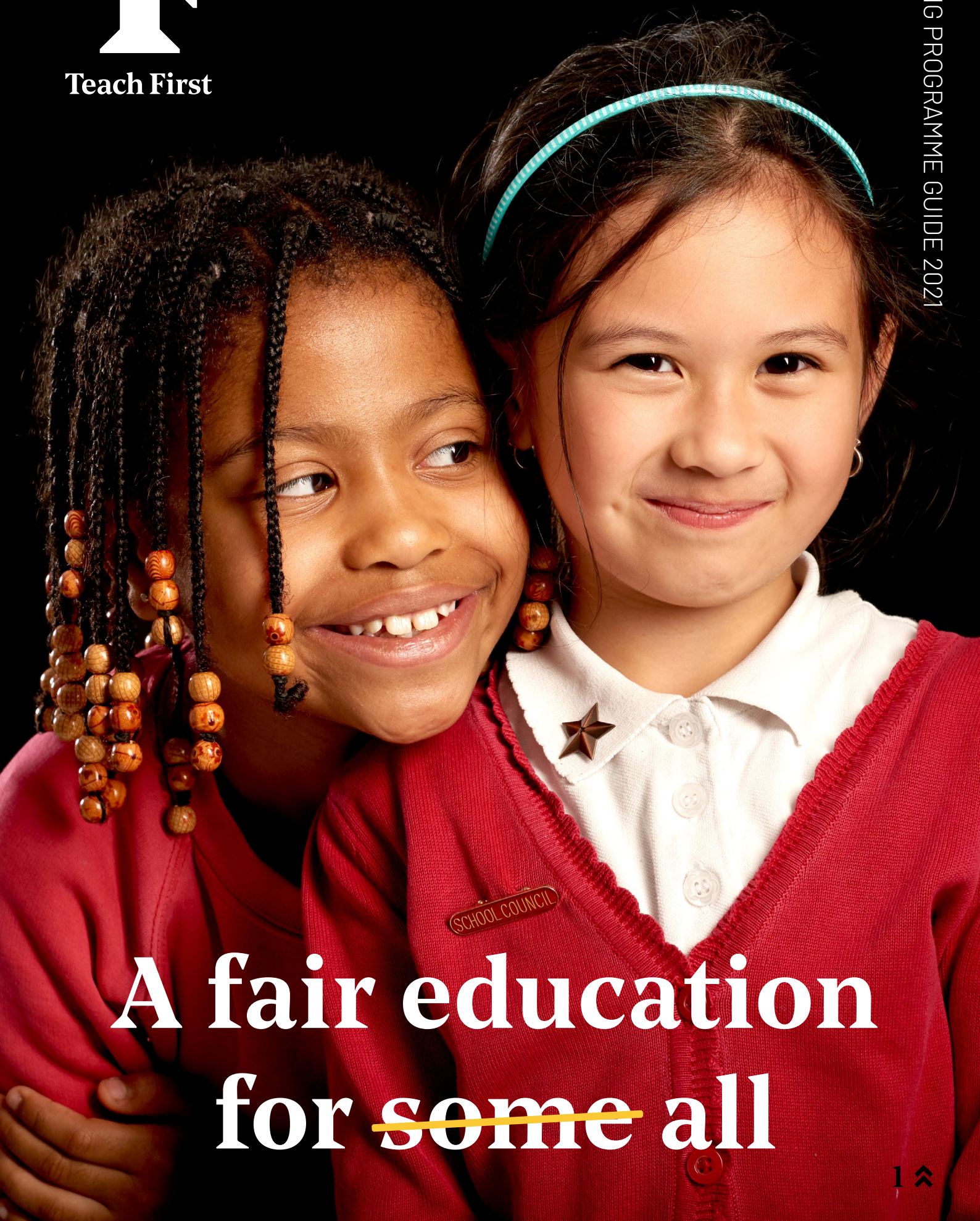


Teach First



A fair education for ~~some~~ all

Our partners

We're proud to be partnering with the following institutions to deliver our Training Programme.



INSTITUTE FOR
EDUCATION



BIRMINGHAM CITY
University



Canterbury
Christ Church
University



**Sheffield
Hallam
University**

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Welcome

Welcome to your guide to the Teach First Training Programme.

Teach First's challenge is to unlock the potential in all our children, not just some. This will only be possible through the work of a committed community of teachers and leaders working across society. Teach First trainees, former trainees, universities, schools, pupils and their parents or carers are all part of this community too.

By working together, we know we can build a better future. Never has this been more important than this year, with COVID-19 and its huge ramifications for schools and young people particularly affecting children in more disadvantaged areas.

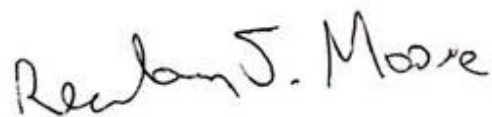
Our Training Programme focuses on seeking, developing and supporting teachers and leaders across all regions of England who are determined to make a difference where it's needed most. It supports new teachers to develop leadership skills, as well as connecting them to the networks they need to build a fulfilling and long-term career.

The programme also supports trainees to develop the knowledge and strategies to support their own – as well as their pupils' – wellbeing.

Our flagship Training Programme is just the first step into the Teach First community, with trainees committing themselves to teaching for at least two years in their employment school. In turn, we're committed to supporting all our new teachers to thrive.

After two years, trainees who have met all the requirements of the programme will become a Teach First ambassador (more information on [page 24](#)). Our growing network of ambassadors go on to develop their leadership skills and support children – and each other – to reach their potential in school, in work and in life.

We look forward to working with you over the coming years, and to us all working together to build a fair education for all.



Reuben Moore

Executive Director of Programme Development



Training Programme overview

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Training Programme

Teach First is an education charity working to unlock the potential in all our children, not just some. With a fair education, everything's possible.

But we can't do this alone. With great teachers, brilliant leaders and the right policy and connections, schools will thrive. And so will our children. Together, we can make our vision of educational equality a reality. Find out more about [our mission](#) on our website.

Due to COVID-19, how we deliver the Training Programme may differ from what is outlined in this guide. Any changes will be communicated to trainees and schools at the relevant time.

Each year, we train and support new teachers to work in early years settings, primary and secondary schools serving low-income communities across England and Wales.

Our trainees (trainee teachers) join the Training Programme, a two-year programme offering professional support towards gaining Qualified Teacher Status (QTS), a Postgraduate Diploma in Education (PGDE) and access to a wide range of leadership development opportunities.

Ensuring the quality of the Training Programme

The ITT Core Content Framework sets out the minimum entitlement for all trainees on ITE programmes across England. Teach First, our university and school partners will ensure the Training Programme curriculum covers the full entitlement as well as providing opportunities to develop above and beyond this.

These are the principles we have developed to ensure the Training Programme is an outstanding route into teaching:

WE'RE ALIGNED AND CONSISTENT

Alignment is a key feature of the programmes we offer. The inputs a trainee experiences may be varied, and this variety can have a positive impact on their journey. To reduce the number of challenges that can arise from inconsistency, and to provide a high-quality experience for trainees across the programme – no matter what or where they teach.

We're open about what we do and why. Teach First has a strong understanding of effective Initial Teacher Education and adult learning. We want to make this clear to trainees so they understand why they're being asked to engage in content and can see the relevance of it for their practice.

WE INCLUDE A RANGE OF DEBATES

We believe providing a range of evidence-based debates is essential for trainees. This is to help them make sense of differing approaches in relation to their own practice and contribute accordingly. These debates, and the research behind all elements of our programmes, are based on the most robust evidence and best practice in Initial Teacher Education.

WE MAKE SURE THE CURRICULUM MEETS THE NEEDS OF THE AUDIENCE IT'S INTENDED FOR

Our programme has three important content strands: Teaching and Learning, Leadership and Movement. Each one equips trainees with the critical knowledge and skills they need to make a positive impact in their classroom, in their schools and across the system. To ensure trainees are able to balance the requirements of their developing expertise and the demands of a master's degree-level programme, the Training Programme includes curriculum content and support that helps trainees to both respond to feedback and critically engage with the impact of theory of their practice.

WE MAKE SURE THE CURRICULUM IS CAREFULLY STRUCTURED

The Training Programme curriculum is purposefully integrated across settings. This means that the school mentor, the tutor and the Development Lead will work together to ensure that the curriculum builds towards greater complexity in a systematic way. This helps trainees to know more and apply more of their learning in the classroom. It is phase and subject specific which means that trainees engage with their training through the lens of their subject and phase. To make sure trainees get the targeted support they need for their development at any given stage, the Teach First programme structures the curriculum carefully. This starts with a focus on planning and assessment (including how children learn) and classroom management during Summer Institute, and progresses into the PGDE content from September.

WE INCLUDE DELIBERATE PRACTICE AS A MAJOR PART OF OUR PROGRAMMES

We believe that defined and deliberate practice, supported by a range of outstanding practice, helps trainees to build clarity and confidence in all aspects of their teaching.

WE FOCUS ON UNDERSTANDING HOW CHILDREN LEARN BEST

Our programme is rooted in evidence around how pupils, and especially pupils from disadvantaged backgrounds, learn best. To make sure trainees can learn this quickly, we have included a wide range of literature on the topic across the two years of the Training Programme.

WE SEE THE IMPORTANCE OF A BROAD AND BALANCED CURRICULUM

A broad and balanced curriculum is essential for motivating pupils. Research shows that knowledge makes learning easier, and as skills are founded on knowledge, this is an essential component for trainees on the programme.



Trainee journey

PRE-EMPLOYMENT STAGE

- Application form
- Development centre
- Enrolment
 - > Curriculum Knowledge Assessment
 - > Suitability to teach checks
- Pre-Summer Institute
 - > Preparation course (Units 1 and 2)
 - > Preparing for the programme events

SUMMER INSTITUTE

- Training and preparing for teaching in September

TWO YEARS TEACHING IN SCHOOL

- QTS status
- Start early career teacher (ECT) programme
- Working with the Development Lead, tutor and mentor
- Additional development opportunities, including Summer Projects and the Coaching programme
- Complete PGDE

AMBASSADOR TRANSITION

- Think about next steps
- Share experiences with peers and other cohorts
- Become familiar with opportunities available for ambassadors
- Celebrate successes

BEING AN AMBASSADOR

- The ambassador community has over 12,000 people committed to building a fair education for all through teaching, school leadership or working in organisations and professions supporting schools

“Being in Teach First makes me feel part of something bigger... it’s like a family that pushes me to be better while supporting me to do so.”

