



Initial Teacher Education Policy



Stour Federation

1. RATIONALE

- 1.1 Within the Stour Valley Federation we believe that taking part in the ITE programme brings many benefits to our schools including:
- A focus on high quality teaching and learning across the Federation.
 - A shared commitment to the profession as a whole and an active role in the development of new teachers.
 - Continuing professional development of all teachers through reflective practice, training and constant review of the standards for teachers.
 - Benefits to the children in terms of teaching resource, teacher development and motivation.

2. INTRODUCTION

- 2.1 Across the Stour Valley Federation we recognise that over recent years there have been many changes to the arrangements made for Initial Teacher Education and subsequent career entry requirements and induction arrangements. The majority of trainees at the Stour Valley Federation are from the University of Warwick (including School Direct trainees) and the University of Worcester. However, trainees may be considered from other ITT providers and through schemes implemented by the Teaching Agency.

3. PURPOSE

- 3.1 In line with our committed whole school approach, all staff are invited and encouraged to take an active role in accommodating trainee teachers and other students, contributing to their school based work.
- 3.2 The Stour Federation takes the responsibility of initial teacher training seriously and trainees are placed carefully with teachers who will be able to give them a good role model and effective mentoring arrangements. The needs and strengths of the student will be taken into consideration as will the suitability of each cohort to accommodate a trainee.
- 3.3 The trainees need:
- Opportunities to observe teachers at work
 - To participate in teaching alongside 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.

4. ROLES

- 4.1 The class teacher will support the trainee working with them. The mentor will be an experienced member of staff, typically, but not always, the Associate Headteacher. The Associate Headteacher is each school's lead mentor and leads all aspects of ITE, having overarching responsibility for the trainee's placement and assessment.
- 4.2 Shared responsibilities of the staff of the Stour Federation include:
- Providing opportunities for modelling and demonstration
 - Providing opportunities for observation of experienced teachers and subject

leaders throughout school

- Providing opportunities for discussion with subject leaders
- Observation by the teacher/mentor/Associate Headteacher
- Sharing group and class teaching
- Assistance with planning – both medium term and lesson planning
- Providing opportunities for teaching/sequences of lessons
- Development of subject knowledge
- Resource management
- Monitoring of trainee files
- Liaison with university tutors
- Assessment of trainees' professional portfolios
- Advising, where appropriate, on application and interview procedures.

5. TRAINEE RESPONSIBILITIES

5.1 These will be laid out in the University Trainee's Handbook, and in addition, the following are of particular importance:

- Punctuality- in school by 8.20am ready to greet parents at 8.40am.
- Confidentiality and an understanding of sensitivity issues surround some children.
- Professional conduct.
- Professional dress- trainees should ask for clarification if unsure.
- Commitment.
- Awareness of safety procedure- safeguarding, fire evacuation, first aiders, risk assessments and personal safety when dealing with challenging children. All relevant documentation is available in school and will be provided on request.

6. MANAGING THE PARTNERSHIP

- 6.1 Trainee teachers will be placed by agreement between the Associate Headteacher and staff.
- 6.2 All members of staff working with students will attend relevant training and undertake to keep up with new requirements.
- 6.3 The mentor/class teacher must ensure that sufficient time to support trainee teachers through observation is provided and planned.
- 6.4 The monitoring of each trainee's progress should be a joint activity- to be agreed between the class teacher and Associate Headteacher.
- 6.5 The trainee's progress and formal assessment will be undertaken and recorded in accordance with the system advocated by the university/higher education establishment in question.
- 6.6 Formal assessment procedures- this involves liaison with the university, completing reports and other documentation. The school may be visited by a Link Tutor or be involved in the appropriate procedures should the trainee look likely to fail a placement. This would be discussed in depth between class teacher, Associate Headteacher and the University.