

Policy for Initial Teacher Training

Rationale

We believe that taking an active part in Initial Teacher Training and Schools Direct Training benefits our school by:

- encouraging teachers to reflect on and develop their own practice;
- giving teachers opportunities for professional development in mentoring and supporting trainees;
- bringing new ideas into the school, contributing to School Development Plans;
- enabling us to forge fruitful relationships with training providers;
- enabling us to play a positive part in the preparation of a new generation of teachers.

Commitment

While always keeping as a first and absolute priority the education and welfare of our pupils, as a school we undertake:

- to adopt a whole school model of support for trainees, thus providing them with a coherent environment in which to develop their skills;
- to give trainees a quality experience by managing carefully their time in school, and taking their individual training needs into account;
- to give them opportunities for experiencing all aspects of classroom life, including as appropriate to their stage of training planning, teaching and assessing pupils' work, using different teaching and behaviour management strategies and fulfilling the general role of a class teacher;
- to allow them where possible to join in other aspects of school life including duties, staff training, meetings with parents and extra-curricular activities;
- to regard student teachers as potential colleagues, to introduce them to pupils as visiting teachers and to ensure they are treated as such;
- to uphold equal opportunities by safeguarding respectful attitudes and behaviour towards trainees regardless of ethnicity, gender, sexual orientation or physical disability;
- to encourage teachers to train as mentors, and to work with training providers to ensure common standards and purpose;
- for the benefit of staff as well as of trainees, to encourage a shared language of education, and to disseminate an understanding of good practice, throughout the school;
- to be fair and consistent in all our work with trainees;
- to treat trainees with appropriate sensitivity, where it is necessary to build their self-esteem and confidence and enable them to grow as learners and as teachers.

Roles and Responsibilities

The Senior Management Team will:

- decide each year the number of student teachers who can be accepted into the school and given appropriate experience and support without jeopardising the interests of school pupils and staff;
- keep Governors informed and consult them as necessary;
- support mentors and class teachers in their work with trainees;
- be informed of any problems with the placement and take action as necessary;
- attend partnership meetings with providers or send a mentor as a representative;
- publish and provide school information for use by trainees;
- provide mentors and trainees with essential resources in terms of both time and opportunity for training and meetings, and of practicalities such as stationery and photocopying and ICT facilities.

The mentor will:

- be responsible for the supervision, monitoring, assessment and pastoral care of trainees, ensure that trainees are fully informed of school routines;
- ensure that the trainee is provided with appropriate experience of teaching groups and classes, arrange opportunities for them to observe good teachers at work in the school, provide them with access to the expertise of specialist staff such as subject leaders and Inclusion Manager, EAL Manager;
- liaise with the representative of the training provider (eg University tutor) and fulfil agreed partnership requirements;
- attend relevant training and development sessions;
- fulfil the training requirements for formal observations and assessments;
- maintain written records of the mentoring process.

The class teacher (if not the mentor) will:

- assist in the practical implementation of the mentor's role, in particular giving the trainee opportunity and encouragement to experience the role of the teacher.
- provide advice and support for the trainee to teach with support and independently, both groups and whole classes when appropriate;
- provide informal oral feedback on the trainee's lessons.

The trainee will be expected to:

- behave professionally and respect confidentiality at all times, dress in accordance with the accepted codes for the school, be reliable in matters of attendance and tasks assigned to them;
- take an active part in their own professional development, seizing every opportunity they can to learn from their time in school through observation, discussion, reflection and experience;
- take a full part in school life, in and out of the classroom;
- keep their file up to date and respond to any school requirements in terms of paperwork.

The training provider will:

- set up a partnership agreement with the school;
- ensure that the school is fully informed of course requirements and receives all relevant literature;
- provide a link tutor to support mentors and trainees as necessary and to moderate summative assessment of the trainee's performance;
- respond to issues raised with them by the school;
- provide training for mentors.

The policy for Initial Teacher Training will be monitored and reviewed by the Deputy Head on an annual basis.

Policy updated: January 2019

Staff responsible: Tabassum Parkar

This policy was ratified by the Governing body on: 6th March 2019

Signed on behalf of the Governing Body: _____(signature)

_____(printed)