

Student Associates Scheme Training Entry Profile

A summary of achievement and experiences
on the Student Associates Scheme (2008-09)
for an applicant to Initial Teacher Training



developing people, improving young lives

Name of Student Associate:

Organisation providing the Student Associate Scheme:

Name of placement school:

Placement phase/subject:

The Student Associates Scheme (SAS), funded by the Training and Development Agency for schools, is operated by 53 providing organisations, involving some 7,500 students each year from HE institutions across England. Student Associates have 15 placement days of structured experience in school, supported by initial induction and training.

The two principal aims of the scheme are:

1. to contribute to the recruitment of able and committed students to initial teacher training (ITT); and
2. to increase participation in higher education by raising levels of aspiration and attainment of young people in schools (widening participation).

This SAS Training Entry Profile (SASTEP) for the above student summarises their placement experience and outcomes on the scheme, particularly in relation to Core Goals 1–10 of the scheme – those that are aligned to aspects of the standards for Qualified Teacher Status (QTS). The SASTEP can therefore be used to support a Student Associate’s application for ITT and, if they are successful, it can assist their ITT provider in the assessment of individual training needs.

A complementary document (the SAS Raising Aspiration Proforma) is provided for the Student Associate to summarise their experience related to the second aim of the scheme, based on Core Goals 11–13.

| Core Goal 1 – Professional Behaviour | Induction and training <i>The Student Associate has been introduced to:</i> | Examples of achievements during school placement experience <i>See Core Programme for examples</i> | Sources of evidence of achievement <i>See Core Programme for examples</i> | Related QTS Standard(s) |
|---|--|---|--|---|
| <p>Student Associates are to learn how to behave professionally in a school setting, and to demonstrate and promote in young people positive values, attitudes and behaviour.</p> | <ul style="list-style-type: none"> • A code of practice for their school placement, making clear how they should behave as a professional in a school and classroom context; • the positive values, attitudes and behaviour that schools seek to foster in young people; • how they might demonstrate and promote these in school placements. | | | <p>Q2 Demonstrate the positive values, attitudes and behaviour they expect from children and young people.</p> |

| Core Goal 2 – Relating to young people | Induction and training <i>The Student Associate has been introduced to:</i> | Examples of achievements during school placement experience <i>See Core Programme for examples</i> | Sources of evidence of achievement <i>See Core Programme for examples</i> | Related QTS Standard(s) |
|---|--|--|--|---|
| <p>Student Associates are to learn how they can establish fair, trusting, supportive and constructive relationships with young people in schools.</p> | <ul style="list-style-type: none"> • Ways of promoting effective and productive adult-pupil relationships in and out of the classroom; • how to respond constructively and appropriately when interacting individuals or groups. | | | <p>Q1 establishing fair, respectful, trusting, supportive and constructive relationships with [children and young people].</p> |

| Core Goal 3 – Engaging with young people’s learning | Induction and training <i>The Student Associate has been introduced to:</i> | Examples of achievements during school placement experience <i>See Core Programme for examples</i> | Sources of evidence of achievement <i>See Core Programme for examples</i> | Related QTS Standard(s) |
|---|--|---|--|---|
| <p>Student Associates are to learn to communicate effectively in engaging with young people’s learning, when supporting individuals or groups of young people in the classroom, and to give timely, accurate and constructive feedback.</p> | <ul style="list-style-type: none"> • Different ways in which they can assist members of the school workforce by engaging with young people’s learning in the classroom; • how to communicate effectively with individual and groups of young people, and provide timely, accurate and constructive feedback on their classroom work. | | | <p>Q4 Communicate effectively with children [and] young people ...</p> <p>Q27 Provide timely, accurate and constructive feedback on learners’ attainment [and] progress ...</p> |

