

## Trainee timetables

Timetables should be uploaded to the trainee's OneNote notebook, and kept up to date, to inform subject lead tutors (or others) when arranging visits. Please include the actual times of lessons, '10:30am – 11:45am' (rather than 'Period 3') and make clear the actual dates of weeks 1/A and 2/B on any rotation.

Please note:

Trainee timetables should include a variety of lessons throughout the age range for which they are training to teach; in particular, trainees should teach both KS3 and KS4 in both placements (and KS4 & KS5 if on 14 – 19 route). Trainee must be teaching both KS3 and 4 in both placements. KS4 is only Year 10 and 11 and not year 9, irrespective of the content taught – it is about the age of the pupils.

Trainees should at times teach alongside experienced teachers; in fact, team teaching and following a gradual handover process might be good for both trainee's and pupils' learning: eg 'I do it' >> 'I do it with you' >> 'you do it with me' >> 'you do it'.

Observation of expert practitioners is a key part of training. However, it is important that this observation is linked to specific action steps, as outlined in the weekly curriculum plan. Trainees should not routinely observe the same class unless there is a clear purpose to do so. It is more likely that they will observe different expert practitioners each week, according to their particular action steps. At the beginning of the course trainees will be observing more, but observation will reduce as trainees' teaching time increases. There is a lesson observation support booklet, found in OneNote (key documents) that supports targeted lesson observation, offering detailed questions on specific areas.

Timetables should pay attention to the full range of different types of training activities with which trainees are involved. Trainee timetables should include specific time to work on the full range of training activities and this should be marked on the trainee timetable. For example, trainees should have blanked timetabled slots to work on their weekly reflection and weekly reading; one afternoon a fortnight might be reserved for PGCE work, including consideration of off-site working, if this is better for the trainee.

It is good practice for trainees to get some experience of teaching 6<sup>th</sup> form classes, if practicable, but their evidence for QTS should come from KS3 and KS4; they are all on KS3/4 courses, except for business Studies or Psychology, which are KS4/5). Similarly, if on a KS4/5 route, some experienced of KS3 is helpful, but should be limited.