



Initial Teacher Training (ITT) Policy

December 2022

Contents

1. Aims	Error! Bookmark not defined.
2. Context	Error! Bookmark not defined.
3. Legislation and statutory guidance	2
4. Roles and Responsibilities.....	2
5. Professional Studies Sessions	Error! Bookmark not defined.
6. Accountability.....	3
7. Monitoring arrangements	4
8. Links with other policies	4

1. Aims

The School aims to:

- Provide high quality initial teacher training (ITT) in order to support a trainee teacher to achieve qualified teacher status (QTS).
- The broader aims also include facilitating staff development through the role of the subject mentor, encouraging discussion and self-reflection on teaching strategies whilst helping current teaching staff feel valued for their expertise.

The School recognises the benefits of ITT include:

- Involvement in ITT requires teachers to reflect upon their own practice and to justify their decisions.
- It helps teachers to develop and employ their coaching and mentoring skills.
- Recent graduates often provide a useful means of updating and extending contemporary subject knowledge.
- Involvement in ITT provides staff with a variety of opportunities for their own professional development leading to full accreditation as an ITT mentor.
- Exceptional trainees may be approached for staff vacancies providing the school with a 'home trained' Early Career Teacher.
- The importance in playing an active role in the training, recruitment and retention of the next generation of teachers.
- ITT is a source of revenue for the school.

2. Context

- Waingels College is a member of the Wokingham Federation School Direct Consortium. The school offers placements for both School Direct and Reading University Core placements.
- The main focus of ITT at Waingels College is the Post Graduate Certificate in Education (PGCE) qualification. The school may also offer Return to Teaching and School Introduction training or placements
- Waingels College is primarily in partnership with Reading University.

- Staffing and department conditions will determine if a placement is offered.
- The audience for this policy includes staff, governors, parents and trainees on placement with Waingels College.

3. Legislation and statutory guidance

This policy is based on:

- The Department for Education's (DFE's) [statutory guidance](#)
- The Department for Education's (DFE's) [Teacher Standards](#)

4. Roles and responsibilities:

Role of the Initial Teacher Training Coordinator (ITTCo)

The ITTCo will:

- Implement the ITT policy within the school, manage a team of mentors and induct and supervise all trainees within the school.
- Participate in the recruitment of School Direct trainees.
- Ensure the provision of a school based Professional Studies programme and a pastoral placement.
- Ensure representation at all ITTCo and subject mentor meetings held by Higher Education Institute (HEI) providers.
- Formally observe each trainee at the final report stage and provide written feedback.
- Monitor and contribute to the assessment of the trainees' progress towards Qualified Teacher Status
- Initiate procedures to preserve the learning and wellbeing of students and teaching staff should a trainee not be able to reach an acceptable standard
- Ensure that all trainees meet the requirements for safeguarding pupils and make them aware of policies and practice regarding such at the earliest opportunity.
- Liaise with the HEI to provide additional support to trainees where concerns regarding progress have been raised.

Role of the Subject Mentor

Subject Mentors will:

- Either attend partnership subject meetings or nominate a substitute.
- Provide a timetable of both lesson observation and classroom teaching. Mentors must also provide written and oral feedback and formal assessment against the published criteria for ECT status and the requirements of the HEI.
- Be chosen from established members of staff with experience, excellent subject knowledge and pedagogy.
- Ensure that trainees receive written feedback at least three times a week.

Role of the Class Teacher

Class teachers will:

- Complete observations of the trainee teacher and provide verbal and / or written feedback.
- Support trainee teachers with their planning and classroom practice.
- Liaise with the subject mentor to provide support where appropriate.

Role of the Trainee Teacher

Trainee Teachers will:

- Abide by the Waingels staff code of conduct and make a positive contribution to fulfilling the core values of the school in all respects.
- Provide varied and relevant learning opportunities for all that they teach.
- Cooperate with all established protocols and establish good classroom management skills.
- Provide the School with a completed copy of the 'Personal Information Form' for new staff, photographic identification and their DBS certificate.
- Attend weekly School Based Professional Studies sessions as directed by the ITTCo.
- Attend regular pre-arranged meetings with both the Subject Mentor.
- Inform both the Subject Mentor and the ITTCo of any planned or unplanned absences (illness).
- Request permission from the ITTCo for non-course related absences.

Role of the Partnership provider

The HEI provider will:

- Provide training and guidance for the ITTCo, subject mentors and trainee.
- Respond in a timely manner to any requests for additional support for any trainee who is not meeting the requirements of the course.
- Carry out the required number of prearranged visits to both the trainee and the mentor.

5. Professional Studies Sessions

The ITTCo will organise a School-Based Professional Studies programme for all trainee teachers to attend on a regular basis, with each session lasting for approximately one hour.

Members of staff with specific responsibilities or interests in key areas of training will be asked to deliver these sessions to trainee teachers.

- Professional Studies sessions will cover topics such as:
- Managing workload
- How to observe lessons and receive feedback
- Lesson Planning
- Managing behaviour and classroom management
- Assessment for learning
- Using data to inform lesson plans
- SEN and Access Arrangements
- Differentiation
- The role of the Form Tutor
- Pupil Premium
- Literacy
- The ECT programme.

6. Accountability:

- The ITTCo will provide the line manager with an annual training report.
- Training can be an aspect of appraisal for subject mentors and the ITTCo.
- The school will cooperate fully in all OFSTED, HEI quality assurance visits. QA documentation will be shared with Headteacher and SLT.

7. Monitoring arrangements

This policy will be reviewed **biannually** by Rhian Ellis. At every review, it will be approved by the full governing board.

8. Links with other policies

This policy links to the following policies and procedures:

- [Staff Code of Conduct](#)
- [ECT Induction Policy](#)
- [Equality and Diversity Policy](#)
- [Child Protection and Safeguarding policy](#)

Author: Kevin Price

Agreed at Full Governors on:

Equalities Checklist

At Waingels staff and governors will make sure that the equalities policy is applied to all policies. This checklist is used to ensure that we have fairly applied the equalities policy in the writing and ratification of this policy.

Policy: ITT Policy
Author: Kevin Price
Date: 09/12/22
Reviewer: Rhian Ellis

Checklist

Protected characteristics as outlined in 2010 Equalities Act

Age
Disability
Gender reassignment
Marriage or civil partnership
Pregnancy and maternity
Race
Religion or belief
Sex
Sexual orientation

Does the policy have any positive or negative implications for people with protected characteristics?

No

Comment:

Are there any inequality implications of this policy?

- *whether or not they are disabled*

- *whatever their ethnicity, culture, national origin or national status*
- *whatever their gender and gender identity*
- *whatever their religious or non-religious affiliation or faith background*
- *whatever their sexual identity*

No

Comment:

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any staff member and it helps to promote equality at this school. (See Initial Equality Impact Assessment)