| Core Goal 4 – Managing behaviour | Induction and training <i>The Student Associate has been introduced to:</i> | Examples of achievements during school placement experience <i>See Core Programme for examples</i> | Sources of evidence of achievement <i>See Core Programme for examples</i> | Related QTS Standard(s) |
|---|---|---|--|--|
| <p>Students Associates are to develop some knowledge and understanding of the ways in which effective teachers promote good behaviour, and to begin to develop some strategies for managing young people's behaviour when working with individuals or groups of young people.</p> | <ul style="list-style-type: none"> • The importance of a purposeful learning environment and the teacher's responsibility for establishing this; • key strategies used by effective teachers and other members of the school workforce for managing behaviour; • how Student Associates should respond to incidents of inappropriate behaviour in the school and classroom; • some strategies they might employ for keeping individuals and small groups of young people on task. | | | <p>Q10 Have a knowledge and understanding of a range of [...] behaviour management strategies ...</p> |

| Core Goal 5 – Planning and delivering part or all of a lesson | Induction and training <i>The Student Associate has been introduced to:</i> | Examples of achievements during school placement experience <i>See Core Programme for examples</i> | Sources of evidence of achievement <i>See Core Programme for examples</i> | Related QTS Standard(s) |
|--|--|---|--|--|
| <p>Student Associates are to learn how to plan and structure part or all of a lesson, and to begin to develop knowledge and understanding of some effective teaching strategies and different kinds of resources for promoting learning within their subject or phase.</p> | <ul style="list-style-type: none"> • In their subject or phase, how lessons are structured and sequenced; • how to plan for part or all of a lesson (with a group or a class) to assist a teacher in the classroom; • how to restructure and use personal subject knowledge for teaching purposes and to support young people's learning; • some effective teaching strategies that might be employed in various stages of a lesson; • different kinds of resources for promoting learning. | | | <p>Q22 designing effective learning sequences within lessons [...] and demonstrating secure subject/curriculum knowledge.</p> <p>Q10 Have a knowledge and understanding of a range of teaching [and] learning [...] strategies ...</p> |

| Core Goal 6 – Understanding the curriculum | Induction and training <i>The Student Associate has been introduced to:</i> | Examples of achievements during school placement experience <i>See Core Programme for examples</i> | Sources of evidence of achievement <i>See Core Programme for examples</i> | Related QTS Standard(s) |
|--|---|---|--|--|
| <p>Student Associates are to gain a basic knowledge and understanding of the relevant statutory and non-statutory frameworks for their subject or phase.</p> | <ul style="list-style-type: none"> • How the school curriculum is structured in terms of the Early Years Foundation Stage and the various Key Stages; • the main features of statutory and non-statutory curriculum frameworks for their subject and phase, including those provided through the National Strategies. | | | <p>Q15 Know and understand the relevant statutory and non-statutory curricula and frameworks, including those provided through the National Strategies, for their subjects/curriculum areas ...</p> |

| Core Goal 7 – The range of young people in a class | Induction and training <i>The Student Associate has been introduced to:</i> | Examples of achievements during school placement experience <i>See Core Programme for examples</i> | Sources of evidence of achievement <i>See Core Programme for examples</i> | Related QTS Standard(s) |
|---|--|---|--|---|
| <p>Student Associates are to become aware of the need for teachers to provide for the range of young people within a class and some of the ways they manage this.</p> | <ul style="list-style-type: none"> • Some examples of the range of competences that they might encounter in a given year group; • some of the ways in which social, religious, ethnic, cultural and linguistic influences might be taken into account in teaching; • how teachers plan for differentiation provide for the needs of more able young people and others who have special educational needs. | | | <p>Q18 Understand how children and young people develop and that the progress and well-being of learners are affected by a range of developmental, social, religious, ethnic, cultural and linguistic influences.</p> <p>Q19 Know how to make effective personalised provision for those they teach, including those [...] who have special educational needs ...</p> |

| Core Goal 8 – Equal opportunities | Induction and training <i>The Student Associate has been introduced to:</i> | Examples of achievements during school placement experience <i>See Core Programme for examples</i> | Sources of evidence of achievement <i>See Core Programme for examples</i> | Related QTS Standard(s) |
|--|---|---|--|---|
| <p>Student Associates are to develop awareness of how teachers take practical account of diversity and promote equality and inclusion in their teaching.</p> | <ul style="list-style-type: none"> • Some of the key differences between young people that provide the context for consideration of issues of diversity, equality and inclusion in teaching and learning; • some of the ways teachers take account of these in their planning and teaching. | | | <p>Q19 Know [...] how to take practical account of diversity and promote equality and inclusion in their teaching.</p> |

