

# Policy for Promoting ITT/ITE in Schools

## Purpose

This school is committed to:

- (i) Providing high quality training for all teachers, particularly routes to qualified teacher status in order that future generations of children receive high quality educational opportunity.
- (ii) Creating and developing links with Higher Education Institutions so that staff are up to date with current educational theories and research.
- (iii) Enhancing educational opportunity for the children who experience Initial Teacher Training (ITT) students.

## Aims

- To provide high quality Initial Teacher Training that will give trainees the experiences necessary to meet the Professional Standards set out in Qualifying to Teach. The aims will be translated into action that is clearly identified within the School Improvement Plan.
  - To create an opportunity for all trainee teachers and staff to pursue their Continuing Professional Development (CPD) through reflection on teaching and learning strategies and to make them feel valued for their expertise.
- (i) Professional development of class teachers and School based Tutors in relation to national standards
  - (ii) Development of existing staff's own observation, feedback, planning and delivery skills
  - (iii) An opportunity for teachers of today to influence the quality and training of the teachers of tomorrow - thus, having an input into the status and development of the profession

## Links to School Policies

Initial Teacher Training is an integral part of School Improvement Plan and School Continuing professional Development Improvement Plan. It is clearly identified and should be considered in all areas of the curriculum.

## Review Dates

Place in date policy adopted (suggest review biannually)

## Glossary of Terms

- CEDP** Career Entry and Development Profile
- CPD** Continuing Professional Development
- DRB** Designated Recommending Body
- GTP** Graduate Teacher Programme
- HEI** Higher Education Institute
- ITP** Individual Training Plan
- ITT** Initial Teacher Training
- LEA** Local Education Authority
- OTT** Overseas Trained Teacher
- PGCE** Post Graduate Certificate in Education
- PM** Performance Management
- PDS** Partnership Development School
- PS** Professional Standards
- PSBT** Professional School-based Tutor
- QA** Quality Assurance
- QC** Quality Control
- QE** Quality Enhancement
- QTS** Qualified Teacher Status
- RTP** Registered Teacher Programme
- SBST** School-based Subject Tutor
- SCITT** School-Centered Initial Teacher Training
- SLT** Senior Leadership Team
- TS** Training School
- TTA** Teacher Training Agency

# Roles and Responsibilities

## Mentor / School Link Teachers

The Mentor / School Link Teachers will work in collaboration with the Higher Education Institution Tutor.

### Duties include:

- managing communications between the Schools and the ITT provider
- attending induction session/s
- undertaking Mentor / School Link Teacher Training
- ensuring that the trainee/understands and follows policies
- conducting reviews with the trainee as set out in the training plan
- monitor the progress of the training plan and respond positively to any issues that arise
- making provision for the pastoral support of the trainee
- conducting lesson observations and feedback as set out in the Higher Education Institutions requirements
- offer considered professional advice on a regular basis
- be prepared to arbitrate and resolve any problematic interpersonal, practical or professional issues that arise
- create and support opportunities for professional development
- making arrangements for external examination in collaboration with the Higher Education Institution Based Tutor (where applicable)
- conducting the final assessment with the Higher Education Institution Based Tutor
- writing the final report in collaboration with the Higher Education Institution Based Tutor
- enabling the Trainee to complete the Career Entry and Development Profile
- supporting job applications in collaboration with the Higher Education Institution Based Tutor

## The Role of Other Teachers

Other teachers will work in collaboration with the Senior Professional School based Mentor, Higher Education Institution Based Tutor and trainee in line with QTS Standards. These teachers will:

- advise on the organisation and management of resources
- contribute to target setting with the trainee, the School-based Tutor and the Higher Education Institution Based Tutor
- approve and offer critical feedback on the trainee's planning, organisation, management, teaching, assessment, evaluation and other professional requirements
- demonstrate and discuss a range of teaching strategies guide the trainee with respect to commentary on pupils' work and levels of marking
- show the trainee how systematic assessment contributes to the quality of learning and teaching
- undertake observations of the trainee's teaching and provide oral and written feedback as required by the training plan.

## **Professional School-based Tutor**

The Professional School-based Tutor will work closely with the Mentor / School Link Teacher and Higher Education Institution Based Tutor to create the kind of professional setting that will enable the Individual Training Plan to be realised efficiently and effectively in line with its original design. In doing this, the Professional School-based Tutor will:

- support the School-based Subject Tutor
- support the trainee
- offer considered professional advice on a regular basis
- monitor the progress of the training plan and respond positively to any issues that arise
- provide practical help for lesson observations and tutorials
- advise the School-based Subject Tutor and trainee of any appropriate professional development opportunities
- create and support opportunities for professional development
- ensure that the trainee is made explicitly aware of recent developments in subject teaching, evaluation and assessment
- be prepared to arbitrate and resolve any problematic interpersonal, practical or professional issues that arise

## **The Role of Other School Colleagues, Including Support Staff**

School-based colleagues not directly involved with the training of a particular trainee should be made aware of the nature of the Initial Teacher Training by the Head Teacher.

The Head Teacher should also ensure that School-based colleagues are aware that a trainee is a member of staff and that he or she has a role in supporting the whole school context in which he or she will work.

## **Acknowledgments**

Adapted from Sandwell Model Policy  
Sandwell education and lifelong learning, Stakeholder Steering Group.