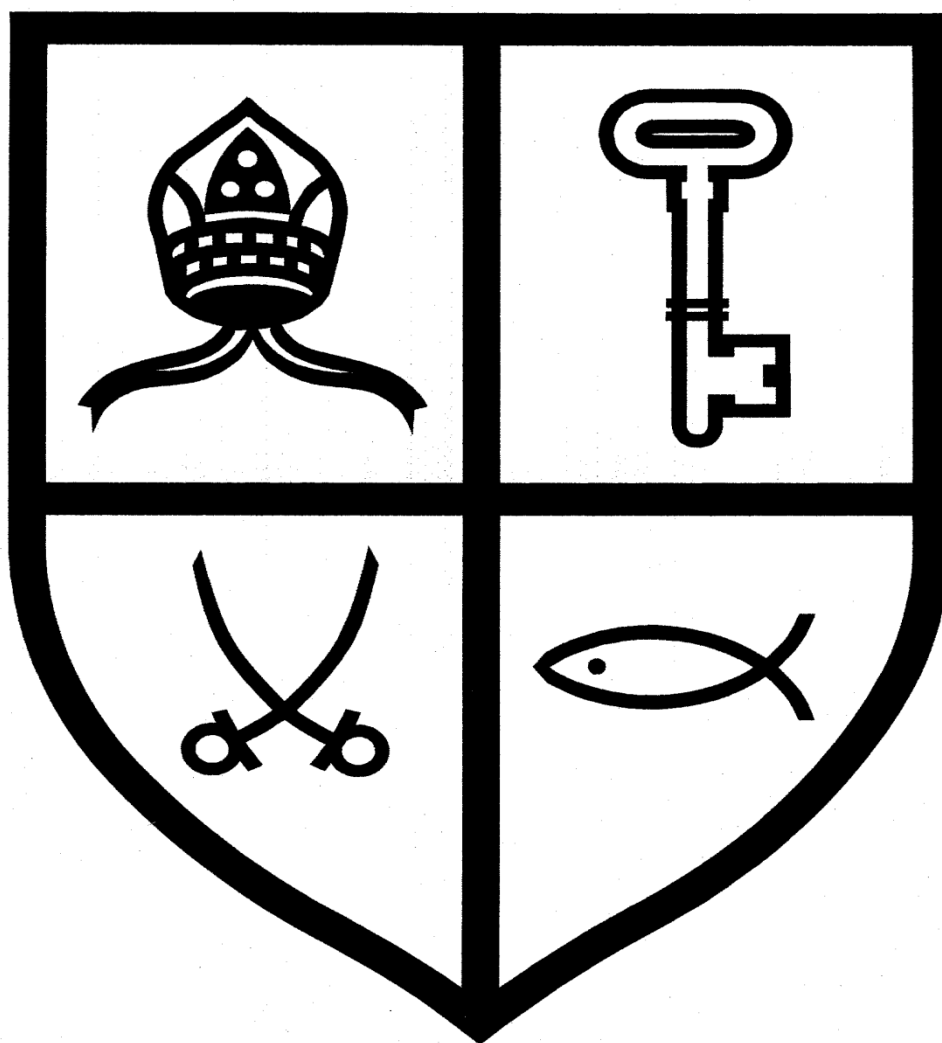


St. Egwin's C.E. Middle School

Initial Teacher Training Policy



July 2014

Reviewed April 2018

Aims

To provide a high standard of initial teacher training (ITT) giving student teachers the experiences required to meet the teaching standards as set by the Secretary of State for Education.

To create opportunities for school staff to develop their practice through reflection and to make them feel valued for their expertise.

In order to achieve this, the school will:

1. Provide a range of suitable experiences for student teachers.
2. Provide guidance on how to meet the standards required for qualified teacher status.
3. Provide an appropriate training environment.
4. Promote ITT positively within the school.
5. Ensure that student teachers are readily accepted as professional colleagues.
6. Ensure that student teachers are fully supported and that they feel able to seek advice and guidance from all staff.
7. Ensure that student teachers receive constructive feedback and opportunities to observe good or better practice.
8. Communicate effectively with outside agencies involved in ITT to maintain the highest possible standard of training.
9. Provide equality of opportunity and support for all.
10. Monitor and evaluate student teachers' attendance, appearance and compliance with professional standards.

Role of the School ITT Co-ordinator/Professional Mentor

1. Liaise with the relevant universities and Prince Henry's SCITT regarding the allocation of student teachers.
2. Welcome student teachers into the school and ensure they are familiar with school policies and procedures.
3. After consultation with senior staff and class teachers, assign student teachers to classes appropriate to their needs and those of the school.
4. Provide the student teacher with a timetable.
5. Assist and advise relevant staff on their responsibilities for student teachers.
6. Oversee the welfare and attendance of student teachers.
7. Assist the subject mentor with monitoring the student teachers' progress through lesson observations, discussion, feedback and target setting.
8. Monitor and discuss with the subject mentor their work.
9. Report to the school's senior leadership.

Role of the Subject Mentor

1. Monitor the student teachers' progress through lesson observations, discussion, feedback and target setting.
2. Ensure that formal observations are completed as per the requirements of the university/SCITT, and that feedback referring to the teachers' standards is given promptly.
3. Liaise with the student teachers' personal tutor to discuss progress.
4. In the event of unsatisfactory progress, follow the 'cause for concern' procedures as required by the university/SCITT.
5. Complete all documentation as required by the university/SCITT.
6. Attend university/SCITT training whenever appropriate and possible.

Class Teacher Responsibilities

Before lessons

Ensure the student teacher has the class lists, seating plan, home work schedule, schemes of work and access to necessary resources.

Review lesson plans considering safety and appropriateness of content and delivery.

Promote a positive and professional image.

During lessons

Be present in the classroom when the student teacher teaches. However, after a suitable period, if the student teacher feels confident enough and the class teacher agrees, the class teacher may remove themselves from lessons, but must remain near at hand (such as a neighbouring room) in an agreed place where they can be found quickly if needed.

Be prepared to intervene in a lesson if the safety of anyone is in any question.

Observe the student teacher formally as required using the university pro forma.

After lessons

Provide constructive feedback to the student teacher, considering targets they have been set.

Ensure that assessment of pupils' work is up to date and that assessment records are maintained.

Report progress, targets and any concerns to the ITT Co-ordinator/Professional Mentor.