

THE SIR BERNARD LOVELL SCHOOL

INITIAL TEACHING TRAINING POLICY

RATIONALE

The school's involvement in Initial Teacher Training (ITT) has always been seen as an essential part of our work as a Community of Learners. As a Training School we aim to provide high quality professional development for all staff, in order to improve educational opportunities for our students. Our role in ITT fits with our work as a research school, through which we are developing the curriculum and the quality of teaching and learning. For experienced teachers, involvement in ITT ensures continuing professional development both as mentors of trainee teachers and in the links created with the training providers.

PURPOSES

1. To provide high quality ITT that will give trainee teachers the experience necessary to meet the revised Standards (2007) set out by the Department for Children, Schools and Families (DCSF).
2. To create opportunities for all staff to develop through evaluating their teaching and learning strategies, and by raising awareness of the professional Standards.
3. To develop partnerships with Higher Education Institutions (HEI's) so that we can work together to improve teaching and learning.
4. To strengthen the research capacity of the school by engaging trainee teachers directly in school-based action research.

GUIDELINES

1. Trainee teachers will receive an entitlement programme, matched to DCFS Standards, which is monitored and evaluated within school and by the link HEI.
2. There will be clear roles and responsibilities, advertised or allocated on a rota basis, with remitted time, which enable significant numbers of interested staff to play a part in the ITT process.
3. Trainee teachers will be treated and expected to act as true professionals whilst on placement with the school.
4. Curriculum teams will be encouraged to use the ideas and practices of the trainees to inform and enrich their own work and to regard this as valuable professional development.
5. A proportion of the income from ITT will be devolved to subject areas, in line with the whole school Professional Learning Policy.

RESPONSIBILITIES

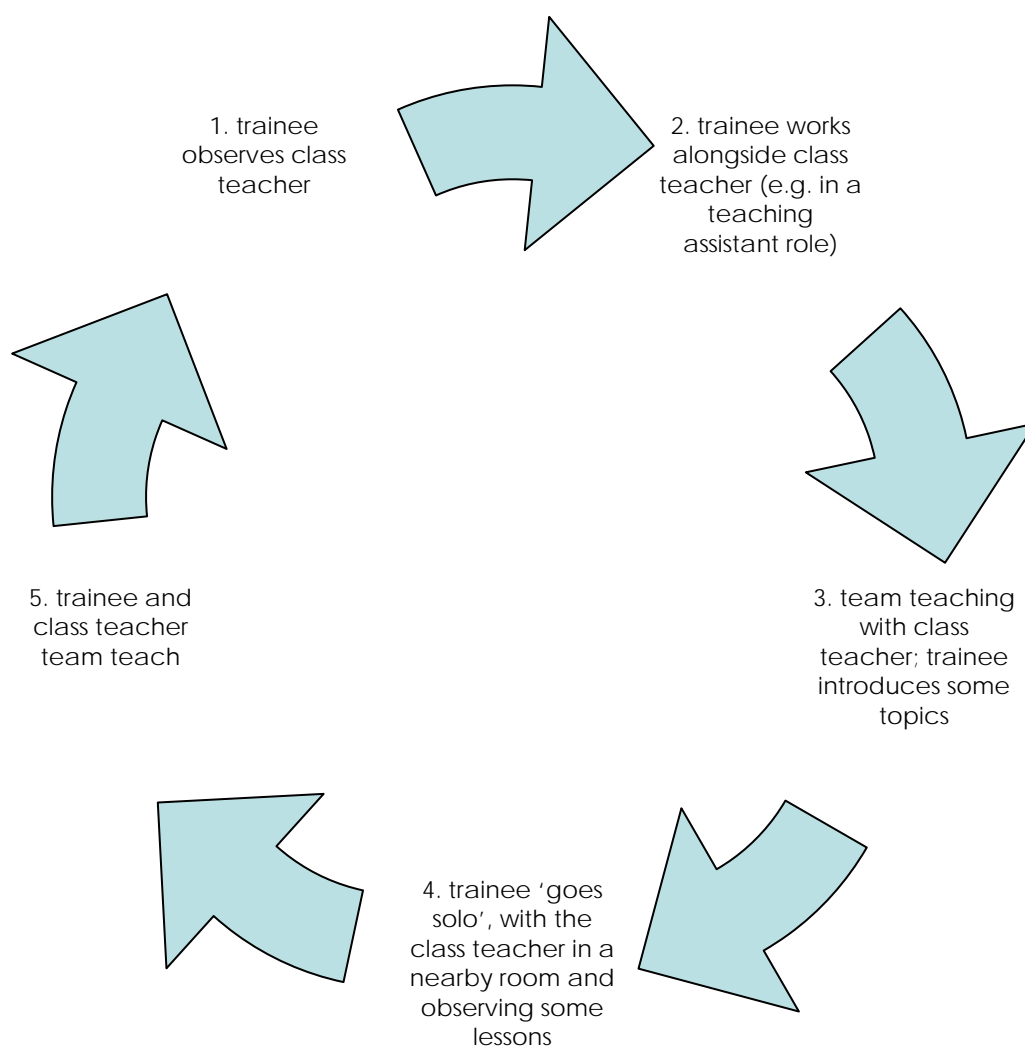
The Professional Tutor will:

