



Inspiring Learners for their future

INITIAL TEACHER TRAINING POLICY

UPDATED JUNE 2009

Consultation History

Governors/staff/parents/students	Date
Executive (Leadership Group)	
Teaching and Non-Teaching Staff	
HR and H&S Committee	
Full Governing Body	
Next Review of Policy	

The Ridgeway School & Sixth Form College

Initial Teacher Training Policy

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The Ridgeway School & Sixth Form College

Initial Teacher Education Policy

Policy

The Ridgeway School & Sixth Form College is committed to providing high quality training for professionals who will think critically about their teaching and continue to develop and refine their skills.

Linked Policies

Teaching and Learning; Curriculum; Equal Opportunities (Staff); Continuing Professional Development; Disability Equality; Race Equality; Health, Safety and Welfare Policy

Aims

1. To provide quality Initial Teacher Education that will give student teachers the experiences necessary to meet Qualified Teacher Status standards as set out by the Secretary of State for Education.
2. To create opportunity for all staff to develop through reflection of teaching strategies.
3. To provide an environment where Higher Education Institutions can use our expertise to keep in touch with classroom experience and we in school can link to Higher Education Institutions to create efficient partnerships.

Present Situation

At present The Ridgeway School is in partnership with the University of Bristol, Swindon, SCITT, Bath University and Bath Spa University. We place trainees for Open University and other HEIs as needs arise.

The Graduate Training programme runs alongside the Initial Teacher Training programme.

Links with the Teacher Training Agency

The Ridgeway School & Sixth Form College is a Partnership Promotion School. As a Partnership Promotion School we will work with other schools to share good practice and promote the value and benefits of trainees within a school.

The Ridgeway School & Sixth Form College is an active member of the Open School Programme.

The Ridgeway School is actively promoting the Swindon School Centred Initial Teacher Training (SCITT), and has three subject leaders and the lead professional tutor contributing to the organisation.

Rationale

School placements provide trainees not only with the opportunity to practise teaching but also to learn from the expertise of experienced staff. Therefore all staff within the school play a valuable role in implementing an effective programme and the following benefits can be derived from involvement with Initial Teaching Education.

1. A shared commitment to high performance, which focuses attention in effective teaching.
2. Teachers are encouraged to critically examine their own practice and teaching methods.
3. Contact with training providers is helpful in assisting teachers to update their own knowledge and skills.
4. Initial Teacher Education is central to the pattern of continuing professional development for the teachers, including Newly Qualified Teachers.
5. Additional support in the classroom will help to enhance students' learning.

Roles in Initial Teacher Education Provision

A. The Professional Tutor

The Professional tutor manages the school's work in Initial Teacher Education in partnership with the Higher Education providers. It is the responsibility of the Professional tutor to:

1. Identify, manage and advise all school personnel designated to work with trainees.
2. Ensure that all school personnel have been properly prepared to work with trainees.
3. Regularly review needs and requirements of Team Leaders with reference to trainees.
4. Formally introduce the trainees to the non-teaching staff.
5. Ensure that the trainees are fully acquainted with school procedure. e.g. Fire Drill, Safety Policy, Lunches and so on.
6. Ensure that the trainees' role is clearly defined across all departments. e.g. attendance at mentor time, attendance at assemblies, preparation/ marking of work.
7. Organise the reception of trainees on preliminary visits and the first day of practice.
8. Ensure that Team Leaders are fully circularised with all relevant documents relating to trainees, received from universities.
9. Oversee the school formal assessment and moderation procedures.
10. Arrange programme for visiting inspectors from Her Majesty's Inspectorate (HMI) and OfSTED.
11. Provide opportunity for new staff and trainees to observe in other areas or within the team.
12. Liaise with the Training Provider where appropriate.
13. Monitor and evaluate the school's provision for school-based work.
14. Plan joint Continuing Professional Development for trainees.

15. Conduct Quality Assurance at the end of each placement.
16. Ensure systems are in place to identify targets for improvement, review provision against these targets, specify the action to be taken to secure improvements, and ensure that the specified action is taken and that leads to improvement.
17. Report back to the Headteacher, Governors and all staff.
18. Attend partnership training sessions, attend regional and national Teacher Development Agency (TDA) meetings related to Initial Teacher Education.