Laura McInerney,
Teach First ambassador



Core requirements

These core requirements are the minimum expectations to complete the Training Programme and become an ambassador.

CORE REQUIREMENT	ACTIONS
Complete the preparation course and introduction to Summer Institute module.	<ul style="list-style-type: none"> Complete units one and two of the preparation course.
Attend Summer Institute.	<ul style="list-style-type: none"> Complete Summer Institute.
Teach for two years in a school serving a low-income community.	<ul style="list-style-type: none"> Teach for two years in employment school. Show the Teach First values in interactions with colleagues, peers and pupils.
Track progress.	<ul style="list-style-type: none"> Use Steplab to track and monitor progress on a weekly basis. Show progress against the Training Programme Curriculum.
Work with support roles (Development Lead, tutor and mentor).	<ul style="list-style-type: none"> Respond to requests and communications from Development Lead, tutor and mentor in a timely manner (within 48 hours). Attend and engage in all meetings and interactions with support roles.
Report on pupils' progress and share impact with Teach First.	<ul style="list-style-type: none"> Share data on pupil progress with support roles (Development Lead, tutor and mentor).
Gain QTS, successfully complete your first year as an early career teacher (ECT) and gain PGDE.	<ul style="list-style-type: none"> Attend all relevant training and complete any necessary preparation or post-work. Gain QTS at the end of year one having made progress against the training programme curriculum (complete two termly reviews and a final assessment at the end of the year). Meet the local requirements of the school for completing the first year of the ECF. Gain PGDE.
Show long-term commitment to addressing educational disadvantage.	<ul style="list-style-type: none"> Update core information and contact details to share with the wider community.

The Teacher Development Framework

There are three content strands to the Training Programme:

- Teaching and Learning
- Leadership
- Movement

The Teacher Development Framework shows what progress looks like across the strands and how they connect with one another. It is used as a developmental tool and will help trainees and support roles identify strengths and areas for development. The Teacher Development Framework is not used for assessment purposes.

Steplab

Steplab is the online tool that all trainees use to track and monitor progress throughout the Training Programme. Steplab will provide evidence of trainees' development and therefore can be used to assess against the teachers' standards in the final assessment.

All trainee development including development goals, observation feedback, support plans and instructional coaching will be recorded through Steplab.

Key benefits of Steplab

- Safe and secure storage of data relating to trainee progress
- Access to information about progress for trainees and their Development Leads, tutors and mentors.
- Able to comment on progress, set goals and actions remotely.

For more information, go to [page 28](#).

Brightspace

The Training Programme includes a mixture of in-person and online content to make learning as engaging, accessible and beneficial as possible for trainees.

Trainees can access the online learning content through Brightspace (via [My Teach First](#)). They'll begin this with the Preparation Course prior to Summer Institute. During Summer Institute, and throughout the programme, there will be resources available online to support them.

All content is designed and delivered by subject matter experts. Trainees will practise, embed or analyse what they've learnt through activities and assessments, or in follow-up conversations with their Development Lead or mentor. It's important that trainees complete the online content to maximise their in-person training.

IRIS Connect

IRIS Connect is a video reflection tool used for teacher development. It's an important tool in our approach to help teachers to progress quickly. It allows for reflection, observation and feedback to take place remotely, which means that teachers and support roles can assess progress more easily and frequently. It enables support roles to conduct remote assessment and provide targeted feedback during coaching conversations, which both strengthens the coaching relationship and enhances development.

Teach First will provide trainees with an IRIS Connect Starter Kit, which includes all the equipment needed for recording. They will be introduced to all elements of IRIS Connect during Summer Institute, but will not start using the platform fully until September. Full user guides will be provided to trainees and support roles which will allow them to make the most of the technology.

Communications

Email bulletin

The main way we'll communicate with you during the Training Programme is your trainee email bulletin. We'll share key programme information, news and stories from the community, and signpost upcoming events and opportunities.

My Teach First

My Teach First is the central place online where you'll access key resources and information needed to complete the Training Programme. You can keep on top of Teach First actions using your task list, upcoming training day event information, including pre and post-event tasks, and access key information such as your programme guide, an overview of key dates and our absence policy.

Social media

Follow **Teach First on Twitter** to keep up to date with the latest news from across our community who, like you, are working to build a fair education for all children.





The two-year journey

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Recruitment and selection

To get a place on the Training Programme, candidates undergo a rigorous selection process. This includes an online application form and attending a selection day at the Teach First development centre.

Candidates are assessed against eight core competencies:

1. Humility, respect and empathy.
2. Interaction.
3. Understanding and motivation.
4. Leadership.
5. Planning and organising.
6. Problem-solving.
7. Resilience.
8. Self-evaluation.

At the development centre, these competencies are tested with:

- an interview
- a group exercise
- a group exercise self-reflection
- a sample lesson
- a lesson self-evaluation

Successful candidates are then offered a provisional place on the programme. This is subject to:

- the successful check of their qualifications (against national and Teach First requirements)
- meeting national Suitability to Teach standards
- the completion of a Curriculum Knowledge Assessment for the candidate's allocated subject or phase.

Curriculum Knowledge Assessment

The Curriculum Knowledge Assessment (CKA) is an important part of the trainee selection process. Before university enrolment, each candidate's suitability to teach the subject or phase they have been allocated is assessed through the CKA by a university tutor who works on the programme.

Tutors provide individual feedback to trainee responses to questions, focusing on developing trainees' curriculum content and subject knowledge, pedagogical approaches and an accompanying action plan. On the strength of the CKA, some trainees may be recommended to complete a Subject Knowledge Enhancement course.

Subject Knowledge Enhancement

The Subject Knowledge Enhancement (SKE) courses are designed to strengthen and enhance a trainee's subject knowledge. Courses are currently offered to trainees teaching:

- maths
- English
- science
- design
- technology (DT)
- computing
- languages

Trainees recommended to complete a Subject Knowledge Enhancement (SKE) course can ask their recruitment officer for guidance and support on selecting and applying to it. The courses are available all over England through universities, schools and online providers. They can be completed before, or alongside some or all of the Initial Teacher Education year.

The length of the SKE varies depending on the trainees' need – from eight-week 'refresher' programmes, to more extensive 24-week courses. Depending on the provider, the SKE is available full-time or part-time, classroom-based or online.

Preparation for year one

These are the requirements expected of trainees before they start teaching in their employment school from September.

Preparation course

Following their conditional offer, trainees must undertake both units of the Preparation Course. This is an online course to prepare them for Summer Institute and the two-year programme. It can be found on Brightspace via My Teach First.

The course provides online materials covering various themes, including the three content strands of the programme, how pupils learn best and key documents and principles of the programme. The course also includes The National Numeracy Challenge, an online assessment tool designed to give an accurate picture of trainees' maths skills.

Aims of the Preparation Course:

- Begin to think about teaching and learning in the Teach First context.
- Consider the role that schools play in pupils' education.
- Understand the digital platforms and online learning tools
- Begin to understand:
 - > the Teach First vision and the three content strands of Teaching and Learning, Leadership and Movement
 - > the key documents and principles of the Summer Institute curriculum
 - > the wider aspects of the role of the teacher
 - > which methods and strategies are most effective in ensuring children learn
- Prepare for the next stages of the Training Programme

For more information about the preparation course, trainees should speak to their recruiter.



Summer Institute

Summer Institute is the five weeks of training that marks the start of the Training Programme for each new cohort of trainees. It's the main part of trainee preparation before they enter the classroom in September. During this time, trainees will be equipped with the skills, knowledge and behaviours needed to succeed in the classroom. They will also begin thinking about their role in helping us reach our vision of a fair education for all children, no matter their background.

The core purposes of Summer Institute are to prepare trainees for starting in the classroom and enable them to cement relationships with fellow cohort members. Summer Institute is being designed with these elements firmly at the forefront.

Summer Institute is made up of live sessions hosted by a Teach First Development Lead or university tutor, as well as a large amount of online self-directed content accessible at any time. Throughout Summer Institute trainees will be able to observe and practice teaching, and will also have the opportunity to engage with content delivered by experts in the field of education.

Additionally, trainees will spend four days in week 3 with their employment school, which will include four teaching episodes and a chance to observe teaching within the school. Other activities will include meeting and building relationships with staff including their mentor, getting to know school procedures and policies, accessing curriculum plans and schemes of work, all in order to prepare the trainee for starting school in September. For those who are unable to visit school during these four days, a comparable experience will be provided online, including opportunities to practice teaching episodes and hear from school staff through dedicated events.

The curriculum will be sequenced to ensure trainees get the best possible training. We will be explicit about what trainees need to focus on, in what order and by when.

Trainees will have a dedicated Development Lead from Teach First throughout Summer Institute, who will be there to offer one-to-one support through weekly meetings. There will also be plenty of opportunities to connect with other trainees in their geographical area and subject group, as well as our community of ambassadors and networks.



Year one

Training and development

Throughout the first year on the programme, trainees are supported by a Development Lead, university tutor and a school-based mentor.

Their training and development will be focused on the trainee's individual needs by reviewing their progress against the standards outlined in the Teacher Development Framework. For further details of the support provided by each support role, see [appendix C](#).

PGDE and QTS

During the first year of the programme, trainees work towards Qualified Teacher Status (QTS) and complete two modules of the Postgraduate Diploma in Education (PGDE). Further assessment details, including the assignment titles will follow.

Throughout year one, trainees attend a number of training days. Further information, including dates, content and pre-reading, will be released on My Teach First and signposted in email bulletins throughout the programme.

Ongoing Professional Learning module

This module provides valuable support and guidance as trainees continue their professional development journey into their employment school and the first year of the Training Programme.

The materials shared within the module will support trainees to:

- be prepared for their school employment and share guidance on some of the fundamental experiences they need in order to gain qualified teacher status (QTS)
- be ready for the first PGDE module by introducing some of the key research
- build successful habits into their practice that will support their ongoing development in the first year of the programme

The module has been designed to take around two hours to complete. Trainees will have access from 1 September.

PGDE modules

EMERGING PHILOSOPHY OF TEACHING AND LEARNING SYNOPSIS

This module focuses on developing a rationale or emerging philosophy to underpin the planning, teaching and assessment cycle. It involves comparing two sequences of lessons and is closely linked to self-knowledge, a vital element of leadership. Trainees will focus on the elements of effective planning, such as backwards planning, creating strong objectives and meeting them, identifying prior learning and planning for progress within and between lessons. With this knowledge and emerging understanding of philosophy, they can be more intentional in their approach to planning in the medium-term.

