Sample Initial Teacher Training Policy

Schools in Partnership with University of Hertfordshire, School of Education

It is recognised that each school will have its own specific approach to Initial Teacher Training (ITT) provision and support. This document aims to provide a generic policy statement that can be used as it stands, or can be customised by schools.

Vision

Training the next generation of teachers is a privilege and one we, the School of Education, alongside our partner schools take very seriously. The role of a teacher is far more than just imparting knowledge to the learner and we work together to ensure that all trainees develop an understanding of, not only what teaching is to them, but allowing them space to develop their own teacher identity too. Working with our partners we have developed 3 statements which set out a vision for all those working together with us.

In partnership we work together to develop teachers who:

- have the confidence to make research-informed professional judgements to enable the development and learning of all
- respond innovatively to a changing educational landscape
- strive to ensure a child’s learning and life chances are not determined by social or economic factors.

Rationale

The school recognises:

- The benefits of having trainee teachers as colleagues, which encourages the whole staff to reflect on and develop their own practice.
- The value ITT can bring to the continuing professional development of individual teachers through their taking on the mentoring role.
- The Performance Management Review evidence provided by taking on the mentoring role, so helping staff to meet the Standards for classroom teachers on the IPEA scale through meeting the Mentor Standards at levels 1 and 2.
- The enrichment to pupil learning.
- The importance of sharing ideas and resources.
- The benefits of partnership with the University of Hertfordshire through participation in courses, conferences and other professional involvement.
- The importance of playing an active role in the training of the next generation of teachers.

School Based Training expectations

The school’s aims and commitments to Initial Teacher Training are to:

- Provide a whole school model of support for trainees, thus creating for them a supportive environment and a consistent, fair approach to the professional support and assessment of all trainees.
• Manage trainees’ time in school and take their individual training needs into account
• Provide a range of experiences and development opportunities in the classroom and in the school as a whole, appropriate to their programme
• Support the trainee establishing a secure foundation for entering the profession through facilitating the observation of good practice and the opportunities to practice these skills themselves
• Plan a graduated timetable allowing for increasing teaching responsibilities
• Regard trainees as colleagues and to treat them as such in relation to all staff and other colleagues in the school, parents and the pupils
• Provide a teacher with QTS who will guide the trainee and be the named mentor, trained by the University, to support the trainee
• Give a programme of induction, with access to key school personnel, documentation and resources
• Carry out informal observations of the trainee and informal discussions about good practice
• Write formal lesson observations of the trainee and give feedback with opportunities for discussion and reflection
• Set and review targets regularly and give guidance for successfully meeting the Standards for Qualified Teacher Status
• Write a summative report(s) and reference as required for the placement
• Comply with the practice and spirit of the University of Hertfordshire’s equal opportunities policy, as on the UH website.

Roles and Responsibilities

The HEI-specific Roles and Responsibilities, set out by the University of Hertfordshire, relating to the University tutors, the trainee, the professional mentor and the mentor, are listed in the Partnership Agreement, which is signed by the school and the University. For this reason, they are not listed here.

Monitoring and evaluation of School Based Training

The quality of the programme, provision of training, mentor support, tutor support, trainee behaviour and performance and impact on the school will be evaluated through:

• Professional mentor and mentor feedback
• Professional Advisory Group feedback (headteachers and local authority)
• Trainee reviews completed at the end of training
• University of Hertfordshire external examiners’ feedback
• University of Hertfordshire visiting tutors’ feedback
• Ofsted inspections

Further details concerning specific programme requirements, Roles, Responsibilities, and documentation can be found in the University of Hertfordshire School of Education Partnership Agreement, Placement Handbooks and Mentor Milestones Notes; all these documents are available in folders, on disk and on the Partnership website www.herts.ac.uk/partnershipschools