



**Northumbria  
University**  
NEWCASTLE

# PRIMARY ITE SCHOOL-BASED PLACEMENTS 2024/25

WORKING IN PARTNERSHIP WITH NORTHUMBRIA UNIVERSITY.





**Northumbria  
University**  
NEWCASTLE

OUR VISION IS TO:

***Transform tomorrow's  
teachers through  
partnership and  
research-led practice.***



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## **INTRODUCTION**

Thank you for considering working in partnership with Northumbria University and our primary ITE programmes in the academic year 2024/25.

This booklet should provide you with all of the information you will require to make decisions relating to placements you may be able to offer. You can then submit your offers to the University as explained below:

- By submitting your offers via the Primary Education Placement Portal (PCP) which you can access by following the link in the e-mail you will have received/will receive shortly or by entering the following in your web browser's address bar:  
**[hces-placements-northumbria.arcwebonline.com/PCPEDU](https://hces-placements-northumbria.arcwebonline.com/PCPEDU)**

Should you have any issues or queries, please contact Kevin Sugden or Jonathan Smith by email or telephone:

Email: **[hl.placements.education@northumbria.ac.uk](mailto:hl.placements.education@northumbria.ac.uk)**

Tel: **0191 215 6474**

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# PRIMARY ITE PROGRAMME INFORMATION

Below, you will find an overview of the two campus-based primary ITE programmes running in 2024/25 for which placements are required.

|      | AUTUMN  | SPRING  | SUMMER  |
|------|---------|---------|---------|
| PGCE | Phase 1 | Phase 2 | Phase 3 |
| BA1  |         |         | Phase 1 |
| BA2  |         | Phase 2 |         |
| BA3  |         | Phase 3 |         |

## BA Primary Education

**Please note the changes of timing for the BA1 and BA3 placements for next year.**

Over the three years of their programme, trainees gradually gain the knowledge, confidence and skills to equip them for teaching.

In their first year (Phase 1), BA1 trainees will undertake two placements; one a two-week block in an early years’ setting or nursery and the second an 8-week block in a school setting. The trainees’ initial two-week block placement takes place in an early years’ setting or nursery and focuses on developing an understanding of young children’s development and learning and how to plan and assess for learning. During the second block placement, it is expected that the trainees will teach from the teachers planning on a regular basis whilst in school. Trainees will spend half of the time (4 weeks) in one age phase (Early Years and Key stage 1 OR Key stage 2) moving to the opposite age phase in January for a further 4 weeks. These full weeks offer trainees an opportunity to teach sequential lessons in each age phase. At the end of this placement the trainee will choose whether to train for 3-7 years or 7-11 years in their 2nd and 3rd years.

Building on this placement in their second year (Phase 2), BA2 trainees are trained to deliver a school-based intervention in either English or mathematics. This paired placement develops the trainee’s expertise in small group and whole class teaching, to plan and teach each day that they are in school, for a 60% teaching commitment within the core subjects. This is non-assessed. This experience will support the trainees’ understanding and preparation for their 6-week assessed placement within the same school, in which the trainee undertakes a 70% teaching commitment, whole class teaching of the core subjects, preferably working as a pair in the EYFS, KS1 or KS2.

# PRIMARY ITE PROGRAMME INFORMATION

In their final year, BA3 trainees undertake their Phase 3 final assessed placement after October half term until the February half term break. This is a ten-week assessed placement in which they will be expected to undertake a 70%, rising to 80%, teaching commitment to gain experience of planning, teaching and assessing the progress of the whole class across the primary curriculum. There will also be an additional focus on adaptive teaching.

## **PGCE Primary**

The PGCE year begins with a nine-week non-assessed placement (Phase 1) in which trainees deliver a school-based intervention in either English or mathematics. This paired placement exposes trainees to the world of teaching through small group and whole class teaching, with involvement in planning and assessing children. Trainees will progress from observation through collaborative working with both their peers and educational professionals to independence as a teacher, developing appropriate learning opportunities for all the children. The trainees remain at the same host school for the 8-week assessed placement (Phase 2), which takes place in the spring term and remains paired. Across this placement the main focus will be on core subject teaching, behaviour for learning and assessment for learning.

