

William Gilpin CE VA Primary School

Initial Teacher Training Policy

Principles, Values and Entitlements:

William Gilpin CE VA Primary School is committed to providing high quality training for all teachers, particularly those in ITT, in order that future generations of children receive appropriate educational opportunities.

Aims

- To ensure that Initial Teaching Training (ITT) students gain the necessary training and experience in order for them to meet the standards for teaching as set out by the Secretary of State for Education.
- To create opportunities for all staff to reflect on their practice and to support and work cooperatively with other members of the staff team.
- To develop effective links with Higher Education Institutions in order to share and develop expertise.

Benefits

- A focus on ITT helps to nurture an ethos of reflective practice amongst all staff.
- Contact with training providers assists teachers in updating their own knowledge and skills.
- Teachers' and Pupils' learning can be enhanced by the enthusiasm, ideas and additional classroom support offered by trainee teachers.
- ITT is central to the pattern of continual professional development for all teachers. ITT training provides opportunities for individual staff to develop skills such as mentoring, leading to increased professional self-confidence.

Trainee Entitlement

- Attention has been given to equal opportunities when planning procedures for the induction of trainees. These include:
 - A tour of the school and introductions to all staff and if possible other members of the staff community.
 - Provision of all essential documentation such as staff handbook, key policies etc.
 - Insight into the running of the school, for example management structures.
 - Access to and guidance in the use of key resources, for example the library, computers, the photocopier and paper store.
- Roles and responsibilities for mentoring, pastoral support, assessment, and development of general professionalism of the trainees are clearly identified and explained, including expectations regarding the trainee's involvement in year group and staff meetings.
- Commitment to fair entitlement to non-contact and support times for trainees is observed and timetabled in advance, as outlined in the ITT provider's handbook.
- Trainees meet at least weekly with their mentor to discuss each week's progress and set targets for development. It is a requirement of the SCITT that mentors meet with trainees for an hour a week during lesson time.
- A timetable is drawn up and agreed during discussion by the mentor and trainee at the end of each week, detailing roles and responsibilities for the following week, including for example, teaching and non-contact commitments, meeting arrangements and other deadlines.
- Trainees are helped to balance the demands of in-school and ITT provider based work.

- Lines of communication between the trainee, staff in the school and the ITT provider are made clear to the trainee and others.
- Trainees' experience is planned to cover a range of different classes spanning the ability and age range of the school.
- Trainees have the opportunity to see work in the school outside their specialisms and may observe subject leaders teaching their specialist subject in order to model good practice.
- Assessments of trainees' lessons are always done with reference to the standards for QTS, and where possible the focus of the observation is agreed in advance.
- Feedback following lesson observations is given as soon as possible, and is dealt with in a positive and professional manner.
- A small minority of shared observations of trainees may take place in order to ensure consistency of assessment. These may be carried out by mentors and senior staff in the school, subject leaders, the Headteacher, professional tutors or staff from another school.
- Trainees are never left unsupervised during P.E lessons or other potentially dangerous activities.
- Incidences of weak performance are dealt with fairly and professionally in accordance with the guidelines set out in the ITT provider's documentation.

Criteria for the Selection of School-Based Mentors

Qualified (QTS) and with appropriate classroom experience and personal qualities, which can be summarised as follows:

- M** = manages, motivates, models
- E** = encourages, empathises, experience
- N** = nurtures, non-defensive, natural
- T** = talented, time-manages, trains
- O** = offers, organises, open-minded
- R** = respects, reflects, rewards
- S** = supports, shares, self-confident

- Experience of mentoring students and/or completion of an accredited course of mentor training.
- Interest and commitment to ITT.
- Ability to link classroom work to work with trainees, to the benefit of both parties and the pupils in the class.

The Role of the School-Based Mentor

The role of the mentor can be grouped into six broad categories:

- Modelling – related to exemplifying good practice.
- Teaching – related to the mentor's role as teacher, trainer or facilitator of the trainee's learning.
- Assessing – related to making judgements about the trainee's practice.
- Supporting – related to the personal support often needed by trainees.
- Communicating – related to attendance at mentor meetings, and ensuring that all parties are kept well informed of information.
- Organising – related to ensuring that trainees gain full entitlement to the provision outlined above.

The Role of the Headteacher

The Headteacher is responsible for:

- Ensuring that trainees are given suitable placements within the school.
- Managing the duties, time and remuneration arrangements for mentors.
- Retaining responsibility for the overall management of trainees whilst based at the school, whilst delegating operational management to mentors.
- Ensuring that an audit of the school's ITT provision is carried out.
- Keeping the Governing Body informed of the school's work in ITT.

The Role of Other Staff in the School

- All staff are expected to respect and treat trainees as a member of staff in the school. They may be asked to offer subject specialist advice, model lessons for trainees to observe, or carry out joint observations of trainees.
- Teaching Assistants are expected to work alongside trainees in the same way as they would the class teacher.

The Role of the Governing Body

The Governing Body is responsible for:

- Overseeing and keeping abreast of the school's work in ITT.
- Being involved in the annual review of the school's partnership with the SCITT.

Monitoring and Review

This policy will be reviewed in the Autumn Term 2014 or in the light of new legislation.

Signed:

Date: