POLICY FOR INITIAL TEACHER TRAINING

Introduction

The Sir John Colfox School participates in the training of PGCE student teachers in partnership with Exeter University, Bath University and the College of St Mark and St John, Plymouth. In addition, since 2005, the school has been training teachers as part of the Graduate Teacher Programme in partnership with Dorset County Council.

Rationale

The school values the opportunity to train teachers and to contribute to the provision of high quality members to the teaching profession. In addition initial teacher training provides many benefits to the school.

- Training widens the experience of teachers tutoring and mentoring trainees, provides valuable professional development for them, and encourages them to reflect on their own practice.
- The school benefits from the fresh approach of student teachers and the overall increase in staff. Student teachers also often assist in extra-curricular activities.

Roles and responsibilities

The role of the ITT coordinator encompasses the following:

- Liaising with university partners and other training providers
- Negotiating with Heads of Department as to the placing and training of student teachers
- Selecting tutors and mentors and organizing training for them as required
- Liaising with subject tutors to provide trainees with an appropriate timetable to cover all relevant key stages and abilities
- Organizing the school induction programme
- Leading and coordinating the Professional Studies programme
- Placing trainees with a tutor group
- Ensuring that trainees experience and participate in all areas of school life, for example attending staff, department and year team meetings, attending parents’ evenings, and participating in extra-curricular activities
- Providing assistance with written and research assignments required by the training provider
- Monitoring the trainees’ progress and providing support for tutors, mentors and trainees as necessary
- Observing lessons and providing written reports, in line with the requirements of the different training providers
- Organizing the visits of outside assessors
- Attending meetings with training providers to keep abreast of current developments
• Monitoring and evaluating the school’s provision of school-based initial teacher training

The role of the Subject Tutor (universities) / Mentor (GTP) encompasses the following:
• Organizing a timetable for the student teacher
• Training and monitoring other subject teachers working with the trainee
• Providing a role model for the trainee
• Supporting the trainee
• Retaining responsibility for students in the trainee’s classes, ensuring a good quality of teaching and learning and that all health and safety aspects are met
• Team teaching with the student teacher (particularly Exeter trainees)
• Monitoring the progress of the student teacher by regularly observing lessons
• Holding a weekly meeting to discuss aspects of teaching, to provide feedback and to monitor progress
• Liaising with the ITT Coordinator (and the mentor where appropriate) on the trainee’s progress
• Ensuring that the student teacher is provided with opportunities to cover all aspects of the Professional Standards for Qualified Teacher Status (Dimensions of Teaching)
• Completing all paperwork as required by the training provider

The University of Exeter also requires trainees to have a mentor (a different role to the GTP mentor role). Their role encompasses the following:
• Conducting a needs analysis for the student teacher on arrival at the school, whether for the first or the second placement.
• Carrying out three supervisory conferences during the trainee’s placement at the school and agreeing action plans.
• Checking that the student teacher is completing their professional portfolio and teaching record as laid down by the university
• Contributing to the three assessment reports written for each trainee.

Managing the partnership

• Working with student teachers is seen as an important aspect of professional development. All Heads of department are encouraged to participate in initial teacher training and are given the opportunity annually to apply for student teachers. However some Heads of Department prefer not to participate and they are not pressurized into doing so.
• A department with a new Head of Department and/or including an NQT is not asked to take a student teacher.
• Many departments prefer not to take a trainee in two consecutive years.
• Individual staff who would like to take part in initial teacher training are encouraged to do so, either within their department by becoming a subject tutor, or, if the department does not take trainees, by becoming a mentor for Exeter students.
• Training for mentors and subject tutors is given by each of the universities and training providers. Financing for this is built into the school’s annual CPD Training Plan.
• The ITT Coordinator oversees the timetables of all trainees in the school to ensure that students at the school do not have too many student teachers at a time.

**Resourcing**

Each of the training providers contributes some money to the school’s budget to finance the training, although the amount varies according to the university. About 40% of the money goes into the school’s supply budget to finance cover for weekly meetings and attendance at training courses. The rest of the money goes into the department budget.

DA
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