SWIFT Teacher Training

# Professional Studies Days and Short Placement Checklist for Mentors

## Secondary Schools
## with a one week October half-term

# SWIFT Teacher Training Professional Studies Days

SWIFT Teacher Training professional studies days are the link between the provider-led sessions and school-based practice. They are sequenced before the start of the short and long placements and consist of 7 days of structured activities in their placement school, allowing the trainee to observe and engage in discussions with expert colleagues. The SWIFT strands provide a focus for each day and activities include observations, reflections, learning walks and professional discussions.

These days link the theoretical evidence base, with the subject knowledge teaching and actual practice in the classroom, allowing the trainee to embed and develop understanding before starting to teach their own classes.

The structured activities and observations can be found in the primary and secondary, short and long placement journals.

For additional information please refer to the short placement journal and the mentor handbook (page numbers given).

These documents can be downloaded at:

https://www.swiftteachertraining.org.uk/mentors.html

# SWIFT Teacher Training Placements

Following the professional studies days, SWIFT trainees will start their placements. Mentors will provide trainees with a timetable using our timetable load document as guidance. Trainees will have 15 hours in classrooms (including observing, teaching, co-teaching, etc.) each week during general school placements.

The placement journal outlines a suggested weekly checklist of activities, which ensure that the trainee continues to embed in their practice knowledge taught during the provider-led sessions.

Alongside the Steplab session each trainee requires 2 lesson observations a week from the start of their school placement. These lesson observations can be carried out by any appropriate expert colleague (eg another class teacher). A lesson observation form is provided, and this should be given to the trainee, who will upload it to Steplab as additional evidence of their progression. Where possible the teacher carrying out the observation should aim to give verbal feedback, alongside the completed observation sheet.

During weeks 30-37 trainees will have 80% of an ECT Yr1 timetable.

| Week of Programme | w/b | In school | Training Element | Activities | Short Placement Learning Journal | Mentor Handbook Steplab |
|---|---|---|---|---|---|---|
| Week 1 | 26/08/24 | Not in school | Provider Led | x | | |
| Week 2 | 02/09/24 | Not in school | Provider Led | x | | |
| Week 3 | 09/09/24 | Not in school | Provider Led | x | | |
| Week 4 | 16/09/24 | In school Thursday | Professional Studies **Day 1** Induction | ☐ Activity: Mentor meeting (Steplab and professional discussion). Trainee will not have opportunity to practise with a class as their timetable is not assigned yet.<br>☐ Activity: Safeguarding talk<br>☐ Activity: School culture and ethos talk<br>☐ Activity: Arrange 1 x general lesson observation for the trainee to visit a classroom | Page 5 | Page 40 |
| Week 5 | 23/09/24 | In school Thursday | Professional Studies **Day 2** Induction | ☐ Activity: Mentor meeting (Steplab and professional discussion). Trainee will not have opportunity to practise with a class as their timetable is not assigned yet.<br>☐ Activity: Behaviour for Learning talk<br>☐ Activity: Arrange 2 x lesson observations for the trainee to visit a classroom<br>Focus on behaviour management and routines | Page 7 | Page 41 |
| Week 6 | 30/09/24 | In school Thursday | Professional Studies **Day 3** Induction | ☐ Activity: Mentor meeting (Steplab and professional discussion). Trainee will not have opportunity to practise with a | Page 9 | Page 43 |

