



# THE SOCIETAS TRUST

xxxxxxx Primary Academy

## Initial Teacher Training and Education (ITTE) Policy

Date of Policy	October 2024
Reviewed and agreed by	The Directors' Board
Review Date	16 October 2024
Next Review Date	Autumn 2025

## **Rationale**

At xxxxxxxx Primary Academy we strongly believe that working in partnership with Keele and North Staffordshire Teacher Education (KNSTE), St Anne's Alliance and Staffs University to support the development of Associate Teachers (ATs) is an opportunity that will bring many benefits to our school including:

- a shared commitment to the teaching profession as a whole;
- an active role in the development of trainees;
- the creation of varied and high quality teaching and learning experiences for pupils;
- the quality professional development of our General Mentors (GM)
- access to resources that will support evidence-informed practice.

## **Purpose**

The purpose of this policy is to:

- provide a clear account of the school's approach to ITTE for all interested parties;
- act as a guide for those actively involved in the process;
- provide a means of evaluating our practice and procedures through a regular review of the policy.

## **Aims and Approach to ITTE**

We will work in partnership with ITT providers to:

- allocate appropriately experienced school staff to clearly identified roles that will support the training and educating process;
- recognise the important role of the General Mentor and ensure that sufficient time is allowed for them to effectively support the trainee;
- ensure that the trainee has the best possible preparation for entry into the teaching profession;
- apply common systems and standards within the school;
- use a common language when describing ITTE provision;
- ensure that trainees have access to suitable professional development activities and resources.

## **Roles and Responsibilities**

### **School Responsibilities**

In line with our committed whole-school approach to ITTE, all staff are encouraged to take an active role in accommodating trainees, as appropriate, and contributing to their school based work.

The trainee will need:

- opportunities to observe teachers at work;
- to participate in teaching under the guidance of experienced teachers;
- to be confident to undertake periods of teaching, with increasing independence and responsibility;
- opportunities to develop expertise and ensure effective teaching;
- to develop effective ways of maintaining positive discipline and managing pupil behaviour.

To ensure that the development of the trainee is consistent and coherent, the school's specific responsibilities will include:

- General Mentor attendance at ITTE training events.
- Provision of a suitable class for a trainee.
- Ensuring a suitable induction process is carried out at the beginning of the placement.
- Access to relevant school policies e.g. Safeguarding, Health & Safety etc.
- Providing opportunities for the observation of experienced teachers and subject leaders throughout school.
- Carrying out regular lesson observations appropriate forms.
- Engaging in co-analysis following observations and setting SMART targets.
- Committing to a Weekly Development Meeting to discuss and co-analyse progress and school-based enquiries.
- Attendance at regular progress meetings with Lead Mentors (LM).
- Providing opportunities for trainees to talk to subject leaders
- Observation of lessons by the General Mentor and/or other staff as required by the ITT provider;
- Facilitating group and whole class teaching.
- Support with planning – both medium term and individual lesson planning.
- Providing opportunities for teaching lessons across a range of subjects, including sequences of lessons as the trainee progresses.
- Supporting the development of subject knowledge.
- Guidance and assistance with marking, following the school's marking policy.
- Modelling positive behaviour management strategies in line with the school's policy.
- Support in the effective deployment of teaching assistants.
- Resource management, including access to school resources.
- Monitoring of the trainee's progress.
- Liaising with Lead Tutors.
- Advising, where appropriate, on job application and interview procedures.
- Completion of relevant documentation for the ITT provider.

Much of the above will be the responsibility of the General Mentor, supported by the rest of the school.

## **Mentoring:**

- Both PGCE students and apprentices are entitled to 1.5 hours of mentor support per week from September 2024
- This can include: the weekly meeting, a lesson observation and feedback, PPA, formal and informal feedback on planning and pupil progress discussions.
- Mentors are required to complete up to 20 hours training with the local ITT Provider (in our case, Staffordshire University and KNSTE) so that they understand the ITT curriculum and their role in implementing it.
- Relevant prior learning can count towards the hours of training that the mentor will need to undertake.
- Some of the training will be new. For example, the learning modules you will need to access will be available both synchronously and asynchronously
- The Golden Thread Teaching School Hub, KNSTE and Staffordshire University, along with the West Midlands ITT Partnership and other HEIs in the region have worked together to ensure that the mentor training offered across the region will be accepted by all ITT providers
- DfE funding is available towards the mentor training, and schools can claim £876 backfill funding at the end of the academic year 2024-2025, for each mentor that completes 20 hours (and who takes a PGCE student). This will be paid in arrears between September 2025 and January 2026
- Fewer hours are calculated at £43.80 per hour
- Lead Mentors will also be supporting you throughout the training year – these will be:
  - University Tutors
  - Experienced and effective teachers
  - Subject specialists
  - Mentors/Lead Mentors
  - University Lecturers

## **Trainee Responsibilities**

We expect that trainees placed in our school will fully adhere to Part Two of the Teacher Standards, relating to personal and professional conduct.

In addition, the following are of particular importance:

- Punctuality
- Confidentiality
- Professional conduct
- Professional dress
- Communication – ensuring that the school is fully informed about the requirements of the placement
- A commitment to uphold the values of our school ethos
- Awareness of health and safety procedure – safeguarding, fire evacuation, first aiders, risk assessments and personal safety when dealing with challenging children.

Further information can be found in our staff handbook and a comprehensive list of the roles and responsibilities of all parties can be found in the ITTE Partnership Agreement, which is sent to schools at the start of each placement and is also available upon request.

### **Reviewing the policy**

This policy and the benefits of our involvement with ITTE is shared with our Governing Body/Academy Council.

The policy will be reviewed annually, even if the school is not supporting any trainees, and will be informed by:

- discussions with staff;
- feedback from trainees during their placements;
- feedback from Lead tutors;
- Government policy and updates.