



MARK RUTHERFORD SCHOOL

POLICY FOR INITIAL TEACHER TRAINING

**Updated September 2018
Annual review**

Rationale

We believe that taking an active part in Initial Teacher Training benefits our school by

- Encouraging teachers to reflect on and develop their own practice
- Giving teachers opportunities for professional development in mentoring and supporting trainees
- Bringing new ideas and energy into the school, contributing to school improvement/development plans
- Enabling us to forge strong and useful relationships with training providers
- Enabling us to play a positive part in the preparation of a new generation of teachers

Commitment

While always keeping as a first and absolute priority the education and welfare of our students as a school we undertake

- To be aware of the changing routes into education: PGCE, GTP, RTP, Teach First, School Direct, teaching school role and responsibility, SCITT, university training schools
- To adopt a whole school model of support for trainees, thus providing them with a coherent environment in which to develop their skills
- To give trainees a quality experience by managing carefully their time in school, and taking their individual training needs into account
- To provide them with a laptop, email account, classroom keys and SIMS login so that they are able to integrate themselves as members of staff at the school
- To give them opportunities to experience all aspects of classroom life, including as appropriate to their stage of training planning, teaching and assessing students' work; using different teaching and behaviour management strategies; and fulfilling the general role of a class teacher
- To allow them where possible to join in other aspects of school life, including duties, staff trainings, meetings with parents and extra-curricular activities
- To regard student teachers as colleagues, to introduce them to students as temporary members of staff and to ensure they are treated as such
- To uphold equal opportunities by safeguarding respectful attitudes and behaviour towards trainees regardless of ethnicity, gender, sexual orientation or physical disability
- To encourage teachers to train as mentors and coaches, and to work with training providers to ensure common standards and purpose
- For the benefit of all staff as well as of trainees, to encourage a shared language of education, and to disseminate an understanding of good, useful and interesting practice, throughout the school
- To be fair and consistent in all our work with trainees
- To treat them with appropriate sensitivity, where it is necessary to build their self-esteem and confidence and enable them to grow as learners and as teachers

Roles and Responsibilities

The Headteacher/Professional Tutor will:

- Decide each year the number of student teachers who can be accepted into the school and given appropriate experience and support without jeopardising the interests of school, students and staff
- Keep governors informed and consult them as necessary
- Support mentors and class teachers in their work with trainees, through paired observations and meetings
- Be informed of any problems with the placement, and take action as necessary
- Attend partnership meetings with providers, or send a mentor as a representative

- Publish and provide school information for use by trainees
- Create and deliver an Induction Programme for each placement
- Provide mentors and trainees with essential resources in terms of both time and opportunity for trainings and meetings, and of practicalities such as stationery and photocopying and ICT facilities
- Internally QA the trainees and mentors to ensure consistency across provision and experience

The mentor will:

- Be responsible for the supervision, monitoring, assessment and pastoral care of trainees; ensure that trainees are fully informed of school routines
- Ensure that the trainee is provided with appropriate experience of teaching groups and classes; arrange opportunities for them to observe good teachers at work in the school; provide them with access to the expertise of specialist staff such as subject and special needs co-ordinators.
- Liaise with the representative of the training provider (e.g. university tutor) and fulfil agreed partnership requirements
- Attend relevant training and development sessions
- Maintain written records of the mentoring process
- Work with the trainee to set specific targets for development
- Monitor the trainees progress against the targets- providing support and challenge

The Class Teacher (if not the mentor) will:

- Assist in the practical implementation of the mentor's role, in particular giving the trainee opportunity and encouragement to experience the role of the teacher
- Be aware of the specific focus targets of the trainee for observations
- Make time to have a professional dialogue providing timely and specific feedback for professional development following observations

The Trainee will be expected to:

- Behave professionally and respect confidentiality at all times; dress in accordance with the accepted codes for the school; be reliable in matters of attendance and tasks assigned to them
- Take an active part in their own professional development, seizing every opportunity they can to learn from their time in school, through observation, discussion, reflection and experience
- Take a full part in school life, in and out of the classroom
- Attend CPD opportunities created for trainees and Whole staff development
- Keep their files up to date and respond to any school requirements in terms of paperwork

The Training Provider will:

- Set up a partnership agreement with the school
- Ensure that the school is fully informed of course requirements and receives all relevant literature
- Provide a link tutor to support mentors and trainees as necessary and to moderate summative assessment of the trainee's performance
- Respond to issues raised with them by the school
- Provide training for mentors
- Monitor and complete QA visits to ensure consistency of a good experience in placement schools for trainees

Agreed by Governors and adopted on September 2015

Date for review September 2019