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|---|---|---|---|---|---|---|
| | | | | class as their timetable is not assigned yet.<br>- Activity: Opportunity to review subject's current scheme of work.<br>- Activity: Talk by literacy lead.<br>- Activity: Arrange 2 x lesson observations for the trainee to visit a classroom. Focus on literacy. | | |
| Week 7 | 07/10/24 | In school Monday, Tuesday, Wednesday, Thursday | Professional Studies Day 4, Day 5, Day 6, Day 7<br><br>Mentor meeting can be allocated any day to suit | **Day 4**<br>- Activity: Mentor meeting (Steplab and professional discussion). Trainee will not have opportunity to practise with a class as their timetable is not assigned yet.<br>- Activity: Arrange 2 x lesson observations for the trainee to visit a classroom. Focus on how pupils learn 1.<br>**Day 5**<br>- Activity: Arrange 3 x lesson observations for the trainee to visit a classroom. Focus on how pupils learn 2.<br>**Day 6**<br>- Activity: Arrange 3 x lesson observations for the trainee to visit a classroom. Focus on adaptive teaching.<br>- Activity: Talk from the SENCo<br>**Day 7**<br>- Activity: Arrange 3 x lesson observations for the trainee to visit a classroom. Focus on assessment. | Page 11<br><br>Page 13<br><br>Page 15<br><br>Page 17 | Page 45 |
| Week 8 | 14/10/24 | ITaP Provider Led | Not in school | x | | |

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|---|---|---|---|---|---|---|
| Week 9 | 21/10/24 | Short Placement starts | Short Placement | ☐ Mentor meeting (Steplab and professional discussion)<br>☐ Allocated timetable in school. See timetable load document. Please leave Friday pm free.<br>☐ Placement checklist (SWIFT trainees' responsibility to manage)<br>☐ 2 lesson observations per week by expert colleague. Does not have to be the mentor. | Page 19 - 21 | Page 47 |
| **Holiday** | **28/10/24** | **Not in school** | **Holiday** | **Holiday** | **Holiday** | **Holiday** |
| Week 10 | 04/11/24 | In school Mon, Tues, Wed, Thurs, Fri | Short Placement | as week 10 | Page 19 - 21 | Page 50 |
| Week 11 | 11/11/24 | In school Mon, Tues, Wed, Thurs, Fri | Short Placement | as week 10 | Page 19 - 21 | Page 52 |
| Week 12 | 18/11/24 | In school Mon, Tues, Wed, Thurs, Fri | Short Placement | as week 10 | Page 19 - 21 | Page 54 |

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|---|---|---|---|---|---|---|
| Week 13 | 25/11/24 | In school Mon, Tues, Wed, Thurs, Fri | Short Placement | as week 10 | Page 19 - 21 | Page 56 |
| Week 14 | 02/12/24 | In school Tues, Wed, Thurs, Fri<br><br>Not in school Monday PGCE Day 4 | Short Placement | as week 10 | Page 19 - 21 | Page 58 |
| Week 15 | 09/12/24 | In school Mon, Tues, Wed, Thurs, Fri | Short Placement | as week 10 | Page 19 - 21 | Page 60 |
| Week 16 | 16/12/24 | In school Mon, Tues, Wed, Thurs, Fri | Short Placement | as week 10 | Page 19 - 21 | Page 62 |