| Core Goal 9 – The well-being of young people | Induction and training <i>The Student Associate has been introduced to:</i> | Examples of achievements during school placement experience <i>See Core Programme for examples</i> | Sources of evidence of achievement <i>See Core Programme for examples</i> | Related QTS Standard(s) |
|--|---|---|--|--|
| <p>Student Associates are to begin to develop an awareness of current legal requirements, national policies and guidance on the safeguarding and promotion of the well-being of children and young people.</p> | <ul style="list-style-type: none"> • Sources of information regarding current legal requirements, national policies and guidance on the safeguarding and promotion of the well-being of young people. • examples of school policy statements relating to the safeguarding and promotion of the well-being of young people in schools. | | | <p>Q21 (a) Be aware of the current legal requirements, national policies and guidance on the safeguarding and promotion of the well-being of children and young people.</p> |

| Core Goal 10 – Reflective practice | Induction and training <i>The Student Associates has been introduced to:</i> | Examples of achievements during school placement experience <i>See Core Programme for examples</i> | Sources of evidence of achievement <i>See Core Programme for examples</i> | Related QTS Standard(s) |
|---|--|---|--|---|
| <p>Student Associates are to learn how to reflect on their own contributions to teaching and the effective practice of others, to act upon advice and feedback from mentors, and to take increasing responsibility for their own personal and professional development.</p> | <ul style="list-style-type: none"> • How to reflect on school placement experience and to record their reflections; • examples of how to use personal reflection and feedback from mentors to improve their own practice; • how a Student Associate's experience in school can be aligned to aspects of the QTS standards and recorded in the SASTEP; <i>(Note 3)</i> • different routes into ITT, entry requirements and teaching as a career; • how to evaluate and enhance their own subject knowledge to strengthen applications for ITT. | | | <p>Q7 (a) Reflect on and improve their practice, and take responsibility for identifying and meeting their developing professional needs.</p> <p>Q9 Act upon advice and feedback and be open to coaching and mentoring.</p> |

| Additional achievements or experience not related to Core Goals | Induction and training <i>The Student Associate has been introduced to:</i> | Achievements during school placement experience | Sources of evidence of achievement | Related QTS Standard(s) <i>(where appropriate)</i> |
|---|--|---|------------------------------------|---|
| | | | | |

Signature of Student Associate:

Date:

Validation by a representative of the providing organisation

I confirm that this student has completed successfully the Student Associates Scheme and that this is a fair record of the experience and achievements of this student on this scheme.

Name:


Signature:

Role:

Date:

Notes for completion of the SAS Training Entry Profile

1. Induction and training: this column contains the programme for induction and training suggested in the Core Programme. Student Associates Scheme providers may wish to edit this to match the emphases of their individual programmes. Student Associates for any given provider are likely to have shared the same induction and training and it is expected therefore that this information will be the same for the whole cohort.
2. Examples of achievements during school placement experience: this column is to be completed by the individual Student Associate.
3. Sources of evidence of achievement: this column is to be completed by the individual Student Associate and should indicate where the evidence of achievement on school placement is located. In some entries this might be a confirmation by a school-based mentor by signature against a simple checklist. In other entries it might be the Student Associate's written records, such as a diary of activities, observations of teachers and young people, reflections on their experiences and interactions with young people, teaching plans, resources produced, notes on specific issues, evaluations, or a record of their achievements in relation to various goals.
4. Related QTS Standards: these indicate the main aspects of QTS Standards to which the experience and achievements related to the Core Goal of the Scheme will be aligned. For consistency across providers these are specified in advance and should not normally be modified by individual providers or Student Associates. An additional box is provided for the inclusion of further experience that the Student Associate may wish to link to additional aspects of particular QTS Standards.
5. The validation of this record should be completed by a representative of the organisation providing the Scheme. This could be, for example, a Scheme Coordinator or a school-based mentor, provided that the individual signing the validation has checked the sources of evidence cited by the Student Associate.
6. It is suggested that providers delete these notes for completion from the SASTEP before printing off the final version.



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