



**ST ALBANS GIRLS' SCHOOL
BUSINESS & ENTERPRISE COLLEGE**

Initial Teacher Training Policy

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Author: Mrs T Liasis



Specialist Schools
and Academies Trust
EXCELLENCE AND DIVERSITY

Initial Teacher Training Policy

Rationale

We recognise:

- The benefits of having trainee teachers as colleagues, which encourages staff to reflect on and develop their own practice.
- The value ITT can bring to the continuing professional development of individual teachers through their taking on the mentoring role.
- Evidence provided by taking on the mentoring role helps staff to meet the Standards for classroom teachers through meeting the Mentor Standards at levels 1 and 2 during the Performance Management Review.
- The enrichment to pupil learning.
- The importance of sharing ideas and resources.
- The benefits of partnership with universities through participation in courses, conferences and other professional involvement.
- The importance of playing an active role in the training of the next generation of teachers.

Placement expectations

Our aims and commitments to Initial Teacher Training are to:

- Provide a whole school model of support for trainees, thus creating for them a supportive environment and a consistent, fair approach to the professional support and assessment of all trainees.
- Manage trainees' time in school and take their individual training needs into account.
- Provide a range of experiences and development opportunities in the classroom and in the school as a whole, appropriate to their programme.
- Support the trainee to establish a secure foundation for entering the profession through facilitating the observation of good practice and the opportunities to practice these skills themselves.
- Plan a graduated timetable allowing for increasing teaching responsibilities.
- Regard trainees as colleagues and to treat them as such in relation to all staff and other colleagues in the school, parents and the pupils.
- Provide a teacher with QTS who will guide the trainee and be the named mentor, trained by the trainee's university, to support him or her.
- Give a programme of induction, with access to key school personnel, documentation and resources.
- Carry out informal observations of the trainee and informal discussions about good practice.
- Write formal lesson observations of the trainee and give feedback with opportunities for discussion and reflection.
- Set and review targets regularly and give guidance for successfully meeting the Standards for Qualified Teacher Status.
- Write a summative report(s) and reference as required for the placement.

Roles and Responsibilities

The specific roles and responsibilities, set out by the different universities, relating to the university tutors, the trainee, the professional mentor and the mentor, are listed in the various partnership agreements, which are signed by the school and the universities. For this reason, they are not listed here but are attached as appendices.

Monitoring and evaluation of placements

The quality of the programme, provision of training, mentor support, tutor support, trainee behaviour and performance and impact on the school will be evaluated through:

- Professional mentor and mentor feedback.
- Professional Advisory Group feedback (head teachers and local authority).
- Trainee reviews completed at the end of training.
- External examiners' feedback.
- University visiting tutors' feedback.
- Ofsted inspections.
- Lesson observations
- Regular meetings between the professional and subject mentors
- Evaluation of professional studies sessions
- Trainee teacher questionnaires



Roles and responsibilities within the partnership

University commitment

The University will:

- involve school staff in the interviewing of ITT applicants and LA staff in GRTP and OTT applications;
- train/brief tutors and mentors involved in initial teacher training;
- provide documentation for assessment and reporting of trainees;
- ensure that all the checks specified by the Criminal Records Bureau (CRB)/Independent Safeguarding Authority (ISA) have been carried out for BEd and PGCE trainees. This is done by the schools for GRTP/OTT candidates;
- provide an additional support and intervention procedure, through the Head of ITE/Programme Director, for trainees who are identified as experiencing problems;
- provide tutors to carry out visits during block placements/the training programme duration and second school experience placement, which will include observing lessons taught by trainees, writing lesson observation reports, giving feedback to them, carrying out joint observations with school staff for the moderation of standards, and discussing trainees' progress with school staff in order to maintain a consistent and co-ordinated approach to monitoring trainees' progress;
- train tutors to carry out a monitoring role, including the checking of paperwork and procedures;
- liaise closely with schools concerning trainees' progress and attainment;
- provide relevant information about courses/tasks/training elements to be completed by trainees during the programme;
- circulate information about continuing professional development courses which build upon the skills developed by school staff through their mentoring of trainees;
- provide support and guidance for completion of the Career Entry and Development (CEDP) documentation.