Trainees will improve their knowledge and application of assessment by selecting and applying different assessment techniques, strategies and tools while being intentional about it based on their emerging philosophy. They'll further develop an awareness of the research base of leadership, especially in relation to inner leadership and articulating approaches. They'll continue their focus on increasing self-awareness from module one and explore how to maximise development by working effectively with other adults. They'll also set and maintain high expectations while refining their ability to prioritise so as to maximise impact across a cycle of planning, teaching and assessment.

Emerging philosophy of teaching and learning assignment title

Through the exploration of phase and or subject-specific pedagogies, discuss the theoretical perspectives and research that have influenced your practice. Contrast the planning, teaching and assessing of a series of lessons, and evaluate the impact on your developing philosophy of leading learning.

Emerging philosophy of teaching and learning outcomes

Trainees will:

- have developed a systematic and critical approach to the subject knowledge required to successfully teach and assess a sequence of lessons (university)
- have explored phase and subject-specific pedagogies and developed a critical awareness of misconceptions in the subject or phase (university)
- have critically analysed current research and its impact on their assessment and planning of sequences of lessons (university)
- demonstrate a critical awareness of self
- make effective decisions in complex teaching and learning situations

LEADING LEARNING IN COMMUNITIES SYNOPSIS

This module focuses on engaging more deeply with the community context in which the trainee's employment school is situated. There will be a consideration of the ethical and practical aspects of researching communities, and trainees will identify potential common barriers and assets within communities.

There will be an exploration of misconceptions and stereotypes linked to communities and the barriers they may face. Social mobility and its meaning and purpose will be explored from different perspectives. Alongside this, trainees will consider what it means to be an evidence-informed practitioner. They'll consider which evidence is useful and where to find it, and will build on this to make use of the best research. As well as knowledge of the context, this will be used to inform trainees' approach to classroom practice and ultimately the progress of pupils. University input will consider what this can look like at a subject and phase-level, and may share examples of good practice and specific areas that may be a focus for work in this module.

Leading learning in communities assignment title

Explore the nature of your school's community by analysing relevant data and identify specific local strengths and challenges. Design, implement and evaluate an intervention to limit the barriers or maximise the assets of the community.

Leading learning in communities module outcomes

Trainees will have:

- critically explored the ethical and theoretical or methodological complexities of researching communities
- demonstrated a critical understanding of complex issues, made sound judgements based on evidence and communicated conclusions
- explored socially constructed identities of communities and individual pupils, including in relation to their own experience
- shown a critical awareness, based on research, of the opportunities for leading learning for pupils and the potential barriers to doing so within their school's community

QTS module

Throughout Year one trainees will work towards achieving Qualified Teacher Status (QTS) through their work at Summer Institute, PGDE modules and school-based development, with support from their Development Lead, mentor and tutor.

Primary and early years trainees

Due to the breadth of the primary and early years curricula, primary and early years trainees benefit from continued year-long development across the 14 subjects of the Primary National Curriculum and the seven areas of learning in Development Matters.

We use self-study courses and live sessions facilitated by Development Leads to offer primary and early years trainees sector expertise and research for each of the subjects within the national curriculum. We also provide further expertise through our subject leader ambassadors (former Teach First trainees) who partner with Development Leads to support planning and teaching across the curriculum.

Trainees will explore each curriculum subject as part of a community of practice, helping them develop the professional skills and behaviours they will need throughout their career to remain abreast of key developments and innovations in each of the subjects or areas of learning they teach.

Further information for trainees on year-long training will be found in their 'Ongoing Professional Learning' module. Primary and early years mentors will have phase-specific training covering this available on Brightspace from September.

Secondary trainees

Secondary trainees will be supported to gain QTS with an online training day focused on teaching and learning. Trainees will be able to choose three sessions from a range of seven.

Trainees will have access to all seven core sessions as well as a number of additional support sessions covering a range of teaching and learning topics. Trainees will be able to tailor their study to their own professional needs, with the support and guidance of their mentor and development lead.

The QTS content has been designed to support trainees to make progress towards being recommended for QTS at the end of year one of the programme. Trainees will evidence their progress against the curriculum through interactions with their Development Lead, mentor, and tutor in Steplab, and this will support assessment and award of QTS.

For further information on the assessment of QTS, please see the assessment section on [page 30](#).

Training days

Training days help trainees to progress through their postgraduate diploma and gain QTS status. It complements the learning they experience as part of their day-to-day teaching and reading, research and assignments related to their modules.

It's important that universities are clear with students prior to enrolment and during induction about how much time they're expected to spend studying outside scheduled learning and teaching sessions. The notional learning hours associated with qualifications, programmes and individual units of study are based on a broad agreement across institutions that students can expect to spend ten hours learning on average to gain one academic credit. This includes time spent in scheduled learning and teaching activities and private or personal study (for example, preparation for scheduled sessions and reading, and preparation for assignment tasks and revision).

All training is jointly designed and delivered by Teach First and our university partners. The programme has been designed to suit a blended learning approach which means there will be a mix of online (via Brightspace and Zoom) and in person events. The training days will vary in content and will include seminars, lectures and practical workshops. These days are in addition to 25 days of training during Summer Institute at the start of the programme.



Broader school experiences

CONTRASTING SCHOOL EXPERIENCE

The contrasting school experience is a five-day placement in a school that provides a different teaching experience to that of the trainees' employment school. This is mandatory and ensures trainees demonstrate the breadth and variety of teaching experience required to meet all of the standards for QTS (Initial Teacher Training Criteria C2.4).

The mentor will set up the placement, with the Development Lead and tutor supporting and monitoring the appropriateness of the placement.

The documentation that trainees and mentors need to complete before, during and after the experience can be found in the 'On-going Professional Development' module on Brightspace.

Please note: if the experience has not met the requirements, or if it's decided the trainee would benefit from a longer experience, this will be arranged with the Development Lead, tutor and mentor.

REQUIREMENTS

The contrasting school experience:

- should take place before the end of the spring term
- should be arranged with the contrasting school by the end of the autumn term (including dates)
- must take place in a school in England
- must be a minimum of five days, designed so that trainees can see and plan for pupil progression. For subjects that have single lessons weekly, single days would support this. For primary, early years and subjects that have more regular classes, this should take place in a one-week block
- must focus on the development needs of the trainee
- should enable the trainee to learn from outstanding practice and meet their development needs
- must be in a contrasting context to the trainees' current school to ensure the greatest amount of learning and development. What 'contrasting' means will depend on the context of their placement or employment school, and may include opportunities for the trainee to:
 - > demonstrate their ability to teach children and young people from different backgrounds and age ranges than that of their employment school
 - > gain experience of a different approach to school organisation and management
 - > develop their understanding of pupil transition and progression in their subject
 - > drive progress in their development areas
 - > undertake significant teaching and receive feedback on their teaching and progress of the pupils they teach
- should not take place in a school within the same academy chain
- must have significant opportunities for the trainee to teach and receive formal and informal feedback on their teaching

ONE-DAY PRIMARY EXPERIENCE (SECONDARY)

Secondary trainees need to spend at least one day in a primary school observing and working with small groups of children. A document on planning a quality experience and capturing learnings can be found in the 'On-going Professional Development' module on Brightspace.



ONE-DAY SECONDARY EXPERIENCE (PRIMARY)

Primary trainees need to spend at least one day in a secondary school observing and working with small groups of children (this is included within the five days of contrasting school experience). A document on planning a quality experience and capturing learnings can be found in the 'On-going Professional Development' module on Brightspace.

ALTERNATIVE KEY STAGE PLACEMENT (PRIMARY AND EARLY YEARS)

During the first year on the programme, primary and early years trainees are required to spend a minimum of 20 days in the alternative key stage to the one they are teaching in. These 20 days can be split into sections, but a minimum of ten days must be continuous. This placement is to ensure primary and early years trainees are trained to teach children across the full age range of five to eleven years for primary and three to seven for early years.

During the final ten days of the placement, trainees should take responsibility for the class in the alternative key stage for 80% of the timetable. Trainees must have the opportunity to demonstrate all the Teachers' Standards during this time. To support assessment, trainees will be visited and observed by their Development Lead and/or tutor, which will include at least one lesson observation. It's strongly encouraged that the mentor also completes a lesson observation during this time. If primary trainees are teaching in Key Stage 1 as part of the alternative key stage, trainees must have significant experience of teaching and be observed teaching phonics and early maths.

Primary and early years trainees must complete both their contrasting school experience and alternative key stage placement by the end of the spring term, before Easter. We encourage the completion of the contrasting school experience first, ideally before Christmas, and that the alternative key stage placement happens in the spring term.

BIRTH TO THREE YEARS PLACEMENT (EARLY YEARS TRAINEES ONLY)

Early years trainees must spend five days working with children from birth to three years as part of the programme. This is to gain experience of child development and an understanding of how very young children learn.

Time spent working with children this age will lead to a better understanding of the background of children in trainees' own classes, which will improve the teaching and learning in their own setting. This placement needs to take place at some point during year one of the programme and is recommended to be in a one-week block.

The goals of this placement:

1. The trainee will gain an understanding of:
 - > the leadership structure in a birth to three years setting and why it's different
 - > child development from birth to three years.
 - > excellent early years practice
 - > other elements that make the birth to three years setting unique
 - > how younger children's experiences can feed into their learning
 - > The learning of younger or less able children
2. The employment school will benefit from:
 - > the impact on current practice facilitated by trainee development through the placement
 - > strengthened ties with families and the community
 - > strengthened transition practices and systems
 - > an increased understanding of new cohorts (if the nursery is a feeder setting, meaning all the children will go on to the same primary/secondary school)
3. The visiting setting will benefit from:
 - > an additional adult and the different perspective they bring
 - > learning from the trainee and benefiting from the knowledge, skills and experience they have developed so far
 - > relationship development – strengthening a link between settings
 - > potential continuation and support with transition for children who may be moving to the school setting

The Development Lead and mentor will need to work with staff to make sure the five-day placement is structured to gain the most positive experience.

Progression and transition are of vital interest to the sector and to Ofsted; this placement will support the development of an evidence base demonstrating the link to – and knowledge of – birth to three years settings. A document on planning a quality experience and capturing learnings can be found in the 'On-going Professional Development' module on Brightspace.

PRIMARY AND EARLY YEARS CURRICULUM TRAINING

Due to the breadth of the primary and early years curricula, primary and early years trainees benefit from continued year-long development across the 14 subjects of the Primary National Curriculum and the seven areas of learning in Development Matters.

