

## Initial Teacher Training

This policy has been written for...

Initial Teacher Training and Graduate Teacher Training.

Copies of this policy may be obtained from...

- The School **web site**.
- It is available as a hard copy on request from the **school office**.
- Hard copies for reference are filed in the **staff room**

This policy links with the following policies

- Initial Teacher Training is an integral part of the School Plan and School Continuing Professional Development improvement Plan. It is clearly identified and is considered in all areas of the curriculum.
- Learning and Teaching Policy
- Marking Policy
- SEN policy

Participants and consultees in the formulation of this policy were...

- Vice Principal, directors of Key Stage, subject tutors

Edition, Review frequency and dates

This is edition 4 released November 2016  
This policy will be reviewed every two years.  
Next renewal date: October 2018

Relevant statutory guidance, circulars, legislation & other sources of information are...

**The Partnership Agreement and the Memorandum of Agreement (R3.1)**

For all schools working in partnership with the Faculty of Education (regardless of programme, i.e. PGCE or Employment Based Route) a Partnership Agreement is signed. This sets out the detailed commitment of the school and the Training Institution Faculty of Education.

The Lead Member of staff is

- Vice Principal, Teaching & Learning

Definitions and key terms used in this policy...

- This document is intended to be read by a wide audience. As such, no jargon or technical terms are used.

The Rationale and Purpose of this policy

- provide an account of the school's approach to ITT for all interested parties;
- act as a checklist for those actively involved in the process;
- provide a means of evaluating our practice and procedures through regular review of the policy.

<b>Appendices</b>	<ul style="list-style-type: none"> <li>• Roles and Responsibilities</li> </ul>
<b>Introduction</b>	<p>West Heath School is committed to supporting high quality training for all teachers, particularly those in Initial Teacher Training (ITT), in order that future generations of children receive the best possible educational opportunity. This policy with guidelines provides a clear framework to ensure that the provision for trainee teachers is of the highest quality.</p> <p>West Heath School is committed to fair recruitment</p>
<b>The Aims of this policy</b>	<p>This policy aims to:</p> <ul style="list-style-type: none"> <li>• provide high quality Initial Teacher Training that will give trainees the experiences necessary to meet the Professional Standards set out in Qualifying to Teach.</li> <li>• create an opportunity for all trainee teachers and staff to pursue their Continuing Professional Development (CPD) through reflection on teaching and learning strategies and to make them feel valued for their expertise.</li> <li>• increase the Initial Teacher Training capacity and quality in West Heath School</li> <li>• raise awareness of increased support for Initial Teacher Training</li> </ul>
<b>The Objectives to meet the above aims</b>	<p>The above aims will be met through the following objectives:</p> <p>West Heath School is committed to:</p> <p>(i) Providing high quality training for all teachers, particularly routes to qualified teacher status in order that future generations of children receive high quality educational opportunity.</p> <p>(ii) Creating and developing links with Higher Education and other educational establishments so that staff are up to date with current educational theories and research.</p> <p>(iii) Enhancing educational opportunity for the children who experience Initial Teacher Training (ITT) students.</p> <p>(iv) Ensuring that the pupils in school have access to the best learning opportunities provided by qualified teachers</p>
<b>Procedures &amp; Practices relating to the implementation of this policy</b>	<p>As part of this policy West Heath School regularly asks the following questions about Initial Teacher Training provision:</p> <ul style="list-style-type: none"> <li>• What are we trying to do?</li> <li>• Why are we trying to do it?</li> <li>• How are we doing it?</li> <li>• Why are we doing it that way?</li> <li>• What do we think is the best way of doing it?</li> <li>• How do we know it works?</li> <li>• How do we improve it?</li> </ul>

***Purpose***

As a school which values self-evaluation, our work in Initial Teacher Training is part of our ' learning and teaching ' focus.

Such reflection about the classroom experience will improve the skills of the whole staff through:

- professional development of class teachers and School based Tutors in relation to national standards
- development of existing staff's own observation, feedback, planning and delivery skills
- an opportunity for teachers of today to influence the quality and training of the teachers of tomorrow - thus, having an input into the status and development of the profession

***Roles and Responsibilities***

The Roles and Responsibilities of all staff involved in ITT are clearly identified in the appendix

The Vice Principal Teaching & Learning is the designated member of staff responsible for co-ordinating all ITT activity in the school. Curriculum Leaders will be involved in mentoring staff, specific to their Key Stage.

***Continuing Professional Development***

**Initial Teacher Training (ITT) is an integral part of West Heath School's Continuing Professional Development and Performance Management practice**

This ensures that each trainee is entitled to;

- training from in-house provider, School and Higher Education Institution in meeting the Professional Standards for Qualified Teacher Status
  - access to teaching opportunities in line with ITT expectations/ guidance and entitlement to an induction programme
- Staff will be encouraged to take up the training available:

- within school
- at LEA level
- with Initial Teacher Training Providers.

Evidence of training will be logged in the individual teacher's Continuing Professional Development Portfolio.

The school has established clear quality assurance and quality control systems that provide feedback to inform and improve the quality of educational provision for Initial Teacher Training, using the documentation provided by Initial Teacher Training providers.

