --
Curriculum (C)	
Assessment (A)	
Behaviour Management (BM)	
Progress Check	
Speaking, Listening and Communication	
Signatures	<< Prev

What should happen if you have concerns over a Students' progress?

In the first instance, if there are worries in the department we ask that the mentors raise them with the student in an honest and professional manner; you know that one of your activities is to monitor their progress and to address any worries. Depending on the nature of the worries, this may lead to a resolution without any further action, but if not, the SLITE should be informed and involved in any further discussion. It is only after that, that the school should consider the **Intervention Support Plan (ISP)** after speaking to the LM. The LM is the person who sets up the template on Abyasa and who ,meets with student, SBM and possibly the SLITE to agree targets and support.

What is an Intervention Support Plan? ([See Annex 4](#))

There may be occasions in school when the performance of a student is such that additional action is required beyond the normal systems of support and assessment. In such cases, mentors and/or LMs are required to set in motion the Intervention Support Plan.

An intervention Support Plan should be initiated in cases of:

Lack of Progress	An student is failing, or is judged to be in danger of not making sufficient progress for the phase of the course. Such cases may be resolvable if action is taken early enough.
Lack of Professionalism	For example: punctuality, dress, lack of self-critical awareness, inability or unwillingness to accept professional criticism, difficult relationships with staff, and so on.
Professional misconduct	The student is considered to be behaving in a way which is professionally unacceptable. <i>(There is also the option of referring the student to the Professional Practice Panel held when required with the Head of Partnership /Programme Leader and RST)</i>

The Intervention Support Plan (ISP) process:

Mentors can raise any worries they or other teacher colleagues have about the students' progress at the weekly mentor meeting, where it is discussed, and appropriate targets and actions agreed. These are written on the weekly meeting record on Abyasa, monitored and reviewed at the next weekly mentor meeting. Many issues will be resolvable within a week but some aspects e.g. subject knowledge or classroom practice may take longer to show significant process but there should be some progress over the week.

If there has been no or insufficient progress on the targets identified previously (or a more serious/ consistent problem arises) then the mentor can discuss with the SLITE and RST and an ISP meeting should be organised with the school with those involved. Definitive targets and an action plan are agreed with all parties and a review date set, to assess progress made.

The student will be made aware that they are at risk of failing the course and that significant, rapid and demonstrable progress should be shown against the targets set. The ISP form must be issued/updated and uploaded to Abyasa.

If no or insufficient progress is made over the course of the ISP, then a Cause for Concern (CFC) process will be started. The student should be informed that if no further progress is made during this time with continuing or further support, then the placement may be terminated, and Roehampton's programme termination, interruption or restart process may come into place.

As this is the most serious part of the process it should only be started when there is enough time for the student to demonstrate sufficient progress.

If an ISP or CFC process has been initiated, it must be recorded on the PPD and outcomes noted. It is important that if they have been subject to an ISP that has been successfully resolved before they begin the next step of their training it is seen as a "fresh start".

How to Complete the Intervention Support Plan form (ISP) (See Annex 4)

		Secondary Partnership 2025-26					
Intervention Support							
<i>This should be used as soon as the Student Teacher is identified as not making the expected progress for the stage of their training. It is intended as a 'first step' trigger for additional mentoring and support from the school or University.</i>							
Name of Student Teacher:			Programme & Stage:	PGCE Uni-Led	PGCE LP	PGCE APP	
Subject:				F	D	C	
Raised in relation to concerns at:	SCHOOL	UNIVERSITY	Name of Lead Mentor:				
Form initiated by:			Name of SBM/SLITE:				
Does student have a PRAF in place:	Yes	No	In Process of getting a PRAF	Yes	No		
Context of Intervention Support (in relation to the Areas of Professional Learning - APLS):							
Complete Action Plan overleaf							
Signature of Student Teacher:							
Date:							
Signature of LM/SBM/SLITE:							
Date:							
Part 2 (To be completed on review date)							
Outcome of Review of Intervention Support: (please highlight/circle as appropriate)							
All targets met		Some targets met		No targets met			
Notes on the outcome:							
Next steps: (please highlight/circle as appropriate)							
Normal professional learning resumes				Cause for Concern will be raised			
Signature of Student Teacher:							
Date:							
Signature of LM/SBM/PCM:							
Date:							

