



Initial Teacher Training (ITT)

Adopted:	March 2016
Review Date:	Spring 2018
Responsible for Review:	Assistant HT/ITT Co-ordinator
Committee for Review:	Teaching and Learning
Frequency of Review:	2 Years
Statutory:	No

Introduction

Bungay High School is committed to the Continuing Professional Development of all its staff members. We believe that good CPD is essential if we are to raise standards of learning for our students and develop the professionalism of our staff. We recognize that all staff members are involved in training and trainees work in many departments within the school. We are committed to working in partnership with colleagues in Higher Education establishments and we believe that active involvement in ITT will benefit the whole school through:

- The contribution that trainees make to the life of Bungay High School.
- The opportunity and encouragement they provide for all staff to reflect on their practice and engage in dialogue about teaching and learning.

Rationale

Our school is committed to the continuing professional development of teachers. In addition to the on-going training development and performance management of all teachers, the school is involved in the process of initial teacher training, providing high quality training for those entering the profession. This is seen to have benefits for the school in terms of students' learning, developing teaching resources, teacher development and motivation and it is part of the on-going commitment to high performance focused on effective teaching. ITT is seen as a central part of continuing professional development for all teachers including newly qualified teachers.

We are committed to providing the best possible start to the trainee's school based learning and professional development. We believe that teachers and therefore those training for the profession are the most valuable resource available in school. If we are to promote effective teaching and learning we must give the maximum possible quality professional support to our trainee colleagues, in order that they in turn, become competent and enthusiastic practitioners.

Purpose of Policy

The purpose of this policy is to inform interested parties of our school policy concerning ITT. A copy of this policy is given to ITT students when they arrive at the school.

It is important that we do not expose the children to any unnecessary risks or dangers and that if we are able to foresee a potential dangerous occurrence that that activity should not take place. The key phrases to remember are 'reasonable' and 'foreseeable.'

As a result of this policy, the approach for all Trainee Teachers in our school will be consistent in its professional support and assessment. The trainee teacher will be assigned a class teacher (mentor) who will be responsible for the supervision, monitoring and assessment of the trainee's placement. As many staff as possible will be trained mentors.



During the time the trainee teachers are in school, they will be given the opportunity to

- observe their class teacher and other experienced teachers
- work alongside teachers in KS 3, KS 4 and KS 5
- joint plan with class teachers
- discuss ideas, methodology, pedagogical knowledge and understanding of subject areas, class management and organisation, and assessment, recording and reporting, with class teacher mentors, subject co-ordinators, the ITT co-ordinator and in group seminars
- access all the school curriculum policies and schemes of work appropriate to the programme of the placement
- fulfil all the requirements of their University course but at the same time be offered experiences that are commensurate with their individual needs
- cover all the requirements for school based Initial Teacher Training as stated in the relevant ITT providers' documents
- develop their skills through experience of the professional development programme and mentor meetings
- gain a comprehensive view of the role of a professional through their involvement in the life of the school
- have their teaching observed by their class teacher, mentor and ITT co-ordinator where necessary and to receive prompt oral and written feedback on the teaching observed
- receive appropriate advice, guidance, support and help as necessary
- help with extra-curricular activities
- attend staff meetings, faculty meetings and a Professional Development programme
- speak to the class teacher or ITT co-ordinator to discuss anything of concern which is, or will affect their performance in the classroom.

Roles

Initial teacher training provision is a shared responsibility. We recognise that there are distinct key roles concerning the trainees' programme. The roles are defined as follows although in our school more than one of these roles may be undertaken by the same person.

- The Headteacher
- The Initial Teacher Training co-ordinator
- The Mentor
- The Class Teacher
- The Trainee Teacher
- Other teaching and support staff
- Link Governor.



The Headteacher

The Headteacher will monitor the progress of the trainee with the ITT co-ordinator. They will monitor the progress of the trainee and also keep under review the provision for pupils. Issues that arise will be discussed, as appropriate with the trainee and rectified. The Head teacher will:

- ensure the inclusion of ITT in the school development plan
- make it possible for the teacher mentors to discharge their responsibilities by freeing them from classroom responsibilities as necessary to attend course briefing meetings and to work with trainees in school
- ensure that any new teachers to the school likely to be involved in aspects of ITT will undergo the appropriate mentor training as soon as is possible and appropriate
- attend appropriate meetings with the training partner institutions to evaluate school based ITT
- make arrangements to monitor and evaluate the school's provision for school-based work.

