



## **Bankside Primary School - ITT Policy**

In providing ITT opportunities within the school, we are seeking to:

- create varied and high quality learning experiences for our pupils;
- ensure that trainee teachers are supported and challenged effectively in their professional development;
- support the professional development of teachers at the school;
- establish effective links with training institutions

### **Bankside Primary School aims to:**

- build up a professional relationship with the staff at each Higher Education Institution and training provider;
- become practised in applying common standards and systems within the school;
- use a common language when describing ITT provision;
- develop a coherent programme of professional development for trainees;
- make more effective use of the time available for ITT.

### **Roles and Responsibilities**

Many staff (both teaching and non-teaching) will have contact with trainee teachers at some time during their placement in school; either in a supporting role or having direct input into the trainee's experience and development through the structured CPD programme in place. Although the allocation of specific roles and responsibilities is important to ensure that the development of trainees is consistent and coherent.

### **The Senior Mentor will:**

- up-date the school on developments in ITT and lead the school's response to them; liaise with Universities about the placement of trainees and about their progress as appropriate during the placements;
- attend meetings and conferences connected with partnership arrangements
- identify staff within the school to act as mentors for trainees;
- support all school personnel directly involved with trainees;
- introduce all trainees to the school, its key personnel and essential systems before placements start;
- oversee the timetable arrangements for each trainee;
- provide a programme of professional development for the trainees, involving other school personnel as appropriate;
- support trainees in a pastoral and professional capacity as appropriate;
- ensure that trainees make appropriate use of all school facilities and resources, including ICT;
- monitor the consistency of assessment procedures across departments in the school;
- monitor the impact of trainees on the learning of pupils;
- review the ITT provision within the school and amend policy and practice accordingly.

The Senior Mentor is the respective phase leaders.

**The curriculum Based Mentor will:**

- plan the timetable for the trainee and provide the Senior Mentor with a copy for approval
- meet with the trainee prior to the placement to discuss the timetable and to provide the trainee with any necessary paperwork and resources;
- set up episodes of teaching for demonstration, modelling and team teaching at all stages of the placement;
- ensure that all teaching requirements, including the use of ICT, are being met;
- carry out focussed observations of the trainee and provide regular written and oral feedback;
- check all aspects of the trainees paperwork and assist where appropriate;
- check and sign the trainees Professional development record (where appropriate);
- discuss the progress of the trainee with the Senior Mentor and with the University Visiting Tutor;
- inform other curriculum leaders of the requirements and of the development needs of the trainee, and monitor their work with the trainee;
- implement all aspects of the assessment procedures provided by the University;
- review progress with the trainee for one hour per week;
- attend all meeting/conferences associated with fulfilling the role of mentor
- inform the Senior Mentor immediately of any concerns.

**The University or college visiting tutor will:**

- meet with the trainee before the placement to discuss the school-based work;
- support and monitor the trainee's progress when visiting the school;
- support and monitor the school's provision, reporting any issues to the school's Senior Mentor.

**Managing the partnership**

This section will outline the procedures in place for:

- allocating placements within the school;
- providing a programme for the professional development for trainees;
- reviewing the ITT provision within school.

**Allocating placements within school**

The SLT will agree which HE organisations they will support each academic year. Each request for a placement will be considered based upon the needs of both the student and the school at that time.

**Professional Development Programme for Trainees**

The programme will be coordinated by the Senior Mentor. Its purpose is to provide training in whole school issues, in the wider role of the teacher in a school and to discuss how certain policies are applied within Bankside.

**Initial School Visits**

Before the placement begins trainees will spend time in school to familiarise themselves with school procedures. These initial school visits are co-ordinated by the senior mentor and include:

- an introduction to school systems;
- an outline of roles and responsibilities within school;
- expectations of trainees and school procedures.

**The Main Placement**

A programme of training is put in place for trainees covering issues such as differentiation, the role of the Teaching Assistant, Pastoral System and APP delivered by a range of staff, both teaching and non-teaching.

In addition to the above training, experience is also gained through:

- attendance at staff meetings
- attendance at School INSET
- attendance at parents' evenings

### **Reviewing the ITT provision**

This provision will be evaluated and developed through:

- discussions with staff involved each year;
- discussions with trainees during their placements;
- exit evaluations are done by trainees at the end of their placement; improvements are made in line with their needs.
- feedback from University Tutors;

Currently Bankside Primary School is associated with the following Initial Teacher Training providers and Higher Educational Institutions:

- Gorse SCITT
- Pathways Partnership (Leeds Trinity University)