We use self-study courses and live sessions facilitated by development leads to offer primary and early years trainees sector-leading expertise and current research for each of the subjects within the national curriculum. We also provide further expertise through our subject leader ambassadors (former Teach First trainees) who partner with development leads to support planning and teaching across the curriculum.

Trainees will explore each curriculum subject as part of a community of practice, helping them develop the professional skills and behaviours they will need throughout their career to remain abreast of key developments and innovations in each of the subjects or areas of learning they teach.



Year two

PGDE and being an ECT

In the second year of the programme, trainees become an Early Career Teacher (ECT) and work towards the final two modules of the Professional Graduate Diploma in Education (PGDE). For assessment details, including assignment titles, see [appendix E](#).

Throughout year two, trainees will attend training days to develop their teaching and leadership knowledge and skills, as well as work towards their PGDE.

All training is jointly designed and delivered by Teach First and our university partners. The programme has been designed to suit a Blended Learning approach which means there will be a mix of online (via Brightspace or Zoom) and in-person events. The training days will vary in content and will include seminars, lectures and practical workshops.

Individual support

Throughout the second year on the programme, trainees are supported by a Development Lead and a mentor. They will support the trainee to make progress and to complete their PGDE. They will also receive academic support from their tutors through training days. For further details of the support provided by each support role, see [appendix C](#).

PGDE modules

COLLABORATIVE LEARNING AND DEVELOPMENT SYNOPSIS

This module focuses on the development of phase and subject-specific pedagogy through individual and collaborative reflection, evaluation and critique.

Trainees will gain a critical insight into working collaboratively to develop their subject and phase-specific pedagogy, and will use this knowledge to refine and develop their teaching. They'll consider the meaning of vision and high expectations and how to use these to guide their work.

Collaborative learning and development assignment title

Engage with others to identify a concept or area of learning. With reference to literature and subject-specific research, develop your pedagogical knowledge and discuss how you would apply this to your teaching and vision. Critically evaluate your own learning from this collaborative activity.

Collaborative learning and development module outcomes

Develop a significant and in-depth knowledge of a given subject area and associated subject-specific pedagogy.

- Critically evaluate current research and advanced scholarship in order to select, practise and critique an 'innovative practice' in relation to a given subject.
- Understand different theories and models of reflection and be able to evaluate and critique them.
- Develop an understanding of the value and benefit of collaborative practice through critically evaluating research and their experience of it, which is at the forefront of academic discipline.

EXTENDING IMPACT AND INFLUENCING OTHERS SYNOPSIS

In this module, trainees will reconsider their practice in context and identify the prominent barriers to success for pupils. Trainees will then design and implement a piece of practitioner research to overcome the barrier(s) identified. Following implementation, they will draw conclusions from their research and use these to influence others.

Extending impact and influencing others assignment title

Drawing upon the breadth of your experience and development, you will work to transform the vision that you have for your pupils into reality.

Extending impact and influencing others module outcomes

- Demonstrate a critical understanding and implementation of area of focus.
- Demonstrate a critical and analytical understanding of the methodological, ethical and stakeholder requirements.
- Effectively communicated their systematic reflective rationale, progress and impact of their action research.

Ambassador transition

This stage ensures trainees know the opportunities available to them as ambassadors, including formal development, networks of peers supporting each other and the ability to connect with the community for inspiration, help or promotion.

They can use this community to help shape their next steps, be that honing their teaching craft, moving into a position of school leadership or moving to a new area or profession. As they make this transition, they'll be guided on how to keep connecting with Teach First, each other, and the wider sector.



The ambassador community

Anyone who completes one of our programmes becomes a Teach First ambassador. It's a vast and diverse community of over 12,000 people working to build a fair education for all.

Our community is a committed, connected and empowered community – with vibrant networks. Being a part of the ambassador community can support you emotionally, help you reduce your workload, provide training opportunities, aid career advancement and give you a place to share knowledge, resources and connections.

In and out of the classroom, ambassadors are having an impact through being great teachers, school leaders, social entrepreneurs, policymakers and professionals supporting schools. Whatever it takes to help the least advantaged young people succeed at school and beyond.

What do our ambassadors go on to do?

FORMAL DEVELOPMENT OPPORTUNITIES

Master's degree

Once trainees have completed their PGDE, they can opt to complete a master's degree at one of our partner universities. More information will be provided in the second year of the programme through My Teach First and email bulletins.

School leadership programmes

We offer routes to support career progression, including:

- National Professional Qualifications for middle, senior and aspiring heads
- Leading Together for whole school senior leader support
- Careers Leader programme

Summer Projects

Trainees and ambassadors are eligible to apply for a range of exciting and unique summer projects with a variety of organisations.

Coaching programme

Trainees and teaching ambassadors are eligible to apply for a free professional coach.

Follow [@TF_ambassadors](#) on Twitter to see some of the inspiring stories and exciting opportunities from our community.

NETWORKS

Teach First has a variety of networks across the country comprised of teachers, school leaders, organisations and professionals.

These networks can be online or in-person, working towards clear goals or coming together informally for support and connection. From networks supporting individuals into school leadership, to bringing together social entrepreneurs, new needs are cropping up all the time. Whatever you're trying to achieve in education, you can go further and faster working together with others.

A few of our many networks include:

- Be Bold, aiming to empower teachers and ensure research-led practice.
- Innovation Community, bringing together established, scaling and emerging social innovation organisations founded and or led by Teach First ambassadors.
- TF BAME Community, championing professional dialogue about race throughout the Teach First community and advocating for greater representation of BAME trainees and ambassadors at all levels of leadership in education.
- Ambassadors in Business, ambassadors working in professional services to have an impact on the schools that most need support.

Affinity Networks

Affinity networks exist to support trainees, programme members and ambassadors to connect with their peers over a common affinity. They play a vital role in articulating, promoting, and supporting the needs of these communities. Affinity networks help increase morale, create communities within our wider community, encourage collaboration across cohorts / programmes and empower members to be more active and confident in this part of their identity. The affinity networks are listed below:

- TF BAME Network
- TF LGBT+ Network
- TF Parents and Carers Network
- TF Career Changers Network
- TF Multifaith Network
- TF Disability Network
- TF Neurodiversity Network

Take a look at the [networks page](#) on our website for more inspiration.

VOLUNTEERING

Volunteering helps our ambassadors develop personally and professionally while working towards Teach First's mission.

Just a couple of opportunities include:

- serving as a school governor
- supporting the Training Programme as a buddy, facilitator or recruiter.
- Getting specialist training from Teach First to be a Fundraising Champion

[Sign up](#) to the volunteering newsletter.

JOIN THE ONLINE COMMUNITY

The [ambassador Facebook group](#) is a vibrant online community of ambassadors supporting each other, this is a great place to reach out for support from other ambassadors, connect with likeminded people and a space to share ideas and build strong networks.



Support roles

Development Lead

The Development Lead is the key point of contact at Teach First for the trainee. As Teach First awards QTS to trainees, Development Leads are important as they coordinate all aspects of the support they receive whilst ensuring alignment with the curriculum.

The Development Lead will guide a trainee's progress as a teacher and leader, and will connect them to the wider Teach First movement. They're experts in teacher development, leadership development and classroom practice. With a focus on trainee progress against the training programme curriculum they also work closely with mentors to develop their expertise alongside trainees.

Tutor

The university awards the PGDE to trainees. Tutors working for the university are experts in teacher development, particularly in phase and subject teaching. They're academic specialists, supporting trainees to work at master's degree-level.

Mentor

Mentors are school-based and have the greatest number of interactions with the trainee across the two-year programme. They are highly-effective teachers within the subject or phase the trainee teaches in, and will help them to develop successfully in order to achieve QTS and make progress against the training programme curriculum and the ECF. Their main focus is to ensure each trainee has a successful experience in school and becomes an effective teacher whose practice positively impacts pupils.

Coach

Trainees have the opportunity to apply for a coach. Coaches are experienced professionals who can help trainees work through any challenges they might face. Ambassadors who stay in teaching can also access this support.

We recruit volunteer coaches from a wide range of sectors. Many of them work for our supporting organisations, whilst others are either entrepreneurs or representatives from national and international charities, businesses, government bodies and the media.

Coaching is focused on impartial guidance and wellbeing support, helping individuals to reach their own decisions to achieve their goals.

For a more detailed breakdown of support roles, see [appendix C](#).

For trainee expectations, see the programme member code of conduct in [appendix F](#).



A young man with brown hair, smiling, wearing a blue school blazer with silver piping, a white shirt, and a blue and white striped tie. A school crest is visible on the left pocket of the blazer.

Progress and assessment

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Teacher Development Framework

The Teacher Development Framework is used to support trainee development by helping them:

- understand areas of strength and development
- it will allow for a common language for trainees and support roles to ensure that everyone is aligned on what the trainees' areas for development are.

Development goals and actions

Support roles will set development goals and actions throughout Summer Institute as well as once trainees are in school. Development goals have a specific developmental focus, which will then be broken down into several key actions to help trainees achieve the goal. Support roles and trainees can add comments and upload files to their development goals, and this will allow trainees to evidence key pieces of work during Summer Institute.

Weekly action steps

The weekly action steps form an important part of the instructional coaching that support roles will carry out with trainees. Mentors will lead on the weekly action step cycle with their trainees. Support roles will set specific areas of practice for the trainees based on their areas of development, which will then be discussed in meetings.

Termly reviews

There will be three termly reviews during year 1 (including a final review at the end of the year) and these will be logged on Steplab. All evidence of trainees development will be housed on Steplab, therefore Steplab will form an important part of these reviews.

Support plans

If a trainee is placed on a support plan during the programme then this will be housed on Steplab, where trainees and support roles will be able to view progress towards the actions on the plan. More information on support plans can be found in [appendix D](#).



Trainee lesson observations

Observations are one method by which support roles help trainees to make progress on the programme. They are used to enable trainees to discuss with expert colleagues elements of their practice, to identify strengths and areas for development, as well as provide opportunities for the trainee to reflect on their teaching practice. Observation notes will be housed on Steplab and will form part of the trainee's journey towards recommendation for QTS.

This guidance is focused on observations of trainees. Whilst it is expected that trainees will observe other teachers to enhance their understanding of high-quality teaching and learning, there are no formal requirements for this. Development Leads, mentors and tutors will support trainees to identify opportunities for observations.

Number of observations

Trainees will have at least ten lesson observations in year one, and at least six in year two. The table below outlines which support roles will conduct each observation. Some trainees may receive more if it's beneficial to their success on the programme. Some schools also have specific policies in place for how observations are conducted, and trainees can expect to receive further information on these from their mentor.