In the summer term, trainees will commence their Phase 3 assessed placement in a second school. This will be a paired experience and be focused around building up experience of teaching across the full range of primary subjects and adaptive teaching.

During the PGCE programme, trainees must teach in at least two different settings and at least two different primary age-phases. They also need to gain significant KS1 experience, particularly in the observation and teaching of phonics.

## **Paired Placements**

Trainees will be paired for their school placements unless the host school has specifically requested an individual placement. In these pairs, trainees will work in a peer mentor capacity, developing collaborative approaches to planning, team teaching and assessment.



# PLACEMENTS REQUIRED FOR 2024/25

## PHASE 1 PLACEMENTS – LAYING THE FOUNDATIONS

The ITE programmes are split into three phases of training: Phase 1 – Laying the Foundations, Phase 2 – Establishing Knowledge and Skills and Phase 3 – Embedding Mastery. Each phase will briefly outline the placement dates, overall expectations and whether this placement will be non-assessed or assessed.

### **Phase 1 placements (BA1):**

Non-assessed.

### **Dates:**

ITAP Intensive Training and Practice (AfL) 10 March 2025 - 14 March 2025.  
School based (Monday, Thursday and Friday).

17 March – 11 April 2025 (4 weeks) followed by 4 weeks starting 28 April – 23rd May 2025. 4 weeks (3-7 age phase); EYFS and KS1, and 4 weeks (7-11 age phase) KS2.

### **Amount Payable to school:**

£900 per pair of trainees.

### **Further information:**

The focus of this phase of training is to allow the trainee to gain an understanding of teaching across all primary key stages, observing and working with individual children, small groups and the whole classes to allow them to make an informed decision regarding their chosen path in phases 2 and 3 of the programme, either specialising in 3-7 years or 7-11 years.

Trainees are required to spend one half of their placement in one age phase and the second half in another. The changeover takes place in the week beginning 28 April 2025.





## **PHASE 2 PLACEMENTS - ESTABLISHING KNOWLEDGE AND SKILLS**

### **Phase 2 placements (BA2):**

Phase 2 non-assessed with intervention.

### **Dates:**

11 November – 10 January 2025 (6-weeks + 5 days Intensive Training and Practice and 3 call back days).

At the end of their first year of training, trainees will have selected an age phase (3-7 years or 7-11 years) to specialise in for the remainder of the programme. The trainees require experience of working with individuals or a small group of children delivering an intervention in either English or mathematics. This should include planning and teaching a minimum of three sessions of 30 minutes per week, with a minimum of three pupils. A point of contact, for example the English or mathematics coordinator or SENCO (depending on the emphasis of the intervention), will need to be established with whom the trainees can liaise. The school will need to identify appropriate children and a suitable intervention for the trainees to deliver.

The trainees need to have regular time to plan and teach each day that they are in school in the core subjects, a 60% teaching commitment. This will support the trainees' understanding and preparation for their 6-week assessed placement immediately afterwards.

### **Placement Setting:**

EYFS, KS1 or KS2.

Please note that by committing to host trainees for this placement, you are also committing to hosting them for their assessed portion of 6 weeks which immediately follows.

### **Amount Payable to school:**

£700 per pair of trainees.

During the placement, trainees are formatively assessed each week through a Weekly Review of Progress meeting held with their school-based mentor (this could be the class teacher or school mentor) to review their progress and to agree on two SMART targets. Each trainee is also allocated a lead mentor from the university who may join a weekly review meeting at the school.

Schools are required to submit an end of placement report.

## **PHASE 2 PLACEMENTS - ESTABLISHING KNOWLEDGE AND SKILLS**

### **Phase 2 assessed.**

#### **Dates:**

13 January – 21 February 2025 (6 weeks).

This is a six-week assessed placement within the trainees' chosen age phase, immediately following the non-assessed weeks. Trainees will now be teaching a 70% timetable.