School commitment

Head teachers/Professional Mentors will:

- participate, on occasions, in the selection interviewing of trainees;
- identify teachers suited to supporting trainees in their training, place trainees accordingly and monitor trainees' percentage of teaching time, non-contact time and mentor support, in line with the requirements of the programme of training;
- monitor mentors' work with trainees to ensure that the mentor's commitments below are being met;
- select and deselect mentors accordingly;
- provide opportunities for trainees to observe teaching throughout the school where necessary;
- set out and facilitate a training timetable, including appropriate teaching and non-contact time;
- allow training placement days missed through absence to be made up (more than 3 days absence usually needs to be made up because of compliance requirements);

- ensure that mentors attend briefing/training at the University;
- make suitable arrangements for visits by Ofsted inspectors to view the training arrangements and for external and internal moderation;
- keep the University informed of any change in school status or staffing that may have a positive or adverse impact on the school's ability to support trainees eg Specialist School Status, Training School Status, loss/change of key staff, changed status after an inspection (schools in an Ofsted category to improve will be deselected for placements until the situation changes);
- liaise with the University, when applicable, on appropriate training routes for graduate trainees (PGCE or GRTP) in relation to their individual prior experience and training needs;
- ensure that GRTP/Overseas Trained Teachers (OTT) trainees have sent completed application forms to the CRB/ISA, at the start of employment and will monitor those disclosures as specified.

Mentors (teachers) will:

- hold Qualified Teacher Status in the UK, except in rare cases in the Independent sector;
- be required to attend mentor training at Level 1 if a new, inexperienced/updating mentor;
- attend mentor development at Level 2 to ensure currency, consistency of standards, correct procedures and a strong school–University partnership if an experienced mentor;
- undertake observations and other assessments of trainees, using documentation provided by the University, and give regular constructive critical feedback to trainees;
- undertake a joint observation with the University tutor;
- help trainees to identify agreed targets for action;
- work collaboratively with trainees, prompt them to adopt correct approaches to their training and discuss good practice with them at a regular weekly meeting;
- provide opportunities for trainees to gain experience of the wider role of the teacher;
- provide access to relevant school planning documents and policies to ensure trainees can plan effectively;
- facilitate trainees' understanding of medium term planning, their completion of lesson planning and focussed classroom tasks, their completion of assignment-related activities and training plan elements;
- support trainees in their professional development in relation to the Q Standards required by *Professional Standards for Teachers* (TDA, 2007) and monitor the trainees' meeting of these Standards;
- on the GRTP route take the main responsibility for delivering training within the school context;
- assist trainees by helping them to manage challenging pupil behaviour;
- liaise with University tutors concerning trainees' progress and attainment and write the Reports which inform the References.

Trainee commitment

Trainees should:

- arrive in good time at the beginning of the school day (8.30a.m. at the latest) and stay late enough to liaise with colleagues about preparation for the following day and any other school-based issues;
- notify the school and University tutor of absence, and be prepared to make up absence, if more than 3 days;
- conform to the school's expectations in matters of dress, meetings, planning formats, course delivery, policies and all expected professional behaviour;

- note and act upon constructive advice given by mentors and tutors and take demonstrable steps to meet the targets set;
- make available to school mentors and tutors the documentation from any previous school placement(s) (Q Standards Portfolio: Evidence Grids, LOFs, PTRs, Report and Reference);
- maintain all required documentation and present it in an accessible form and in good time for meetings with mentors and tutors;
- request and complete the application form from the CRB/ISA as soon as possible prior to the start of training;
- where they are GRTP and OTTs, meet the statutory duties and requirements of employed teachers.



The role of the co-ordinating mentor

Each partnership school is required to designate a suitable member of staff to be the local manager of the Middlesex University ITT scheme, all contact with the school will be channelled through this person. They will arrange trainees' induction into the life of the school and facilitate trainees' studies within the school-based element of the professional studies programme. In many schools this person will be in charge of all staff development and this may include the co-ordination of other teacher education schemes. The co-ordinating mentor is expected to attend the annual training conference for co-ordinating mentors. **Their role includes:**

- liaison with the University PGCE programme via the school placement and partnership office to agree the training places offered by the school within the academic year;
- the management of the Middlesex partnership scheme in the school;
- overall responsibility for the trainees who are assigned to their school;
- for trainees, an introduction to the school's procedures and pastoral system;
- facilitating trainees' development in professional studies through support of the University based programme, although this may be organised in a consortium of schools;
- the selection of appropriate members of staff to be subject mentors;
- the monitoring of subject mentors' training and attendance at the 2 sessions each year.
- support, development and co-ordination of the work of the subject mentors;
- internal moderation of subject mentors' assessments of trainees;
- receiving external examiners who will visit to examine standards of trainees and standards of training within the school.

