

# West Exmoor Federation



## Initial Teacher Training Policy

Reviewed February 2015

# **Initial Teacher Training Policy in Partnership with the University of Plymouth & University of Exeter**

## **1 Introduction**

The responsibilities of Lynton CE Primary School and the University of Exeter or University of Plymouth Initial Teacher Training (ITT) Partnership are detailed in school-based work handbooks for all programmes working within the partnership. They are listed in the Memorandum of Understanding which is agreed by Lynton School and the University at the outset of each year in partnership.

Lynton CE Primary School has developed a clear policy on its involvement in ITT, in order to:

- clarify whole school involvement;
- ensure pupil and trainee entitlement;
- provide a vehicle for information and consultation for all involved, including trainees, school and University staff, the governing body, parents and Ofsted.

## **2 Rationale**

Lynton CE Primary School is firmly committed to providing opportunities for Initial Teacher Training. The benefits of being involved with Initial Teacher Training are wide reaching, in particular it provides:

- a shared commitment to high performance, which focuses attention on effective teaching;
- benefits to the school in terms of children's learning, teaching resource, teacher development and motivation;
- the centrality of ITT in the pattern of continuing professional development for all teachers, including NQTs;
- the larger role of the school in providing high quality training for the profession.

## **3 Roles**

Initial Teacher Training provision is a shared responsibility. The governing body will be involved in agreeing a whole-school policy. The headteacher is responsible for implementing the school's Initial Teacher Training policy and for ensuring that the training provided meets the requirements agreed in the Memorandum of Understanding.

The following people will be involved in delivering Initial Teacher Training:

- ITT Coordinator\*;
- Mentors\*;
- Tutors\*;
- University Visiting Tutors\*;
- Senior management ;
- Staff with pastoral responsibilities;
- Other teaching staff, including the SENDCO;
- Support staff.

*\* as defined in partnership documentation*

#### **4 Managing the partnership**

The Headteacher will be responsible for managing the following aspects of the partnership:

- identifying teachers who will provide models of good practice for trainees;
- making a decision each year on the number, type and specialism of placements to be made available;
- provision of a balanced timetable for each trainee, which meets both trainee and school needs;
- allocation of time for staff to meet partnership requirements for trainee support;
- provision of ongoing school-based training and support for staff involved in the partnership ;
- release from school for University induction and support training (usually University funded);
- sharing information and distributing paperwork ;
- implementation of partnership requirements for monitoring and assessing trainee progress;
- regular review and development of partnership provision both through the school and University.

#### **5 Applying the Exeter or Plymouth model of Initial Teacher Training**

Lynton CE Primary School will be committed to applying the University of Exeter model for all Exeter training placements and the university of Plymouth model for all Plymouth training placements by:

- using the *phased* approach ( using the Profile Descriptors);
- working with demonstration and modelling, episodes, then lessons, with focused observations using the system of annotated Agendas through working with *demonstration and modelling, episodes, then lessons*, with *focused observations* using the system of *annotated agendas*;
- verifying evidence of the trainee's progress using the contents of the trainee's Individual Development Portfolio and Reflection on Achievement and Progress;
- providing Weekly Development Meetings with the PST and Supervisory Conferences three times a term with the Mentor;
- providing a programme of *professional studies*.

#### **6 Resourcing**

Funding received from the University of Exeter or the University of Plymouth to support our work in the Initial Teacher Training Partnership will be used in the following ways:

- timetabled supervisory conferences with the Mentor (three times per term) and weekly Tutor meetings;
- release of staff for agreed University training and support sessions (usually funded by the University directly).

All other school resources will be made available to trainees, including:

- ICT facilities, including email and internet;
- appropriate school documentation, curriculum and professional development materials;
- appropriate space for individual study.

Jayne Peacock  
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