

Initial Teacher Training Policy

ChessWood



Junior School

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|---|---|
| It was developed by | Chris Yelling |
| Consultation | |
| Governing Committee | Sub Learning |
| It has been presented to the governors. | Summer Term 2022 |
| It will be reviewed: | Every Two Years |
| It was last reviewed: | Spring 2022 |
| Next Planned Review | Autumn 2024 |
| Web Link | https://www.chesswood.w-sussex.sch.uk/page/?title=Student+Teacher+Documents&pid=284 |
| System Link | Y:\School Level\Policies\Graduate Teacher Programme - ITT\Initial Teacher Training Policy Mar 2022.docx |



Policy Monitoring

| Core Policy Information | | | | | |
|---------------------------|-----|---|----------|-----------------------|---------------------|
| Policy Title | | Initial Teacher Training Policy | | | |
| ID | T01 | Area | Teaching | | |
| Development Status | | Embedding | | | |
| Development | | ITT students from University of Brighton are regularly provided opportunities to work within Chesswood. | | | |
| Legal Basis | | Non-Statutory | | | |
| Legal Guidance | | | | | |
| RACI | | | | | |
| RACI | | Position | | Name | |
| Responsible | | Teachers | | All with ITT students | |
| Accountable | | Assistant Head Teacher | | Chris Yelling | |
| Consulted | | University of Brighton, Teachers | | | |
| Consultation Details | | Email circulation inviting any comments, queries or concerns | | | |
| Informed | | Chesswood Staff and ITT Students | | | |
| Informed Details | | Email confirming location of policy and its recent review and update | | | |
| Review and Ratification | | | | | |
| Review | | Frequency | | Latest Review | Next Planned Review |
| Review Cycle | | Every Two Years | | Spring 22 | Autumn 24 |
| Governor Oversight | | Leadership | | Latest Approval Date: | Summer 22 |
| | | N/A | Noted | Ratified | Approved |
| Governing Body | | | | | |
| Senior Leadership | | | | | |
| Approval Level | | Full Governing Body | | | |
| Approval delegated | | Not Applicable | | | |
| Storage and Communication | | | | | |
| Hard Copy | | Staff Room, PPA Room, Head Teacher’s office, Entrance | | | |
| Web Link | | https://www.chesswood.w-sussex.sch.uk/page/?title=Student+Teacher+Documents&pid=284 | | | |
| System Link | | Y:\School Level\Policies\Graduate Teacher Programme\Graduate Teacher Programme Policy Mar 2022.docx | | | |



Policy Links

This policy should be read in conjunction with the following school policies

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|---------------------------------|--|
| Staff and Student Handbook 2022 | <u>..\School Handbook\Staff and Student Handbook Mar 2022.docx</u> |
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School Vision

At Chesswood Junior School we inspire our whole school community to enjoy their learning adventure and have fun along the way. We ignite a passion for learning throughout the school community, securing excellence, empathy and equality in all that we do.

School Mission

We will strive to achieve the highest standards of academic achievement and behaviour within a vibrant, exciting learning environment so that all children leave this school with confidence and the ability to take advantage of future opportunities.



Chesswood Junior School

Learning and Teaching Policy



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1. Introduction

1.1. ***Aims of the Initial Teacher Training programme (ITT)***

Chesswood Junior School is committed to the principle of employment based Initial Teacher Training (ITT). By providing them with a supportive learning environment during their training programme, Chesswood aims to prepare trainees to become competent members of the teaching profession.

The aims of ITT at Chesswood Junior School:

- To provide a high standard of Initial Teacher Training that will give student teachers the experiences necessary to meet the most recent Qualified Teacher Status standards.
- To develop trainee Teachers' ability to critically analyse and apply theories, research, and personal values which underpin professional practice.
- To create opportunity for all staff to develop through reflection of teaching strategies.
- To develop effective partnerships between Chesswood Junior School and the University of Brighton.

1.2. ***Rationale***

Participation in Initial Teacher Training benefits Chesswood Junior School in a number of ways:

- Encouraging teachers to reflect on and develop their own practice.
- Giving teachers opportunities for professional development in mentoring and supporting trainees.
- Providing funding for teachers to use to improve the quality of their teaching or for advancing their subject/area leadership role.
- Enabling greater opportunity to recruit high-quality ITT students following successful final-year placement.
- Establishing mutually beneficial relationships with a Higher Education Institution.
- Contributing to the preparation of a new generation of teachers.

2. Routes into Teaching

There are now a greater variety of routes into teaching than ever before:

- 1) Degree route, e.g. BA Primary this is a course that has time in school and university.