The Development Lead and tutor will work with the trainee and mentor to schedule observations. If the date of an observation changes, this should be clearly communicated to the trainee and their support roles.

Additional requirements

Across all observations in the first year of the programme, at least two Key Stages should be seen:

- Primary – Key Stage 1 and 2.
- Early years – early years and Key Stage 1.
- Secondary (except business) – Key Stage 3 and 4.
- Secondary business – Key Stage 4 and 5.

For primary and early years trainees, observation for the Key Stage they do not usually teach will take place during the alternative Key Stage.

Termly reviews

Each term there is an opportunity for professional dialogue around the trainee's progress which is led by the Development Lead. During the review, the trainee will reflect on their progress against the curriculum and the impact of this on their practice. The Development Lead will work with other support roles and the trainee to create next steps in the form of development goals as a result of this meeting.

To prepare, the trainee will reflect on their progress against the impact statements and will prepare a presentation to explore what they have learnt, how this has impacted their teaching and how their practice is developing over time. The reflective impact statements and guidance for their completion can be found in the 'On-going Professional Development' module.

Termly reviews are internally moderated and quality assured within Teach First to ensure a rigorous and consistent process. All final QTS grades awarded by Teach First are moderated by the Teach First Assessment Board and an external moderator.

OBSERVATIONS DURING THE TRAINING PROGRAMME

YEAR ONE

Development Lead	Minimum of five observations (some may be completed jointly).
Tutor	Minimum of three observations (some may be completed jointly).
Mentor	Minimum of six observations (some may be completed jointly).

YEAR TWO

Development Lead	Minimum of three observations (some may be completed jointly).
Tutor	None.
Mentor	Minimum of six observations (as part of the school's early career teacher programme).

recommendation two are required to provide further evidence and to submit this for assessment before the final examination board. Final assessment visits are moderated by external examiners for the programme. Visits are made to approximately 10% of the cohort and external examiners are accompanied by Development Leads.

Procedures for dealing with potential failure

Procedures for dealing with failure come into operation following a review by the programme assessment board. Any trainee whose work was designated unsatisfactory and who does not meet all programme requirements at the assessment board review could fail the programme. As trainees at this stage would have already been on a support plan, they will have had a number of opportunities to be supported to improve their progress on the programme. Therefore, if they are deemed to have failed to meet the standard required for QTS they will be informed and will not be recommended.

Final assessment

The final assessment to recommend trainees for QTS takes place in June. This process draws all the evidence together to make a judgement about whether there is a recommendation for QTS. Each trainee will work with a Development Lead to complete their final assessment.

During this time, Development Leads:

- meet with mentors to discuss progress during the year and to establish an overview of trainees' work in school
- meet with the trainee to discuss their work and progress
- Assess trainee progress as shown on Steplab

Headteachers are kept informed during this process. Following the final assessment visit, Development Leads will make one of three recommendations:

- **Recommendation one:** Process completed and the trainee can be recommended for QTS.
- **Recommendation two:** The trainee is on track, but there is insufficient evidence to support the recommendation for QTS. The trainee must provide further evidence.
- **Recommendation three:** The trainee has not met the requirements and will not be recommended for QTS.

At this stage, recommendations are subject to verification at the final assessment board and, in some cases, by the external examiner. Trainees who are given

Assessment regulations

Assessment regulations apply only to the programme and the recommendation of QTS, and are separate from the trainee's contract with Teach First and their employment school. All decisions concerning failure or potential failure in the Training Programme are taken by Teach First through its assessment board procedures. University colleagues and the trainee's school are consulted at every stage.

The programme leads to the recommendation of QTS, which is made by Teach First following successful completion. This recommendation is dependent on the Teachers' Standards being met.

Attendance

Trainees who are absent from training sessions for approved reasons must cover the work missed. This may include the need to complete a pro forma, signed by the relevant tutor or Development Lead, indicating what catch up work has been completed.

Absence from PGDE sessions should normally be only for reasons of certificated illness. Any other requests for absence from training days for exceptional reasons must be made in writing in advance.

Punctuality

Trainees are required to be punctual for all training and events. Tutors, mentors and Teach First employees can report poor punctuality as grounds for a trainee's work being designated as unsatisfactory at a termly review, with regard to professional conduct.

All tasks, assignments and presentations must be completed on time.

All major deadlines, for the entire programme, are published in advance. To avoid penalties, any request for an extension must be made to the university course leader in advance of the deadline and in line with university guidance. Extensions will only be granted

in exceptional circumstances, in line with university provider policy. More information can be provided by university providers.

Deferred assessment

When an assessment cannot be made by an Internal Review Board for reasons of certificated illness, or other absence, a deferred assessment is recorded.

Trainee expectations

While the majority of trainees will act professionally and in line with standards, any breach of the Code of Conduct will need to be investigated by Teach First and may result in the trainee being withdrawn from the programme. See [appendix F](#) for more information.



Key formal assessment dates 2021- 2023

YEAR ONE		
SUMMER INSTITUTE	DATE	ASSESSMENT BY
Review	Summer Institute week five	Development Lead
AUTUMN TERM	DATE	ASSESSMENT BY
Termly review	End of autumn term	Development Lead
SPRING TERM	DATE	ASSESSMENT BY
Emerging philosophy of teaching and learning	Spring term	Tutor
Termly review	End of spring term	Development Lead
SUMMER TERM	DATE	ASSESSMENT BY
Leading learning in communities	Summer term	Tutor
Final QTS assessment and sign off	June 2021 (exact date to be confirmed)	Development Lead

YEAR TWO		
AUTUMN TERM	DATE	ASSESSMENT BY
Termly review	End of autumn term	Mentor (with input from Development Lead)
SPRING TERM	DATE	ASSESSMENT BY
Collaborative learning and development	Spring term	Tutor
Termly review	End of spring term	Mentor (with input from Development Lead)
SUMMER TERM	DATE	ASSESSMENT BY
Extended impact and influencing others	Summer term	Tutor
Trainees are asked to consider their longer-term impact as they embark upon joining the ambassador community	Summer 2023	Development Lead

Trainees with additional requirements

Teach First is committed to providing reasonable adjustments to support trainees who have disabilities, health conditions or impairments. Trainees need to share details on any requirements through the Personal Information Form as part of the enrolment with their university, and also to their school as their employer. Due to our internal data protection policies, we do not share this information on behalf of the trainee.

All trainees have access to student services at their university and are entitled to occupational health support in their employment school.

If any required reasonable adjustments or inclusive support needs develop or change over the course of the programme, trainees should share this with their Development Lead and university disability services to make sure appropriate provision can be made.

For further information on university disability services, please see [appendix G](#).



The Trainee Support Framework

If trainees require extra support during the programme, the Trainee Support Framework is used to coordinate this. The support could be needed for a range of reasons and will always focus on helping trainees to make the most progress and have the greatest impact possible.

The Trainee Support Framework is a collaborative process involving the trainee, Teach First, the school and the university. It can respond to a range of needs, recognising that many trainees require some additional support at various points in their training.

The Trainee Support Framework ensures this support is approved by all parties and provides a positive framework for the trainee to progress by identifying clear needs and targets. Where a trainee does not make adequate progress through the first phase of the Trainee Support Framework, formal procedures may be instigated to allow for increased support and monitoring. The Trainee Support Framework is consistent for all Teach First trainees. In cases of gross misconduct, university, school or Teach First procedures may be implemented outside of this framework.

What is the Trainee Support Framework?

The Trainee Support Framework is a three-stage process to align support from schools and Teach First around a trainee. The phases are:

- Extra help
- Cause for concern
- Sustained cause for concern

Each phase lasts for approximately four weeks and can be repeated if necessary. While the cause for concern and sustained cause for concern stages focus specifically on issues related to Teachers' Standards, the period of extra help can be related to wider areas where support is needed, for example:

- Struggling to progress through the Teacher Development Framework.
- Not being on track to gain QTS.
- Challenges with wellbeing.
- A period of absence.

Any additional support provided as part of the Trainee Support Framework will be shared with the trainee as a support plan, with clear objectives and actions. It's important for trainees and mentors to raise awareness with the Development Lead as quickly as possible to challenges that the trainee may be having so that support can be agreed and implemented straight away. This allows specific training needs and / or concerns to be identified, and for Development Leads, tutors and mentors to work together to provide appropriate extra support.

Being proactive and identifying potential challenges early is crucial. Trainees are actively encouraged to ask for support where they think they need it. Trainees will always be made aware if their Development Lead, tutor and mentor believe they require a support plan.

For a breakdown of each stage of the Trainee Support Framework, and the implications for not passing the final stage, please see [appendix D](#).

Glossary

CKA: Curriculum Knowledge Assessment

ECT: Early career teacher

ITE: Initial Teacher Education

ITT: Initial Teacher Training

IRB: Internal Review Board

KS1: Key Stage 1

KS2: Key Stage 2

PIF: Personal Information Form

PGDE: Postgraduate Diploma in Education

QTS: Qualified Teacher Status

SKE: Subject Knowledge Enhancement

VLEs: Virtual Learning Environments



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Appendix A:

Where to find further information

The Teach First website

The Teach First website, teachfirst.org.uk, contains more detailed information on many of the areas covered in this guide, such as our networks, the ambassador community and our other programmes.

My Teach First

My Teach First is an online platform that guides trainees through the programme. It also provides access to the tools and support they need to complete their PGDE. My Teach First is used before and during Summer Institute and throughout the two years of the Training Programme.

Steplab

Steplab is the developmental online tool for trainees and support roles (Development Leads, tutors and mentors) to track and monitor progress throughout the programme. Training on how to use Steplab is provided at the beginning of Summer Institute for trainees and during mentor training for mentors.

Steplab is accessible through My Teach First. Login details are provided to trainees in June.

The programme agreement

This contractual document explains the key requirements and responsibilities of schools, university training providers and Teach First in relation to the delivery of the programme. It includes details on the programme, the fees and financial obligations, mentor requirements, and our equality, diversity and inclusion policy. This document is available upon request from Teach First. Schools may also be able to share this.

Appendix B:

Quality assurance

Teach First is responsible for the award of QTS and is, in partnership with universities, delivering a PGDE. We are therefore required to meet the quality standards of the Department for Education and the Quality Assurance Agency for Higher Education. Our internal quality assurance processes support the ongoing monitoring of the quality of our Training Programme.

