

Cottesbrooke Infant and Nursery School

Policy for Trainees in School

It is the policy of the school and its Governors to positively encourage adults to work in our school. We feel that the most valuable resources in our school are human resources. Consequently, we take teaching students predominantly from BCU as well as a wide range of students studying a variety of courses.

We see this as a two way process whereby we can support the trainees in learning the skills and knowledge required for their future career and they in turn bring fresh ideas, new techniques and enthusiasm to our school.

Aims

- To enable trainees to develop the intellectual, personal social and professional resources that will enable them to participate as an active member of the school workforce and to flourish as individuals in a diverse and changing educational climate.
- To enable trainees to work as part of a team
- Provide good role models.
- To facilitate the observation of effective practice across the school.
- To encourage trainees to share ideas, build knowledge together and work as part of a team.
- To promote growing independence and autonomy of trainees.
- To assist trainees in developing strategies for effective behaviour management.
- To help trainees to develop a caring environment where every child feels safe and valued.
- To ensure that trainees follow the school policy on equality and inclusion.
- To support Teaching trainees with planning and assessment
- To ensure that trainees act in a professional manner at all times.

Staff are fully committed to supporting trainees and will willingly spend time with them discussing the course requirements, offering advice and guidance and completing any assessments necessary. However trainees must appreciate that Teachers are extremely busy and their priority is the children and they therefore need to arrange, in advance, a convenient time to meet with staff.

Mrs. Fiona Beardsley is the Lead Mentor for teacher trainees in school and she will ensure that all trainees receive a full induction and a student handbook on the first day of their arrival. Any issues linked to Teacher trainees should be directed to Mrs. Beardsley.

Mrs. Helen Hadley is mentor for all other students in school and will ensure that they receive a full induction and a student handbook on the first day of their arrival. Any issues appertaining to all other trainees should be directed to Mrs Hadley.

The trainee induction and handbook includes: code of dress, behaviour, health and safety, child protection and confidentiality.

All trainees will be required to sign to say that they have received the induction and complete their contact details. Universities/colleges apply for DBS checks on all trainees and most will already have their DBS when they arrive in school. Occasionally the DBS check does not come through in time and in such cases trainees may start their placement but must not be left unattended with children.

All trainees must:

- Arrive at school by 8.30am.

- Sign the register at reception
- Wear their badge at all times
- Act in a professional manner at all times.
- Notify their mentor ASAP if they are not going to be in school.
- Be suitably attired in smart clothes and appropriate footwear.
- Be aware of personal hygiene.
- Remain on the school premises at all times other than at lunchtime.
- Refrain from smoking on the school site.
- Understand that anything seen or heard in school regarding children and their families is strictly confidential and should not be repeated.
- Mobile phones may not be used in school in areas where children are or might be present
- Ensure that no reference to the school is made on social media
- All social media settings are set to private
- Not take photographs of children without prior consent from parents.
- Not take hot drinks out of the staffroom unless it is in a safety cup.
- Not use any electrical items other than those in school unless they have been tested.
- Log onto the network by typing in User name- trainee, password-teacher.
- Not download music or personal e mails in school
- Familiarise themselves with fire evacuation procedures.
- Not give any food or drink to children prior to checking with the class teacher in case of food allergies.

If trainees are absent from school please inform Mrs Beardsley or Mrs Hadley as soon as possible so that they can follow it up.

Roles and Responsibilities

Lead Mentor

The Lead Mentor is a senior member of staff who has responsibility for the schools involvement with the course and has direct responsibility to the course director.

They are responsible for overseeing the 'whole school experience' for trainees.

Duties:

- Liaise with the University.
- Encourage all staff to be supportive of trainees.
- Ensure that staff working with trainees, have a timetable and a course booklet.
- Arrange training for School based tutors and class teachers prior to the placement commencing.
- Welcome trainees to school and provide an induction programme.
- Provide opportunities for Trainees to observe lessons.
- Provide opportunities for trainees to support pupils with SEN
- Provide opportunities for Trainees to attend staff meetings, inset, parents evening etc when appropriate
- Arrange regular meetings with trainees to discuss progress.
- Contribute to the completion of mid and end of term reports on trainees. (Appendix v)
- Review and write a report on the Professional Development Journal.
- Attend termly meetings at the university.
- Undertake at least 1 formal observation.
- Liaise with college regarding any struggling student who is in danger of failing.

