

# INITIAL TEACHER TRAINING

## **1. Aims of the policy:**

- a) To provide high quality Initial Teacher Training that will enable trainee teachers to meet the DFE Teaching standards.
- b) To create an opportunity for staff development as participants reflect upon teaching strategies and their expertise.
- c) To create high quality links within the strategic alliance of local schools - so that staff are exposed to current educational practice and have opportunities to enhance their teaching repertoire.

## **2. How staff can benefit:**

- a) As a reflective school which values Initial Teacher Training all staff will benefit from the reflective practice that takes place through involvement in an Initial Teacher Training programme.
- b) Staff will be able to access training offered by provider institutions to develop their own professional pedagogy which will promote involvement in innovative practice in the curriculum.
- c) Our students will benefit from teaching and learning experiences that employ new ideas and practice.

## **3. Entitlement:**

- a) Trainees will have access to teaching opportunities in line with the expectations and set guidance from providing institutions.
- b) Trainees will be encouraged to develop as `reflective practitioners`, acquiring skills from subject mentors, class teachers, and possible, outside agencies.
- c) Trainees will be offered a comprehensive training programme, dealing with the full range of professional issues ranging from day to day issues and more specific generic issues such as Learning Support provision and inclusion for example.
- d) Trainees will be offered an Induction Programme which will involve being introduced to all school staff members in the weekly briefing meetings and also being introduced to the Learning Leaders and members of the school support staff.
- e) A supportive set of documents will be provided to assist with their induction to the school.
- f) Trainees will be provided with access to the ICT and Library facilities, which they can use to supplement preparation work and for the teaching of lessons.

- g) Trainees will be provided with access to the reprographics facilities within the school through their subject area.
- h) A subject induction programme will be provided for the trainee by the subject mentor, which is supplemented by any updated support materials provided by the strategic alliance and the professional mentor.
- i) Trainee teachers' timetabling will be planned to take in a range of ages and abilities; a trainee's prior achievements, current considerations and progress will be considered when devising his/her timetable.
- j) Trainees will be integrated into the school as equal partners in the process of educating the students. They will be encouraged to become fully involved in departments by their subject mentors and classroom teachers and also into the life of the school and the wider curriculum by the professional mentor.
- k) Monitoring and evaluation will be conducted by the professional mentor following subject procedures.
- l) Trainees will be actively encouraged to participate in the INSET training days at the school where their contribution and input will be fully expected and valued.
- m) Trainee teachers will be actively encouraged to attend a variety of school events such as Open Evening and Information Evenings, and to become involved in the enrichment programme offered at the school.

### **Roles and Responsibilities:**

- a) All staff at the school will be considered to become involved in Initial Teacher Training.
- b) The professional mentor will be responsible for the day to day running of all Initial Teacher Training trainees within the school. Responsibilities include writing references, monitoring and evaluating the mentoring taking place within the school, delivery of the professional programme within school/ delivery of one to one tutorials and reviews/ liaison with the providing institutions.
- c) The Subject mentor will be the person within the subject specialism who is responsible for the development of the trainee teacher during the placement, including setting the timetable and introducing the trainees to the subject documentation and other members of staff.
- d) Induction to the school will be organised by the Professional Mentor and all liaison with members of the Senior Leadership Team and subject mentoring team to provide an enriched programme of support for the trainees.
- e) CPD will be provided for all parties in the Initial Teacher Training process to enable them to assist the trainees.
- f) Monitoring and evaluation will be carried out in house, through the strategic alliance and Schools direct.

#### **4. Staff Development:**

- a) Involvement in the Initial Teacher Training process will allow all staff to reflect on their own teaching and good practice within the classroom. It allows staff to develop themselves as reflective practitioners working with prospective new entrants into the teaching profession and exposing themselves to new initiatives and innovations within the classroom environment.
- b) It allows staff to consider new avenues for their own professional development in the field of mentoring, developing their skills and experience as professionals.
- c) Staff can use the on-going training they receive as mentors and classroom practitioners as evidence for Performance Management/Appraisal.

#### **5. Quality Assurance:**

- a) The Professional Mentor, along with the Senior Leadership Team, has responsibility for the quality assurance of the Initial Teacher Training process across the school.

**Procedures will comply with the providing institutions' published processes and be enriched by:**

- b) Internal quality assurance through collaborative observations and mentoring between the Professional Mentor and the subject mentor.
- c) Initial Teacher Training trainee feedback evaluations for professional mentors and subject mentors.
- d) Meetings between subject mentors and professional mentors which will ensure the quality assurance element of the process is monitored effectively.

Approved at Resources Committee: 16<sup>th</sup> May 2017

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This document is part of the group which includes the Staff Development Policy.