



LIVERPOOL
JOHN MOORES
UNIVERSITY



MENTORING MEMOS

PGCE Secondary: Week 4 (w/c 28th September 2026)

Focus this Week

ITAP 1 - How do I start lessons in a calm and purposeful manner?

By the end of this week, student teachers should begin to be able to:

- Start a lesson in a calm and controlled manner
- Obtain silence and pupils' attention
- Respond effectively to disruption during teacher talk

This week marks the first week of ITAP! As a reminder, over the next four weeks student teachers will be focused on the following key questions:

ITAP 1 (starting 25/09/26) – How do I start lessons in a calm and purposeful manner?

ITAP 2 (starting 02/10/26) – How do I model and explain knowledge, processes and skills in my subject?

ITAP 3 (starting 09/10/26) – How do I ask and respond to questions in my subject to check understanding?

ITAP 4 (starting 16/10/26) – How do I deploy a subject-specific pedagogy effectively?

The overall learning outcomes across the four ITAPs are:

- Critically explore related literature and its link with effective practice
- Identify and explain a range of appropriate techniques
- Begin to apply these techniques in practice
- To begin to observe, use, and reflect on adaptive practice in the classroom
- Use reflection and feedback to improve teaching practice

It is really important that all student teachers have an ITAP timetable that meets these minimum expectations: [IntensiveTrainingAndPractice-PG-Secondary-TimetableTemplate.pdf](#)

All student teachers should be working through their ITAP booklet: [IntensiveTrainingAndPractice-PG-Secondary-Booklet.docx](#)

Remember:

- Mentor meetings during ITAP periods should follow the guidance set out in the ITAP Booklet. There is no need to complete the usual mentor meeting form.
- There is no formal target setting during ITAPs, because all student teachers are working towards the same objectives.

On Friday 25th September, all student teachers will be taught six techniques and will be looking to observe, plan and try them:

- Positive greetings at the door
- Front-loading expectations
- Signals for silence and countdowns done properly (signal, pause, insist; never count down and carry on)
- A staged approach in line with your behaviour policy
- Positive framing
- Non-verbal cues, proximity and pauses.

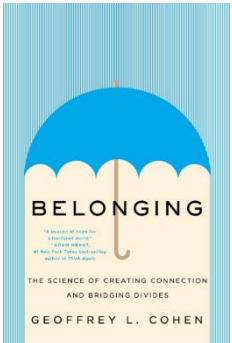
They have been told to read, ask about and observe your behaviour policy in action.

Further subject specific guidance to General Mentors for ITAP 1 (and all other ITAPs) can be found here: [LJMU ITT Placement : PGCE Secondary : Programme Information](#) under Intensive Training and Practice Information. This will be uploaded from Monday 28th September.

As part of our quality assurance obligations, you may be contacted by an LJMU colleague to ask how ITAPs are going and if you need any further support.

If you have any questions, please contact either your Lead Mentor or Mike Sweeney (m.j.sweeney@ljmu.ac.uk).

Updates	Subject Studies Curriculum Maps are now available To reduce the number of documents mentors refer to, we are sharing the full subject studies curriculum map for each subject (Section B > Programme Curriculum Information and Mentor Guides). Please take the time to read this for your subject. You will notice there is a column for placement activity and focus for GM. This must be considered each week in the mentor meeting. It should give you guidance for discussion, observation and target setting from Phase 2 onwards. A few missing subjects will be uploaded in the next week or so. Subject Studies Curriculum Mentor Training In the coming weeks, Subject Leads will be in touch about live online training for each subject area. This will likely take place at the beginning of Phase 2a. This training is designed to: - Give you confidence to understand the subject curriculum to help inform your mentoring - Support you in setting high quality targets in the subject - Share best practice for mentoring in your subject - Feedback on the subject curriculum Contact list for the Secondary Team You can find a full contact list for the secondary team here (Section B> Key Contacts) New Lesson Plan Proforma We have developed a new lesson plan proforma for all secondary student teachers, which can be found here: LJMU ITT Placement : PGCE Secondary : Planning & Learning Activities from Monday 28th September. Remember, student teachers are not planning their own full lessons until Phased 2, but you may want to have advanced sight of the plan they will need to use.
Reminders for Students	Focus on ITAP The only activities you should be completing this week are ITAP 1 related. If you have any concerns or questions about that, please contact your general or lead mentor.
Reminders for Mentors	Don't set targets yet As explained above, this starts after ITAPs Review the ITAP training, booklet and template timetable ITAP 2 is in quick succession after this week! Focus on ITAP Student teachers should only be completing activity associated with ITAP 1.
Key Dates	- ITAP 1 starts at LJMU on Friday 25th September. - ITAP 2 starts at LJMU on Friday 2nd October. - ITAP 3 starts at LJMU on Friday 9th October. - ITAP 4 starts at LJMU on Friday 16th October. If your school has an extended half term, ITAP 4 will need to be delivered w/c 2nd November for school-led student teachers or w/c 9th November for university-led student teachers. This means that for these students, the Phase 1 review deadline will be Thursday 13th November. - Phase 1 Review deadline – Thursday 22nd October - w/c 2nd November, school-led will be in school, university-led will be at LJMU for one week - w/c 9th November, everyone is in school

Education Updates	TES: Creating a closer connection between research and practice - link – Prof. Francis explains why it is vital that education research answers the most pressing questions facing educators – and how teachers can help ensure they do just that. Schools Week: New ‘vocational GCSEs’ to replace technical awards in major shake-up – link – New nationally-set “vocational GCSEs” will be introduced in schools to replace existing technical awards, with league tables due to be adjusted to take account of them.
Recommended Reading	Belonging: The Science of Creating Connection and Bridging Divides By Geoffrey Cohen This book argues that feeling valued and accepted isn’t a soft extra but a precondition for learning. When it is missing, people under perform, or withdraw. This matters to us as teachers and teacher educators because we are wanting two groups of people to belong: our student teachers who are navigating unfamiliar schools, and our pupils who are starting out in their new year. Cohen’s point is that belonging doesn’t straightforwardly follow from good intentions. It has to be deliberately designed for. How have we deliberately designed our ITE programmes for belonging? 
Wellbeing	ITAPs are intensive and unfamiliar. Student teachers are being closely observed and given lots of feedback in a compressed period. We want to keep our high expectations and provide a consistently positive and caring environment for our student teachers. A few questions to help support student teachers with their wellbeing this week: • How are you making sense of the feedback you have received? • Is there anything you can do to help feel more organised? • Are there any moments that have stuck with you? • Are you getting enough time to process the feedback you’re getting? • Are you making full use of the working day? If you have any concerns about student teacher wellbeing, please contact lead mentos asap. Student teachers can also talk to a Wellbeing Advisor using these links: • Book an appointment online • Visit our drop-in sessions: Monday to Friday, 10am until 4pm in the Student Life Building. • Contact us by phone: 0151 231 3664 or email: studentwellbeing@ljmu.ac.uk