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- 2) PGCE - this is a course that has time in school and university and in which the trainee gains a number of masters credits.
- 3) School-centred initial teacher training (SCITT) - delivered by a network of schools and focus on training as you teach.
- 4) School Direct (fee-funded) - delivered by groups of schools in collaboration with a SCITT or university. The content and structure of a School Direct course is broadly similar to a SCITT course, each providing school-based training.
- 5) School Direct Training Programme (Salaried) is an employment-based route available to high-quality graduates with at least three years' career experience who will earn a salary whilst they train. The trainee is employed as a qualified teacher.
- 6) Postgraduate teaching apprenticeship is an employment-based route that takes 1 year.
- 7) Teach First is an employment-based route that takes 2 years.

Chesswood are currently in a partnership with the University of Brighton: we place degree route and PGCE students across our four year groups. This partnership extends to placements from the South Down SCITT, which is accredited by the University.

3. Roles in Initial Teacher Training Provision

3.1. *Lead Mentor*

The Lead Mentor's role is:

- Be familiar with the requirements of the relevant Higher Education Institution's (HEI) programme prior to receiving GTP candidates.
- Ensure relevant paperwork is completed.
- To ensure that trainees receive their entitlement as set out in their Course Handbook.
- To ensure that trainees are welcomed and inducted into the school – updating the handbook when necessary.
- To manage, monitor and support the work of Mentors to ensure that trainees receive a high standard of training and support.
- To encourage the professional development of Mentors, in areas related to teacher training.
- To ensure that trainees are given opportunities to observe a range of teaching across the school.
- To ensure that trainees are given opportunities to observe and teach within our PE and



music subject specialisms (applies to BA / PGCE / SCITT students):

- SBT1: within 25% professional development time, co-teach weekly PE (1 hour) and music (1 hour) - following school planning and working under the guidance of the subject teacher.
- SBT2: within professional development time as teaching commitment builds towards 75%, co-teach weekly PE (1 hour) and music (1 hour) - following school planning and working under the guidance of the subject teacher. Within 75% teaching time, plan and teach a series of 3-4 lessons (adapting school plans and working under the guidance of the subject teacher).
- SBT3: Within 75% teaching time, plan and teach a series of 3-4 lessons (adapting school plans and working under the guidance of the subject teacher). Observe and co-teach whenever appropriate within their timetable to build confidence and expertise (under the guidance of the subject teacher).
- To review and assess trainees' progress, in liaison with Mentors and HE Tutor.
- To take appropriate action when informed of any problems with a placement.
- To liaise effectively with ITT providers concerning their programme and the number of trainees allocated per placement.
- Keep an overview of the impact of GTP candidates on the school and inform senior management who can then decide upon future involvement.

3.2. **Mentors**

The mentor's role is:

- To attend mentor training.
- To induct trainees into the class e.g. ensure that they meet relevant staff, receive all appropriate information e.g. handbook and policies, MTPs, class lists, pupils' assessment data, and are given access to resources.
 - Class TAs, pastoral support and volunteers.
 - Practically applying school policies: curriculum; teaching & learning; assessment.
 - All resources to enable the trainee to teach effectively.
- To provide opportunities for trainees to observe a range of teaching within the year group or wider school.



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- To construct appropriate teaching timetables for trainees to meet their course guidance, including professional development and non-contact time.
 - BA1: 50% teaching, 25% professional development, 25% non-contact.
 - BA2: Building to 75% teaching, 25% non-contact.
 - BA3: 75% teaching, 25% non-contact.
 - PGCE: Building to 75% teaching, 25% non-contact by third placement.
 - SCITT: Building to 75% teaching, 25% non-contact by end of placement.
- To ensure that trainees are given effective support and guidance.
- To meet with trainees on a weekly basis to review progress made and set new targets for development.
- To discuss with trainees appropriate professional development opportunities, e.g. staff meetings and INSET that can be attended.
- To discuss with trainees appropriate other school experiences, e.g. parents' consultations, clubs, PTA events and trips.
- To ensure that trainees are regularly observed teaching lessons and given constructive written and verbal feedback.
- To liaise with the HE tutors and Lead Mentor regarding trainees' progress.
- To participate in the review, reporting and assessment of trainees' progress.

3.3. ***Role of the trainee teacher***

When working with staff in school and at the university, an ITT candidate is expected to:

- Comply with all procedures set out in the Handbook.
- Provide evidence to show that all Professional Standards for QTS have been successfully fulfilled by the end of the training plan.
- Demonstrate commitment to studies both in school and at the University.
- Demonstrate a responsible and professional attitude to all staff in school and at the University, to fellow trainees and to children.
- Be proactive and assertive in their own professional development.
- Meet with the Mentor on a weekly basis and respond to targets set.
- Meet University and school deadlines.
- Maintain good attendance and punctuality.



4. Quality Assurance

- Joint observations are undertaken by mentors and tutors from the HEI.
- Link tutor visits from the HEI.
- Professional tutors hold meetings with mentors.
- Informal feedback is received by the Professional Tutor throughout each placement.
- Trainees complete school-based questionnaires at the end of each placement.
- Participation and feedback in HEI evaluation.