



Initial Teacher Training

Philosophy

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.
- Giving teachers opportunities for professional development in mentoring and supporting trainees.
- Bringing new ideas into the school, contributing to school improvement plans.
- Enabling us to forge fruitful relationships with training providers.
- Enabling us to play a positive part in the preparation of a new generation of teachers.

Aims

While always keeping as a first and absolute priority the education and welfare of our students, as a school we undertake:

- To adopt a whole school model of support for trainees, thus providing them with a coherent environment in which to develop their skills.
- To give trainees a quality experience by managing carefully their time in school, and taking their individual training needs into account.
- To give them opportunities for experiencing all aspects of classroom life, including as appropriate to their stage of training planning, teaching and assessing students' work; using different teaching and behaviour management strategies; and fulfilling the general role of a class teacher,.
- To allow them, where possible, to join in other aspects of school life, including duties, staff trainings, meetings with parents and extra-curricular activities.
- To regard trainee teachers as potential colleagues, to introduce them to students as temporary members of staff and to ensure they are treated as such.
- To uphold equal opportunities by safeguarding respectful attitudes and behaviour towards trainees regardless of ethnicity, gender, sexual orientation or physical disability.
- To encourage teachers to train as mentors, and to work with training providers to ensure common standards and purpose.
- For the benefit of all staff as well as of trainees, to encourage a shared language of education, and to disseminate an understanding of good practice, throughout the school.
- To be fair and consistent in all our work with trainees.
- To treat them with appropriate sensitivity, where it is necessary to build their self-esteem and confidence, and enable them to grow as learners and teachers.

To achieve our aims we will:

In conjunction with the Headteacher, The Assistant Headteacher with the designated role or Professional Tutor will:

- Decide each year the number of students teachers who can be accepted into the school, and given appropriate experience and support, without jeopardising the interests of school students and staff.
- Keep governors informed and consult them as necessary.
- Support and quality assure mentors and class teachers in their work with trainees. □ Be informed of any problems with the placement, and take action as necessary.

- Attend partnership meetings with providers, where possible, or send a mentor as a representative if appropriate.
- Publish and provide school information for use by trainees.
- Provide mentors and trainees with essential resources in terms of both time and opportunity for training and meetings, and of practicalities such as stationery and photocopying and ICT facilities, where possible.

The Mentor will:

- Be responsible for the supervision, monitoring, assessment and pastoral care of trainees; ensure that trainees are fully informed of school routines.
- Ensure that the trainee is provided with appropriate experience of teaching groups and classes; arrange opportunities for them to observe good teachers at work in the school; provide them with access to the expertise of specialist staff such as subject and special needs co-ordinators.
- Liaise with the representative of the training provider (e.g. university tutor) and fulfil agreed partnership requirements e.g. provide written and verbal observation feedback to the trainee each week.
- Attend relevant training and development sessions.
- Maintain written records of the mentoring process.

The Class Teacher (if not the mentor) will:

- Assist in the practical implementation of the mentor's role, in particular giving the trainee opportunity and encouragement to experience the role of the teacher. Providing appropriate feedback to help the trainee progress.

The trainee will be expected to:

- Behave professionally and respect confidentiality at all times; dress in accordance with the accepted codes for the school; be reliable in matters of attendance and tasks assigned to them.
- Take an active part in their own professional development, seizing every opportunity they can learn from their time in school, through observation, discussion, reflection and experience.
- Take a full part in school life, in and out of the classroom e.g. attend parent evenings.
- Keep their file up to date and respond to any school or training provider requirements in terms of paperwork.

The training provider will:

- Set up a partnership agreement with the school.
- Ensure that the school is fully informed of course requirements and receives all relevant literature.
- Provide a link tutor to support mentors and trainees as necessary and to moderate summative assessment of the trainee's performance.
- Respond to issues raised with them by the school.
- Provide training for mentors.
- Alert the Professional Tutor immediately of any concerns relating to the trainee's experiences within the school.

Success Criteria

- We have ITT students at Ashcroft.
- We appoint staff from this training programme.
- Feedback from ITT students is positive.
- Evaluation from Colleges is positive in terms of the support Ashcroft offers ITT students.

Approved by Governing Body of Ashcroft High School:	July 2017
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Governors' Committee:	Curriculum, Students and Personnel
SLT staff responsible	Mrs Clarke
Statutory Policy: Yes / No	Yes