

OUR CO-OPERATIVE ACADEMIES TRUST

**Initial Teacher Education Policy /
working with PGCEs**

2016 - 2017



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Benefits to the academy

- Teachers involved with ITE/ PGCEs reflect on their own practice
- Sharing expertise
- Keeping up to date

Trainee Entitlement

- A welcoming and receptive ethos
- A clear, relevant and coherent programme of:-
 - Professional Preparation (Training Manager programme).
 - Subject development/application (Subject Mentor programme).
- A gradual and guided induction into whole class teaching.
- Reasonable access to work space, ICT, reprographics, library facilities, and a positive response to reasonable resource requests.
- Regular and systematic meetings with:
 - The Training Manager. The time entitlement is to 1.5 hours per week in joint tutorials plus individual support (e.g. lesson observations, advice on assignments, discussion of developing teaching skills against the Standards, target setting).
 - The Subject Mentor. The time entitlement is to one hour per week (or equivalent averaged out over the term).
- Regular observation and feedback of teaching - to include at least one written feedback per week and guidance on targets/priorities.
- Offer of opportunities to demonstrate achievement of the Teachers' Standards as prescribed (and essential to QTS) in a balanced and coherent way.
- Support and guidance on assignments .Provide clear and helpful feedback (that informs targets) on assessed assignments
- Offer of opportunities to experience breadth for example in terms of:-
 - The age and ability ranges of pupils.
 - Participation in tutor work, PSHE, extra-curricular activities, meetings etc.
 - Consideration of whole academy issues and policies
- To be told as soon as is clearly evident if there are causes for concern in performance or progress. The process employed to support trainees 'at risk' of failing can be found in the Course Handbook provided by the university which is designed to ensure access to and advice on appropriate support/complaints/appeals procedures as required.
- To receive training and advice with regard to the application and interview procedures for employment.

Roles and Responsibilities

- Principal

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- Training Managers
- Subject Mentors – see attached draft mentoring policy.

Quality Assurance

- Evaluation of placement by trainee
- Observations by a range of teachers
- Joint observations
- Cluster meetings

ITE/ PGCEs MENTORING POLICY

A mentor is a suitably experienced teacher who has formal responsibility to work collaboratively within the ITT partnership to help ensure that the trainee receives the highest quality training. Effective mentoring is an entitlement of all trainees regardless of age, gender, ethnic origin, socio-economic status, disability and special educational needs.

The aim of this policy is to ensure that trainee teachers experience mentoring of the highest quality and to provide consistency in the mentoring that trainees receive throughout the academy and across the ITT partnership.

Roles and Responsibilities

The Trainees' role is to learn and develop through the partnership with the ITT provider and placement school. They are responsible for engaging purposefully in a mentoring relationship with their mentor.

Subject mentors lead the learning and development of the trainee through mentoring, training and assessment. They are responsible for consistently meeting the Teachers' Standards.

Other teachers play an important role in supporting trainee teachers, providing advice and guidance and offering feedback following a lesson observation.

National Standards for Mentors – Teaching Schools Council July 2016

Standard 1 - Personal qualities

Establish trusting relationships, modelling high standards of practice, and understand how to support a trainee through initial teacher training

The mentor should:

- be approachable, make time for the trainee, and prioritise meetings and discussions with them;
- use a range of effective interpersonal skills to respond to the needs of the trainee;
- Offer support with integrity, honesty and respect;
- Use appropriate challenge to encourage the trainee to reflect on their practice; and
- Support the improvement of a trainee's teaching by modelling exemplary practice in planning, teaching and assessment.

Standard 2 – Teaching

Support trainees to develop their teaching practice in order to set high expectations of all pupils and to meet their needs

The mentor should:

- support the trainee in forming good relationships with pupils, and in developing effective behaviour and classroom management strategies;
- support the trainee in developing effective approaches to planning, teaching and assessment;

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- support the trainee with marking and assessment of pupil work through moderation or double marking;
- give constructive, clear and timely feedback on lesson observations with reference to the Teacher's Standards
- broker opportunities to observe best practice;
- support the trainee in accessing expert subject and pedagogical knowledge;
- resolve in-school issues on the trainee's behalf where they lack the confidence or experience to do so themselves;
- enable and encourage the trainee to evaluate and improve their teaching; and
- enable the trainee to access, utilise and interpret robust educational research to inform their teaching.

Standard 3 – Professionalism

Set high expectations and induct the trainee to understand their role and responsibilities as a teacher

The mentor should:

- encourage the trainee to participate in the life of the academy and understand its role within the wider community;
- support the trainee in developing the highest standards of professional and personal conduct;
- support the trainee in promoting equality and diversity;
- ensure the trainee understands and complies with relevant legislation, including that related to the safeguarding of children; and
- support the trainee to develop skills to manage time effectively.

Standard 4 – Self-development and working in partnership

Continue to develop their own –professional knowledge, skills, and understanding and invest time in developing a good working relationship within the ITT partnership.

Principal

The Principal is responsible for:

- Ensuring that the academy is an appropriate setting for effective training
- Ensuring that trainees receive their entitlement
- Appointing a Training Manager

Training Managers (TMs)

Within the academy there is a Training Manager .The main responsibilities of a Training Manager will include academy based professional studies, support for trainees and trainers and liaison with the Course Leader, Subject Mentors and Subject Leaders. The Training Manager is responsible for:

- Managing and coordinating ITT within the school, ensuring that all trainees have access to opportunities and support as specified in the course handbook and that the trainee entitlement is being met
- Developing, implementing, monitoring and evaluating the academy policy and practice for initial teacher training

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- Negotiating the selection of, preparing and supporting subject mentors
- Leading the academy's subject mentors and providing academy-based mentor training
- Ensuring safeguarding procedures are followed for all trainees
- Involving trainees in whole school/pastoral activities as appropriate
- Being course tutor for school-based Professional Studies modules
- Preparing trainees for coursework assignments
- Marking and moderating coursework assignments
- Supporting trainees and looking after their wellbeing in line with trainee entitlement
- Providing references and careers advice for trainees.
- Supporting the trainee's creation and completion of an effective and systematic Key Evidence File and their standards' tracker
- Ensuring that trainees' agreed assessment processes are completed and standardised in accordance with agreed deadlines
- Undertaking joint observations with Subject Mentors and others where appropriate e.g. Subject Leader, Course Leader, External Examiner
- Observing and giving feedback with reference to the QTS standards
- Attending all cluster meetings.
- Ensuring that all documentation required from the school is appropriately completed on schedule
- Ensuring that there is liaison between Parent and Twin School TMs