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| **Welcome to the mentor Weekly Development Summary from the Department of Secondary and Further Education (AY 23/24)**  **Week 8** | | | | | | | | | | | |
| **Course:**  **‘Working creatively with others to enhance life chances’** | | | | | | | | | | | |
| **Name of trainee** | |  | | **Trainee ID no.** | | | |  | | | |
| **Name of mentor** | |  | | **Professional Practice phase** | | | | **Initial** | | | |
| **Name of Link Tutor** | | **Andy Watkins/Zoe Thornhill** | | **Name of setting** | | | |  | | | |
| **Programme** | | **PGCE Secondary Geography** | | **Week beginning** | | | |  | | | |
| **Days trainee has attended this week** | | **Monday** | **Tuesday** | | **Wednesday** | | **Thursday** | | **Friday** | | |
| **Key reading for the week** | **Summary**  Key messages include:   * Recognizing that children may struggle to make a disclosure whilst also adding that domestic abuse has been added to the list of concerns staff should be aware of and its impact on children. * Governors and trustees must receive safeguarding training and ensure that robust, effective policies are in place. Online safety must include regular reviews of filters and monitoring systems and communication with parents about online activities. Virtual school heads are now responsible for children with social workers, and LGBTQ+ pupils are encouraged to have a safe space to share concerns with staff. * Learning lessons from all cases (substantiated and unsubstantiated) and outlines procedures for low-level concerns whereby Designated Safeguard Leads and Headteachers should make final decisions. * Guidance on child-on-child sexual violence, focusing on the notion that laws are in place to protect students from harm including intra-familial harm. The report concludes collaboration with safeguarding partners is essential.   **Reference** NSPCC CASPAR update and brief over view for keeping children safe  <https://learning.nspcc.org.uk/research-resources/schools/keeping-children-safe-in-education-caspar-briefing> | | | | | | | | | | |
| **Support for mentoring in this subject** | <https://geogramblings.com/2021/04/25/school-safeguarding-policy-should-consider-climate-change-and-eco-anxiety/>  An article about alternative safeguarding issues linked to Geography | | | | | | | | | | |
| **Curriculum for the week** | **This week trainees should have demonstrated that they know:** | | | | | | | | | | **Y/N** |
| **Teachers have a legal**  **obligation to keep**  **children and young**  **people safe (KCSIE, DfE,**  **2022)** | | | | | | | | | |  |
| **This week trainees should have demonstrated that they know how to:** | | | | | | | | | | **Y/N** |
| **Identity and familiarise**  **themselves with**  **placement setting**  **safeguarding procedure,**  **including the name of the**  **Safeguarding Lead. They**  **should know their role**  **and responsibilities in this**  **process to keeping**  **children safe**  **Explain who to contact**  **with any safeguarding**  **concerns and having a**  **clear understanding of**  **what sorts of behaviour,**  **disclosures, and incidents**  **to report.**  **Explain how to access the**  **schools Safeguarding**  **Policy and stress the**  **importance to the trainee**  **being fully aware of the**  **contents.**  **Explain how to recognise**  **where there might be a**  **situation where**  **safeguarding is an issue.**  **Explain how to respond**  **quickly to any behaviour**  **or bullying that threatens**  **emotional safety.** | | | | | | | | | |  |
| **Questions for mentor and trainee to discuss in mentor meeting** | **Q1:** What is the name of the Safeguarding Lead at your placement setting and what are your roles and responsibilities in the safeguarding process?  **Mentor summary of trainee response:**  **Q2:** Discuss the specific safeguarding challenges within Geography. What are they?  **Mentor summary of trainee response:** | | | | | | | | | | |
| **Additional notes from mentor meeting** | For example, review of subject knowledge, relevant CPD, arrangements for upcoming lesson observation, school/department events etc. | | | | | | | | | | |
| **Trainee workload and well-being** | **Have strategies for workload been discussed?** | | | | | | | | | **Y/N** | |
| Actions or follow up (if needed) | | | | | | | | | | |
| **Has the trainee’s wellbeing been discussed?** | | | | | | | | | **Y/N** | |
|  | Actions or follow up (if needed) | | | | | | | | | | |
| **Opportunities identified for progress** | **To make progress through the curriculum the trainee needs to:** | | | | | **Opportunity agrees for trainee to practise, observe, or receive feedback on this target** | | | | | |
| **1.** | | | | |  | | | | | |
| **2.** | | | | |  | | | | | |
| **3.** | | | | |  | | | | | |
| **Current progress would suggest that the trainee is making sufficient progress through the curriculum to proceed:**  **Yes, trainee is making sufficient progress through the curriculum.**  **Yes, trainee is making sufficient progress through the curriculum, but this has required additional support (please list the additional support provided below. For example, a reduction in teaching load, additional meetings, use of team-teaching etc).**  **No, despite additional support the trainee is not making sufficient progress through the curriculum. A Progress Support Plan should be considered.** | | | | | | | | | | | |

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| **Mentor** Signature |  |
| **Trainee** Signature |  |
| Trainees should ensure this WDS is submitted by the deadline for the purpose of formative assessment. Failure to do prevents the Link Tutor from assessing their progress and may result in the trainee being placed on a Progress Support Plan. | |