SWIFT Teacher Training

Professional Studies Days and Long Placement Spring Checklist for Mentors

Secondary Schools

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 long placement spring journal and the mentor handbook.

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 spend a minimum of 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 Step lab 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 their TEAMS folder 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.

Long Placement Spring Mentor Check List

Week of Programme	w/b	In school	Training Element	Activities	Long Placement Learning Journal
Week 17	06/01/25	In school Thursday	Provider Led & Professional Studies **Day 1 Induction**	☐ Allocate a time for the weekly mentor meeting. ☐ Hold the first Mentor meeting to review the Placement Journal tasks and have a professional discussion about the school culture and ethos. ☐ Discuss departmental expectations of conduct, dress, routines. ☐ Arrange a meeting with the safeguarding lead for school based safeguarding training. ☐ Arrange 1 x general lesson observation for the trainee to visit a classroom.	Page 5
Week 18	13/01/25	In school Thursday	Provider Led & Professional Studies **Day 2 Induction**	☐ Mentor meeting to review the Placement Journal tasks and hold professional discussions. ☐ Arrange for a discussion about behaviour for learning with an appropriate colleague. ☐ Arrange 2 x lesson observations for the trainee to visit a classroom focusing on behaviour management and routines.	Page 7
Week 19	20/01/25	In school Thursday	Provider Led & Professional Studies **Day 3 Induction**	☐ Mentor meeting to review the Placement Journal tasks and hold professional discussions with a focus on Curriculum: Opportunity to review subject's current scheme of work with a focus on logical scheme building. ☐ Arrange 3 x lesson observations for the trainee to observe an EAL Learner. (if not possible, a child with low literacy) ☐ Schedule a meeting with the PHSE Lead so trainee can have a professional discussion.	Page 9

Week 20	27/01/25	In school Monday, Tuesday, Wednesday, Thursday.	Professional Studies **Day 4 Day 5, Day 6, Day 7 Induction** Mentor meeting can be allocated any day to suit	**Day 4** ☐ Mentor meeting to review the Placement Journal tasks and hold professional discussions looking at induction days 5,6 and 7. ☐ Map out trainee's week 22 timetable including observing classes in preparation for teaching 50-60%. (8-10 hours) ☐ Allocate timetable in school. See timetable load document. Please leave Friday pm free for subject sessions. ☐ Discuss lesson plans ready for two observations and a Step Lab drop in during week 22. ☐ Arrange 2 x lesson observations for the trainee to visit a classroom. Focus on worked examples and scaffolds.	Page 12
				Day 5 ☐ Arrange 2 x lesson observations for the trainee to visit a classroom focusing on using assessment effectively. ☐ Allow trainee access to the school assessment policy.	Page 13
				Day 6 ☐ Arrange 3 x lesson observations for the trainee to visit a classroom focusing on effective questioning.	
				Day 7 ☐ Arrange 3 x lesson observations for the trainee to visit a classroom focusing on the effective use of Teaching Assistants.	Page 15 Page 17
Week 21	03/02/25	ITaP Provider Led	**Not in school**		
Week 22	10/02/25	In school Monday, Tuesday,	Long Placement ***Allocated timetable in school over the 4 days this week:***	☐ Weekly Mentor meetings start, **set the first Step Lab target** with professional discussion.	Page 20

