

Expected progress against the QTS Standards for the BA programme

P T E T i m e l i n e		Expected Attainment On track / Exceeding Expectations	Reasons to initiate the Contingency process (Personal circumstances of each student-teacher needs to be considered)
	End of BA1 placement	Half 5 / 10 of the Central Strands to be at least “on track” *Other standards and strands could also be at least “on track”. Students should not only gain experience from the Central Strands	Half (5/10) of Central Strands “not yet on track” or “cause for concern.” Other standards are assessed as “cause for concern.”
	Middle of PTE2	10 Central Strands at least “on track”	Where this is not the case, the student-teacher must be placed on Stage 1 of Intervention Process and appropriate targets identified.
	End of BA2 placement	10 Central Strands at least “on track”	Where this is not the case, the student-teacher may be placed on Stage 1 of Intervention Process and appropriate targets are identified for PTE3. The Intervention Process is to be considered in the third placement school during the preparation days in PTE3. Senior mentors from PTE2 and PTE3 to meet to discuss student-teacher support.
		The majority (2/3) of Pedagogy Standards at least “on track” All collaboration stands at least “on track”	
	Middle of BA3 placement	All Pedagogy, Collaboration and Professional Learning standards to be at least “on track”	Where this is not the case, the student-teacher must be placed on Stage 1 of Intervention Process and appropriate targets identified.
	End of BA3 placement	All QTS standards and elements must be at least “QTS standard demonstrated”.	Depending on the student-teacher’s profile, the following steps are to be taken: Where one standard is not at least ‘QTS standard demonstrated’ the student teacher will complete an additional three weeks in school during the summer term. Prior to completing this additional PTE, the student-teacher will have a review meeting with the Network Lead, Personal Tutor, and Class Mentor where targets are identified for the remainder of the placement (Intervention Process 1 support plan). These will be reviewed weekly throughout the additional three-week period. Should this result in a positive outcome, a ‘Pass’ grade will be submitted to the August Exam board in order to allow the student teacher to be qualified for the following September. Importantly, this may result in the student-teacher not graduating with their peers during the summer term and they will instead be invited to the graduation ceremony the following academic year. Where two or more standards are not ‘QTS standard demonstrated’, the student-teacher will be asked to resist the full PTE placement in the following academic year. A ‘Fail’ grade for PTE will be submitted to the Exam Board during the summer term. Prior to completing this additional PTE, the student-teacher will have a review meeting with the Network Lead, Personal Tutor and Class Mentor to identify targets for the placement period. Usual

PTE expectations will be followed.

Expected progress against the QTS Standards for the PGCE programme

P T E T i m e l i n e		Expected Attainment On track / Exceeding Expectations	Reasons to initiate the Contingency process (Personal circumstances of each student-teacher needs to be considered)
	Middle of PTE 1	The majority 6 / 10 of the Central Strands to be at least “on track”	Where this is not the case, the class/ subject mentor is expected to work closely with the student-teacher to make progress for the remainder of the PTE against any of the Central Strands which are ‘Not yet on Track.’
		*Other standards and strands could also be at least “on track”. Students should not only gain experience from the Central Strands	Other standards are assessed as “cause for concern.”
	End of PTE1	10 Central Strands at least “on track”	Where this is not the case, the student-teacher may be placed on Stage 1 of Intervention Process and appropriate targets are identified for PTE2.
		The majority (2/3) of Pedagogy standards at least “on track”	The Intervention Process is to be considered in the second placement school during the preparation days in PTE2. Senior mentors from PTE1 and PTE2 meet to discuss support for the student-teacher prior to PTE2.
		All collaboration strands at least “on track”	
	Middle of PTE2	All Pedagogy, Collaboration and Professional Learning standards to be at least “on track”	Where this is not the case, the student-teacher must be placed on Stage 1 of Intervention Process and appropriate targets identified.
	End of PTE2	All QTS standards and elements must be at least “QTS standard demonstrated”	Depending on the student-teacher’s profile, the following steps are to be taken: - Where one standard is not at least ‘QTS standard demonstrated’ the student-teacher will complete an additional three weeks in school. Prior to completing this additional PTE, the student-teacher will have a review meeting with the Network Lead, Personal Tutor, and Class/Subject Mentor where targets are identified for the remainder of the placement (Intervention Process 1 support plan). These will be reviewed weekly throughout the additional three-week period. Should this result in a positive outcome, a ‘Pass’ grade will be submitted to the August Exam board in order to allow the student teacher to be qualified for the following September. Importantly, this may result in the student-teacher not graduating with their peers during the summer term and they will instead be invited to the graduation ceremony the following academic year. Where two or more standards are not ‘QTS standard demonstrated’, the student teacher will be asked to resist the full PTE placement in the following academic year. A ‘Fail’ grade for PTE will be submitted to the Exam Board during the



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			summer term. Prior to completing this additional PTE, the student-teacher will have a review meeting with the Network Lead, Personal Tutor, and Class/Subject Mentor to identify targets for the placement period. Usual PTE expectations will be followed.
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