

Sample Initial Teacher Training Policy

For schools working in partnership with the University of Hertfordshire's 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.

Training the next generation of teacher is seen as a privilege by the Partnership between schools and the University of Hertfordshire.

In partnership, we work together to develop teachers who:

- Agency: have the confidence to make research informed, professional judgements to enable the development and learning of all.
- Resilience: respond innovatively to a changing educational landscape
- Social Justice: 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 mentoring
- The Performance Management Review/Appraisal evidence provided by taking on the mentoring role, helping staff to develop mentoring skills that can be certificated by the UH Centre of Educational Leadership
- The enrichment of 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 academic involvement
- The importance playing an active role in the training of the next generation of teachers

School Based Training Expectations

The school's commitment to Initial Teacher Training is to:

- Provide a whole school model of support for trainees, thus creating a supportive environment and a consistent, fair and professional support and assessment of trainees
- Manage trainees' time in school and respond to their individual training needs
- Provide a range of experiences and development opportunities in the classroom and in the school as a whole, appropriate to their programme.
- Know and respond to the identified Key Priorities of the Partnership to best enable trainees' to progress
- 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.
- Source the best teachers with QTS to guide the trainee and be the named mentor, trained by the University, to support the trainee.
- Develop and provide a programme of induction, with access to key school personnel, documentation and resources.
- Undertake informal observations of the trainee and informal discussions about excellent 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 Teachers' Standards
- Write a summative report(s) and reference as required for School Based Training.
- Comply with the practice and spirit of the University of Hertfordshire's equal opportunities policy, as on the UH website.

Roles and Responsibilities

Roles and responsibilities of 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 Teacher 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 and responsibilities can be found in the Partnership Agreement and the School Based Training Guidance and Documentation.