



ST PAUL'S ACADEMY

Initial Teacher Training Policy

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St Paul's Academy is committed to Continuing Professional Development for all staff. This commitment is extended to aspiring and newly qualified colleagues. We aim to provide high quality initial teacher training (ITT) in order to support a trainee teacher to achieve qualified teacher status (QTS). The broader aims also include facilitating staff development through the role of the subject mentor, encouraging discussion and self-reflection on teaching strategies whilst helping current teaching staff feel valued for their expertise.

Through ITT at St Paul's Academy we are committed to providing:

- An opportunity for trainee teachers to be supported and challenged effectively in their professional development taking their individual needs into account and being fair and consistent in our support.
- Opportunities for trainee teachers to experience all aspects of classroom life including, as appropriate to their stage of training, planning and delivering lessons, assessing students' work; using a variety of teaching and behaviour management strategies; and fulfilling the general role of a class teacher.
- Opportunities, where possible, for trainee teachers to join in other aspects of school life, including duties, staff training, meetings with parents and extra-curricular activities
- Appropriate support programmes for trainee teachers who are not progressing as expected

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 as they support trainee teachers.
- Giving teachers opportunities for professional development in mentoring and supporting trainees.
- Enabling the school to maintain a current perspective on developments in education.
- Enabling us to forge effective links with Higher Education Institutions and training providers.
- Enabling us to play a positive and active role in the training, recruitment and retention of the next generation of teachers including those at St Paul's Academy

Roles and Responsibilities

Many staff, both teaching and non-teaching, will have contact with trainee teachers at some point during their placement. This may be a supporting role or they may have direct input into

the trainee's experience and development through providing training, working in a particular department or providing mentor support. It is important that all staff who work with trainee teachers deliver a consistent and coherent message about teaching and learning and policies and practices at St Paul's Academy. The provision of ITT is a shared responsibility between school and University.

Assistant Principal with responsibility for ITT provision

The Assistant Principal will oversee the ITT provision of the School. The role of the Assistant Principal includes:

- Ensuring safeguarding training for trainee teachers is completed when they begin their teaching placement.
- Meeting regularly with the Professional Co-ordinating Mentor to ensure all arrangements are in place for trainee teachers and mentors and to discuss the progress of trainee teachers.
- Allocating placements with the Professional Coordinating Mentor in accordance with the required deadlines of each partnership provider. Considerations for placing a trainee in a particular department will include a discussion with the Head of Department to ensure that there is the capacity to support the trainee teacher without negatively impacting on the progress of students and workload of staff.
- Managing the work of the Professional Co-ordinating Mentor
- Providing a programme of professional development for trainee teachers (PDP)
- Overseeing support programmes

Professional Coordinating Mentor (PCM)

The Professional Coordinating Mentor is required to oversee the trainee teacher's training placement(s). The role of the PCM includes:

- Liaising with Universities regarding their ITT programme
- Liaising with Universities about the placement and number of trainees
- Liaising with University teams to make arrangements for new trainee teachers
- Providing a comprehensive Induction Programme for trainee teachers
- Liaising with the HR department to ensure trainee teachers have provided DBS paperwork
- Liaising with departments to allocate trainee teachers for the two placement periods
- Meeting with Subject Mentors to review progress of trainee teachers
- Making mentors aware of training opportunities available

- Working with the Subject Mentor to ensure that the trainee teacher gains a range of experience outside of the classroom including; working with a Form Group, attending departmental meetings, attending INSET and Parents' Evenings
- Acting as a supportive point of contact for trainees
- Liaising with Subject Mentors and Heads of Department to monitor the impact of trainee teachers on the learning and outcomes of students
- Ensuring all assessment of trainee teachers and documentation for each trainee teacher is completed as required
- Working with the Subject Mentor to ensure necessary support is in place for all involved if a trainee teacher is at risk of failing the placement
- Supporting trainee teachers to attend the Professional Development Programme sessions and to track attendance
- Devising support programmes alongside Subject Mentors, where required

Subject Mentor

The Subject Mentor will be appointed following discussions with the appropriate Head of Faculty and Head of Department. The Subject Mentor is required to:

- Meet the trainee teacher to discuss the department ethos and vision, policies and practices, arrange the timetable and provide any necessary paperwork and resources
- Provide opportunities for the trainee teacher to observe, teach/ team teach and support groups of students
- Ensure all teaching requirements are being met
- Provide regular feedback to the Professional Coordinating Mentor about the progress of the trainee teacher
- Carry out focussed observations of the trainee teacher and provide regular written and oral feedback in line with training provider requirements
- Liaise with other members of the department where the trainee teacher is teaching one of their classes to provide information on the training needs of the trainee teacher and monitor their work with the trainee
- Meet weekly with the trainee teacher to provide support and assistance with teaching and learning and any other issues as they arise
- Check all aspects of the trainee teacher's paperwork and assist where appropriate
- Support the PCM to ensure that the trainee has a range of experiences outside of the classroom including; working with a Form Group, attending meetings, attending INSET and Parents' Evenings
- Complete all training provider paperwork as required

- Meet with the Professional Mentor and University Tutor to discuss the progress of the trainee teacher as required
- Ensure all assessment procedures required by the training provider are in place
- Attend meetings and training associated with the Subject Mentor role as and when required
- Keep the Professional Mentor informed of any concerns with the trainee teacher and contribute to devising support programmes, as required

Trainee Teacher

Trainee Teachers are required to:

- Demonstrate consistently high standards of personal and professional conduct.
- Take an active part in their own professional development, by taking opportunities to learn from their time in school, through observations, discussion, reflection and experience
- Take a full part in school life, in and out of the classroom
- Attend safeguarding training
- Provide DBS details to the HR department
- Submit lessons plan, as required, to Subject Mentors
- Attend Professional Development Programme sessions
- Attend regular mentor meetings with the Subject Mentor
- Follow the school absence procedures
- To fully engage with any required support programmes

The trainee teacher will also be required to follow the instructions of their provider and to meet the expectations placed upon them for completing the course.

Monitoring and Quality Assurance

The quality of the School's ITT provision can be determined by:

- Regular attendance by the Professional Co-ordinating Mentor and Subject Mentors at training session as directed by partnership providers.
- Moderation of lesson observations by Professional Co-ordinating Mentor, Heads of Department and Subject Mentors.
- Positive feedback from trainees, ECTs and our partnership providers.
- External reviews from providers for ITT
- A willingness from the subject mentors to continue to undertake the role.

- Positive feedback from any OfSTED inspection or Quality Assurance visit.
- Appointments of ITT candidates to posts within the school on completion of their courses
- Successful appointments of ITT candidates to other schools on completion of their courses.