Programme design

The high-level structure of the programme has been designed with university providers through a course committee structure. The PGDE has been validated as a level 7 qualification at each institution. The session level content is designed by both Teach First and university providers. All content is quality assured to meet the standards agreed by the partnership:

- 100% of programme design is shared between Teach First and university partners for review and feedback.
- 10% of both Teach First and university designed content is formally reviewed by the course committee.

Programme delivery

All Teach First and university facilitators / lecturers have undergone a robust recruitment process to ensure they have the necessary skills and experience to deliver the content. All facilitators/lecturers also receive training and briefings on content. The delivery of the programme is quality assured at the point of delivery through a Teach First designed process for our content, and through a university designed process for university content. The survey of trainees, mentors and headteachers provides an evaluation of both the design and delivery of the programme.

Assessment

The termly and QTS review process is quality assured by the initial teacher training team at Teach First.

The internal quality assurance processes are overseen by the Training Programme Assessment Board, which includes the External Moderator. The Assessment Board will coordinate a series of audits throughout the year to quality assure programme assessment and support processes. Programme outcomes from each termly review are analysed at a regional and national level, with recommendations built into the programme improvement process.

Mentor provision

Training will be provided to all mentors, and the mentor development framework and mentor curriculum frameworks support mentors to develop their own practice so they can offer tailored support to each trainee. Mentor quality is carefully quality assured by Development Leads and appropriate interventions put in place where necessary.

Appendix C:

Support roles

Year one

YEAR ONE		
AREA OF SUPPORT	TRAINEES	SUPPORT ROLES
Initial progress review visit with Development Lead	<p>Engage in an initial progress review meeting with Development Lead.</p> <p>Preparation required:</p> <ul style="list-style-type: none"> • Complete Post Summer Institute actions - reflect progress on Steplab through completing actions and completing instructional coaching with mentor. Based on above, identify continued focus areas and come prepared to discuss. • Select a lesson for an informal 'drop in'. • Bring teaching timetable. • Clarify any upcoming deadlines. 	<p>Development Lead</p> <p>Engage in an initial progress review meeting with the trainee:</p> <ul style="list-style-type: none"> • Conduct a 'drop in' observation (either in person or through IRIS) with feedback. • Contract ways of working and expectations. • Review progress on Steplab. • Collect timetable information (spot check mentor and trainee timetables are suitable). • Review and agree any upcoming deadlines or events, including PGDE learning days.

YEAR ONE

AREA OF SUPPORT	TRAINEES	SUPPORT ROLES
Weekly mentor interactions	<p>Prepare for and engage in 39 (one-hour weekly) instructional coaching / development interactions with mentor.</p> <p>These may differ week-to-week depending on needs, but should include:</p> <ul style="list-style-type: none"> instructional coaching through Steplab including review of previous action steps and identification of next action steps review of progress against the programme curriculum- using the language of the TDF data reflecting on pupil progress joint lesson planning practice of key teaching skills reflection on training or reading undertaken as part of the PGDE, linked to classroom practice discussion of informal lesson 'drop in' review of and selection of development goals and actions to focus development for the following week(s) <p>Preparation required:</p> <ul style="list-style-type: none"> Update progress against action steps and development goals - including reflection on progress made and the impact on practice in Steplab Be prepared to communicate strengths or areas for development, linked to evidence. Create and share a meeting agenda. <p>These interactions should ensure:</p> <ul style="list-style-type: none"> feedback is received on observed teaching practice and next steps identified reflection on teaching practice and progression through the Training Programme setting, reviewing or updating regular action steps/development goals through Steplab receipt of specific support to develop subject knowledge, including subject specific pedagogy 	<p>Mentor:</p> <p>Prepare for and engage in 39 (one-hour weekly) developmental interactions with the trainee. These may differ week-to-week depending on trainee needs, but should include:</p> <ul style="list-style-type: none"> instructional coaching through Steplab including review of previous action steps and identification of next action steps joint lesson planning facilitating practice/modelling of teaching skills the informal lesson 'drop in' and feedback completed in Steplab providing support to develop pedagogical subject knowledge discussion of reflection on trainee's progress and identified developmental areas and interests <p>This could include opportunities to:</p> <ul style="list-style-type: none"> explain how the context of the school, community and pupils impacts trainee planning and assessment ensure trainee readiness for any upcoming school or Teach First activities (including PGDE training days, termly reviews and written assignments) provide specific support to develop subject knowledge including subject specific pedagogy support wellbeing and workload management

YEAR ONE

AREA OF SUPPORT	TRAINEES	SUPPORT ROLES
Half-termly Development Lead progress review visits	<p>Prepare for and engage in a minimum of six progress review meetings with the Development Lead. Some of these may be online.</p> <p>Preparation required:</p> <ul style="list-style-type: none"> • Ensure Steplab is up to date with progress against action steps and development goals and reflections of the impact of these on practice. • Be prepared to communicate strengths/ areas for development, linked to evidence. • Complete actions in Steplab. • Create and share an agenda for the meeting. <p>Progress review visits should ensure:</p> <ul style="list-style-type: none"> • meaningful progress as a new teacher, which can be evidenced at termly review points • clarity and support with written assignments • taught learning is linked to classroom practice • specific support to improve phase-specific teaching practice is received • data reflecting pupil progress is gathered 	<p>Development Lead</p> <p>Lead a minimum of six progress review meetings focused on the trainees' strengths and areas for development. Some of these may be online. This will take place alongside observation of practice either through a full lesson observation (a minimum of five across the year) or observation of practice via IRIS and requires the Development Lead to:</p> <ol style="list-style-type: none"> 1. Observe a practice using the Teach First lesson observation form provided for full lesson observations. 2. Provide developmental feedback using the feedback model provided, and record in Steplab. 3. Facilitate a review of trainee progress through the programme, using the Teacher Development Framework to support discussion of progress and next steps. Record in Steplab areas of strength and next steps / actions to further develop the trainee's teaching practice. <p>As part of the discussion above, the Development Lead should:</p> <ul style="list-style-type: none"> • provide specific strategies to improve teacher practice • use documentation to cohere support and ensure alignment • communicate well in advance of the meeting any progress expected <p>Any other business should include:</p> <ul style="list-style-type: none"> • facilitating an evaluative review of pupil progress • ensuring clarity on any upcoming Teach First activities (including PGDE sessions, termly reviews, assignments) • agreeing host schools and developmental objectives for all alternative school-based learning (contrasting school experience, birth to three years for early years and alternative Key Stage for primary and early years, one day in a primary school for secondary).

YEAR ONE

AREA OF SUPPORT	TRAINEES	SUPPORT ROLES
Formal lesson observations	<p>Receive a minimum of ten full lesson observations with feedback:</p> <ul style="list-style-type: none"> • Three by tutor (some observations may be completed jointly). • Six by mentor (some observations may be completed jointly). • Five by Development Lead (some observations may be completed jointly). <p>Preparation required:</p> <ul style="list-style-type: none"> • Identify focus areas from the Teacher Development Framework. • Consolidate and email all related lesson materials and resources in advance of observation. • Conduct the lesson. • Attend and engage in feedback meeting. • Seek support to translate feedback into specific actions for improvement. <p>After the observation: update professional objectives and weekly actions on Steplab as appropriate.</p>	<p>Development Lead:</p> <ul style="list-style-type: none"> • Lead the mapping of ten full lesson observations across the year in collaboration with the tutor and mentor using the Teach First lesson observation form. • Ensure trainees have a minimum of ten full observations: each joint observation will count as one formal observation. • Organise the joint observations of at least three trainee lessons with the mentor. • Where observations are joint: consolidate observations from the mentor and agree who will lead the feedback conversation. • Upload complete lesson observation to Steplab development goal – tag as an observation and use to identify and record next steps/actions following the observation. • Conduct five full lesson observations with feedback using the Teach First feedback model. <p>Tutor:</p> <ul style="list-style-type: none"> • Conduct three full lesson observations with feedback (some observations may be completed jointly) using the Teach First lesson observation form provided and uploaded to Steplab. • Complete development goal for observation – tag as observation and identify next steps / actions. • Where observations are joint ensure both observation forms are uploaded to Steplab. <p>Mentor:</p> <ul style="list-style-type: none"> • Conduct three full lesson observations with feedback (some observations may be completed jointly) using the Teach First lesson observation form provided and uploaded to Steplab. • Complete development goal for observation – tag as observation and identify next steps / actions. • Where observations are joint ensure both observation forms are uploaded to Steplab.

YEAR ONE

AREA OF SUPPORT	TRAINEES	SUPPORT ROLES
Termly review	<p>Undergo a termly review twice a year.</p> <p>Preparation required:</p> <ul style="list-style-type: none"> • Complete a reflection on progress up to the review point against the programme curriculum. This should be done using the Reflective Impact Statements and guidance on Brightspace. • Identify specific evidence (for example, IRIS clips/PGDE assignments/pupil progress) to exemplify the reflective impact statements. • Meet with mentor in advance of the termly review to discuss feedback and the trainee's reflection on their own progress. • Attend and engage in the termly review meeting. • Complete any necessary actions coming out of the meeting, especially related to Steplab. • Ensure all documentation supporting contrasting school placement, alternative Key Stage (primary and early years only) and birth to three years (early years only) are complete and shared as appropriate. 	<p>Development Lead:</p> <ul style="list-style-type: none"> • Lead the organisation of the termly review, ensuring the mentor and trainee can be present. • Chair the termly review. • At the termly review, record all key decisions and actions; communicate them through completing the Termly Review page in Steplab. • Following the review identify next steps for development with feed in from all support roles and the trainee. • Ensure feed in from all support roles and trainee on the identification of next steps for development following the review. • Report outcome to Teach First by accurately completing Steplab. <p>Tutor:</p> <ul style="list-style-type: none"> • Input to the Termly Review prior to the meeting by completing a full lesson observation each term and ensuring Steplab development goals for subject knowledge development are created, tracked and reflected on. • Report outcome to university and represent any necessary discussions through the Internal Review Board process. <p>Mentor:</p> <ul style="list-style-type: none"> • Meet with the trainee in advance of the termly review to discuss their reflection on their progress to date through reviewing the Reflective Impact Statements and related evidence – particularly of impact on pupil progress. • Attend the termly review. • Report outcome to school (mentor or headteacher).

