

Holy Trinity Primary School
Initial Teacher Training Policy (ITT)

Introduction

In providing ITT opportunities within the school, we are seeking to:

- Create varied and high quality learning experiences for our pupils;
- Support the professional development of teachers at the school;
- Establish and effective links with training institutions.

Aims

- To ensure that trainee teachers are supported and challenged effectively in their professional development
- To build up a professional relationship with the staff at higher education institutions;
- To become practised in applying common standards and systems within the school;
- To use a common language when describing ITT provision;
- To develop a coherent programme of professional development for trainees;

Teaching and Learning methods

Managing the partnership

Liaison between the institutions and Holy Trinity will be carried out by the ITT co-ordinator, Mrs Whetham. Mrs Watson

Allocation of placements

The ITT Coordinator will ask all teachers if they wish to have a trainee placement at Easter in each academic year. NQTs or less experienced teachers new to a year group will not be expected to have a trainee.

Documentation is completed by the ITT co-ordinator in the summer term.

When places are confirmed the ITT Co-ordinator will inform staff.

Professional Development Programme for Trainees

The programme will be coordinated by the ITT Coordinator, using the guidance from each institution and through discussion with trainees in arrival at the school. Its purpose is to provide training in whole school issues, in the wider role of the teacher in a school and to discuss how certain policies are applied at Holy Trinity Primary School.

Resources

Training Development Agency documents are available from Mrs Watson

Equal opportunity

Equal Opportunities

This policy has been assessed for equality impact as low

Assessment and Recording

All documentation and assessments are carried out as per the institutions guidance.

Professional development and Subject Managers role

The ITT Coordinator will:

- up-date the school on developments in ITT and lead the school's response to them;
- liaise with Universities and the Training school about the placement of trainees and about their progress as appropriate during the placements;
- attend meetings and conferences connected with partnership arrangements;
- identify staff within the school to act as mentors for trainees;
- support all school personnel directly involved with trainees;
- ensure that non-contact time designated for working with trainees is protected; .
- introduce all trainees to the school, its key personnel and essential systems before placements start;
- give each trainee a copy of the school's placement booklet;
- annually update the school s placement booklet;
- oversee the timetable arrangements for each trainee;
- provide a programme of professional development for the trainees, involving other school Personnel as appropriate;
- support trainees in a pastoral and professional capacity as appropriate;
- ensure that trainees make appropriate use of all school facilities and resources, including ICT;
- monitor the consistency of assessment procedures across departments in the school;
- monitor the impact of trainees on the learning of pupils;
- review the ITT provision within the school and amend policy and practice accordingly.

The Mentors / School based tutors will:

- meet with the trainee before the placement to discuss the placement;
- meet with the trainee formally as per the institution guidance
- inform trainees of the specific requirements of the school;
- make informal contact *with* the trainee regularly to check progress and to offer support and advice;
- discuss the progress of the trainee regularly with the ITT Co-ordinator; .
- check and sign the trainee's documentation;
- check the trainee's school-based work files/portfolio;
- be responsible for the assessment procedures,
- inform the ITT Coordinator immediately of any concerns

Class teachers with trainees will:

- meet with the trainee before the placement to discuss the placement;
- informally observe the trainee and provide feedback to them.
- support the work of the trainees whenever appropriate and provide feedback for them;
- support trainees in a pastoral and professional capacity as appropriate
- contribute to the trainees' professional development programme as appropriate.

Other staff in the school will:

- support the work of the trainees whenever appropriate and provide feedback for them;
- contribute to the trainees' professional development programme as appropriate.

Review and evaluation

The provision will develop through:

- discussions with staff involved each year;
- discussions with trainees during their placements;
- feedback from University and Teaching School Tutors;
- exit questionnaire to be completed by trainee, on completion of placement.

AW May 2017

Policy to be reviewed in May 2019