		Wednesday, Thursday.	**Teaching: 8-10 hours (50-60%)** **Co-teaching: 2 hours** **Observing expert colleagues: 2 hours** **Personal study: Remaining hours**	☐ Map out trainee timetable for the following week in preparation for teaching 50-60%. (8-10 hours) including lesson observations and Step Lab observation lessons. ☐ Allocate a class for trainee to threshold and take the register. ☐ Placement checklist (SWIFT trainees' responsibility to manage) ☐ Allocate a focus pupil for trainee to support (SEND/EAL) when not teaching for the entirety of long placement. ☐ x2 lesson observations per week by expert colleague of trainee. Does not have to be the mentor. ☐ Support trainee in arranging x2 lesson observations of expert colleagues.	
Week 22a	17/02/25	**Not in school**	**Holiday**	**Holiday**	**Holiday**
Week 23	24/02/25	In school Mon, Tues, Wed, Thurs, Fri	Long Placement ***Allocated timetable in school over the 5 days this week:*** **Teaching: 8-10 hours (50-60%)** **Co-teaching: 2 hours** **Observing expert colleagues: 2 hours** **Personal study: Remaining hours**	☐ Weekly Mentor meeting reviewing and setting Step Lab target with professional discussion about assessment procedures and how to monitor progress. ☐ Map out trainee timetable for the following week in preparation for teaching 50-60%. (8-10 hours) including lesson observations and Step Lab observation lessons. ☐ Placement checklist (SWIFT trainees' responsibility to manage) ☐ x2 lesson observations per week by expert colleague of trainee. Does not have to be the mentor. ☐ Support trainee in arranging x2 lesson observations of expert colleagues. ☐ Start to consider Assessment Point 2 and remind trainees to prepare their evidence bundle.	Page 20

Week 24	03/03/25	In school Mon, Tues, Wed, Thurs, Fri	Long Placement ***Allocated timetable in school over the 5 days this week:*** **Teaching: 8-10 hours (50-60%)** **Co-teaching: 2 hours** **Observing expert colleagues: 2 hours** **Personal study: Remaining hours**	□ Weekly Mentor meeting reviewing and setting Step Lab target with professional discussion. □ Map out trainee timetable for the following week in preparation for teaching 50-60%. (8-10 hours) including lesson observations and Step Lab observation lessons. □ Placement checklist (SWIFT trainees' responsibility to manage) □ x2 lesson observations per week by expert colleague of trainee. Does not have to be the mentor. □ Support trainee in arranging x2 lesson observations of expert colleagues. □ Assessment Point 2 window, remind trainees to prepare their evidence bundle. □ AP2 Window is open.	Page 21
Week 25	10/03/25	In school Mon, Tues, Wed, Thurs, Fri	Long Placement ***Allocated timetable in school over the 5 days this week:*** **Teaching: 8-10 hours (50-60%)** **Co-teaching: 2 hours** **Observing expert colleagues: 2 hours** **Personal study: Remaining hours**	□ Weekly Mentor meeting reviewing and setting Step Lab target with professional discussion. □ Map out trainee timetable for the following week in preparation for teaching 60-70%. (9-11 hours) including lesson observations and Step Lab observation lessons. □ Placement checklist (SWIFT trainees' responsibility to manage) □ x2 lesson observations per week by expert colleague of trainee. Does not have to be the mentor. □ Support trainee in arranging x2 lesson observations of expert colleagues. □ Assessment Point 2 window, remind trainees to prepare their evidence bundle. □ AP2 Visits	Page 21
Week 26	17/03/25	In school Monday, Tuesday, Wednesday, Thursday.	Long Placement ***Allocated timetable in school over the 4 days this week:***	□ Weekly Mentor meeting reviewing and setting Step Lab target with professional discussion. □ Map out trainee timetable for the following week in preparation for teaching 60-70%. (7-8 hours due to only	Page 21

