

St Peter's CE Infant School

POLICY FOR INITIAL TEACHER TRAINING

Introduction

At St Peter's we recognise the importance of the contribution that we make in training future teachers to the profession. By working in partnership with providers of Initial Teacher Training, Oxfordshire Local Authority and other schools, we are able to offer trainees every opportunity to develop the skills of teaching and learning. They are guided and supported by the whole school community. The role of mentoring is valued and opportunities are provided for appropriate career development. The policy explains both the school's philosophy and the roles and responsibilities of those who participate in the development of Initial Teacher Training (ITT).

Roles and Responsibilities

The Headteacher

The Headteacher welcomes the opportunity for St Peter's to share in the future development of the teaching profession. They support the active involvement of staff in ITT training, including opportunities for career development. The Headteacher is responsible to the governors for all matters relating to ITT.

The Headteacher is responsible for liaising with all interested professional bodies and the staff in the school. They arrange for the places of trainees in appropriate classes, provide their induction to the school and ensure that proper provision is in place to support them. They disseminate new initiatives and training opportunities to staff. This includes contributing to the local partnership network and being aware of opportunities for professional development. The Headteacher manages all issues concerned with ITT, including use of budget attached to each School Experience to support staff in providing quality provision.

School Mentor

At St Peter's the Headteacher also acts as the school's Mentor. The mentor has attended training and is a major contributor to the monitoring and assessment of a trainee's development. The mentor provides an objective view of a trainee's progress, both in observing teaching, usually once a week, and in working with the Teacher Tutor (where this is not the mentor herself) Trainee and University Tutor to assess against the QTS Standards and to write reports. They set targets to challenge and encourage the trainee to achieve the highest possible standard. The Mentor provides INSET to school staff as appropriate.

Teacher Tutor

The Teacher Tutor models good practice to the trainee. They provide support and advice, ensuring that the trainee has every opportunity to develop their professional skills as a teacher. The Teacher Tutor works closely with the mentor to present consistent expectations, assessing against the QTS standards, doing weekly lesson observations and writing reports. They take advantage of appropriate training opportunities.

Co-ordinators

Co-ordinators contribute their expertise to trainees, explaining their role in school and giving support in their specialism. They offer opportunities for trainees to observe good practice in lessons and may take a mentoring role by doing lesson observations and giving feedback.

Teaching Assistants and other adults working in school

St Peter's recognises that learning to work with other adults is an important part of a trainee's development. Teaching assistants, parents and all other adults who contribute to the life of the school work with trainees to help develop their understanding of co-operative good practice.

Trainees

Trainees should become familiar with the school aims and ethos as soon as possible. They should understand the school policies and follow procedures for the school day. Their attitude should be professional at all times. They should be pro-active in their approach to learning and teaching, willingly accept advice and seizing opportunities with commitment and enthusiasm.

Summary

St Peter's takes seriously its responsibility in developing the teaching profession. Staff recognise the value of good Initial Teacher Training procedures, leading to successful Newly Qualified Teachers. There are high expectations of all who work in the school, including trainees. Staff share willingly their expertise, valuing how this enables them to reflect on their own practice. They value, too, the fresh ideas and enthusiasm trainees can bring to the classroom. In working in partnership with providers of Initial Teacher Training, St Peter's seeks to be a valued and high quality centre for teaching and learning.