Usually, two trainees are placed in the same class and share the planning and delivery of lessons. Team-teaching is encouraged on this placement and the requirement is to allow the trainees to carry out whole class teaching and group teaching within the classroom. The whole class teaching element of the day will be in the core subjects and be delivered with support from the class teacher's planning. The trainees will familiarise themselves with whole school and class planning and assessment systems to understand how medium term, short term and assessment for learning feed into the plan/assess cycle for pupil progress. They will begin to plan, teach and manage children's learning in the core subjects with appropriate support from experienced professionals.

#### **Amount Payable to school:**

£600 per pair of trainees.

There will be one university call-back day.

During the placement, trainees are assessed each week through a Weekly Review of Progress meeting held with their school-based mentor (this could be the class teacher or school mentor) to review their progress and to agree on two SMART targets. Each trainee is also allocated a lead mentor from the university who will join a weekly review meeting at the school, which may include a lesson observation and feedback with the teacher/mentor.



## **PHASE 3 PLACEMENTS - EMBEDDING MASTERY**

### **Phase 3 assessed.**

#### **Dates:**

18 November 2024 – 21 February 2025 (11 weeks plus 1 Intensive Training and Practice week and 1 call back day).

#### **Placement Setting:**

EYFS, KS1 or KS2.

Trainees will undertake their final assessed placement of eleven weeks where they will be expected to undertake a 70%, rising to 80% teaching timetable. In EYFS settings trainees will observe, plan, teach and evaluate their teaching sessions across the areas of learning. In primary settings trainees will plan, teach, assess and evaluate sequences of lessons across the full primary curriculum. This placement will enable trainees to embed critical depth and understanding into their practice and will be their final placement prior to their ECT years.

There will be an Intensive Training and Practice week focused on adaptive teaching and one call back day.

During the placement, trainees are assessed each week through a Weekly Review of Progress meeting held with their school-based mentor (this could be the class teacher or school mentor) to review their progress and to agree on two SMART targets. Each trainee is also allocated a lead mentor from the university who will join a weekly review meeting at the school, which may include a lesson observation and feedback with the teacher/mentor.

Schools are required to submit an end of placement report, as well as brief phonics and mathematics reports.

#### **Amount Payable to school:**

£1200 per pair of trainees.

# PGCE PRIMARY PLACEMENTS PHASES 1, 2 & 3

## PGCE PRIMARY

### PHASE 1 - LAYING THE FOUNDATIONS

#### **Non-assessed placement.**

**Please note that this placement continues in the spring term and that by committing to host a trainee, you are committing to hosting them until 14 March.**

#### **Dates:**

14 October - 20 December 2024 including two Intensive Training and Practice weeks - 21 October and 25 November.

#### **Placement Setting:**

KS1 or KS2.

#### **Amount Payable to school:**

£900 per pair of trainees.

This is a paired placement which exposes trainees to the world of teaching through small group and whole-class teaching, with initial involvement in planning and assessing children.

During the autumn term, our trainees will build up to whole class teaching and will deliver an appropriate school-based intervention linked to the core subjects of either mathematics or English. Trainees are not assessed during the autumn term. There will be a 60% teaching expectation across the placement.

#### **Intervention expectations as part of the PGCE phase 1 placement:**

For the PGCE Phase 1 placement, trainees require experience of working with individuals or a small group of children delivering an intervention in either English or mathematics. This should include planning and teaching a minimum of three sessions of 30 minutes per week, with a minimum of three pupils. This learning will be linked to a university assignment in which trainees will examine the pupils' progress, what they have learnt about intervention teaching and how this might inform their future practice and developing pedagogy. A point of contact, for example the English or mathematics coordinator or SENCO (depending on the emphasis of the intervention), will need to be established with whom the trainees can liaise. The school will need to identify appropriate children and a suitable intervention for the trainees to deliver.

## PGCE PRIMARY PLACEMENTS PHASES 1, 2 & 3

There will also be 2 university call back days and two Intensive Training and Practice weeks focused on Behaviour for Learning and Assessment for Learning.

During the placement, trainees are formatively assessed each week through a Weekly Review of Progress meeting held with their school-based mentor (this could be the class teacher or school mentor) to review their progress and to agree on two SMART targets. Each trainee is also allocated a lead mentor from the university who will join a weekly review meeting at the school.

Schools are required to submit an end of placement report, as well as brief phonics and mathematics reports.