The Intervention Support Plan will state the concerns on page 1, and targets on the Action plan (page 2) needed for the student to show they are making progress. The outcomes will be reviewed and if the student has made sufficient progress the plan will be signed off. If the student has not made sufficient progress, they could be given a one week extension or will be moved onto a CFC process.

Intervention Action Plan (Please expand boxes as required)

To commence on:

Target/s and Areas of Professional Learning	Action	Support available	Review date	Success criteria	Outcome at review (Is target met, partially met, not met?)

Area of Professional Learning	Professional Behaviours	Pedagogy	Curriculum	Assessment	Behaviour Management
Standard	8, Part Two	2, 4, 5	3	6	1, 7

Here are a few actions that could help the student to make progress:

- Ensuring the student receives consistent guidance about action to be taken - weaker students often have difficulty in choosing the best approaches from a number of options suggested.
- Ensuring the teaching load is appropriate for the current situation.
- Ensuring classes being taught are appropriate for the current situation.
- Arranging for the student to work alongside an expert teacher in a support role - for example, leading specific sections of the lesson in order to allow them to work to their strengths and hence develop successful practice.
- Arranging for the student to work with an expert teacher to provide support for specific pupils who will benefit from additional support or extension activities.
- Providing extra support in developing the Student's subject knowledge.
- Arranging for additional, focused observation perhaps outside as well as inside the department in order to develop the students understanding of good teaching in practice.
- Setting clear and unambiguous short-term achievable SMART targets.

How to Complete the Cause for Concern form and Process (CFC) Template on Abyasa ([Annex 4](#))

The **Cause for Concern** Process will be followed if the student has already been through the Intervention Support Process and there has been no progress made against targets put in place with the agreed level of support. Further targets are given on the CFC, support identified, and an action plan completed to make clear what is expected from the student and who is providing the required support, either the university or school or both.


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Cause for Concern

(To be completed if no/limited progress made after initial concern was raised – please note that this cause for concern process follows the University of Roehampton's Fitness to Practise Policy when concerns are raised about professionalism. In such cases it sits as Stage 1 of the process – <https://www.roehampton.ac.uk/globalassets/documents/corporate-information/policies/uor-fitness-to-practise-policy-and-procedure-v2.0.pdf>)

Name of Student Teacher:			Programme & Stage:	PGCE Uni-Led			PGCE LP		PGCE APP	
				F	D	C	F	D	C	
Subject:			Date initiated:							
Raised in relation to concerns at:	University	School	Name of Lead Mentor							
Form initiated by:			Name of SBM/SLITE:							
Has student been referred to Student Services/ Has a PRAF?	Yes	No	Is support in place if needed	Yes		No				
Has an ISP process been followed?	Yes	No	Date of ISP:	N/A						
Have ISP targets been met?	Yes	Partially	Date of ISP Review:	N/A						
Context of Cause for Concern (in relation to the Areas of Professional Learning - APLs): 										
Complete Action Plan on page 3										
Signature of Student Teacher:										
Date:										
Signature of Mentor:										
Date:										
Signature of SLITE:										
Date:										
Signature of Lead Mentor (UR):										
Date:										
Review of CFC to take place:										
Part 2 (To be completed on review date)										
Outcome of Cause for Concern: (please highlight/circle as appropriate)										

The CFC Plan will state the concerns on page 1.