# Secondary Curriculum Overview

| Week Beginning | Week | Monday | Tuesday | Wednesday | Thursday | Friday | Twilight |
|---|---|---|---|---|---|---|---|
| 26/08/2024 | 1 | Bank Holiday | SWIFT Start Induction | SWIFT Start Induction | SWIFT Start Induction | SWIFT Start Induction / Subject Knowledge | |
| 02/09/2024 | 2 | SWIFT Start Induction | SWIFT Start Induction | SWIFT Start Induction | SWIFT Start Induction | Subject Knowledge | |
| 09/09/2024 | 3 | Provider Led | Provider Led | Provider Led | Subject Knowledge | Subject Knowledge | |
| 16/09/2024 | 4 | Provider Led | Provider Led | Provider Led | Short Placement | Subject Knowledge | Subject Knowledge (Weds) |
| 23/09/2024 | 5 | PGCE Day 1<br>Big Ideas Module 1 | PGCE Day 2<br>Big Ideas Module 2 | Provider Led | Short Placement | Subject Knowledge | |
| 30/09/2024 | 6 | PGCE Day 3<br>Module 1 | Provider Led | Provider Led | Short Placement | Subject Knowledge | |
| 07/10/2024 | 7 | Short Placement | Short Placement | Short Placement | Short Placement | Subject Knowledge | |
| 14/10/2024 | 8 | ITaP | ITaP | ITaP | ITaP | ITaP | |
| 21/10/2024 | 9 | Short Placement | Short Placement | Short Placement | Short Placement | Short Placement | |
| 28/10/2024 | 9a | Holiday | Holiday | Holiday | Holiday | Holiday | |
| 04/11/2024 | 10 | Short Placement | Short Placement | Short Placement | Short Placement | Short Placement | Subject Knowledge |
| 11/11/2024 | 11 | Short Placement | Short Placement | Short Placement | Short Placement | Short Placement | Subject Knowledge |
| 18/11/2024 | 12 | Short Placement | Short Placement | Short Placement | Short Placement | Short Placement | Subject Knowledge |
| 25/11/2024 | 13 | Short Placement | Short Placement | Short Placement | Short Placement | Short Placement | Subject Knowledge |
| 02/12/2024 | 14 | PGCE Day 4<br>Module 1 | Short Placement | Short Placement | Short Placement | Short Placement | |
| 09/12/2024 | 15 | Short Placement | Short Placement | Short Placement | Short Placement | Short Placement | |
| 16/12/2024 | 16 | Short Placement | Short Placement | Short Placement | Short Placement | Short Placement | |
| 23/12/2024 | 16a | Holiday | Holiday | Holiday | Holiday | Holiday | |
| 30/12/2024 | 16b | Holiday | Holiday | Holiday | Holiday | Holiday | |
| 06/01/2025 | 17 | Provider Led | Provider Led | Provider Led | Long Placement | Subject Knowledge | |
| 13/01/2025 | 18 | PGCE Day 5<br>Module 2 | Provider Led | Provider Led | Long Placement | Subject Knowledge | |
| 20/01/2025 | 19 | Provider Led | Provider Led | Provider Led | Long Placement | Subject Knowledge | |
| 27/01/2025 | 20 | Long Placement | Long Placement | Long Placement | Long Placement | Subject Knowledge | |
| 03/02/2025 | 21 | ITaP | ITaP | ITaP | ITaP | ITaP | |
| 10/02/2025 | 22 | Long Placement | Long Placement | Long Placement | Long Placement | PGCE Day 6<br>Module 2 | |
| 17/02/2025 | 22a | Holiday | Holiday | Holiday | Holiday | Holiday | |
| 24/02/2025 | 23 | Long Placement | Long Placement | Long Placement | Long Placement | Long Placement | |
| 03/03/2025 | 24 | Long Placement | Long Placement | Long Placement | Long Placement | Long Placement | Subject Knowledge |
| 10/03/2025 | 25 | Long Placement | Long Placement | Long Placement | Long Placement | Long Placement | |
| 17/03/2025 | 26 | Long Placement | Long Placement | Long Placement | Long Placement | PGCE Day 7<br>Module 2 Presentations | |
| 24/03/2025 | 27 | PGCE Day 8<br>Module 3 | PGCE Day 9<br>Module 3 | Long Placement | Long Placement | Long Placement | Subject Knowledge |
| 31/03/2025 | 28 | ITaP | ITaP | ITaP | ITaP | ITaP | |
| 07/04/2025 | 28a | Holiday | Holiday | Holiday | Holiday | Holiday | |
| 14/04/2025 | 28b | Holiday | Holiday | Holiday | Holiday | Holiday | |
| 21/04/2025 | 29 | Bank Holiday | Long Placement | Long Placement | Long Placement | Long Placement | |
| 28/04/2025 | 30 | Long Placement | Long Placement | Long Placement | Long Placement | Long Placement | Subject Knowledge |
| 05/05/2025 | 31 | Bank Holiday | Long Placement | Long Placement | Long Placement | Long Placement | Subject Knowledge |
| 12/05/2025 | 32 | Long Placement | Long Placement | Long Placement | Long Placement | Long Placement | Subject Knowledge |
| 19/05/2025 | 33 | ITaP | ITaP | ITaP | ITaP | ITaP | |
| 26/05/2025 | 33a | Holiday | Holiday | Holiday | Holiday | PGCE<br>Day 10 | |
| 02/06/2025 | 34 | Long Placement | Long Placement | Long Placement | Long Placement | Long Placement | Subject Knowledge |
| 09/06/2025 | 35 | Long Placement | Long Placement | Long Placement | Long Placement | Long Placement | |
| 16/06/2025 | 36 | Long Placement | Long Placement | Long Placement | Long Placement | Long Placement | Subject Knowledge |
| 23/06/2025 | 37 | Long Placement | Long Placement | Long Placement | Long Placement | Long Placement | |
| 30/06/2025 | 38 | Enrichment Placement | Enrichment Placement | Enrichment Placement | Enrichment Placement | Enrichment Placement | |
| 07/07/2025 | 39 | Enrichment Placement | Enrichment Placement | Conference | Provider Led | Subject Knowledge | |