The role of the subject mentor

The subject mentor has without a doubt the most important influence upon the development of the trainee teacher. Each trainee will have a designated personal subject mentor; this person will often be the head of the subject department, although in larger departments this responsibility may well be devolved to another member of the department. The subject mentor reports to the schools co-ordinating mentor, assessment is the subject mentors responsibility but the visiting programme leader will give advice based upon a wider view of trainees. The co-ordinating mentor is responsible for moderating the assessment of all trainees within the school. The subject mentor has both a pastoral and professional focus upon the trainee's development as a teacher. It is their professional judgement that determines the structure of the trainee's timetable and the nature and pace of the learning experience. The subject mentor is responsible for the trainee's day-to-day work during school experience. Careful control of the trainee's initial introduction to teaching is essential and an appropriate form of monitoring progress will be necessary throughout the school experience. The trainee's proposed teaching programme should be thoroughly examined and assessed in relation to departmental aims, objectives, National Curriculum guidelines, procedures and evaluation. Modification through discussion is obviously extremely important. The mentor should be familiar with the University course and as far as possible should ensure that the school provides facilities required by the University. **Their role includes:**

- introducing trainees to the subject department;
- informing trainees of departmental expectations;
- informing trainees of curriculum requirements and the resources available to them within the department;
- providing an appropriate teaching programme and guidance on schemes of work;
- guidance and support in classroom, workshop or studio management;
- providing experience in the assessment of pupils' work, providing guidance in the recording and reporting of assessment information;
- helping the trainee to develop QTS teaching standards and negotiating professional development needs;
- liaising with the co-ordinating mentor in the periodic audit of trainees practical teaching skills;
- providing the trainee with a regular tutorial time when good quality feedback on teaching performance may be communicated and targets identified and agreed. This weekly meeting must be recorded on a form and retained by the subject mentor as a database of mentoring evidence.
- the formal observation of one of the trainee's lessons each week will be recorded using the London Providers pro-forma (self carbonating). A copy should be given to the trainee, who will deliver it to their programme leader on the next University return day;
- attending subject mentor training sessions. A trainee may only be mentored and assessed by a member of staff who has attended a mentor training session organised by either Middlesex University or a member of the London Providers Partnership; (This includes all ITT providers in the Greater London Area)

Subject mentors and other departmental staff should make regular observations of trainee led lessons giving feedback whenever possible. Trainee evaluations have consistently shown that the most valued activity is regular personal feedback from their mentor. Difficulties or signs of failure should be notified to the programme leader as early as possible during the school experience. Assessment should be made in consultation with other members of staff, particularly the responsible co-ordinating mentor, who is required to agree and countersign the assessment. Notification of such difficulties will normally result in the issue of a cause for concern form. The full procedure is detailed in an appendix which may be found after the main text in this handbook

The role of the programme leader The programme leader recruits and selects the trainees (often in conjunction with an experienced subject mentor) and approves subject placements as locations suitable for partnership in initial teacher training. They are responsible for the delivery of the University based tuition and the Quality Assurance of all aspects of the trainees preparation.

- Programme leaders audit each trainee's subject knowledge and mindful of their capability and training needs, they allocate them to specific schools and therefore specific mentors. The success of this operation depends upon the availability of placement offers.
- Programme leaders use a number of strategies to monitor the progress of their trainees including regular oversight of the written record of weekly meetings with their subject mentor.
- They also check formal lesson observations, target setting, attendance records and the progress of the teaching practice file.
- They have tutorials with individual trainees; they review subject knowledge audit updates and assessment records such as ATS1&2 audits. They keep ongoing files on the progress of each trainee.
- They determine the form of the lesson planning and evaluation pro-forma for their subject group so that comparisons can be made at review points determined once again by them.