Part 2 (To be completed on review date)		
Outcome of Cause for Concern: (please highlight/circle as appropriate)		
All targets met	Some targets met	No targets met
Notes on the outcome: Page two of the document is used to review any progress made against the targets and whether the student has made sufficient progress for normal teaching to restart. If some targets have been met the student can be allowed a final extension with new targets and a final date where the review will take place		
Next steps: (please highlight/circle as appropriate)		
Normal professional learning resumes	Cause for Concern extended	Termination of placement
Signature of Student Teacher:		
Date:		
Signature of Lead Mentor (UR):		
Date:		

Cause for Concern Action Plan (Please expand boxes as required)

To commence on:

Target/s and Areas of Professional learning	Action	Support available	Review date	Success criteria	Outcome at review (Is target met, partially met, not met?)
Targets need to be smart and must outline the support the student will get to achieve the targets.					

Area of Professional Learning	Professional Behaviours	Pedagogy	Curriculum	Assessment	Behaviour Management
Standard	8, Part Two	2, 4, 5	3	6	1, 7

If, following the review of a CfC plan, the student has made partial progress towards their targets, it may be

agreed that the CfC plan is reviewed and extended for two further weeks but no longer. Where a student has not made satisfactory progress towards their CfC targets at the review, and/or the process reveals fundamental issues in the ability of a student to make sufficient progress to meet the APL, even with appropriate levels of support, the placement can be formally ended by the Partnership.

Passing and Failing the Course

It is important that everyone involved in the partnership is aware that the final decision as to whether any student passes the course is taken by the examination board of the University of Roehampton and is based on an overview of all the evidence relevant to the students programme.

What should Students do at the end of the placement?

- Ensure that their profile has been completed with the mentor and it is digitally signed by the mentor, SLITE and Student on Abyasa
- Return all keys, ID cards, photocopying cards etc. to the appropriate person
- Return all resources (books, worksheets, schemes of work, past exam papers, etc.) to the appropriate person
- Ensure that all pupils' work has been marked and returned or given to their class teacher
- Ensure that they have given records of work covered and assessments made to the mentor and or other teachers as appropriate

Annex 1 - The role of the Mentors is to:

1. Work closely with the SLITE and LM to ensure the quality, coherence, consistency and appropriateness of the school-based subject training provided.
2. Keep up to date with developments in mentoring e.g. by engaging with the compulsory hours of mentor training and the mentor training sessions provided by Roehampton. (attendance is compulsory each year). See Annex 2 for hours of training required.
3. Provide induction into departmental procedures, data (e.g. target grades for school pupils), resources and specifications as appropriate.
4. Negotiate a timetable that meets the training needs of the Student as appropriate to the phase of the students training, e.g. 7 hours across four days in the Foundation Phase until the Winter break, 10 hours between January and February half term (still Foundation Phase) and 12 hours during the Developmental Phase. Teaching hours change to 16 hours in the Consolidation Phase once in the embedded phase starting on the 27th of April.
5. Ensure that the timetable includes a designated 60-minute timeslot for the weekly mentor meeting where progress is discussed and appropriate targets are set. The student will reflect on the progress they have made and how they have used strategies and elements from the taught course and ITaPs to further pupil progress via discussion with the mentor.
6. If the Student has a **PRAF**, then liaise with the student and LM to discuss any additional needs.
7. Use the **Reflective Questions resource** and the **ITTECF to frame Questions and Targets document** to facilitate the student reflecting on their pedagogy and providing the links between the theory studied at University and putting this into practice in the classroom.
8. Start by co-planning and approving the students' subject specific lesson plans (one lesson plan for each lesson being taught) in good time and provide appropriate feed-back in time for the student to make agreed amendments.
9. Ensure that the student is observed at least once a week during **Block School Experience (BSE)** and is provided with written feedback in relation to the APL on the subject specific lesson feedback record (see Document tab on Abyasa)
10. Complete the Interim Progress Checks part way through each phase at designated points and formatively assess if they are 'on Track' or 'not on Track'.
11. Jointly observe with the LM and/or SLITE as appropriate.
12. Oversee the assessment and recording of pupils' progress and learning undertaken by the student.
13. Monitor progress on the PPD, using the Interim progress check to support planning during the BSE.
14. Complete the PPD by the due date at the end of each phase, in a conference-style meeting with the student and if required possibly LM and/or SLITE.
15. Identify in the PPD, formative areas for development for the next phase of training in relation to the APL and work with the student to set formative subject specific targets and agree a plan of action.
16. Assess whether the student is on track or not on track at the end of each phase (together with the SLITE and LM as appropriate).
17. Contribute and engage with the taught course as appropriate e.g. by developing an understanding of what is taught in both Subject and Professional Studies and ITaPs at Roehampton, facilitating learning rounds in school, participating in course evaluations and subject mentor meetings.
18. In the final Consolidation Phase mentor meeting, aid the student to devise 3 main targets for their 'Beginning your Career in Teaching' (**BYCIT**) document.

