



# Wellsprings Primary School



## Initial Teacher Training Policy

**Approved by:**  
July 2019

**Date:**

**Last reviewed on:** July 2022

**Next review due by:** July 2024

## **Rational**

Wellsprings Primary School is committed to Continuing Professional Development for all staff and this is reflected in the vision and ethos of the school.

This commitment is extended to aspiring and newly qualified colleagues. We aim to provide high quality placements for trainee teachers, contributing to the quality teaching for the future.

## **ITT at Wellsprings Primary School provides:**

- A varied and high-quality learning experience for pupils
- An opportunity for trainee teachers to be supported and challenged effectively in their professional development
- Professional development opportunities for staff
- An effective link with Higher Education Institutions

## **Roles and Responsibilities**

Many staff, both teaching and non-teaching, will have contact with trainee teachers at some point during their placement. This may be a supporting role or they may have direct input into the trainee's experience and development through providing training providing mentor support. It is important that all staff work with trainee teachers deliver a consistent and coherent message about teaching and learning and policies and practices at Wellsprings Primary School.

The provision of ITT is a shared responsibility between school and University.

## **Aims:**

- To ensure that Initial Teaching Training (ITT) 'Associate Teachers' gain the necessary training and experience in order for them to meet the Teacher Standards for teaching as set out by the Secretary of State for Education.
- To create opportunities for all staff to reflect on and develop their practice and to support and work cooperatively with other members of the staff team.
- To make staff feel valued for their expertise
- To develop effective links with Teacher Training Institutions in order to share and develop expertise.

## **Benefits:**

- A focus on ITT helps to nurture an ethos of reflective practice amongst all staff.
- Contact with training providers assists teachers in updating their own knowledge and skills.
- Teachers' and pupils' learning can be enhanced by the enthusiasm, ideas and additional classroom support offered by trainee teachers.
- ITT is central to the pattern of continual professional development for all teachers. ITT training provides opportunities for individual staff to develop skills such as mentoring, leading to increased professional self-confidence.

## **'Associate Teacher' Entitlement:**

Attention has been given to equal opportunities when planning procedures for the induction of ATs. These include:

- A tour of the school and introductions to all staff and if possible other members of the staff community.
- Provision of all essential documentation such as staff handbook, key policies etc.
- Access to and guidance in the use of key resources, for example the computers, the photocopier and paper store.
- Roles and responsibilities for mentoring, pastoral support, assessment, and development of general professionalism of the trainees are clearly identified and explained, including expectations regarding the trainee's involvement in year group and staff meetings.
- Trainees meet weekly with their professional mentor to discuss each week's progress and set targets for development.
- Trainees are helped to balance the demands of in-school and ITT provider-based work.
- Lines of communication between the trainee, staff in the school and the ITT provider are made clear to the trainee and others.
- Trainees have the opportunity to see work in the school outside their specialisms and may observe subject leaders teaching their specialist subject in order to model good practice.
- Assessments of trainees' lessons are always done with reference to the Teacher Standards for QTS, and where possible the focus of the observation is agreed in advance.
- Feedback following lesson observations is given as soon as possible, and is dealt with in a positive and professional manner.
- A minority of observations may involve more than one observer in order to ensure consistency of assessment. These may be carried out by university mentors and senior staff in the school, subject leaders, the Headteacher and professional tutors.
- Trainees are never left unsupervised during P.E lessons or other potentially dangerous activities.
- Incidences of weak performance are dealt with fairly and professionally in accordance with the guidelines set out in the ITT provider's documentation.

### **Needs and Opportunities:**

We believe our involvement in ITT is a demanding but stimulating and rewarding experience. We see ITT as having four areas of school-based experience:

- **Curriculum**

The school will provide associate teachers with the opportunity to:

1. Observe and train with experienced teachers and ultimately undertake whole class teaching.
2. Develop an understanding of the curriculum and applying their subject(s).
3. Meet/work with curriculum leaders.
4. Review/study the school's documentation, e.g. School Handbook, policy documents, schemes of work.

- **Classroom Management**

The school will provide associate teachers with the opportunity to:

1. Experience, practise and develop a range of teaching/learning/management styles.
2. Use and review a range of resources.
3. Use rewards and sanctions in line with school policy.

- **Assessment of pupils' learning**

The school will provide associate teachers with the opportunity to:

1. Observe various assessment procedures.
2. Devise assessment procedures.
3. Participate in the assessment and recording of progress.
4. Participate in future planning based on assessment

- **Professional Development**

The school will provide associate teachers with the opportunity to:

1. Become involved in the pastoral system.
2. Experience the contractual, legal and administrative responsibilities of teachers, e.g. staff meetings.
3. Contribute to parental liaison.
4. Take part in all the aspects of school life, e.g. extra-curricular activities.
5. Reflect on and review their own progress and develop personal action plans.

### **The Role of the Headteacher:**

The Headteacher is responsible for:

- Ensuring that trainees are given suitable placements within the school.
- Retaining responsibility for the overall management of trainees whilst based at the school, whilst delegating operational management to mentors.
- Keeping the Governing Body informed of the school's work in ITT.

### **The Role of Other Staff in the School:**

- All staff are expected to respect and treat trainees as a member of staff in the school. They may be asked to offer subject specialist advice, model lessons for trainees to observe, or carry out joint observations of trainees.
- Teaching Assistants are expected to work alongside trainees in the same way as they would the class teacher.

### **The Role of the Governing Body:**

The Governing Body is responsible for:

- Overseeing and keeping abreast of the school's work in ITT.

### **Monitoring and Review:**

This policy will be reviewed every two years.