# Timetable Loading

- SWIFT Trainee timetables are decided at the discretion of the school, based on individual experiences and needs of the trainee and will follow the requirements below.
- The timetable will reflect the stages of trainee development which starts with low loading, building during the duration of the course.
- Timetables must reflect a timetabled mentor meeting of an hour, with at least an additional 30 minutes of expert input across the week.
- Timetables will consist of the following elements (i) observations of expert colleagues (ii) co-teaching with the class teacher or another SWIFT trainee (iii) teaching
- The elements above will total a minimum of 15 hours
- Observation / tasks + co-teaching + teaching = minimum of 15 hours.
- The suggested time allocations are for guidance only, depending on the progress being made by the SWIFT trainee. For example, during the short placement it may not be suitable for the trainees to take on 8 hours of teaching, and more time is spent co-teaching.
- Weeks 30 – 37 must include an 80% teaching timetable in accordance with the new DfE Quality Requirements. See below.
- For secondary placements it would be helpful if Friday afternoon could be left free to accommodate the twilight sessions which start at 1400.
- The DfE sets out the minimum time allocations for school placements

| **ITT minimum time allocations throughout the duration of the course** | **Minimum weeks in school placements (general placements only, excludes Intensive Training and Practice)** | **Minimum hours in classrooms (including observing, teaching, co-teaching, etc.) each week during general school placements** |
|---|---|---|
| | 24<br><br>(120 days) | 15 on average<br><br>(average of 3 per day) |
| * All ITT courses must be designed so that trainees can experience six weeks of 80% contact ratio teaching. The 80% refers to a full teaching timetable, as it is typically defined by the school where the experience is taking place, rather than 80% of a full pupil or school timetable. | | |

# Secondary School Placements Timetable Loading

| Secondary School Placements | Week | Week Beginning | Days in School | Observation / Tasks | Co-teaching | Teaching | Personal Study |
|---|---|---|---|---|---|---|---|
| **Short Placement Induction**<br>Placement school support required for logistics | 4<br>5<br>6 | 16/09/2024<br>23/09/2025<br>30/09/2024 | Thurs<br>Thurs<br>Thurs | Set by SWIFT | n/a | n/a | 2 hours per day |
| **Short Placement Professional Studies**<br>Placement school support required for logistics | 7 | 07/10/25 | Mon, Tues, Wed, Thurs | Set by SWIFT | n/a | n/a | 2 hours per day |
| **Short Placement**<br>Timetable required (15 hours) | 9 - 16 | 21/10/2024 – 16/12/2024 | Mon, Tues, Wed, Thurs, Fri<br>Except 02/12/24 | Week 9 – 10 \| 4 hours<br><br>Week 11 -16 \| 3 hours | Week 9 – 10 \| 6 hours<br><br>Week 11 – 16 \| 4 hours | Week 9 – 10 \| 5 hours<br><br>Week 11 – 16 \| 8 hours | Remaining hours |
| **Long Placement Induction**<br>Placement school support required for logistics | 17<br>18 | 06/01/2025<br>13/01/2025 | Thurs<br>Thurs | Set by SWIFT | n/a | n/a | 2 hours per day |
| **Long Placement Professional Studies**<br>Placement school support required for logistics | 19<br>20 | 20/01/2025<br>27/01/2025 | Thurs<br>Mon - Thurs | Set by SWIFT | n/a | n/a | 2 hours per day |
| **Long Placement**<br>Timetable required (15 hours) | 22<br>23 – 25<br>26<br>27<br>29 – 32<br>34 - 37 | 10/02/2025<br>24/02/2025 – 10/03/2025<br>17/03/2025<br>24/03/2025<br>21/04/2025 – 12/05/2025<br>02/06/2025 – 23/06/2025 | Mon, Tues, Wed, Thurs<br>Mon, Tues, Wed, Thurs, Fri<br>Mon, Tues, Wed, Thurs<br>Wed, Thurs, Fri<br>Mon, Tues, Wed, Thurs, Fri<br>Mon, Tues, Wed, Thurs, Fri | Week 22 – 29 \| 2 hours per week<br><br>Week 30 – 37 \| 1 hours per week | Week 22 – 29 \| 2 hours per week | Week 22- 29 \| 11 hours<br><br>*Week 30 – 37 \| 80% teaching timetable \| 14 hours | Remaining hours |
| **Enrichment**<br>Timetable required | 38<br>39 | 30/06/2025<br>07/07/2025 | Mon, Tues, Wed, Thurs, Fri<br>Mon, Tues | To total 1 hours in discussion with trainee | | | Remaining hours |

