

Policy Title: Initial Teacher Training



Initiated: September 2004

Groups consulted: Governors  
Staff

Reviewed: November 2005  
November 2006  
November 2007

Audience: Governors  
Staff

Policy located: Staff Handbook  
Shared Drive

Policy format: Policy for staff (Full)

Policy Relates to:

## **Policy for Initial Teacher Training**

### **Aims**

Through its involvement in Initial Teacher Training, ETC aims to:

- enhance the learning of our students
- prepare trainee teachers for a career in the profession by enabling them to work towards Qualified Teacher Status
- provide trainee teachers with a relevant, stimulating and wide experience
- treat trainee teachers with respect as befitting colleagues in the profession
- recognise and respond to a trainee's individual needs
- use the experience of working with trainee teachers as an opportunity to review and reflect on our own practices and thus to improve our own expertise
- promote the importance and benefits of involvement in ITT to all staff
- fulfil its role as a Partnership School by helping develop links between schools and Higher Education Institutions
- liaise with the schools which form the Sussex Consortium of Training School
- offer opportunities for staff to experience teaching prior to embarking on teacher training courses

### **Why we value Initial Teacher Training at ETC**

- As befits our Investors in People Status, we recognise our responsibility to ensure that those entering the profession are offered a quality training experience
- As an Associate Training School, ETC is an institution with a wealth of expertise which is fully committed to the education of teachers
- Beginner teachers have a great deal to offer to the college in terms of new ideas and approaches
- The presence of working with trainee teachers encourages reflective practice within the college and enhances our relentless drive to improve
- The experience of acting as a mentor is developmental for the member of staff concerned
- Staff given new roles and challenges in the training and supervision of trainees can feel an affirmation of their value to the school
- Working closely with Higher Education establishments helps the recruitment of good quality entrants to ETC
- Trainee teachers can become good advocates for the college

### **Partnerships with Higher Education Institutions**

- Currently ETC has partnerships with the Universities of Sussex, the University of Brighton, The University of the West of England and the Hastings and Rother SCITT
- Our trainees follow courses in the PGCE (11-16, 11-18, 7-14), BA (Hons) and GTP

### **Roles within ETC**

#### ***The Professional Tutor will:***

- provide a link between the college and the universities
- make decisions on trainee placements at ETC after consultation with Heads of Subject and Mentors
- inform the Headteacher of matters relating to ITT within the college
- devise the Induction and Professional Studies Programmes which include a weekly meeting with the trainees
- attach the trainee to Mentor Groups.
- carry out at least one observation of the trainee per placement

- provide trainees with one period of SEN support work
- coordinate and monitor the work of the mentors
- organise training for mentors and those who may become mentors
- receive and distribute materials and information from the universities to mentors
- collate and dispatch formal assessments of the trainees
- organise and assess the University of Sussex Professional Studies assignments
- Recruit GTP trainees in conjunction with the universities
- liaise with university tutors during their visits

***The Mentor will:***

- induct the trainee into the faculty procedures, resources and syllabuses
- devise a balanced timetable for the trainee
- hold an hour's mentor session per week; this period is usually made available as an extra non contact period and it will be timetabled
- provide guidance and support in the preparation, delivery and assessment of lessons
- provide an individual training programme
- provide opportunities for the trainees to observe other members of staff
- observe the trainee weekly and provide the professional tutor with copies of the observation proformas
- monitor the trainee's progress through liaison with other members of the faculty
- inform the professional tutor of issues and concerns
- be familiar with the demands of the ITT programme including assessment and programme deadlines
- encourage trainees to become involved in the wider life of the college
- attend mentor meetings at the university as required

***Staff whose classes are taught by the trainee will:***

- observe the trainee weekly and provide feedback to the trainee formally and informally
- provide guidance regarding lesson planning, teaching and assessment
- report the trainee's progress to the mentor

***Mentors will:***

- ensure that the trainee has a purposeful and clearly defined role which enhances his/her progress towards the standards
- provide guidance and feedback
- report the trainee's progress to the professional tutor

**Funding**

Faculties will receive 75% of the fees paid by the universities for placing the students. This will cover any photocopying costs and other expenses relating to the trainee.