# PGCE PRIMARY PLACEMENTS PHASES 1, 2 & 3

## PGCE PRIMARY

### PHASE 2 – ESTABLISHING KNOWLEDGE AND SKILLS

#### **Assessed Placement.**

#### **Dates:**

6 January - 14 March 2025 including 1 Intensive Training and Practice week (17 February).

#### **Placement Setting:**

KS1 or KS2.

#### **Amount Payable to school:**

£900 per pair of trainees.

#### **Further information:**

In the spring term, trainees will remain at the same school; it is during this period that assessment judgements will take place in the form of Weekly Review of Progress assessment judgements, incorporating subject focused lesson observations. The focus remains on teaching the core subjects with a 60% teaching expectation. This will lead to a 70% teaching expectation by week 6.

During the placement, trainees are assessed each week through a Weekly Review of Progress meeting held with their school-based mentor (this could be the class teacher or school mentor) to review their progress and to agree on two SMART targets. Each trainee is also allocated a lead mentor from the university who will join a weekly review meeting at the school.

Schools are required to submit an end of placement report, as well as brief phonics and mathematics reports.

There will also be 3 further university call back days and an Intensive Training and Practice week around how pupils learn. For part of this ITaP week, trainees will need to be able to work with groups of pupils currently being taught on a phonics programme or, if in KS2, undertaking phonic intervention work.



# PGCE PRIMARY PLACEMENTS PHASES 1, 2 & 3

## PGCE PRIMARY

### PHASE 3 – EMBEDDING MASTERY

#### **Assessed Placement.**

#### **Dates:**

7 April – 11 July 2025 including one Intensive Training and Practice week (5 May).

#### **Placement Setting:**

KS1 or KS2.

#### **Amount Payable to school:**

£1100 per pair of trainees.

#### **Further information:**

This is an eleven-week block placement including one preparation week and ten assessed weeks, with one Intensive Training and Practice week. Trainees will be paired unless the host school has specifically requested an individual placement. If paired, trainees will work in a co-teaching capacity to cover all aspects of teaching across the full primary curriculum with a 70% teaching expectation, leading up to an 80% teaching expectation by week 6. The placement will enable trainees to embed critical depth and understanding into their practice and will be their final placement prior to their ECT years.

During the placement, trainees are assessed each week through a Weekly Review of Progress meeting held with their school-based mentor (this could be the class teacher or school mentor) to review their progress and to agree on two SMART targets. Each trainee is also allocated a lead mentor from the university who will join a weekly review meeting at the school, which may include a lesson observation and feedback with the teacher/mentor.

Schools are required to submit an end of placement report, as well as brief phonics and mathematics reports.

There will be one Intensive Training and Practice week around adaptive teaching and 1 call back day.

# PLACEMENT CHANGES AT NORTHUMBRIA UNIVERSITY EXPLAINED

From September 2024 we are governed by renewed DfE guidance for Initial Teacher training (ITT). You will notice some changes in terminology and placement expectations. See: [gov.uk/government/publications/initial-teacher-training-criteria](https://www.gov.uk/government/publications/initial-teacher-training-criteria)

We are developing a cohesive approach to our university and school-based training informed by our Northumbria curriculum which is underpinned by the Core Content Framework (CCF) requirements. See: [gov.uk/government/publications/initial-teacher-training-itt-core-content-framework](https://www.gov.uk/government/publications/initial-teacher-training-itt-core-content-framework)

## **Phases of training:**

You will notice that throughout the handbook we have referred to the three teaching and practice phases which are sequenced so that foundational concepts are introduced in the initial phase:

### **Phase 1 Laying the Foundations**

Followed by the medial teaching and more complex practice:

### **Phase 2 Establishing Knowledge and Skills**

And the final phase:

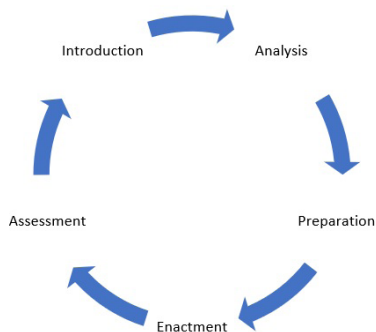
**Phase 3 Embedding Mastery** in which composite teaching skills will demonstrate mastery across the CCF.