* All ITT courses must be designed so that trainees can experience six weeks of 80% contact ratio teaching. The 80% refers to a full teaching timetable, as it is typically defined by the school where the experience is taking place, rather than 80% of a full pupil or school timetable.

# SWIFT Teacher Training | Lesson Observation of SWIFT Trainee

| | | | | |
|---|---|---|---|---|
| SWIFT Trainee | | Subject / Key Stage | | |
| Teaching group | | Lesson Topic | | |
| Date | | Time / Lesson | | |
| Lesson objective(s) | | | | |
| Focus of observation | | | | |
| Strand 1<br>Managing Behaviour<br>High Expectations | Strand 2 \| Pedagogy<br>2a. How Pupils Learn<br>2b. Classroom Practices<br>2c. Adaptive teaching | Strand 3<br>Curriculum<br>Subject Knowledge | Strand 4<br>Assessment | Strand 5<br>Professional Behaviours |
| SWIFT Trainee demonstrates appropriate levels of subject knowledge<br><br>Yes / No | | | Comments: | |
| Record of observation notes: | | | | |
| Identify one area of praise | | | | |
| Identify a maximum of two areas that require immediate action | | | | |
| Observed by: | | Role in school: | | |
| Thank you for making time to give feedback to the trainee following this observation.<br>Please provide a copy of this form to the SWIFT Trainee so they can upload to Steplab. | | | | |

## SWIFT Teacher Training Strands | Steplab

| Strand 1<br>Managing Behaviour<br>High Expectations | Strand 2 \| Pedagogy<br>2a. How Pupils Learn<br>2b. Classroom Practices | Strand 2 \| Pedagogy<br>2c. Adaptive teaching |
|---|---|---|
| ☐ Establishing Classroom Routines<br>☐ Addressing Non-Compliance<br>☐ Motivating Pupils<br>☐ Building Trusting Relationships<br>☐ Addressing Persistent and Challenging Behaviour<br>☐ Addressing Significant Negative Behaviour | ☐ Managing Cognitive Load<br>☐ Giving Memorable Explanations<br>☐ Giving Detailed Explanations<br>☐ Effective Use of Paired Talk<br>☐ Effective Group Discussions<br>☐ Developing Writing<br>☐ Teaching Learning Behaviours | ☐ Knowing the Barriers to Learning<br>☐ Deployment of Teaching Assistants and Other Adults<br>☐ Scaffolding Learning<br>☐ Pre-Teaching<br>☐ An Inclusive Classroom |
| **Strand 3 \| Curriculum**<br>**Subject Knowledge** | **Strand 4**<br>**Assessment** | **Strand 5**<br>**Professional Behaviours** |
| ☐ Subject Knowledge | ☐ Using Accountable Questioning<br>☐ Gathering Data on Pupil Learning<br>☐ Peer and Self-Assessment<br>☐ Providing Effective Feedback<br>☐ Productive Use of Summative Assessment | |