

RAMSEY MANOR LOWER SCHOOL **POLICY for Supporting INITIAL TEACHER TRAINING**

Ramsey Manor Lower School is committed to safeguarding children and providing a safe, secure and healthy environment for them.

Ramsey Manor Lower School is a Values Education School. Our Values underpin everything we do.

STATUS: OTHER

DATE ADOPTED: March 2012

Policy agreed by staff: RS date: March 2017

Policy agreed by Governors: JS date: March 2017

Date of next review: March 2022

RATIONALE

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 and 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

COMMITMENT

While always keeping as a first and absolute priority the education and welfare of our pupils, 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 pupils' 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 student teachers as potential colleagues, to introduce them to pupils 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 as teachers.

ROLES & RESPONSIBILITIES

THE HEADTEACHER &/OR DEPUTY HEADTEACHER

- to decide each year the number of student/trainee teachers who can be accepted into the school and given appropriate experience and support without jeopardising the interests of school pupils and staff
- keep governors informed and consult them as necessary
- support mentors/school-based tutors (SBT) 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, or send a representative. Publish and provide school information for use by trainees
- provide mentors/SBTs and trainees with essential resources in terms of both time and opportunity for trainings and meetings, and of practicalities such as stationery and photocopying and IT facilities.

Comment [ES1]: Bullet point missing

THE MENTOR/SCHOOL-BASED TUTOR 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 teaching in practice 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 and fulfil agreed partnership requirements
- attend relevant training and development sessions. Maintain written records of the mentoring process

THE CLASS TEACHER (if not the mentor/SBT) 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

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 to 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

- keep their file up to date and respond to any school 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 consultant to support mentors/SBTs 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/SBTs.