The role of the SLITE includes;

On a day-to-day basis, the SLITE is an essential link in the students experience and will:

1. Act as the first point of contact between the school and Roehampton in co-ordinating all aspects of the training, Quality Assurance and formative assessment of the ITE programme.
2. Have responsibility for quality assuring all aspects of training and assessment within the school e.g. by monitoring the provision of weekly subject training sessions and the observation of students' lessons.
3. Lead a school-based professional studies induction programme for all students
4. Ensure that all Mentors participate in the compulsory mentor training for refresher and new mentors training found in Annex 2.
5. Manage the school-based aspects of any **Intervention and Support Plan (ISP)** or **Cause for Concern (CFC)** issues ensuring that all involved, students, mentors, and tutors are informed, in good time, of the issues, targets, support offered, time-frame for improvement and outcomes agreed.
6. If the Student has a **PRAF**, then liaise with the student and LM to discuss any additional needs.

The Role of the Lead Mentor (LM)

The Lead mentor will:

1. Set up an Agreed Procedures Meeting (APM) (see [Page 32](#) for explanation) in the first few weeks of the placement to ensure that the mentor and student know what is expected, have been able to organise a timetable, mentor meetings etc and completed the 20 hours of mentor training.
2. Maintain contact with mentor and student on a regular basis and mentors should ensure that they are kept informed of any issues or concerns that mentors may have about the student.
3. If the Student has a **PRAF**, then liaise with the student and mentor/SLITE to discuss any additional needs.
4. LMs will need to agree the school visit with you, SLITE and the student.
5. Visit the student on at least one occasion during each of the three school terms to observe (jointly with the mentor or normal class teacher), give feedback, support, guidance and any training required for the mentor and student.
6. Look through the teaching file and discuss the students' progress with mentors and, where possible, the SLITE.
7. Help mentors to understand the taught programme at Roehampton and the ITaPs and share the subject booklet and necessary videos/paperwork.
8. Maintain contact with the school where necessary, particularly where there are issues over progress, and to communicate information to mentors.
9. Invite you to termly subject mentor meetings where you can discuss what is being taught at University, cover any CPD and help build a community of practice in that subject.
10. Regularly review the use of Abyasa by the student and mentor to track progress.

Annex 2 – Breakdown of Mentor training hours.

All mentors must complete the below programme of mentor training as soon as they can. Most of the training will be available for you attend or watch the videos of the sessions and the NASBTT modules can be completed if you would like to complete them, they are not compulsory.

Module	New Mentor Training Compulsory training: 7h30 min	Returning Mentor training Compulsory training: 3h30min
Module 1 Curriculum Asynchronous	4 hours in total: 2 hours Professional Studies + 2 hours Subject specific Asynchronous	1 hour of PS + 1 hour of Subject catch-up Asynchronous
Module 2 Placement Specific Briefing Asynchronous	30 mins Pre-recorded video Asynchronous	30 mins Pre-recorded video Asynchronous
Module 3 Facilitating Mentee learning	2 hours Online, live and recorded	45 min Online, live and recorded
Module 4: ITaP Asynchronous	1 hour specific training materials sent to school mentors two weeks before ITaP	15 minute video with overview of all four ITaPs

