	POLICY TITLE:	**ITT & GTP Policy**
Kingsmead Academy **T/A Kingsmead School**		
Committee/Person Responsible for Policy:		Associate Assistant Headteacher: Teaching & Learning Development Provision & Progress sub-committee
Date Approved by Governing Body:		March 2020
Date of Last Review:		Term 4 2019/20
Next Review Due:		Term 4 2021/22

Government legislation over the years has stimulated great change in Initial Teacher Training moving towards a much more school based training system. During this time, staff at Kingsmead School have worked with and formed a partnership with a range of Higher Education Colleges including WCSTA, Exeter University, The University of the West of England and GTP Providers.

RATIONALE

As our part in these partnerships we believe that -

- As a centre of excellence, we have considerable expertise to share and as professionals we have a duty to contribute to the training of tomorrow's teachers

- We can provide student teachers with a well-structured framework to work within, help them to acquire knowledge, understanding and skills to equip them for a teaching career

- Student teachers can enrich the delivery of the curriculum and extra-curricular activities with their enthusiasm and new ideas

- Staff are encouraged to critically examine their own teaching methods and practice as mentors

- Staff development opportunities for our own staff are enhanced

ENTITLEMENT

Every student teacher has an entitlement to the provision of appropriate conditions and assistance in learning to teach. Our students also have an entitlement to a first class educational experience. Kingsmead School should limit involvement in the ITT Partnership PGCE programmes and GTP programmes and restrict the number of student-teachers working in school at any one time to five. In this way, we can ensure that both the quality of education achieved for our students and the support given to ITT and GTP student teachers can be maintained at a high level.

TRAINING (ITT)

Full advantage will be taken of the training offered by Exeter University. All Mentors/Subject Tutors will attend Induction Training and, wherever possible, update and support meetings. All new Mentors/Subject Tutors will be expected to attend the Induction Training held in September/October each year. Where a new Mentor/Subject Tutor is inducted into the programme at short notice and has missed the September/October training, the Co-ordinator will carry out the Induction Training.

MANAGING THE ITT PARTNERSHIP

- The maximum number of student-teachers that the school can accommodate at any one time should be no greater than 5 4. There should not be more than 1 student in any one department

- The ITT Coordinator liaises with Learning Team Leaders in the Summer Term to become involved in the Partnership for the subsequent academic year

- New Mentors/Subject Tutors and existing ones will attend the training days and support sessions offered by the University

- The ITT Coordinator will ensure that the Mentor, Subject Tutors and student-teachers are kept up to date on communication from the University and information regarding the programme

- All Staff at Kingsmead will contribute to the induction and support of student-teachers either directly or indirectly

- The ITT Coordinator and the Headteacher will monitor workload of subject tutors and mentors. Supply cover for meetings will be considered if thought necessary.

- Subject Tutors monitor individual student progress across their subject and liaise with the ITT Coordinator/Mentor regularly. Subject Tutors provide written comments on the student teacher's progress once per term which the Mentor discusses with the student before completing the formal assessment document

- Student teacher supervision: there is a legal requirement that student-teachers be adequately supervised. This is particularly important where students' physical welfare is in question. In PE, Science and Design & Technology, a student teacher **must not** be left unsupervised at any time. It is likely, in most other subjects, that the student-teacher will want to teach a lesson or part of without the subject tutor present. This is sensible in terms of their professional development. A balanced approach is required. The subject tutor should be satisfied with the nature of the activity, that the lesson is adequately prepared and that the student-teacher is able to manage the class. The tutor must be near at hand and readily available. A register must be taken as normal

and can be completed by the student-teacher who will need to be provided with an up to date class list

- Student teachers will be attached to a tutor group during their placement and take part in tutorial activities including registration and advocacy. Student teachers will also be timetabled for that tutor group's PSHE lessons, teaching some or all of that lesson where appropriate

LEARNING TO TEACH IN PARTNERSHIP

All staff involved in the delivery of the ITT programme follow procedures laid down in the handbook. Student teachers learn through a phased approach linked to achievement of the Skills and Standards of teaching. Annotated agendas are completed and form the focus of part of the Supervisory Conference. At the end of each Supervisory Conference an Action Plan is agreed.

