



# Isca Academy

## Initial Teacher Training Policy

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## **Isca Academy Initial Teacher Training Policy**

At Isca Academy we believe it is part of our duty to provide a positive place for the teachers of tomorrow to train.

### **We aim:**

- To provide high quality ITT that will give the trainees the experience necessary to meet the standards set out by the Secretary of State for Education
- To provide trainee teachers with a realistic, useful and wide experience of the profession
- To treat trainee teachers with respect and to make their practice at Isca Academy as rewarding and fulfilling as possible
- To use the experience of working with trainee teachers as an opportunity to review and reflect on our own practices and thus to improve our own expertise
- To create links with other educational establishments.
- To ensure that the ITT programme does not adversely affect the normal business of the school

### **We recognise:**

- the benefits of partnership with a variety of Initial Teacher Training providers.
- the importance ITT can bring to the CPD of all staff in the school
- the benefits of additional staff in our learning environment
- the importance of contributing to the recruitment drive in education.

### **Whole School Involvement**

A wide range of staff are involved in Initial Teacher Training. Involved Departments have a subject mentor with overall responsibility for trainees. We ensure that subject mentors have adequate training to fulfil their mentoring responsibility and we provide them with additional non-contact time to fulfil their role. A wide range of staff also deliver training to trainees through professional studies sessions. Staff are encouraged to share ideas in areas of interest or expertise with colleagues, including trainees, in this way.

### **Benefit to the School**

Involvement in ITT gives Isca Academy the opportunity to:

- extend its reputation to new entrants to the profession and be involved in the training and development of future teachers, some of whom may be employed as NQTs in the school
- encourage staff to continually evaluate their own teaching and engage in their own professional development by encouraging trainees to be reflective practitioners
- share good practice with trainees and colleagues
- constantly update knowledge on current changes in education documentation and standards for Qualified Teacher Status.
- offer staff development and leadership opportunities through our ITT mentoring programme.

### **Benefit to Trainee**

Trainees will be given the opportunities to:

- set the training they have received from the provider into a school context
- work with a range of enthusiastic, well prepared and motivated professionals
- see examples of excellent practice in all areas of the teaching process
- evaluate and reflect on their practice through discussion and target setting with ITT Coordinator and School Mentors

- develop the qualities, skills and knowledge required for effective practice in a supportive atmosphere
- gain from the wide experience of practising professionals
- be supported by professionals who are knowledgeable and familiar with the QTS standards and their provider

## **Roles and Responsibilities**

### **ITT Co-ordinator**

The ITT Co-ordinator who is responsible for co-ordinating the placement of trainees in school will:

- ensure that a Whole School Policy for ITT Involvement is in place and available to trainees
- ensure that the school meets the requirements of the various partnership agreements
- ensure that appropriate school staff attend review meetings and training sessions
- allocate trainees to work with suitable Subject Mentors
- manage and monitor the work of subject mentors to ensure that trainees receive a high standard of training and support.
- liaise with Mentors to ensure trainees are well informed, supported and carefully inducted into school life
- ensure that trainees are allocated the appropriate teaching time according to the placement documentation and that inappropriate demands are not placed upon them (e.g. covering for absent colleagues)
- understand and explain the expectations and requirements for completion of QTS to appropriate school staff and trainees
- monitor trainee progress through observation, tutorials and refer any concerns to the provider
- advise and support mentors and other school staff in developing coaching and mentoring skills, knowledge of QTS standards or other trainee related performance indicators
- understand the procedures for informing the provider if a trainee is failing to meet the standards for QTS
- ensure Subject Mentors are appropriately trained to handle any cause for concern raised by any trainee, and can follow the guidelines laid down by the provider
- be able to recognise the level of a trainee according to the OFSTED criteria and provide necessary challenges
- observe trainee's teaching progress, in liaison with Subject Mentors and provider
- ensure that trainees are given opportunities to observe a range of teaching across the school
- provide opportunities for trainees to gain experience of the pastoral role
- organise a professional programme which develop the trainee's knowledge and understanding of teaching and related professional issues
- ensure financial resources from the provider are directed appropriately to support and train school personnel and trainees

### **Subject Mentor**

The School-based subject Mentor has responsibility for arranging and managing the trainees' day to day work. It is the responsibility of all subject Mentors across partner programmes to:-

- introduce the trainee into the department
- support as appropriate the completion of the trainee's subject knowledge action plan and its ongoing cycle of review
- provide a timetabled weekly meeting opportunity with trainee to monitor progress
- ensure trainees record the outcomes and targets set at the meeting
- keep a record of outcomes and targets set at the meeting.
- support trainee in setting appropriate yet challenging targets against the QTS standards

- ensure provision and adoption of a teaching timetable as described in partner Handbooks
- support trainee with lesson planning and evaluation
- ensure completion of lesson observations followed by evaluative feedback
- liaise regularly with the ITT Co-ordinator and provider Tutor and complete a joint observation of the trainee's lesson
- carry out the assessment of trainees in accordance with provider guidelines
- work with the ITT Co-ordinator, to ensure that trainees compile their School Progress File in accordance with provider guidelines
- work with the ITT Co-ordinator, to ensure that trainees are fully supported by other staff within the department.
- to quality assure support and guidance given to the trainee by monitoring lesson observation forms completed by other members of the department and provide additional training for colleagues where necessary
- support trainees with the completion of assignments where necessary
- in consultation with the ITT Co-ordinator, complete Trainee Reports and the final Professional Practice Report in accordance with provider expectations
- assist the ITT Co-ordinator with monitoring the trainee's portfolio and if required sign off evidence that meets the Professional standards for QTS, where applicable
- attend Mentor training provided

### **Subject Teachers:**

There will be times where the trainee is teaching lessons with a member of the department who is not their subject mentor. On these occasions, the subject teacher will be responsible for the supervision and support for the trainee teacher in the classroom, and will be an important part in the evaluating and supporting framework for the trainee.

### **Entitlement for ITT Trainees:**

In addition to opportunities offered by their ITT provider, trainees will be encouraged to experience such activities as Parents Evenings, Staff Development Days, Staff training sessions, extra-curricular events and activities and any other occasions when teaching staff meet to exchange and discuss educational ideas and initiatives. In return, there will be an overt expectation that all trainee teachers will hold high personal expectations and standards and behave in a professional manner at all times when in or associated with the school.

In practice entitlement to this policy will ensure that the approach for all Trainee Teachers in the school will be consistent in its professional support and assessment.

- a programme of induction to the school will be provided with access to key personnel, documentation and resources
- a period of structured observation with opportunity for discussion and research
- a graduated timetable allowing for a range of classes
- dedicated mentor with regular informal and formal observations of the trainees' teaching with follow up discussions
- as required by partner providers regular assessment of progress and guidance for successful completion and award of QTS
- a programme of professional development opportunities, tutorials and seminars as appropriate, to needs and focus of training

### **Monitoring of the programme**

The ITT Coordinator who has the responsibility to liaise with all providers will manage:

- the programme and partnership agreements
- mentor selection, training, guidance and support
- development of the professional programme
- ITT needs and assessment procedures
- distribution and updating of all ITT documentation
- Professional Studies programme
- selection and interviewing of potential trainees

### **Evaluation**

The quality of the programme, mentor support, provision of training and impact on the school will be evaluated through:

- trainee exit reviews completed at the end of placement
- feedback from Subject Mentors
- feedback from external examiners
- HEI/provider tutor feedback
- Ofsted inspections