1. Liaise with departments to ensure that placement offers are forwarded to the HEI and ensure that all paperwork relating to trainees (e.g. mentoring records and observation logs) is forwarded to appropriate departments in order to meet specific deadlines.
2. Make arrangements for an induction period within the school for all trainees and liaise with subject mentors to ensure that, where possible, a suitable timetable and tutor group responsibility are arranged.
3. Provide a high quality programme of seminars/tutorials/observations in line with the expectations of HEI's, and ensure that trainees' work is properly assessed.
4. Advise on opportunities for trainees to take part in whole school professional learning activities and to contribute to the wider life of the school.
5. Oversee the professional development of the trainees through on-going support and the development of the Career Entry Profile.
6. Give advice with regard to job applications and interviews.
7. Liaise promptly with the HEI and mentors/affiliated tutors in the event of a trainee causing concern.
8. Ensure that all staff involved in ITT receive proper training and that they are kept up-to-date with information via regular bulletins.
9. Ensure that school based ITT provision is properly monitored and evaluated and that practice is amended as necessary.
10. Give appropriate support and guidance to ITT students who are working towards accruing Masters credits.

The Mentors/Affiliated Tutors will:

1. Arrange a formal meeting with trainees for one period each week in order to monitor their progress, and keep records of these meetings.
2. Organise a timetable to ensure trainees work with a wide range of age and ability groups within the school and identify within the timetable those classes for which the trainee will at some time have sole responsibility and those for which there will be shared responsibility.
3. Arrange attendance for the trainee at departmental and school meetings/ briefings as appropriate.
4. Give guidance in the preparation of teaching inputs and lesson sequences within the subject area.
5. Observe lessons as appropriate and give a brief written feedback on each class taught.
6. Liaise with the Professional Tutor as appropriate.

SUGGESTED PROTOCOL FOR HANDING CLASSES OVER TO TRAINEES



MONITORING, EVALUATION AND QUALITY ASSURANCE:

The Professional Tutor (PT) will ensure that the following are in place:-

- Annual Review of ITT provision carried out by PT and LG
- Reports to Governors by PT or Training School Manager
- Regular review meetings with HEI's to ensure awareness of current initiatives and educational developments
- On-going evaluation of documentation with HEI's
- Trainees' internal review and evaluation of provision at the end of each placement
- Feedback to colleagues from school students
- Informal feedback sought from school students by the PT
- Amendments and adaptation of programmes and training sessions in the light of feedback from colleagues and trainees
- PT observation of trainees in classrooms
- Meetings with PT's from other schools
- Co-training with PT's from other schools