Annex 3 - Attendance

This is a vital aspect of students' progress on the course. Full attendance is essential for two reasons:

- The PGCE course is an intensive period of training. There are specific guidelines for how much time is to be spent in school. If a student misses a session in the university, he or she misses a part of the taught course which cannot be repeated. As most of the sessions are practically-based or involve working collaboratively with other students, it is not possible to make up missed work just through reading or by copying notes as might be the case for courses which are more conventionally academic.
- Regular attendance is a significant aspect of teachers' professionalism. One important aspect of the PGCE year is that frequent absence is disruptive to the progress of pupils and causes significant additional burdens to departmental colleagues. For this reason, we expect that students attend school on exactly the same basis as regular members of staff. Students are expected to be on time for the start of the school day and to attend meetings scheduled beyond teaching hours. Any student who cannot attend school due to illness or for pressing personal reasons must inform the school and the university at the earliest opportunity. Mentors must keep a note of attendance on Abyasa and inform the university if there is any reason to be concerned. The exact number of any sessions missed by a student must be noted so that the LM has an overview.

Reasons for Absence and Course Requirements

Roehampton will take great care not to disrupt the school-based programme in any way. Induction and end of phase dates match those of local providers when possible and where known. All Roehampton students will attend training at Roehampton, or in a hub school, every Wednesday.

Illness and Absence for Personal Reasons

a) Short-term Absence

It is not unusual for students to miss a few days due to common illnesses. It may be necessary for a student to make up the days missed in order to meet the Requirement for the number of days in school (120 days minus ITaP weeks). During the year students will be applying for their first teaching post. It is normal practice for schools to release students for interviews. Whenever a student is absent from school and the reason is known in advance, they must provide the planned work for their teaching groups in the same way that a regular member of staff would, so that the continuity of work is not disrupted for the class. Students are all aware that they should inform the school at the earliest possible opportunity of any absence.

b) Long-term Absence

Unfortunately students sometimes have more prolonged illness or need on-going medical treatment. Occasionally there are circumstances that mean that a student has to ask for time off from the course for pressing personal reasons such as family illness. There is no blame attached to this, but there comes a point when the student will not have sufficient time available to make the required progress. If this absence is prolonged and the student misses a substantial period, then they may not be able to complete the programme in the current year and may need to interrupt, or extend the programme.

