



# Initial Teacher Training Policy

The King's School  
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EX11 1RA



## **INITIAL TEACHER TRAINING POLICY**

### **1. Introduction**

The King's School sees the involvement in initial teacher training (ITT) programmes as an opportunity to sharpen and share the good practice evident in the school's reputation both locally and nationally and helps to keep the school up to date on educational research.

### **2. Rationale**

The King's School is committed to ITT, principally in partnership with the University of Exeter and SWIFT Teacher Training.

Involvement with teacher training provides the following benefits for the school community:

- Provides curriculum areas with a focus of attention on effective teaching and provides opportunities for reflection of whole school procedures and learning strategies.
- Provides students with additional teacher resources and staff with professional development opportunities.
- Provides the school with the opportunity to contribute to high quality training for the profession.
- Provides contact with Higher Education establishments which contribute to enrichment in many school developments.
- Provides professional development opportunities for school staff.
- Provides opportunities to recruitment high quality ECTs.

### **3. Roles**

The school-based nature of the teacher training models will help trainees become effective teachers by working in a normal school environment with support from experienced teachers and means that responsibility is shared between school and the training provider. The Headteacher is responsible for monitoring the initial teacher training policy and for ensuring that the training meets the requirements agreed in the Memorandum of Understanding.

The roles of the initial teacher training Co-ordinator (ITEC), Subject Mentors, Tutors and Visiting Tutors are as defined in the partnership documentation.

The role of the ITEC will be part of the job description of the Deputy Headteacher (T,L and PD). The school will also involve members of the Senior Leadership Team and other staff, where appropriate (e.g. SENCo), in the delivery of the school-based programme of professional studies.

### **4. Managing the Partnership**

- Departments working with trainees will have responsibility for allocating staff to work with trainees and be models of good practice.
- Normally the school will offer places to between six and ten trainees per year from approved partners. Trainees will work in curriculum areas decided after discussion with the ITEC and curriculum leaders.
- Wherever possible the school will provide a balanced timetable that meets the training needs of the trainee. This may not always be possible if such a timetable conflicts with the needs of students at The King's School.
- Subject tutors at The King's School will provide a weekly meeting with each trainee to monitor progress and support training.
- The school will give the ITEC, Mentors and Subject Tutors the opportunity to attend appropriate teacher training, including induction and support training.
- The school will support the need for scheduled meetings between mentors and trainees as set out in school-based work handbooks.
- The school will keep all aspects of the partnership under review on an annual basis.
- Trainees will be encouraged to play as full a part as possible in the life of the school, the pastoral system, staff and parent meetings and extra-curricular activities. Trainees will be assigned to a tutor group.

## 5. Applying the teacher training model

- The school will endeavour to support all trainees as they progress through their teacher training.
- As trainees work with curriculum areas, the progression from demonstration, modelling and episodes to whole lessons with focused observations and annotated agendas, will be monitored by curriculum areas. The school will support the trainees in their task to provide the evidence needed to confirm their professional training.
- Individual curriculum areas will make arrangements to meet with trainees on a weekly basis and the school will arrange for three supervisory conferences each term with the appointed mentor.
- If there is no provider-led provision, the school will provide a series of meetings for trainees in after-school hours in which we will provide a programme of professional studies.

## 6. Resourcing

- The school will support the training of all staff who have an involvement with teacher training trainees.
- As part of their training needs, initial teacher trainees will have access to the resources of individual curriculum areas and additional funding will be made available to those areas. The school will provide all the necessary documentation needed by the trainee to become familiar with the policies and practices within the school.
- Other funding will be distributed to Subject Tutors, Mentors and whole staff as shown.
- These financial arrangements are subject to modification in the light of revised contracts with the University and our other training partners.

## 7. Finance

Teacher training money will be split the following way or, if the funding is different, pro rata:

£1200 received/trainee	=	
	£200	to mentor
	£550	to subject tutor
	£25	for school-based Professional Development sessions (per session)
	£130	to specific departments- photocopying, other resources used by ITT
	£100	to staff room funds

### Subject Tutors and Mentors

Will be paid £25.00 per hour session with the trainees.

This is	£25 x 22	=	£550 for tutor
	£25 x 8	=	£200 for mentor

### School-based Professional Development

This is will be a requirement during both placements.

If there is no provider-led provision, a programme for this will be produced and calendared. A payment of £25/session (1 hour) will be made to main scale staff who lead sessions.

£25 x 6	=	£150
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Subject tutors and trainees are expected to meet on a weekly basis at a mutually convenient time. Care should be taken to avoid the use of non-contact periods (NCPs).