ROLES AND RESPONSIBILITIES

The Co-ordinator:-

- Organises the whole ITT programme within the school following University guidelines

- Keeps staff and student-teachers informed of the school based programme and communication with the University

- Identifies, manages and advises all school personnel designated to work with student-teachers

- Co-ordinates the induction programme for student teachers during the Serial Experience and the first two weeks of the Second Placement

- Ensures that a programme of on-going professional development is provided

- Negotiates an appropriate timetable and workload for the student teacher

- Oversees the school's contribution to formal assessment and moderation procedures

- Provides advice on travel and accommodation for student teachers

- Liaises with the University

- Arranges experiences of aspects of school life which might not arise within the subject or pastoral context

- Arranges the provision of advice regarding letters of application, interviewing procedures, etc

The Mentor (Exeter Model Only):-

- Works with the Co-ordinator on the induction programmes

- Contributes to an ongoing programme of professional development

- Meets with the student teacher in the first week of term to conduct a 'Needs Analysis'

- Prepares for and conducts the Supervisory Conference

- Agrees Action Plans with the student-teacher

- Provides pastoral support for the student teacher

- Communicates regularly with the student teacher

- Discusses progress regularly with the subject tutor

- Checks and signs the Quality Assurance Records as required

- Completes formal assessment reports for each student teacher

- Informs the Co-ordinator immediately of any concern

- Ensures familiarity with the ITT programme by attending appropriate support sessions provided by the University and studying relevant documentation

- Liaises with University Tutors

The Subject Tutor:-

- Co-ordinates the work done by the student teacher in the subject department

- Sets up episodes of teaching for demonstrating, modelling and team-teaching

- Observes episodes and lessons, annotates agendas, provides written and oral feedback regularly

- Checks the school-based work file, assists with lesson planning and advises the student teacher in all aspects of the programme

- Checks and signs the Quality Assurance Record

- Discusses progress with student teacher, Mentor and University Tutor

- Prepares and monitors other subject tutors working with the student teacher

- Maintains the level of provision for students

- Meets formally with student teacher for 1 hour per week to discuss the work

- Provides written report on student's progress each term

RESOURCES - FINANCIAL

The University of Exeter currently allocates to the school £600 for each PGCE student. This is used to:

- Offset expenses e.g. reprographics, incurred by departments, mentor, student teachers
- Pay for supply cover

RESOURCES - TIME

From the responsibilities outlined previously, it is clear that 'time' is an important resource required by teachers involved in the support of the ITE programme. It is not appropriate for staff to be taken away from their teaching groups to support student teachers, neither is it appropriate for teachers and students to meet formally during the lunch hour or after school. Allowance must be made, however, for the demands of the ITE role if the quality of provision for both students and student teachers is to be maintained. The formal one hour meeting between subject tutor and student teacher and the supervisory conference must be uninterrupted quality time.

Therefore:

- During the Induction visits in November and March staff directly involved in the ITT programme should have one protected non-contact period. It is the responsibility of the member of staff to book the period with the person in charge of cover. If the member of staff does not have a non-contact period on those days then an alternative period will have to be used. Cover will be provided.

GRADUATE TEACHER TRAINING (GTP)

In addition to ITT, the school has developed further expertise in training teachers through the GTP, training graduates 'in house'. This initiative is in partnership with The Mid-Somerset Consortium.

GTP is a valued part of staff development at Kingsmead as it actively encourages those involved in reflection on their own teaching in addition to training others. Those involved, trainers and trainees are trained by the Subject Tutors/Mentors and have been trained through the Exeter ITT programme or the Mid Somerset Consortium.

REVIEW OF POLICY

This Policy relating to Initial Teacher Training will be reviewed and approved by Personnel Governors every two years.