YEAR ONE

AREA OF SUPPORT	TRAINEES	SUPPORT ROLES
Final assessment	<p>Prepare for and engage in a final assessment meeting in the summer term:</p> <ul style="list-style-type: none"> • Complete the Final Assessment Reflection against the Reflective Impact Statements to reflect on progression across year one of the programme, and against the Teachers' Standards. • Identify specific evidence (for example, IRIS clips, feedback, pupil progress) to share within the Reflective Impact Statement presentation to demonstrate development of teaching practice. • Ensure all core requirements are complete. • Prepare for and engage in moderation visit by external moderator (if required). 	<p>Development Lead:</p> <ul style="list-style-type: none"> • Work with the mentor and tutor to ensure paperwork, agreed visits and programme requirements are met. • Ensure Steplab progress monitoring requirements are met. • Lead the set up and chairing of any necessary meetings. • Attend any necessary meetings ensuring agreement on the final assessment and recommendation for QTS occurs within the meeting. • Complete the Final Review section in Steplab. • Liaise with the external moderator (as required). • Connect the external moderator to the mentor (if required). • Report the final outcome to Teach First. <p>Tutor:</p> <ul style="list-style-type: none"> • Ensure all preparatory work is completed by the trainee. • Communicate any concerns or gaps in trainee progress in advance with Development Lead and mentor. • Attend any necessary meetings ensuring agreement on the final assessment • Report the final outcome to the university. <p>Mentor:</p> <ul style="list-style-type: none"> • Ensure all preparatory work is completed by the trainee. • Communicate any concerns or gaps in trainee progress in advance with the Development Lead. • Attend any necessary meetings. • Liaise with the external moderator and the school to set up moderation visit (if required). • Report outcome to school (headteacher, senior leadership team lead).

YEAR ONE		
AREA OF SUPPORT	TRAINEES	SUPPORT ROLES
Bespoke	<p>Prepare for and engage in any bespoke and/or virtual support from Development Lead, tutor and mentor, along with any additional development opportunities offered by Teach First, university or school (and others) based on identified areas for development:</p> <ul style="list-style-type: none"> • Use the Teacher Development Framework to understand and be transparent about strengths and areas for development. • Ask for help and support when required. • When support or training is directed, engage proactively. 	<p>Development Lead:</p> <ul style="list-style-type: none"> • Oversee and document as required all additional support needs (including the Trainee Support Framework if required). • Provide bespoke support and training as necessary. <p>Tutor:</p> <ul style="list-style-type: none"> • Provide bespoke support and training as necessary (and contracted). <p>Mentor:</p> <ul style="list-style-type: none"> • Provide bespoke support and training as necessary.
Progress to year two	<p>Complete early career teacher action plan to ensure focus areas are clear for transition into year two.</p>	<p>Development Lead:</p> <ul style="list-style-type: none"> • Lead the transition process to ensure trainees have plans in place to continue developing in year two. <p>Tutor:</p> <ul style="list-style-type: none"> • Work with the Development Lead and mentor to identify any subject specific support required in the transition to year two. <p>Mentor:</p> <ul style="list-style-type: none"> • Ensure the trainee is registered with the necessary organisation to complete the training requirements for year two (for example, local authority for early career teacher year). • Lead the development of the early career teacher action plan with the trainee gaining input from other support roles as necessary.

Year two

YEAR TWO		
AREA OF SUPPORT	TRAINEES	SUPPORT ROLES
One-to-ones with a mentor	<p>Depending on school requirements, prepare for and engage in regular developmental interactions with mentor:</p> <ul style="list-style-type: none"> • Reflect on teaching practice and progression through the Teach First Training Programme by using the Teacher Development Framework on Steplab. • Set, review and update action steps and development goals via Steplab as agreed. • Receive specific support to develop pedagogical subject knowledge. 	<p>Mentor:</p> <ul style="list-style-type: none"> • Depending on school requirements, lead regular developmental interactions with trainee. Minimum of one per half-term.
One-to-ones with a Development Lead	<p>Prepare for and engage in three developmental interactions with the Development Lead:</p> <ul style="list-style-type: none"> • Receive specific support to improve phase specific teaching practice. • Review evidence and progress towards key qualifications and academic assignments, via Steplab where appropriate. 	<p>Development Lead:</p> <ul style="list-style-type: none"> • Lead three developmental interactions with trainee. • Review pupil progress data in advance and prepare for discussions. • Coach and mentor the trainee to ensure maximum impact on their pupils.
Formal lesson observations	<p>Receive lesson observations with feedback:</p> <ul style="list-style-type: none"> • Prepare and share all related lesson materials and resources with support roles in advance of observation. • Conduct the lesson. • Attend and engage in feedback meeting, translating this into specific actions for improvement. 	<p>Development Lead:</p> <ul style="list-style-type: none"> • The Development Lead may conduct lesson observations as part of the developmental visits if it is felt that this is beneficial for trainee development (these may be joint with the mentor). <p>Mentor:</p> <ul style="list-style-type: none"> • Conduct six lesson observations (these may be joint with the Development Lead and be encompassed in one-to-ones.).

YEAR TWO		
AREA OF SUPPORT	TRAINEES	SUPPORT ROLES
Bespoke	<p>Prepare for and engage in any bespoke and / or virtual support from Development Lead, tutor and mentor based on identified needs:</p> <ul style="list-style-type: none"> • Be transparent about areas of strength and development. • Ask for help and support when required. • When support is directed to them, engage proactively. 	<p>Development Lead:</p> <ul style="list-style-type: none"> • Oversee and document as required all additional support needs (including the Trainee Support Framework if required). • Provide bespoke support and training as necessary. <p>Mentor:</p> <ul style="list-style-type: none"> • Ensure the trainee has an in- or out-of-school programme of development. • Provide additional developmental support as required.
Formal reviews	<p>Prepare for and engage in a progress review process:</p> <ul style="list-style-type: none"> • Prepare in advance by completing a reflection on progress against the programme curriculum through reflective impact statements and sharing this with support roles through a Steplab development goal. • Meet with mentor in advance of the termly review to discuss feedback and the reflection on progress. • Attend and engage in the progress review meeting. • Complete any necessary actions coming out of the meeting, especially related to Steplab. 	<p>Development Lead:</p> <ul style="list-style-type: none"> • Report outcome to Teach First. <p>Mentor:</p> <ul style="list-style-type: none"> • Ensure all preparatory work is completed by the trainee. • Chair the progress review meeting with input and support from the Development Lead as required. • Communicate any concerns or gaps in trainee progress in advance with Development Lead. • Complete all mentor actions on Steplab • Attend any necessary meetings. • Report outcome to school (Senior Leadership Team lead) and ensure outcome is shared with relevant authorities.

Development opportunities for all mentors

Mentors are required to engage with regular training and development opportunities throughout the year provided by Teach First. These include an induction to the programme, ongoing development and networking opportunities, as well as recognition and accreditation routes in some regions. More information can be found in the mentor handbook and by contacting regional teams.

Appendix D:

Trainee Support framework

STAGE ONE: EXTRA HELP	<p>If additional support is needed for a trainee to progress, a support plan is created on Steplab. The Development Lead coordinates this process.</p> <p>The trainee, school and Teach First meet to agree:</p> <ul style="list-style-type: none"> • targets for development • any additional support requirements • success criteria • review meeting date (usually four weeks) <p>Targets are reviewed during a review meeting.</p>	
	<p>If targets are met, then the support plan is closed.</p>	<p>If targets are not met, then either:</p> <ul style="list-style-type: none"> • a period of 'extra help' is extended or repeated (up to four more weeks) <p>or</p> <ul style="list-style-type: none"> • if the targets are related to a concern about progress towards QTS, it can be escalated to 'cause for concern'
STAGE TWO: CAUSE FOR CONCERN	<p>This stage occurs when a trainee has completed the 'extra help' stage and targets have not been met and when the concerns around a trainee's progress link to the achievement of QTS.</p> <p>The trainee, school, university and Teach First meet to agree:</p> <ul style="list-style-type: none"> • that this is a formal process and, if unsuccessful, may result in escalation to 'sustained cause for concern' • targets for development • any additional support requirements • success criteria • review meeting date (usually four weeks) <p>Targets are reviewed during a review meeting.</p>	
	<p>If targets are met, then the support plan is closed (most trainees will go back to 'extra help' to ensure progress continues and additional support can be slowly removed).</p>	<p>If targets are not met, then either:</p> <ul style="list-style-type: none"> • a period of 'cause for concern' is extended by two to four weeks – (when targets are expected to be met following some additional time with the same intervention or support) or repeated (if targets have changed or are new) <p>or</p> <ul style="list-style-type: none"> • if the targets are related to a concern about progress towards QTS, it can be escalated to 'sustained cause for concern'

STAGE THREE: SUSTAINED CAUSE FOR CONCERN	<p>This stage occurs when a trainee has completed the 'cause for concern' stage and targets have not been met and when the concerns around a trainee's progress link to the achievement of QTS.</p> <p>The trainee, school, university and Teach First meet to agree:</p> <ul style="list-style-type: none"> • that this is a formal process and, if unsuccessful, may result in the trainee being withdrawn from the Teach First programme • targets for development • any additional support requirements • success criteria • review meeting date (usually four weeks) <p>Targets are reviewed during a review meeting.</p>	
	<p>If targets are met, then the support plan is closed (most trainees will go back to 'extra help' to ensure progress continues and additional support can be slowly removed).</p>	<p>If targets are not met, then either:</p> <ul style="list-style-type: none"> • a period of 'sustained cause for concern' is extended by two to four weeks – (when targets are expected to be met following some additional time with the same intervention or support) or repeated (if targets have changed or are new) <p>or</p> <ul style="list-style-type: none"> • a withdrawal process is implemented

Appendix E: Written assignment guidance

Emerging philosophy of teaching and learning

TITLE

Through the exploration of phase and / or subject specific pedagogies, discuss the theoretical perspectives and research that have influenced your practice. Contrast the planning, teaching and assessing of a series of lessons, and evaluate the impact on your developing philosophy of leading learning.

SUMMARY

In this assignment, trainees will focus on a specific aspect of planning, teaching and assessment within their phase or subject area. They will develop a systematic, critical approach to the subject knowledge required to successfully teach and assess learning and pupil progress, and evaluate their own teaching in light of this.

Trainees will apply their knowledge and understanding of current research and their own teaching to develop a coherent argument and consider the impact on the planning and assessment of pupil learning.

Trainees will synthesise research findings and critically reflect on their teaching to develop their future practice and how this knowledge will contribute to their emerging philosophy of teaching and learning.