School Based Mentor

Miss Khavil Jabeen has received extended training from a university and is a recognised school based tutors. They are experienced teachers who have proven competence as an Early Years practitioner and have the ability to enhance the quality of teaching and classroom management skills in others. Their role is to support trainees with their professional development.

Duties

- Welcome the trainee into school and introduce them to staff.
- Direct trainees to school policies and schemes of work.
- Ensure that they are familiar with subject leaders and resources.
- Check trainees initial week's planning before placement commences.
- Ensure that the trainees have a weekly meeting of at least 1 hour after school to discuss planning, observations and assessment strategies and any concerns that trainees have.
- Check timetable of trainees teaching, observing others and supporting Class Teacher.
- Oversee trainees weekly planning and evaluations.
- Arrange for trainees to observe other classes/year groups when not teaching.
- Ensure that trainee's lessons are monitored and supervised.
- Observe lessons, give written and oral feedback.
- Participate in mid term and end of term review meetings.
- Offer support and reassurance to trainees.

Class Teacher

Class teachers have the closest contact with trainees and have the greatest overview of the trainee's strengths and weaknesses. A class teacher may also be a School based mentor but whenever possible these roles should be kept separate.

Duties

- Welcome the trainee into class and introduce them to the children.
- Provide them with all the necessary planning, assessment, groupings
- Provide a good role model and demonstrate what a 'good' lesson looks like.
- Provide trainee with a timetable, explain class rules and routines to them and provide them with the school handwriting script and marking policy
- Go through medium term planning with trainee and decide which areas of the curriculum they will cover.
- Compile a timetable of trainees teaching, observing others and supporting Class Teacher. (Appendix vii)
- Check Trainees weekly planning
- Check file, daily lesson plans and evaluations.
- Supervise lessons until CT is sure that Trainee is competent and then gradually withdraw.
- Support trainees with assessment of children's work
- Observe lessons informally and at least 1 formal observation.
- Act as a critical friend offering support and guidance.
- Participate in mid term and end of term review meetings.
- Model appropriate written and spoken English

Head teacher

The Head teacher has overall responsibility for the school and should therefore ensure that;

- Trainees are welcomed.
- The whole school is committed to having trainees in school
- That the school presents itself as open and friendly and supportive of all trainees.
- That properly trained mentors are available

- Maintain good relationships with universities.
- That the school mission statement and aims are adhered to.

University/College

The universities should ensure that:

- There is good communication prior to placement
- That trainees are well prepared for the placement.
- A placement tutor is provided, who observes regularly and liaises with PM and SBT.
- They support school and trainees who are failing
- Correct paperwork is sent to school

Trainees should:

- Act professionally at all times
- Accept and act upon constructive advice given
- Be well prepared
- Be punctual and reliable.
- Develop mutual respect for all staff and colleagues.
- Respect confidentiality of children and staff.
- Attend some staff meetings and parents evenings if possible.
- Adhere to the timescales and guidance in the university handbook.
- Treat all children equally
- Familiarise themselves with school policies, procedures, resources etc.
- Respect school property and resources and to ensure that anything they have borrowed is returned to its original place at the end of the placement
- Keep school tidy and return things after use.
- Support staff at playtime by playing appropriately with children and ensuring that they adhere to school rules.
- Use appropriate communication skills with the children
- Behave professionally towards children
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If trainees have a problem they should approach people in the following order:

- Class teacher
- School based tutor
- Lead Mentor
- College

Other points to remember:

- Students should not be timetabled during the year group's PPA time, including Tuesday Assembly, as this is an ideal time for you to plan together
- Trainees must have observed a PE lesson before taking the lead. and a qualified teacher must supervise all PE lessons,.
- Trainees need to have the experience of taking the register, this should be supervised initially until the trainee is competent
- Trainees on 1st & 2nd placements should support class teachers on playground duty. Trainees on final placement can replace the class teacher providing that there is another qualified teacher on duty too.

- Trainees need the experience of dealing with parents. On 1st placement they should talk to parents with the class teacher.
On 2nd placement they should have day-to-day contact with parents but refer any problems to the class teacher. On the 3rd placement they should talk to parents and try to resolve any difficulties on their own but any major problems or if they have any doubt, they should refer to the class teacher
- Whenever possible trainees should have the opportunity to attend an SEN review.
- Whenever possible trainees should have the opportunity to spend at least 1 morning in the Nurture Group and 1 session supporting the Special Needs group in year 1 or Yr 2
- Whenever possible trainees should have the opportunity to attend Parents evening (as an observer) and on the final placement, contribute to reports.