Arrangements also need to be made to ensure that trainees:

1. Have access to information about Special Educational Needs provision.
2. Take part in school staff meetings and parents' consultations.
3. Take an active part in Out of School Hours Learning/Enrichment.
4. Have access to a primary school where appropriate, to observe, especially in their subject specialism.
5. Ensure trainees have opportunities to use Information and Communication Technology and have their own personal password whilst they are on placement.

B. The School Mentor

The School Mentors from subject areas will work with the Professional Tutor, identified Higher Education institution, and trainee.

The Mentor's role in the subject area is to:

1. Identify other staff within a subject team with whom the trainees can observe and deliver lessons.
2. Alert colleagues to a range of ways in which they might usefully work with particular trainees.
3. Formally introduce to laboratory or other ancillary staff attached to the subject.

4. Evaluate and critically discuss lesson plans, observations and suggest realistic targets with trainees.
5. Conduct focused observations of the trainee.
6. Offer guidance and set targets for further development.
7. Communicate regularly with the trainee, at least once a week for one hour, which is the designated time set by the partnership agreements.
8. Ensure that the requirements for using Information and Communication Technology in subject teaching are met.
9. Complete paperwork relating to trainee and return to Professional Tutor, as directed by partnership provider.
10. Attend regular meetings with the Professional Tutor and Higher Education institution.

Training for new mentors is carried out in school for all new mentors and additional training is provided by the different Partnerships.

C. The Team Leader

The Team Leader, when not the subject mentor, will have responsibility to:

1. Nominate a member of the department who can provide training in subject knowledge and application. That person must be sympathetic and supportive to the needs of adult learners.
2. Provide the subject team handbook on loan during the placement.
3. Introduce the relevant safety procedures to the trainee.
4. Outline the School's Behaviour Policy and support the subject mentor and the trainee as appropriate.
5. Provide schemes of work, set lists and mark books.

6. Outline the Assessment and Reporting Policy of the School and the marking assessment and reporting arrangements within the subject area.

D. The Visiting Tutor

The Visiting Tutor should make arrangements to visit the trainee whilst on placement during the placement it is the responsibility of the Visiting Tutor to:

1. Support and monitor the trainee's progress.
2. Observe the trainee and discuss targets.
3. Work with the mentor and the Professional Tutor to determine assessments.
4. Provide a formative report after each observation for the trainee and the School.

The Induction of Trainees

A programme of induction is planned and organised by the Professional Tutor, in consultation with subject mentors and other staff as appropriate.

Continuing Professional Development

The Professional Tutor plans a professional studies programme for trainees from all Higher Education institutions who are on placement at The Ridgeway School. All trainees meet together once a week, for seminars on a range of whole school issues. This professional studies component of training will also be supported by the training provider.

Opportunities are made for the trainees to develop their awareness and provide additional and/or supplementary training into a specialist area of study.

Monitoring and Evaluation

Monitoring and evaluation will be carried out by:

1. The School: will involve the Professional Tutor, subject mentor and trainee in consultation with the Headteacher;
2. The Higher Education Institution: the Link Tutor, the Professional Tutor and the subject Mentor;
3. OfSTED and HMI: the Professional Tutor, subject mentor, trainee and the Headteacher:

Oral and written evaluations are completed on a regular basis.

Governors will be kept informed with developments within Initial Teacher

Education and the Professional Tutor will brief the Human Resources Committee annually.

Annual intake of trainees

The decision to accept trainees will be at the discretion of the headteacher in consultation with the Professional Tutor and will be based on department recommendations, experience of the staff and the number of Newly Qualified Teachers within a given subject. Time-tabling of trainee teachers will be monitored to ensure the quality of students' learning experience is maintained.

Time allocation and resourcing

The Higher Education training providers allocate resources directly to the School for the mentoring of trainees. The allocation will normally be sufficient to fund the equivalent of one hour of subject trainee mentoring for each week that the trainee is receiving training at the School. Money received from the training provider may also be used to:

1. Release staff for agreed training and support sessions;

2. Contribute to the cost of photocopying, purchase of training materials and resources.

The Professional Tutor will liaise with the subject mentors and the Finance Manager on the arrangements for the allocation of funds to support mentoring and other support to the trainees.

Review dates and responsibility

This policy shall be considered annually by Professional Tutor and the Senior Leadership Team in consultation with the teaching and non-teaching staff. The Policy will be reviewed by the Human Resources Committee of the Governing Body.