GUIDANCE

A successful assignment should contain:

- an exploration of what this approach looks like “in practice”. Excellent assignments will refer to specific lessons or lesson episodes, how they relate to the approach you have outlined, alongside a critical evaluation of both the approach and your developing understandings as a teacher
- a reasoned, justified account of your theoretical or philosophical approach. This needs to be grounded in the literature, with specific reference to key thinkers. You should seek to show that you have a detailed grasp of this approach, and how it differs to others. You will need to show its conceptual roots, and the implications for practice

The best assignments will integrate theory and practice showing a nuanced and iterative relationship between them. You should be able to demonstrate how theory has helped to develop your understanding of practice, and how practice has influenced your understanding of theory.

It is essential that you pay close attention to the specific university guidance for this assignment, and the marking criteria that relates to how it will be assessed.

Date

Spring term 2022

Format

Written assignment

Word count

See your home university guidance

To find out more about writing at master's degree-level there is useful information on partner university websites.

Leading learning in communities

TITLE

Explore the nature of your school's community by analysing relevant data and identifying specific local strengths and challenges. Design, implement and evaluate an intervention to limit the barriers or maximise the assets of the community.

SUMMARY

In this assignment, trainees will develop a deep understanding of the communities in which they teach, and deal with complex issues by drawing on their own knowledge, practice, research and a range of data. By drawing on, and critiquing, current research, trainees will consider a range of potential barriers such as challenging socio-economic circumstances, cultural differences or parental engagement and the strengths that may mitigate or reduce these. Using appropriate methodology and evidence, they will critique the strengths of pupils and opportunities that exist for them in the wider community.

They will also identify potential barriers to learning and consider how these may be addressed through originality in the application of their knowledge and understanding.

Trainees will demonstrate self-direction by devising, delivering and evaluating an intervention strategy. They will then consider the implications of their research on their future practice and the vision that they have for their pupils.

GUIDANCE

A successful assignment should contain:

- a reasoned, justified account of your school context and community which draws on the literature and data at a national and school level. You should seek to show that you have a deep understanding of the local community and the implications that this knowledge has for classroom practice
- evidence, grounded in the literature, with specific reference to key thinkers of a detailed understanding of pupil learning and progress, where it could be enhanced and how this is linked to the community. You should seek to show that you have a detailed grasp of possible interventions and strategies to further pupil learning, either by reducing or mitigating barriers, or by drawing upon assets within the community

- a critical evaluation of a specific intervention, which should include an analysis of the evidence and the impact that this has had on pupil learning

You should communicate your conclusions and demonstrate a critical awareness of the likely impact, your developing understanding as a teacher and your philosophy of education.

The best assignments will integrate theory and practice, consider the ethical, theoretical or methodological complexities of research in communities, and examine possible assumptions, presuppositions and bias.

It is essential that you pay close attention to the specific university guidance for this assignment, and the marking criteria that relates to how it will be assessed.

Date:

Summer term 2022

Format:

Written assignment

Word count:

See your home university guidance

Collaborative learning and development

TITLE

Engage with others to identify a concept or area of learning. With reference to literature and subject specific research develop your pedagogical knowledge and discuss how you would apply this to your teaching and vision. Critically evaluate your own learning from this collaborative activity.

SUMMARY

In this assignment, trainees will focus on the development of the subject knowledge and subject and phase specific pedagogy to enhance pupil progress by working collaboratively in a community of practice.

Working with peers and subject or phase experts they will develop a critical awareness of current problems and gain new insights into addressing these within their academic discipline.

Trainees will apply their knowledge and understanding to plan, implement and evaluate an innovative practice drawing on, and utilising, the resources and research available to them.

Trainees will then critique the efficacy of collaborative learning, their leadership of others, and the implications for continuing professional development in their subject, the school and the wider community.

GUIDANCE

A successful assignment should contain:

- an explanation and critique of models of knowledge and how this underpins the development of your own subject knowledge to support effective progress of pupils
- a critical insight into working collaboratively within a community of practice to identify, diagnose and resolve a subject specific area of development which draws on research and your own experience. You should seek to explain the approach you designed and its impact on the teaching and learning of pupils through the evaluation of multiple sources of data including planning, resources, teaching videos, pupil work and progress data
- a critical reflection of leadership, particularly your own leadership of others, the strategies that have enabled you to develop your effectiveness as a leader and the implications this has for you, your subject or phase, the school and the wider community

The best assignments will integrate theory and practice, evidence a deep knowledge of the efficacy of collaboration, demonstrate an innovative approach to teaching and learning and present a sustainable model for ongoing subject knowledge development.

It is essential that you pay close attention to the specific university guidance for this assignment, and the marking criteria that relates to how it will be assessed.

Date:

Spring term 2023

Format:

Written assignment

Word count:

See your home university guidance

Extending impact and influencing others

TITLE

Drawing upon the breadth of your experience and development, work to transform your vision for your pupils into a reality.

SUMMARY

By evaluating and applying research, trainees will design an appropriate methodology to examine and propose possible solutions to the barriers they have identified.

Based on the evidence, trainees will seek to lead a change beyond their intervention through the proposal of a new hypothesis in the form of their recommendations to the wider school.

GUIDANCE

A successful assignment should contain:

- a reasoned, justified account of the area of focus including an evaluation of design, methodology, ethics and the implementation of the research in the school context demonstrating a critical understanding of research methodology
- robust, evidence-based conclusions, demonstrating a deep understanding of their situation, the impact of the research, recommendations for future practice and an analysis of how effectively these have been communicated to senior stakeholders

The best assignments will integrate theory and practice, demonstrate a deep understanding of research methodologies and the ethical considerations of research in school settings to influence and gain investment from others. The presentation and subsequent communication secures potential change beyond the intervention.

It is essential that you pay close attention to the specific university guidance for this assignment, and the marking criteria that relates to how it will be assessed.

Date:

Summer term 2023

Format:

Report and presentation (including executive summary)

Word count:

See your home university guidance

Appendix F: Programme Member - Code of Conduct

Teach First programmes are designed for you to learn, progress and gain knowledge and insight so that you can excel professionally and make a difference in your school. To enable the learning for all, it is important that a professional, safe, supportive, and open environment is maintained to allow everyone to succeed and thrive.

This Code of Conduct sets out the expectations that we have of our programme members on all Teach First programmes. By taking up your place on a Teach First programme, you are agreeing to abide by these expectations. Teach First reserves the right to take disciplinary action in response to any behaviour which we consider to be a breach of our expectations, whether a pattern of behaviour over time or a one-off incident. This includes Teach First's right, in our sole discretion, to remove you from the programme.

General conduct:

Recognise your position as a representative of Teach First and behave accordingly. Do not engage in any activity or behaviour which would bring Teach First or the teaching profession into disrepute.

- Do not engage in the bullying or harassment of others.
- We will not tolerate language that seeks to undermine or intimidate others. This includes but is not limited to; racist, sexist, homophobic, transphobic or ableist language.
- Ensure that your language comes from an intention of being respectful and open.
- Consider the impact of your actions or lack of action (including support through silence) on others.
- Be polite and tolerant of the contributions of others; ensure everybody can speak and be heard on discussion forums, at events, or in event chat functions, if online.

Understanding:

- Recognise the diversity of the Teach First community.
- Be tolerant, respect and act in accordance with everyone's lived experiences, boundaries, stated personal pronouns, circumstances, and wishes.
- Recognise that some programme members may have reasonable adjustments in place to allow them fair and equal access to the programme.

Openness:

- Be willing and open to hearing different points of view and engage in debate where you feel comfortable to support the development of others, including constructive challenge and peer support.

Professionalism:

- Be punctual: join each live session on time, use the stated attendance policy, and follow the absence process if you are unable to attend.
- Adhere to any specific dress codes for your learning environment: this may include standards of professional dress laid down by the setting you are in (e.g. a school).
- Complete all work on time, on your own (unless it is a collaborative task), and ahead of any live interaction if required. Any pre work will be made clear to you via My Teach First, including the dates for completion
- Respond in a timely manner to any communications, requests, or instructions from Teach First staff.

Online engagement:

- Use Teach First online discussions or forums as a place to exchange professional information and engage in constructive exchanges that are directly focussed on the outcomes of the programmatic content.
- Do not share any Zoom links or other joining instructions on any public platform, or with anyone who is not authorised to attend the event.
- Do not share personal details, inappropriate messages, or content, or use discussions or forums as a platform to harass, bully or victimise.
- If uploading videos, ensure that there is no one else in the background, especially children.
- Ensure you have adequate technology, tools, materials for your session and you have tested them beforehand. This may include video, microphone and speakers.
- Ensure that, where possible, you have turned off/silenced your mobile phone to avoid distracting others.

- Ensure that, where possible, you have joined a live session from a suitable location (i.e., not a noisy/public place) to avoid distracting others.
- If sharing screens, ensure that you only share the material relevant to the programme.
- Always keep your contact details up to date (via My Teach First) to ensure we can provide you with relevant information.

Social media:

- Use social media in a responsible and respectful manner – whether using a social media account which refers to Teach First (including a Teach First Facebook group) or your own personal account (whether or not it refers to your role).
- Do not post or share content which is abusive, threatening, defamatory, discriminatory or otherwise harmful or offensive.
- Teach First is an independent charity and must remain politically neutral. You must ensure that your social media activity does not suggest, explicitly or implicitly that Teach First has any party-political stance or allegiance to a particular political party.

Reporting unacceptable behaviour

If you are being subject to or notice that someone else is being subject to behaviour that contravenes this agreement, or have any other concerns, please take one of the following actions:

1. If you feel comfortable and able, raise it directly with the individual causing the problem, at the time it arises, or with the event lead at an appropriate opportunity.
2. If you are not able to do this, then please report the incident to Teach First in any of the following ways (telling whoever you feel most comfortable):
 - > Share it directly with your Teach First support role, if you have one.
 - > Report it using the 'Contact Us' function on My Teach First to send an email to the Teach First contact centre. · Send an email to Teachfirstwelfare@teachfirst.org.uk which enables programme members to make safe and confidential disclosures outside of their personal support network. This is managed confidentially by the Teach First legal team.
 - > Report it directly to any other Teach First contact.

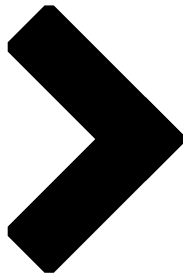
We commit to taking all incidents seriously and will work with you to ensure your concerns are dealt with swiftly and effectively.

Child safeguarding concerns

- You should report any child safeguarding incidents in line with your school's child safeguarding policy. Where you are not yet employed by a school, please report any concern to your Teach First support role.

Appendix G: University information

For information about your university please visit
[My Teach First.](#)



Contact information

If you have any queries, get in touch with Teach First via the 'Contact Us' button on [My Teach First](#)



teachfirst.org.uk

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