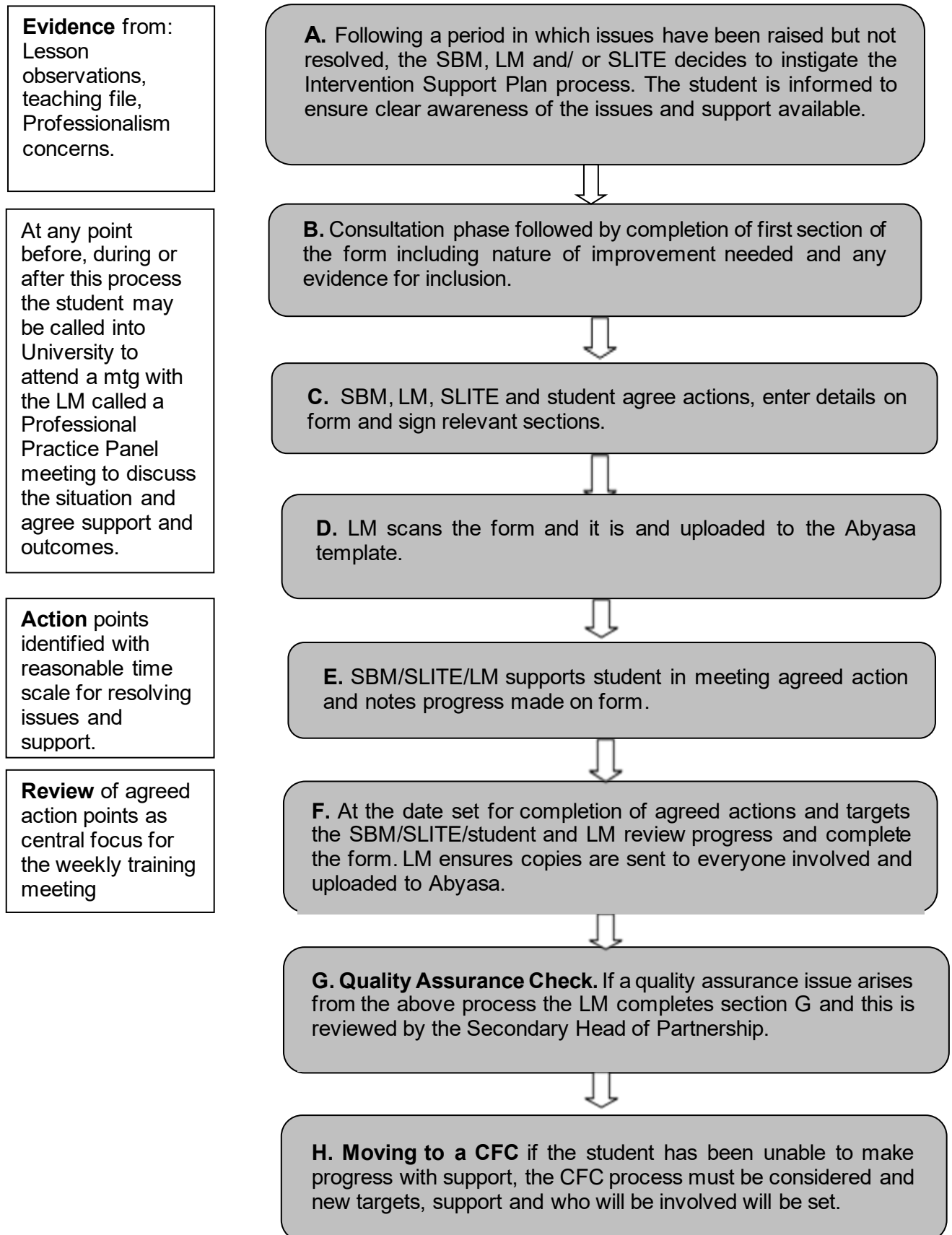
c) Unauthorised Absence

Any cases of unauthorised absence should be reported immediately to the LM and SLITE. Mentors should be aware that students are expected to remain on the school premises throughout the normal school day and they are never required to return to the University to prepare materials or use the facilities there during these times.

It is extremely important that everyone involved monitors absence carefully so that all the facts are clear if attendance becomes a problem for an individual student. The Examination Board in the university will consider the facts of each case and may recommend that the student completes the course in the following academic session to make up for time lost.

Annex 4 – Intervention Support and Cause for Concern Processes

The LM in liaison with the mentor/SLITE should start filling in the Intervention and Support Plan form, having formally notified the student that the process has been started. *There MUST already have been conversations between the mentor, SLITE and LM before this process has been considered.*



Annex 5 - Arrangements and expectations when LMs visit (for Students)

The following notes are designed to ensure that the visit goes smoothly and positively. Please read them carefully and do as they say. They are informed by years of experience!