<b>Persons with particular responsibilities</b>	<b>The Chair of the ‘Student Services Committee’</b> will be kept fully informed about the implementation of Initial Teacher Training policy and practice in school.
<b>Other Participants &amp; Stakeholders</b>	The role of the Training Institution is to provide a structure, generic training and quality assurance procedures that support the school in its training role.
<b>Monitoring &amp; Evaluation</b>	For monitoring and evaluation purposes the School keeps: <ul style="list-style-type: none"> <li>• School-based Subject Tutor records</li> <li>• Records tracking the Trainees progression against the Professional Standards</li> <li>• lesson Observation Records</li> <li>• minutes of Regular meetings/target setting</li> <li>• reports to Trustees</li> <li>• feedback to staff</li> <li>• student Self Evaluation</li> <li>• database of ITT trainees and institutions</li> <li>• database of School-based Subject Tutors</li> </ul>
<b>Reviewing the ITT provision</b>	The provision will develop through: <ul style="list-style-type: none"> <li>• discussions with staff involved each year;</li> <li>• discussions with trainees during their placements;</li> <li>• feedback from Training Institution Tutors;</li> </ul>
	A formal review of the Partnership with the Training Institution will be undertaken annually.

## Appendix 1

### Roles and Responsibilities

#### Key Personal

*Employment Based Trainer (EBT):* an experienced mentor who is prepared to take on the role, to manage and quality assure the school’s training and be the main point of contact with the Training Insitution.

*Subject Mentor:* an experienced subject teacher, who has demonstrated strong classroom practice and expressed a commitment to supporting the training of a beginner teacher on an employment based initial teacher training programme. **The explicit commitment of the subject mentor is absolutely essential for the successful outcome of teacher training.**

### **Generic Role of the School-based Subject Tutor**

The School-based Subject Tutor will work in collaboration with the Training Institution Tutor and other professionals within the framework of *Qualifying to Teach*.

Duties include:

- managing communications between the Schools and the ITT Provider
- attending induction session/s
- undertaking School-based Subject Tutor Training
- ensuring that the trainee/understands and follows policies
- conducting reviews with the trainee as set out in the training plan
- making provision for the pastoral support of the trainee
- conducting lesson observations and feedback as set out in the Higher Education Institutions requirements
- making arrangements for external examination in collaboration with the Training Institution based Tutor (where applicable)
- conducting the final assessment with the Training Institution Based Tutor
- writing the final report in collaboration with the Training Institution Based Tutor
- enabling the Trainee to complete any application paper work
- supporting job applications in collaboration with the Training Institution based Tutor

### **The Role of Other designated Teachers**

Other teachers will work in collaboration with the Senior Professional School based Mentor, Training Institution based Tutor and trainee in line with *Qualifying to Teach*. These teachers will:

- advise on the organisation and management of resources
- contribute to target setting with the trainee, the School-based Subject Tutor and the Training Institution Tutor

- approve and offer critical feedback on the trainee's planning, organisation, management, teaching, assessment, evaluation and other professional requirements
- demonstrate and discuss a range of teaching strategies
- guide the trainee with respect to commentary on pupils' work and levels of marking
- show the trainee how systematic assessment contributes to the quality of learning and teaching
- undertake observations of the trainee's teaching and provide oral and written feedback as required by the training plan.

*Employment Based Trainer (EBT):*

The Professional School-based Tutor will work closely with the School-based Subject Tutor and Higher Education Institution Based Tutor to create the kind of professional setting that will enable the Individual Training Plan to be realised efficiently and effectively in line with its original design. In doing this, the Professional School-based Tutor will:

- support the School-based Subject Tutor
- support the trainee
- offer considered professional advice on a regular basis
- monitor the progress of the training plan and respond positively to any issues that arise
- provide practical help for lesson observations and tutorials
- advise the School-based Subject Tutor and trainee of any appropriate professional development opportunities
- create and support opportunities for professional development
- ensure that the trainee is made explicitly aware of recent developments in subject teaching, evaluation and assessment
- be prepared to arbitrate and resolve any problematic interpersonal, practical or professional issues that arise

## **The Role of Other School Colleagues, Including Support Staff**

School-based colleagues not directly involved with the training of a particular trainee should be made aware of the nature of the Initial Teacher Training by the EBT.

The EBT should also ensure that School-based colleagues are aware that a trainee is a member of staff and that he or she has a role in supporting the whole school context in which he or she will work.

The EBT will ensure that the trainee attends an appropriate setting for their additional training requirements and make visits to track progress.

### **The Training Institution Visiting Tutor will:**

- meet with the trainee to discuss the school-based work;
- support and monitor the trainee's progress when visiting the school;
- support and monitor the school's provision, reporting any issues to the school's EBT.

## **Professional Development Programme for Trainees**

The programme will be coordinated by the EBT, using the guidance from the Universities and through discussion with trainees in arrival at the school. Its purpose is to provide training in whole school issues, in the wider role of the teacher in a school and to discuss how certain policies are applied within West Heath School.

An example of an outline of such a programme is provided

### **Induction**

- an introduction to school admin systems;
- health and safety procedures (including E-safety, Safeguarding and Emergency Plans)
- roles and responsibilities within school;
- expectations of trainees; school procedures.

## **Trainee Teachers Completing Diploma in Education and Training (DET) and QTLS**

- VP – Teaching & Learning is responsible for communication with Training Institution and will co-ordinate enrolment towards completion of QTLS.
- ITTs participating in DET will do so out of school hours as required by the demands of the qualification.

- ITTs will be self-motivated and proactive with their studies towards completion of DET and QTLS.
- ITTs will liaise directly with Training Provider to arrange observations as required by the expectation of the qualifications.
- ITTs commit to a 1 academic year, post-qualification year of employment (unless self-funded).

Experience is also gained through:

- working with a tutor group during the placement
- attendance at department, your team and staff meetings
- attendance at any Departmental or School INSET
- attendance at parents' evenings