

	<b>POLICY TITLE:</b>	<b>Initial Teacher Training (ITT) Policy</b>
<b>Kingsmead Academy T/A Kingsmead School</b>		
<b>Committee/Person Responsible for Policy:</b>		Associate Assistant Headteacher: Teaching & Learning Development Provision & Progress sub-committee
<b>Date Approved by Governing Body:</b>		May 2022
<b>Date of Last Review:</b>		Term 4 2021/22
<b>Next Review Due:</b>		Term 4 2023/24

Government legislation over the years has stimulated great change in Initial Teacher Training moving towards school-based training systems alongside universities. During this time, staff at Kingsmead School have worked with and formed a partnership with a range of Higher Education Colleges and training schools including the University of Exeter, the University of the West of England and West Country Training School Alliance (WCTSA in partnership with the University of Exeter).

### **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

May 2022 – ITT Policy

Author: Assistant Headteacher : Teaching & Learning

## ENTITLEMENT

Every trainee 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 by restricting the number of trainees 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 trainees can be maintained at a high level.

## TRAINING (ITT)

The majority of our trainees follow the University of Exeter's model of ITT and as such, this policy will use their terms for each role:

- ITEC - Initial Teacher Education Coordinator oversees the management of the school's involvement and monitors the quality of in-school provision for trainees.
- Lead Mentor – Experienced teachers of their subject who support trainees on a daily basis.
- Reflective Mentor – Meets with each trainee on a termly basis for a reflective conversation to develop the trainee's thinking about their teaching.

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

## MANAGING THE ITT PARTNERSHIP

- The maximum number of trainee teachers that the school can accommodate at any one time should be no greater than 5. There should not be more than 1 student in any one department.
- The ITEC liaises with Heads of Department in the Spring Term to become involved in the Partnership for the subsequent academic year.
- New Lead Mentors and existing ones will attend the training days and support sessions offered by the University.
- The ITEC will ensure that the Lead Mentor and trainee 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 trainee teachers either directly or indirectly.
- The ITEC and the Headteacher will monitor workload of Lead Mentors. Supply cover for meetings will be considered if thought necessary.
- Lead Mentors monitor individual student progress across their subject and liaise with the ITEC/ Reflective Mentor regularly. Lead Mentors provide written comments on the student teacher's progress once per term which the Reflective Mentor discusses with the student before completing the formal assessment document.
- Trainee teacher supervision: there is a legal requirement that trainee teachers be adequately supervised. This is particularly important where students' physical welfare is in question. In PE, Science and Design & Technology, a trainee teacher **must not**

be left unsupervised at any time. It is likely, in most other subjects, that the trainee teacher will want to teach a lesson or part of without the Lead Mentor present. This is sensible in terms of their professional development but should only be considered in the second placement. The Lead Mentor should be satisfied with the nature of the activity, that the lesson is adequately prepared and that the trainee teacher is able to manage the class. The Lead Mentor must be near at hand and readily available. A register must be taken as normal and can be completed by the trainee teacher who will have access to SIMs.

- Trainee teachers will be attached to a tutor group during their placement and take part in tutorial activities including registration and advocacy.
- Trainee teachers will also have an opportunity to teach 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. Trainee 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 Reflective Conversation. Weekly development meetings are held

### **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.

**REVIEW OF POLICY**

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