

BHGS Initial Teacher Training (ITT) Policy

Rationale

BHGS recognises:

- The benefits of having trainee teachers as colleagues, which encourages the whole staff to reflect on and develop their own practice.
- The value ITT can bring to the continuing professional development of individual teachers through their taking on the mentoring role.
- The Performance Appraisal Review evidence provided by taking on the mentoring role, so helping staff to meet the Standards for classroom teachers on the main and upper pay scales through meeting the Mentor Standards at levels 1 and 2.
- The enrichment to pupil learning.
- The importance of sharing ideas and resources.
- The benefits of partnership with Higher Education / ITT providers through participation in courses, conferences and other professional involvement.
- The importance of playing an active role in the training of the next generation of teachers.

Placement expectations

The school's aims and commitments to Initial Teacher Training are to:

- Provide a whole school model of support for trainees, thus creating for them a supportive environment and a consistent, fair approach to the professional support and assessment of all trainees.
- Manage trainees' time in school and take their individual training needs into account.
- Provide a range of experiences and development opportunities in the classroom and in the school as a whole, appropriate to their programme.
- Support the trainee establishing a secure foundation for entering the profession through facilitating the observation of good practice and the opportunities to practise these skills themselves.
- Plan a graduated timetable allowing for increasing teaching responsibilities.
- Regard trainees as colleagues and to treat them as such in relation to all staff and other colleagues in the school.
- Provide a teacher with QTS who will guide the trainee and be the named mentor, trained by the HE provider, to support the trainee.
- Give a programme of induction, with access to key school personnel, documentation and resources.
- Carry out informal observations of the trainee and informal discussions about good practice.
- Write formal lesson observations of the trainee and give feedback with opportunities for discussion and reflection.
- Set and review targets regularly and give guidance for successfully meeting the Standards for Qualified Teacher Status (QTS).
- Write a summative report(s) and reference as required for the placement.
- Comply with the practice and spirit of the HE / ITT provider's equal opportunities policy.

Roles and Responsibilities

Headteachers / Professional Mentors will participate, on occasions, in the selection interviewing of trainees and quality assure the training in school by:

- Identifying teachers suited to supporting trainees in their training, placing trainees accordingly and monitoring trainees' percentage of teaching time, non-contact time and mentor support, in line with the requirements of the programme of training.
- Monitoring mentor's work with trainees to ensure that the mentor's commitments are being met.
- Selecting and deselecting mentors accordingly.
- Providing opportunities for trainees to observe teaching throughout the school where necessary.
- Setting out and facilitating a training timetable, including appropriate teaching and non-contact time.
- Allowing training placement days missed through absence to be made up (more than 3 days absence usually needs to be made up because of compliance requirements).
- Ensuring that mentors attend briefing/training at the HE / ITT provider.
- Making suitable arrangements as required for visits by internal/external examiners and Ofsted inspectors to view the training arrangements.
- Keeping the HE / ITT provider informed of any change in school status or staffing that may have a positive or adverse impact on the school's ability to support trainees e.g. loss/change of key staff, changed status after an inspection. Schools in an Ofsted category requiring improvement will be deselected for placements until the situation changes.
- Liaising with the HE / ITT provider, when applicable, on appropriate training routes for graduate trainees (PGCE or School Direct) in relation to their individual prior experience and training needs.
- Ensuring that SD/Overseas Trained Teachers (OTT) trainees have sent completed application forms to the DBS, at the start of employment and will monitor those disclosures as specified.

Teacher Mentors will:

- Hold Qualified Teacher Status in the UK.
- Be required to attend mentor training at Level 1 if a new, inexperienced/updating mentor.
- Attend mentor development at Level 2 to ensure consistency of standards, correct procedures and a strong school-HE / ITT partnership if an experienced mentor.
- Undertake observations and other assessments of trainees, using documentation provided by the HE / ITT provider, and give regular constructive critical feedback to trainees.
- Undertake a joint observation with the visiting / link / subject tutor from the HE / ITT provider.
- Help trainees to identify agreed targets for action.
- Work collaboratively with trainees, prompt them to adopt correct approaches to their training and discuss good practice with them at a regular weekly meeting.
- Provide opportunities for trainees to gain experience of the wider role of the teacher.
- Provide access to relevant school planning documents and policies to ensure trainees can plan effectively.

- Facilitate trainees' understanding of medium term planning, their completion of lesson planning and focussed classroom tasks, their completion of assignment-related activities and training plan elements.
- Support trainees in their professional development in relation to the *Teachers' Standards* required by *Professional Standards for Teachers (DfE 2012)* and monitor the trainees' meeting of these Standards.
- Assist trainees by helping them to manage challenging pupil behaviour.
- Liaise with HE / ITT tutors concerning trainees' progress and attainment and write the reports which inform references.
- On the School Direct route take the main responsibility for delivering training within the school context.

Trainees should:

- Arrive in good time at the beginning of the school day (8.25a.m. at the latest) and stay late enough to liaise with colleagues about preparation for the following day and any other school-based issues.
- Notify the school and HE / ITT tutor of absence, and be prepared to make up absence, if more than 3 days.
- Conform to the school's expectations in matters of dress, meetings, planning formats, course delivery, policies and all expected professional behaviour.
- Take an active part in school life: e.g. school trips, parents' consultation events.
- Note and act upon constructive advice given by mentors and tutors and take demonstrable steps to meet the targets set.
- Make available to school mentors and HE / ITT tutors the documentation from any previous school placement(s) (Teacher Standards Portfolio: Evidence Grids, Lesson Observation Forms, Professional Training Records, Report and Reference).
- Maintain all required documentation and present it in an accessible form and in good time for meetings with mentors and tutors.
- Request and complete the application form from the DBS as soon as possible prior to the start of training.
- In the case of School Direct trainees and OTTs, meet the statutory duties and requirements of employed teachers.

Monitoring and evaluation of placements

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

- Professional mentor and mentor feedback.
- Professional Advisory Group feedback (Headteachers and local authority).
- Trainee reviews completed at the end of training.
- HE / ITT external examiners' feedback.
- HE / ITT visiting tutors' feedback.
- Ofsted inspections

The Professional Mentor and member of SLT responsible for all aspects of ITT at Bishop's Hatfield Girls' School is Adrian Dudley (Deputy Headteacher).