Both the BA and PGCE programmes have now adopted this phased sequence of skills.

## **Call back days**

In order to ensure our Northumbria curriculum, informed by the CCF, can be effectively applied, practised and embedded into developing new approaches, call back days have been introduced to develop key aspects of the curriculum with a theoretical input and to then practise these approaches across the placement. This gives us an opportunity to work collaboratively with you, our school partners, to develop theory into practice. These days will be delivered both synchronously, attended back at the University and asynchronously by expert practitioners at distance.

## INTENSIVE TRAINING AND PRACTICE (ITAP)



These blocks of intensive learning and teaching occur across all phases of our school placements and are the yellow coloured blocks on the overview. These intensive training and practice experiences have been designed to deepen trainees’ understanding of foundational aspects of the curriculum ‘intensifying the focus’.

Although placement school based, the focused sessions will link evidence-based theory with practice. Some of this will require students to attend university-based sessions, sometimes virtually, or to visit an alternative host school to observe expert practitioners.

There will then be an expectation to observe and practise these skills within the placement school environment. Focused feedback and an opportunity to practise and further develop these skills. For the 2024/25 academic year the Intensive Training and Practice weeks for 2024/25 will be:

| BA Primary   | PGCE Primary   |
|--|--|
| Behaviour for Learning - Routines and relationships.         | Behaviour for Learning - Routines and relationships.         |
| Assessment for Learning - Questioning.                       | Assessment for Learning - Questioning.                       |
| Adaptive Teaching - Modelling Learning.                      | Adaptive Teaching - Modelling Learning.                      |
| Practice and retrieval through the lens of teaching phonics. | Practice and retrieval through the lens of teaching phonics. |

## SUBMITTING YOUR PLACEMENT OFFERS

You will find instructions outlining how submission of offers can be made in the introduction section of this booklet. If you are unable to offer placements in 2024/25, please let our Placements Team know so that we can update our records.

We would be grateful if you could submit your offers or let us know of your inability to support Northumbria trainees by the **end of June** where possible. If this comes too soon, please let us know and we will contact you again at a mutually convenient date.

Although we would prefer offers for the entire year to be submitted at the outset, we do understand that this is not always possible and so would be happy to accept your offers for the autumn term initially.



## MENTOR TRAINING

**The University runs mentor/mentee meetings at the beginning of each school placement.**

All programmes offer initial meetings for teachers and trainees to attend jointly. These offer an overview of expectations and paperwork and an introduction to mentoring. These will be online sessions to attend after school. Links for these meetings are sent out to schools prior to the commencement of each placement and we encourage all members of staff to attend alongside their trainees.



# HOW TO GET INVOLVED IN INTERVIEWING THE NEXT GENERATION OF PRIMARY TEACHERS

For many years, partnership head-teachers and lead school-based mentors have been involved in the interview process and have interviewed candidates alongside members of the academic team. Those colleagues who have been involved in the past have given up one or two half days (or more!) to join in these activities. The perspective of school partners is important, and we value the insights you bring to the table. The interview process is quite structured and full training, support and shadowing is given to all those joining for the first time.

We are always looking to expand the team of partnership head-teachers and lead school-based mentors who are involved in this activity. If you feel you would like to join in this important partnership activity, please contact Dr Julia Lawrence ([julia.c.lawrence@northumbria.ac.uk](mailto:julia.c.lawrence@northumbria.ac.uk)) and Jill Duncan ([jill.duncan@northumbria.ac.uk](mailto:jill.duncan@northumbria.ac.uk)).

In an effort to ensure equal representation of our local LEAs on our interview panels, we would particularly welcome enquiries from head teachers and lead-mentors at South Tyneside schools as that particular LEA is currently under-represented.





# NON-ITE PLACEMENTS REQUIRED FOR 2024/25

In addition to hosting our Initial Teacher Education trainees, you may also be interested in assisting with some of our non-ITE placements; several of our other degree courses require short placements within primary school and nursery environments and any help you may be able to offer would be appreciated. We've included information about two of these programmes below; if you would like further details about either initiative, please tick the relevant box on the enclosed form/our web-form or mention it in your e-mail or telephone call with the Placements Team.

