



Woodbrook Vale School
Policy Document

Initial Teacher Training (ITT) Policy

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Initial Teacher Training (ITT) Policy

At Woodbrook Vale School we are committed to providing high quality training for all teachers, amongst our own staff, and for teachers in training on placement with us. We encourage everyone in our school to use this process as an opportunity for continuing professional development and professional reflection for all teaching staff involved.

Woodbrook Vale School is part of the Loughborough Learning Alliance (LLA) which is based at Ashmount School, the LLA work with the University of Derby. The school also enjoys excellent working relations with Loughborough University and the Leicestershire Secondary SCITT School based at Rushey Mead Academy.

Aims

- The trainee teacher will receive a high quality, first-hand experience of the teaching profession at work on a day-to-day basis.
- Trainees can expect a positive environment and be welcomed to the school by all members of staff.
- The school will provide an important link between the theoretical and practical components in the process of teaching and learning.
- School staff involved in ITT can expect a high level of quality professional development.
- The school will create varied and high quality learning experiences for trainees.
- The school will develop excellent links with Teacher Training Institutions.

Woodbrook Vale is committed to the ITT process and wants to help train the outstanding teachers of the future. Woodbrook Vale aims to maintain its excellent ITT program by limiting the number of trainee teachers. The ITT Co-ordinator and SLT Link will manage the number of trainees they work with in each academic year.

Only good/outstanding Faculties in the school will be able to apply for ITT students, unless otherwise agreed by SLT. Faculties who are classified as good or outstanding, but where there are concerns about performance, either across the faculty or applying to any aspect of the faculty's work, will not be able to apply for ITT students. SLT, and ultimately the Headteacher, will make the final decision regarding the subject specialisms of Woodbrook Vale's ITT students and the faculties they are assigned to.

All trainees will require a full DBS certificate from the University acting as the training provider, made available before the placement begins. Trainees will have safeguarding training during the serial days prior to the placement beginning and will sign to acknowledge the training has been received.

Roles and Responsibilities

Most staff, both teaching and non-teaching will have contact with trainee teachers at some time during the placement in school, either supporting or having direct input into the trainee's experience and development.

- **SLT Link**

Will report to the Headteacher and be responsible for maintaining the high standard of teaching and learning expected by the school and to ensure that the trainee involvement with students is in line with school policy.

- **ITT Co-ordinator**

Will have overall responsibility for the trainee's experience in the school and will provide the link with ITT providers and the School Direct Partnership. This will include decisions on all matters subject to final agreement by SLT. The Co-ordinator will be responsible for the implementation of the General Professional Studies (GPS) or Professional Development Programme (PDP).

Other responsibilities will include overseeing timetabling, assessment and report writing, liaising with subject mentors and meeting with trainees on a regular basis. The ITT Co-ordinator will also be responsible for the full induction of trainees and will outline all school policies and procedures that the trainees must follow, to include dress code, attendance and other expectations from the employee handbook.

The ITT Co-ordinator will quality assure the trainees within the first few weeks of the block placement. This will involve learning walks, observations and discussions with subject mentors. Any concerns will be flagged, and the relevant steps taken to put support in place as appropriate.

- **Subject Mentor**

Will be responsible for the day to day contact with the trainees, ensuring that at all times the trainee has clear guidance for lesson planning and evaluation, subject content and general professional activities. A weekly meeting must be held with trainees to enable clear targets to be set throughout the placement.

Mentors should raise any concerns about trainees who may not make the required standard at an early stage and report this to the Co-ordinator immediately. This must be reported following the University guidance so that there is sufficient time to allow for the necessary support to be put into place.

Mentors will need to meet the following criteria. The Mentor:

Will be the Head of Faculty in the first year working with the ITT providers in order to understand the process fully.

- Will have been teaching for at least three years or be in a position of responsibility within the Faculty (e.g. TLR holder)
- Will be judged as “Good” or “Outstanding” in their day-to-day teaching practice.
- Will not be subject to any disciplinary procedure or cause for concern.

- **Subject Teachers**

Will be responsible for the supervision and support of the trainee teacher in the classroom and will be an important part in the evaluating and supporting framework for the trainee. Mentors must only assign students to good or outstanding classroom teachers. Unless otherwise agreed by SLT. Subject teachers are ultimately responsible for learning and behaviour management within their classroom and must be in the teaching areas at all times with the trainee.

- **Form Tutors**

Will have a role in managing the pastoral experience of the trainees. The form tutor will be from a different Faculty to the mentor.

Professional Conduct

Trainees at Woodbrook Vale School will be treated as a school employee during their placement and full compliance with the Employee Handbook and the Staff Code of Conduct is expected.

Curriculum

The school will provide trainee teachers with the opportunity to observe and train with experienced class teachers and undertake whole class teaching. It will enable trainees to develop an understanding of the curriculum and apply this in their subject. Trainees will have access to the school documentation e.g. School Handbook, policy documents and schemes of work. Confidentiality issues must always be respected.

Classroom Management

Trainees will have the opportunity to experience, practise and develop a range of teaching/learning/management styles. They will use and review a range of resources and use the school behaviour and rewards policy in a supportive environment, under the direct guidance of the subject teacher who would normally be responsible for that lesson.

Assessment

Within the Faculty, trainees will be expected to follow the school's marking and feedback and assessment policy and participate fully in the recording and reporting of student progress.

Professional Development

The school will provide trainee teachers with the opportunity to undertake school based research and become involved in the pastoral system. Training will be provided following University guidelines for each phase; staff meetings and staff training events must be attended. Trainees will be expected to attend parents evening and produce written school reports. It is expected that trainees will take part in wider aspects of school life, e.g. extra-curricular activities.

The school is responsible for assessing the progress of trainee teachers in accordance with statutory guidelines. This will include tutorial sessions, feedback from lessons and written reports.

Monitoring and Evaluation

Reports will be written by subject teachers, who will take into consideration the following evidence.

- Observation of the trainee within the classroom,
- Pre and post lesson discussions
- Formal lesson observations
- Weekly meetings to include progress towards set targets, lesson planning, lesson evaluation.
- Monitoring of trainee files.
- Informal discussions on a daily basis.
- Any comments from school staff that are passed onto the ITT co-ordinator or subject mentor, will be collated and written into the final report.

During the placement, monitoring will be measured against the Teacher Training Standards in line with the current requirements of the training provider.

Supplementary Documents to be read:

- Loughborough University ITT Handbook.
- University of Derby ITT Handbook.
- Leicestershire Secondary SCITT Handbook
- National Standards for School Based Initial Teacher Training (ITT) Mentors.