- 1 You will be advised of the date for a visit in advance. Your LM will also advise your Mentor and/or SLITE at the same time. The proposed visit should be discussed with your Mentor to ensure that it is possible and the SLITE informed in case they would like to meet your LM. Any problems with the times given should be notified to the LM immediately. **If you have to change any arrangement less than 24 hours in advance e.g. because you are ill or called for interview, you must ensure that you speak to your LM personally to advise them** – do not just leave a voicemail or e-mail and assume that it has been picked up.
- 2 Ideally all lessons to be observed **should** be conducted jointly with your MENTOR.
- 3 A copy of your lesson plan and any associated worksheets or slides used, should be given to the LM and the mentor before the start of the lesson.
- 4 Inform the school reception of your LM's visit and ensure that, if you cannot be there to meet them, the reception knows where you will be teaching.
- 5 Please make arrangements for your LM to park if necessary/possible.
- 6 **Make sure that your Abyasa entries are up to date**, showing records of meetings, observations, your progress in subject knowledge and progress against the APL. You also need to have your **teaching files** in addition to Abyasa that you are using in your professional work. This should include your lesson plans for every lesson taught in the week, evaluations, seating plans, any pupil data that informs your planning, resources and assessment (marking etc.), in chronological order per year group.
- 7 Think about where your LM and mentor may sit to observe the lesson.
- 8 As your practice develops you may want to think about a particular focus that you would like your LM to pay specific attention to.
- 9 The feedback and discussion after the observation is a very important part of the visit and should be carried out with the mentor, LM and student. We will try to arrange visits where you and the mentors have some time after the lesson, so please keep this time free.
- 10 Similarly do not detain pupils straight after the lesson into a break or lunch unless absolutely necessary.
- 11 If possible you should arrange a place for the feedback to be given that is quiet and where you are unlikely to be disturbed or distracted. It would be helpful if a computer was accessible.
- 12 We know that observation and feedback can be stressful and uncomfortable. Please remember that your LM is there to help, support and give you advice and any assessment is designed to be formative and constructive.
- 13 A cup of tea or coffee always goes down well – try to find out what your LM likes!
- 14 Please ensure there is internet access provided for the LM so they can log into Abyasa for the visit.

Annex 6 - Glossary of Terms, Useful Abbreviations and Acronyms

APL	Areas of Professional Learning (Themes from the ITTECF)
APP	Apprenticeship
APM	Agreed Procedures Meeting
BSE	Block School Experience
BYCIT	'Beginning your Career in Teaching' document
CFC	Cause for Concern
DBS	Disclosure and Barring Service
DfE	Department for Education
ECT	Early Career Teacher
ECF	Early Career Framework (for ECTs)
EIF	Education Inspection Framework
External Examiner (EE)	A person appointed from outside the University with relevant qualifications and experience, responsible for independent assessment of the Programme including the school experience, so as to ensure that quality and standards are maintained
EHCP	Education, Health and Care Plan
GDPR	General Data Protection Regulations
Head of Secondary ITE	The member of staff with overall responsibility for ITE programmes
HEI	Higher Education Institution
Internal Moderator	A Roehampton member of staff responsible for providing independent assessment of the programme or ST's achievement on school experience, as part of the University of Roehampton quality assurance procedures
IEP	Individual Education Plan
ISP	Intervention & Support Plan
ITE	Initial Teacher Education
ITTECF	Initial Teacher Training Early career Framework (For Universities)
ITaP	Intensive Training and Practice
LM	Lead Mentors are members of the University of Roehampton Staff responsible for the observation, monitoring, assessing, and reporting on School Experience
LP	Lead Partner – formally School Direct
Module	Unit of assessed learning for which credits are awarded
NC	National Curriculum

Non-contact Time	The times when Students do not have a teaching role and undertake preparation, record keeping or other activities in school
OFSTED	Office for Standards in Education
Partnership	Professional relationship between the University of Roehampton and a school which provides the learning context for the school-based element of Roehampton ITE courses
PGCE	Post Graduate Certificate of Education
PL	Programme Leader – who leads the programme
PPD	Profile of Professional Development
PRAF	
PS	Professional Studies
QTS	Qualified Teacher Status
SBM	School Based Mentors are the members of school staff who are responsible for observing, monitoring, assessing and providing reports on school experience
SLITE	School Lead for Initial Teacher Education, responsible for delivering the Professional Studies Programme in school and for overseeing the Mentors and Students on school placement
	School Centred Initial Teacher Training
SoE	School of Education
SPO	Schools Partnership Office & Academic Services
ST	Student teacher
TS	Teachers' Standards
UL	University Led