## **Trainees into Schools Student Tutoring**

This involves Northumbria University undergraduate trainees from various disciplines completing an optional 20-credit module designed to provide them with opportunity to spend an extended period working within a school setting; a large number of trainees who register for this module are considering undertaking teacher training on completion of their studies.

Trainees are required to complete 70 hours of work within a school, between October and March, providing classroom assistance which may be general support or specific to their degree discipline.

If you are interested in this initiative, please copy and paste the following link into your web browser: **[forms.office.com/Pages/ResponsePage.aspx?id=3c9X5zUfV0Svj3ycaxQ343847Mh7\\_hxlrT2ekJ\\_hD1pUMVo1UUw5Q0ozU1IJUTVOMkFSN0NBTVJJTC4u](https://forms.office.com/Pages/ResponsePage.aspx?id=3c9X5zUfV0Svj3ycaxQ343847Mh7_hxlrT2ekJ_hD1pUMVo1UUw5Q0ozU1IJUTVOMkFSN0NBTVJJTC4u)**

You can also discuss the placement with Lee Sweeney, who assists in coordinating our Trainees into Schools placements and can be reached by telephone (**0191 227 4893**) or e-mail (**as.placements@northumbria.ac.uk**).



# NON-ITE PLACEMENTS REQUIRED FOR 2024/25

## **BA (Hons) Childhood and Early Years Programme**

As part of their degree programme, our Childhood and Early Years Studies students complete work-based learning opportunities that involve visits to local schools, nurseries and other settings who work with children and families. Students gain much more than just 'work experience' during their visits; they can begin to develop their professional skills, engage and develop skills in reflective practice, link theory and practice and develop skills in research and observation.

First Year students on the Children, Families and Schooling module complete a Fieldwork Observation Visit which takes place on **Wednesday 5 March, Thursday 6 March and Friday 7 March 2025** for one full day. This fieldwork module provides students an opportunity to observe contemporary educational practice.

Second Year students on the Professional Practice and Career Development module complete approximately 40-50 placement hours undertaken during the period **January 2025 until April 2025**. The aim of this module is to provide students with an opportunity to develop their employability and understanding of contemporary ways of working by participating in work related learning activities.

Wherever possible we recommend that settings host a small group or pair of students to facilitate peer-to-peer reflection, which can greatly improve students' understanding and development of the skills and knowledge gained during their experience.

If you are interested in either of these initiatives, please tick the relevant box on our offers form. You can also discuss the placement options further by e-mailing **as.placements@northumbria.ac.uk**.

# **SCHOOL/NURSERY PROVIDER NOTES**

Use this space for your own placement related notes.

# **SCHOOL/NURSERY PROVIDER NOTES**

Use this space for your own placement related notes.



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## FURTHER INFORMATION

### Contact information:

If you have any questions about any of our placements, please do not hesitate to contact one of the following:

#### **BA1 Placements (Phase 1)**

Carl Luke

E-mail: [carl2.luke@northumbria.ac.uk](mailto:carl2.luke@northumbria.ac.uk)

#### **BA2 Placements (Phase 2)**

Lucy Barker

E-mail: [l.a.barker@northumbria.ac.uk](mailto:l.a.barker@northumbria.ac.uk)

#### **BA3 Placements (Phase 3)**

Sue Knight

E-mail: [sue.knight@northumbria.ac.uk](mailto:sue.knight@northumbria.ac.uk)

#### **PGCE Placements**

Louise Gibson

E-mail: [louise.gibson@northumbria.ac.uk](mailto:louise.gibson@northumbria.ac.uk)

#### **General queries**

Kevin Sugden or Jonathan Smith

Tel: **0191 215 6474**

E-mail: [hl.placements.education@northumbria.ac.uk](mailto:hl.placements.education@northumbria.ac.uk)

#### **Placements and Internships Team**

Northumbria University  
2<sup>nd</sup> Floor, Pandon Building  
Newcastle upon Tyne  
NE2 1XE

**CUSTOMER  
SERVICE  
EXCELLENCE<sup>®</sup>**

