



Fulston Manor School

Initial Teacher Training (ITT) Policy

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ECT & ITT Co-ordinator
Mr R Prutton
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Preamble

The aim of this policy is to outline the rationale behind Fulston Manor's involvement in teacher training, its impact upon the quality of teaching and learning within the school and how it is integral to whole-school improvement. The policy will be reviewed annually by the ITT Co-ordinator, in consultation with the Assistant Headteacher in charge of ITT, and the Headteacher.

Currently Fulston Manor is involved with several routes aimed at differing levels of teacher training; the School Direct Programme (SD - both salaried and un-salaried), The Assessment Only route (via EQualitas) and the Post Graduate Certificate in Education (PGCE), as well as the Apprenticeship route, all aimed at gaining Qualified Teacher Status (QTS). Collectively these are known as pathways to 'Initial Teacher Training' (ITT).

Our main Partnership Providers are Canterbury Christchurch University (CCCU) and Kent and Medway Teaching (KMT). The links between Fulston Manor partners are strong, not only because of the school's commitment to teacher training, but also in the field of Continuing Professional Development (CPD).

In 2023 – 2024 Fulston Manor aims to engage with the Teach First programme to attract highly qualified graduates into teaching.

Fulston Manor's Commitment to Teacher Training

Our policy revolves around these basic principles:

- We have a responsibility to share with the HEI the development of properly educated teachers to ensure that the reputation and quality of the profession is maintained and improved.
- We have expertise that can and will, be shared, but we are learners too.
- We are committed to improving the quality of teaching and learning, we therefore need to support trainees on the first rung of the ladder.
- We can benefit personally and professionally through involvement with teacher training. It will make us far more aware of our own practice and help us to continue to reflect upon our own teaching.
- We can all learn from each other and contribute to the learning of others.
- We have a responsibility to our trainees to act as role models as well as to regularly give feedback, advice, encouragement and support.
- We will ensure that Mentors are properly trained and have the necessary skills in order to fulfil their role.
- We have a responsibility to CCCU, KMT, EQualitas and Teach First, as part of our partnership with them, to complete paperwork, attend relevant meetings and INSET and to give 'value for money'.
- We have a responsibility to our pupils, their parents, our colleagues and the profession to deal with issues concerning the suitability or the professionalism of the trainee. Advice is given in the School Mentor Handbook.

This commitment is embedded in the school's guiding principles that Fulston Manor:

- Is a community which cares and values all its members
- Recognises and seeks to promote the highest standards in all things
- Believes in the importance of partnerships and co-operation.

Benefits of ITT

Improvement in teaching and learning:

- Those involved will be kept abreast of current initiatives in teaching and made aware of the standards required to achieve qualified teacher status (QTS.)
- Teaching will improve through teachers being observed and having the opportunity to observe trainees. This makes teachers far more conscious of their own practice.
- Trainees can make a positive contribution to teachers, pupils and departments in terms of contributing innovative teaching, different resources and the expertise they bring with them.
- Pupils can benefit from having a trainee teacher involved in their learning. Collaborative teaching means there is an extra pair of hands in the classroom, but there are many other ways where the trainee can supplement the Mentor's teaching, rather than replace them in the classroom.

Staff Development:

- Mentoring can be personally rewarding. The trainee is dependent upon the Mentor and other members of staff for guidance. This is very motivating. Those involved will see the development of a trainee over time and know that they have been largely responsible for that development.
- On a pragmatic level, Mentoring says something about those involved; that they are a role model and have the skills needed to fulfil the responsibility. This could be highlighted in CVs.
- Involvement in Mentoring may be considered as part of appraisal process, demonstrating where staff have a wider impact than their classes.
- Mentors should be able to show progression of their trainee teachers and aim to support them in achieving QTS at the highest standard.

For the school in general:

- All the above has a positive impact on school improvement.
- Strong partnership links enable the school to have a say in the development of teacher training programmes and can be an agent of change.
- Involvement in teacher training is an influential factor in the recruitment and retention of teachers.

Accountabilities and the Key Players who manage ITT in School:

- The Headteacher and Leadership Group (LG), who are accountable to parents, governors, CCCU and Kent LEA. Mr Rupert Prutton (Assistant Headteacher) and Mrs Katie Arnott (ITT Co-ordinator) liaise with partners to ensure consistent provision for ITT. Jo Daw is responsible for the administration of ITT within the school. Katie Arnott is responsible for ensuring CCCU/KMT / Teach First / EQualitas processes are adhered to as well as quality assurance.
- The ITT Co-ordinator, who is accountable to the associated line manager. This is Katie Arnott (KAR), who will feedback to Rupert Prutton during weekly line managers' meetings. Rupert Prutton will then, feedback to LG during weekly leadership meetings where needed.
- The ITT administrator, who is accountable to the associated line manager. The administrator is Jo Daw (JDA), who will feedback to Katie Arnott through line manager meetings.
- The Subject Mentor, who is accountable to the ITT Co-ordinator. Subject Mentors vary depending on subject area, but all departments have a key member of staff with Mentoring experience, those without Mentor experience will receive training on methods and processes.
- The Head of Human Resources (HR), Suzanne Francis who will work in consultation with Head of ITT with regards to School Direct Salaried trainee teachers when needed. This will take the form of absence monitoring and any disciplinary proceedings that may arise. CCCU/KMT / Teach First will handle this for the PGCE students and SD unsalaried.
- The school finance team will work in conjunction with RPR/KAR to take responsibility for payment to Fulston Manor department budgets for subjects who host a PGCE/SD non-salaried student on placement.
- Other members of staff also play a part in the development of trainee teachers. These are subject teachers, teaching assistants, form tutors and other teachers who are asked to deliver additional professional studies sessions for trainees, to name but a few.