ITT Co-ordinator

The ITT Co-ordinator manages the school's work in relation to ITT. It is the responsibility of the ITT Co-ordinator to:

- be responsible for the distribution of any funds allocated to the trainee or attached to the trainee during their practice
- attend course specific briefing meetings and disseminate these to the appropriate staff
- make arrangements for appropriate induction
- arrange the placements of the trainee teachers allocated to the school
- provide a supportive environment for the trainee teachers and give them as far as possible the opportunity to enter into the full life of the school during their placement
- provide the trainee teachers with information about the school and the school policies as appropriate to the placement
- facilitate and negotiate as necessary for trainee teachers to have the opportunity to address any requirements specific to the placement
- liaise with the mentor about trainee teachers' progress and development and alert the trainee provider if any trainee teacher is giving cause for concern and make trainees aware of the mechanisms for support
- identify, manage and advise all school personnel designated to work with trainees
- ensure that an appropriate programme of professional development is provided for trainees
- negotiate an appropriate timetable and workload for each trainee through the trainees' mentor



- meet with the trainee and introduce them to the mentor, Headteacher, teaching and non-teaching staff and office staff on their first visit
- provide the trainee teacher with information about the school, including availability and location of resources, a copy of the Induction Handbook and the opportunity to discuss any general points with a member of the senior management team
- provide access to appropriate resources for planning and teaching
- support and moderate alongside the Class teacher in the grading of trainees at the end of final placements using the criteria published by the trainee providers
- act as a moderator within school for purposes of assessment or when another class teacher would like support or a second opinion
- ensure that relevant paperwork is sent to the appropriate Partnership Office
- Keep up to date with current developments in teaching and learning and mentoring.

The Mentor

The mentor is responsible for completing appropriate reports on the trainee. The role may be combined with one of the other roles relevant to the programme. It is the responsibility of the class teacher/mentor to:

- inform and discuss with all involved in the placement, the programme of work to be carried out during the course of the placement
- liaise with the link tutor from the trainee provider
- give the trainee teacher information about the support and supervision provided by the school and introduce them to the appropriate personnel
- complete mentor training course and update mentor training and subject specific training as appropriate
- attend course specific briefing meetings if not attended by the ITT coordinator.
- provide pastoral support for the trainee
- provide the trainees with support in their medium and short term planning
- support the trainee teachers in establishing themselves in their teaching role and encourage the children to perceive them as teachers
- provide the trainee teachers with the opportunity to observe different aspects of teaching and learning
- support the trainee teacher's reflection on their practice by enabling them to talk through specific sessions
- give regular constructive and supportive feedback to the trainee teacher, focusing on the trainee teacher's achievements
- share the reasons underlying specific classroom decisions with the trainee teacher
- ensure the trainees have the opportunity to teach using ICT as appropriate
- observe the trainee (at least once a week on block placement) and complete a written critique sheet. This task could



also be assigned to subject co-ordinators or lead class teachers

- conduct formal professional conversations with trainee teachers (at least once a week on block placements) based on the trainees' target setting proforma
- monitor trainees' planning, assessment and evaluation, including ensuring pre-placement planning is satisfactory
- discuss their own practice with the trainees and provide feedback
- liaise with the Initial Teacher Training co-ordinator about trainee teachers' progress and development and alert the Initial Teacher Training co-ordinator if any trainee teacher is giving cause for concern
- write formative and summative reports on trainees at the end of block placements
- grade trainees against the qualified teacher status standards at the end of final placements, using the criteria documents published by the Awarding Body.

The Trainee Teacher - Responsibilities and Duties

It is the duty and responsibility of every trainee teacher to care for the physical, emotional and social well-being of the children in their care. In legal terms we are in 'Loco Parentis': "we must give to the child that care which a prudent parent would give under similar circumstances." All staff are deemed to be in 'Loco Parentis' when they are on the school premises and when they have children in their care whilst outside the school on school business. The trainee teacher will be expected to:

- take an active role in all aspects of their training, professional behaviour and learning
- behave professionally, for example, they will respect confidentiality, be reliable, punctual and responsible, be reflective and show integrity in behaviour and be sensitive to the procedures and routines that are already established in school
- be aware of their progress towards the qualified teacher status standards to enable them to fully participate in the monitoring of their work and the review of their objectives and targets. The targets for professional development will be shared with the teacher mentor for use in observations, critiques and tutorials
- reflect on their school placement and after discussion with their class teacher formulate an action plan
- plan, carry out and evaluate activities that are related to their on-going phase within a planning and organisational framework agreed with the teacher mentor and/or class teacher
- carry out directed tasks in school that are required for satisfactory completion of the placement
- participate as fully as possible in the daily life of the school
- be aware of the information contained in the school's



Health and Safety Policy and of the Learning Expectations and Anti-Bullying Policies

- be aware of the school's Safeguarding policy and procedures, and undergo appropriate Safeguarding training as required.

Other teaching and support staff

All teaching staff will usually be involved either directly or indirectly with the trainee's progress. As this is the case they will liaise appropriately with the ITT co-ordinator.

Resourcing

- Trainees will be entitled to timetabled regular meetings with the mentor
- Release of staff for agreed support sessions
- ICT facilities
- Appropriate school documentation
- Appropriate space for individual study
- Access to programme of induction within school
- Access to professional colleagues within school for guidance and training
- Regular support from induction co-coordinator