- They are required to visit every trainee on placement once per term. During this visit they will observe the trainee teaching and discuss progress with the subject mentor. They will give guidance including paired observation if this is appropriate.

Quality Assurance The programme leader is in a unique position to monitor the training of each individual trainee in their subject group. This information enables them to moderate the audit and assessment process across the subject placements. They are now able to advise mentors on the accuracy of their assessments according to the bigger picture. On occasions they may recommend a move from one school to another in the interests of the trainee's development or from a school to a 6th Form College when a trainee's timetable is short of advanced level work. However subject mentors and co-ordinating mentors will always be fully consulted if adjustments need to be made to a trainee's school experience programme. Throughout the first semester and most of the second, trainees will meet weekly in groups with other trainees within the same subject strand to reflect upon recent experience. The programme leader will develop a secure regular platform for the exchange of experience and ideas and the consideration of subject methodology and implementation. **Their role includes:**

- the development of trainees appropriate subject knowledge to at least the standards required for successful teaching in the appropriate secondary age phase;
- ensuring that all trainees understand and adopt a suitable scheme for lesson planning, evaluation and record keeping;
- establishing an understanding of generic teaching skills and important subject teaching abilities;
- establishing an understanding of the standards for QTS;
- monitoring the progress of trainees through the periodic scrutiny of their Standards assessment pro-forma;
- monitoring trainees' subject teaching in their placement schools through frequent communication with trainees, dialogue with subject mentors and visits to partnership schools;
- making at least one visit per term to each of their designated trainees, producing a written record of this visit for the information of the trainee and the subject mentor.
- Programme leaders will organise annual training conferences for subject mentors.

The responsibilities of the trainee We require the trainee to become part of the school's subject delivery team, making every attempt to fit into the life of the department. We also expect trainees to take a part in the general life of the school making a contribution whenever it is possible. The trainee is responsible for lesson planning and content following adequate consultation between the co-ordinating mentor and the subject mentor. As far as possible, planning should include the whole period of school experience, but allowance must be made for changes as necessary. The trainee must be allowed to learn through mistakes but should be aware of the consequences for the school students. Timetables need to be completed by the trainee once a programme of teaching has been established. This document is part of the trainee Progression File/Record of Evidence. It is essential to be fully informed on all aspects of the department organisation and considerable importance is placed on knowing what may or may not be done, what attitudes to language and vocabulary are appropriate to the school students.

The trainee's contribution can be original and stimulating but will be all the more effective if it is based on appropriate information. Through the term the trainee should allow for sequencing and content to be developed, especially in the second school experience. The trainee therefore assumes greater responsibility for the teaching programme and management of classes in the later stages of teaching experience. The trainee should be given ample opportunity to teach without the class teacher's direct supervision. Whilst this recommendation presents some problems, normal practice suggests that these are rarely insoluble. For legal requirements teachers and trainee union

documents are available. Local Authorities also provide appropriate information. Trainees must conform to all health and safety regulations paying particular attention to those regulations, which are prescribed by authorities with reference to those subjects of the curriculum that may expose children to additional dangerous situations. Trainees should seek specific advice on local regulations from their head of department in school. Trainees are expected to live up to the professional standards of the school. Their first responsibility is to become familiar with the code of conduct of the school and the staff code of practice and to fully support the principles contained within them.

Status of trainees in schools Trainees must remember that they are under the general direction of the Headteacher and subject to the staff code of the school. They should ensure that their general appearance is acceptable to the school and are reminded about the importance of regular attendance and punctuality. Schools vary so much in their form of discipline that trainees are well advised to discover what rewards and sanctions are used within the school before starting their school experience. If a trainee is unable to attend school for any reason they must telephone the school and ensure that a message is relayed to their subject mentor. This must be done before the start of the teaching day. They must also inform their programme leader immediately. If the absence extends beyond one day the trainee should inform the placement office (Jenny Compton-Bishop (020 8411 6105)). A medical certificate must be supplied for any absence extending beyond one week. Days lost need to be made up in order to ensure the 120 day requirement of the training. We strongly advise trainees to take (free) membership of a professional association. Union representatives are invited to attend a University session. Above all it is essential that trainees behave in a professional manner at all times.