Roles and responsibilities

The next section outlines the roles and responsibilities of the three key players within the school.

The Roles and Responsibilities of the Head teacher and LG

The Headteacher and LG have overall responsibility for overseeing and supporting ITT in the school.

Specific responsibilities:

1. Demonstrate a commitment to ITT and to staff development.
2. Have a clear ITT policy.
3. Sign the partnership agreement with the HEI and ensure that the school carries out the terms of that agreement.
4. Decide and put into practice the school's policy on allocating sufficient time for Mentors to meet with their trainees.
5. Decide and put into practice the school's policy for the management of the finances accruing from ITT.
6. Decide on how involvement with ITT fits in to the school's Performance Management policy.
7. Appoint the Head of ITT
8. Deal with issues relating to professional misconduct.
9. Delegate the management of ITT to the ITT co-ordinator.
10. Monitor and evaluate ITT in the school.
11. Assess the impact of ITT on staff development and teaching and learning.

The Roles and Responsibilities of ITT Co-ordinator

The ITT Co-ordinator is an experienced member of staff appointed by the Headteacher to co-ordinate the ITT programmes within school. They will maintain close links with the HEIs, liaise with and support Subject Mentors in carrying out their role, monitor the quality of Mentoring, deal with areas of concern and be instrumental in developing a school policy for ITT.

Specific responsibilities: Liaison with HEIs/TTA

1. Agree with each HEI the degree and level of commitment to ITT.
2. Agree with link tutors from each HEI suitable times for visits and co-ordinate the programme of consultations and observations.
3. Provide the trainees and the HEI link tutor with a copy of any relevant documentation.

4. Attend HEI consultative
5. Receive and distribute communications between the relevant parties.
6. Keep a register of attendance of trainees and send copies to HEIs when requested.
7. Plan a detailed professional studies program based on ITE and Ofsted priorities as well as the need of the school.
8. Share a copy of the program with the trainees, and HEI.

Specific responsibilities within school

1. Run an induction programme into the school.
2. Provide a Subject Mentor who is an experienced teacher
3. Provide a Subject Mentor who has the commitment, qualities and training in order to fulfil the role.
4. Hold an initial meeting with Mentors and then maintain regular contact over the training year.
5. Provide regular written feedback on progress from the Mentor
6. Provide copies of all reports to trainees
7. Information required for completing placement-based professional studies assignments where appropriate
8. Regularly meet with the trainees to discuss progress against their targets and to identify further areas of development.
9. Provide opportunities to observe high quality teaching across the curriculum and in their own subject

AND

10. Plan and deliver a school-based professional studies programme. This will involve other members of staff depending on areas of expertise.
11. Ensure that the trainee is observed regularly and that feedback is given.
12. Ensure that strategies are in place to monitor consistency amongst Mentors in relation to lesson observations and in making judgements alongside the standards for QTS.
13. In collaboration with the Subject Mentor, plan and monitor the trainee's teaching timetable (according to the criteria of each HEI or ITT programme).
14. Cross check trainees' timetables to ensure that pupils at the school have a fair and reasonable number of trainee teachers at any one given time.
15. Collate and supply Subject Mentors, trainees and the HEI with assessment information.
16. Be involved in the writing of formative assessments, setting of targets and review meetings. To approve all formal assessment reports.

17. Collate information about trainees' progress and development. Contribute to its interpretation in relation to the Standards for QTS.
18. Monitor and comment on trainees' e-portfolios and weekly mentor meeting notes.
19. Consult with Subject Mentor and link tutor from the HEI over arrangements and agreed expectations for trainees causing concern.
20. Arbitrate in cases of dispute between Subject Mentor and trainee (and obtain additional help from the HEI link tutor if necessary).
21. Observe trainees in a teaching situation (at least once per placement or term) and to instigate joint observations with the Subject Mentor.
22. Give students opportunities to share their perceptions of the school-based ITT experience.
23. Consult with senior management and Mentors on strategies for the co-ordination and collective development of school-based ITT, leading to the writing of a policy on school-based teacher training.
24. Organise consultative meetings with Mentors to facilitate planning, development and evaluation of the ITT programme.
25. Deal with trainee's requests for leave of absence (which should normally be granted only on grounds that would be acceptable for a teacher e.g. medical or compassionate, or for job interviews, if this will not jeopardise the student's chances of passing).
26. Write trainees' references on behalf of the school.
27. Ensure trainee teachers gain experience of the school's pastoral system and curriculum by arranging for each trainee to work with a tutor group and to observe and/or participate in PDC lessons.
28. Have the expertise and evidence to recommend a trainee for QTS or not. In the latter case, have identified this early on and supported the HEI, Subject Mentor and trainee in making this decision. For the trainee this might involve identifying areas of concern, giving advice and help, setting targets, monitoring progress alongside these targets and counselling.
29. To facilitate the organisation of additional and compulsory training needs and to identify areas where alternative experience may be beneficial.
30. To facilitate the implementation of rigid feedback from ITT students at key points during the year and primarily at the culmination of PGCE placements and the SD placements.