		Friday = PGCE Day	**Teaching: 9-11 hours (60-70%)** **Co-teaching: 2 hours** **Observing expert colleagues: 2 hours** **Personal study: Remaining hours**	4 days in school) including lesson observations and Step Lab observation lessons. ☐ Placement checklist (SWIFT trainees' responsibility to manage) ☐ x2 lesson observations per week by expert colleague of trainee. Does not have to be the mentor. ☐ Support trainee in arranging x2 lesson observations of expert colleagues. ☐ Assessment Point 2 window, remind trainees to prepare their evidence bundle. ☐ AP2 Visits	
Week 27	24/03/25	In school Wednesday, Thursday, Friday. Monday & Tuesday = PGCE Day	Long Placement ***Allocated timetable in school over the 3 days this week:*** **Teaching: 7-8 hours (60-70%)** **Co-teaching: 2 hours** **Observing expert colleagues: 2 hours** **Personal study: Remaining hours**	☐ Weekly Mentor meeting reviewing and setting Step Lab target for after Easter with professional discussion. ☐ Map out trainee timetable for after Easter in preparation for teaching 70-80%. (11-13 hours based on 3 days) including lesson observations and Step Lab observation lessons. ☐ Placement checklist (SWIFT trainees' responsibility to manage) ☐ x2 lesson observations per week by expert colleague of trainee. Does not have to be the mentor. ☐ Support trainee in arranging x2 lesson observations of expert colleagues. ☐ Carry out a mock interview in preparation for job interviews. ☐ Assessment Point 2 window, remind trainees to prepare their evidence bundle. ☐ AP2 Window Closes	Page 22
Week 28	31/03/25	ITaP Provider Led	**Not in school**		
Week 28a	07/04/25	**Not in school**	**Holiday**	**Holiday**	**Holiday**
Week 28b	14/04/25	**Not in school**	**Holiday**	**Holiday**	**Holiday**

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 Big Ideas Module 1	PGCE Day 2 Big Ideas Module 2	Provider Led	Short Placement	Subject Knowledge	
30/09/2024	6	PGCE Day 3 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 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 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 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 Module 2 Presentations	
24/03/2025	27	PGCE Day 8 Module 3	PGCE Day 9 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 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 (120 days)	15 on average (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 (with Peer of Teacher)	Teaching	Personal Study
Short Placement Induction Placement school support required for logistics	4 5 6	16/09/2024 23/09/2025 30/09/2024	Thurs Thurs Thurs	Set by SWIFT	n/a	n/a	2 hours per day
Short Placement Professional Studies 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 Timetable required (16 hours)	9 - 16	21/10/2024 – 16/12/2024	Mon, Tues, Wed, Thurs, Fri Except 02/12/24	Week 9 – 10 | 4 hours Week 11 -16 | 3 hours	Week 9 – 10 | 6 hours Week 11 – 16 | 4 hours	Week 9 – 10 | 5 hours Week 11 – 16 | 8 hours	Remaining hours
Long Placement Induction Placement school support required for logistics	17 18	06/01/2025 13/01/2025	Thurs Thurs	Set by SWIFT	n/a	n/a	2 hours per day
Long Placement Professional Studies Placement school support required for logistics	19 20	20/01/2025 27/01/2025	Thurs Mon - Thurs	Set by SWIFT	n/a	n/a	2 hours per day
Long Placement Timetable required (16 hours)	22 23 – 25 26 27 29 – 32 34 - 37	10/02/2025 24/02/2025 – 10/03/2025 17/03/2025 24/03/2025 21/04/2025 – 12/05/2025 02/06/2025 – 23/06/2025	Mon, Tues, Wed, Thurs Mon, Tues, Wed, Thurs, Fri Mon, Tues, Wed, Thurs Wed, Thurs, Fri Mon, Tues, Wed, Thurs, Fri Mon, Tues, Wed, Thurs, Fri	Week 22 – 29 | 2 hours per week Week 30 – 37 | 1 hours per week	Week 22 – 29 | 2 hours per week	Week 22- 25 | 50-60% Week 26-27 60-70% Week 29 70-80% Week 30 – 37 | 80% teaching timetable	Remaining hours
Enrichment Timetable required	38 39	30/06/2025 07/07/2025	Mon, Tues, Wed, Thurs, Fri Mon, Tues	To total 15 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 Managing Behaviour High Expectations	Strand 2 | Pedagogy 2a. How Pupils Learn 2b. Classroom Practices 2c. Adaptive teaching	Strand 3 Curriculum Subject Knowledge	Strand 4 Assessment	Strand 5 Professional Behaviours
SWIFT Trainee demonstrates appropriate levels of subject knowledge 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. Please provide a copy of this form to the SWIFT Trainee so they can upload to Steplab.				

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