The Roles and Responsibilities of the Subject Mentor

The Subject Mentor is the central figure in the individual trainee's development and must be committed to that responsibility. They will be an expert in that subject, be a good teaching role model and have strong inter-personal skills. It is important that the Mentor is fully aware of his/her responsibilities and has undertaken training prior to having a trainee in the department.

Specific Responsibilities

Complete the relevant documentation (school, HEI) and meet ALL deadlines.

1. Prepare the trainee to become a successful and effective member of the teaching profession and to develop the trainee as a reflective practitioner.
2. Support and encourage the trainee through the learning experience.
3. Provide a role model in the classroom and for the wider perspective of the teaching profession.
4. Provide information and guidance about specific expectations of the department in terms of planning, syllabi, schemes of work, marking and recording.
5. Provide access to departmental culture, activities, whole school policy documents and resources.
6. Organise and plan a teaching timetable for the trainee in collaboration with the ITT co-ordinator.
7. Consider how to prepare the trainee for meeting a class. What will you tell the pupils? How will you introduce the trainees to the pupils and to their teachers?
8. Deal with organisational issues. Where will they keep their files/ resources etc in your classroom? How will they work with any other adults who usually work with you in the classroom? What display space will you designate for the trainee to use?
9. Give them the opportunity to observe you and others teach. For instance; demonstrate a range of teaching strategies, show models of classroom organisation, use instructing, explaining and questioning techniques, demonstrate good relationships with pupils.
10. Encourage them to discuss strategies and delivery.
11. Help plan and teach collaboratively.
12. Observe their teaching in a range of situations, giving the trainee formal and informal, oral and written feedback, helping them to reflect and analyse their practice.
13. Be familiar with the teaching standards and the expectations of the training programme in order to evaluate progress in relation to these expectations.
14. Help and guide the trainee to balance time spent on tasks and to keep to deadlines.
15. Identify targets for development with the reference to the weekly Mentor meeting.

16. Meet with them each week to review their progress (measured against the standards outlined in your documentation).
17. Keep a record of the trainee's attendance.
18. Attend Mentor training provided by the school or the HEI.
19. Liaise with the school Mentors, the HEI and other Mentors and staff in the school.
20. Build a supportive and professional relationship with the trainee. If there are issues of concern, deal with them in consultation with the HEI and your school/ ITT co-ordinator.
21. Remember that whilst you have a responsibility to the trainee, your overall responsibility is to the pupils in your care.
22. To ensure that all PGCE and SD non-salaried students are not left unsupported in lessons at any time in order to meet legal requirements.
23. To liaise with ITT Co-ordinator and Head of Department with regards to the level of support/observation given to School Direct Salaried trainee teachers.

Expectations of the trainee

To be open and willing to:

- ask for help;
- dialogue and work with a wide range of other professionals;
- learn professional practice – operating within the school tradition;
- get involved in the school beyond the classroom

To be considerate and demonstrate professional values and practice by:

- showing exemplary time management at all times
- being a good role model
- being professional in relationships with other staff, pupils and parents
- being professional in time keeping, attendance, and adhering to the staff dress code. Notify the school before school starts if you are going to be absent, with an outline of the work you had planned for the day.
- preparing and executing lessons through careful planning, marking and delivery
- ensuring that documentation (teaching file, weekly Mentor meeting minutes and lesson plans) are available for the Mentor at all times and having up to date records ready for scrutiny at the weekly meeting with Mentor
- recognising that Mentors are busy and do not make unlimited demands upon their time

- keeping discussions to the professional and respect confidentiality
- being considerate in the staff room and work room
- attending scheduled meetings unless agreed by the ITT Co-ordinator
- writing reports if applicable
- using correct channels of communication. If there are problems, then the Subject Mentor should be the first contact. If this is a problem, then the ITT Co-ordinator should be informed
- to identify emerging training needs and consult the ITT Co-ordinator as soon as possible.
- to use correct channels of communication.
 - Mentor or Head of Department (for all issues particularly subject based)
 - Katie Arnott (ITT Co-ordinator)
 - Mr R Prutton

To be reflective by

- reflecting on your own practice and alter it where necessary
- being able to set SMART targets

Other relevant documents

Staff handbook (more detailed guidance on procedures, e.g. reporting on trainees to providers, how to give feedback on lessons, structuring experience in classrooms etc.)

Department Handbook

School Mentor Handbook

Relevant handbooks for the PGCE and SD schemes