

IPLCN Alliance

Initial Teacher Training [ITT] Policy

**2018-2019**

This policy was written on behalf of the school by our current Alliance Lead:

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OVERVIEW

Marland Hill Primary School is a partnership school with Manchester University, a member of the IPLCN school network, and the lead school of the IPLCN School Direct alliance, which includes Stanley Road, Greenbank, Belfield and Hamer Primary Schools. Through these partnerships, the school seeks to provide high quality training opportunities, primarily through PGCE and School Direct PGCE routes.

We believe that effective Initial Teacher Training (ITT) is essential to the future of the teaching profession. We believe that teachers, teaching assistants and, therefore, those training for the profession are the most valuable resource available in school. Supporting and providing high quality ITT provides staff with excellent professional development opportunities through coaching and mentoring trainees and sharing best practice, whilst also supporting the recruitment of high quality teachers to partnership schools.

The ITT coordinator oversees the training programme, which is supported by accredited tutors (class teachers) who act as mentors for trainees in school. The Head Teacher develops the school’s partnerships and works in collaboration with training providers to ensure that the school continues to provide high quality ITT.

OBJECTIVES

1. To provide appropriate and necessary guidance, support and challenge for trainees so that professional foundations, competencies and confidences can be developed that meet the Teachers’ Standards.
2. To ensure that trainees are given opportunities to learn from best practice.
3. To provide all trainees with the opportunity to become fully involved in the culture and life of the school and to enjoy their time in school.
4. To enhance the professional training of trainees.
5. To enhance the quality of pupils’ learning, professional development opportunities for existing staff and the work of the school.
6. To ensure that trainees are compliant with school policies as well as those of the training provider. These include, but are not limited to: the Behaviour Policy; Safeguarding Policy; Keeping Children Safe in Education; Curriculum Policies; Assessment Policy; and Feedback and Marking Policy.

STRATEGIES

1. The school will liaise closely with the university or training provider. Accredited tutors will attend relevant training and senior leaders will be involved in recruitment of trainees.
2. The Head Teacher or ITT coordinator will arrange and negotiate suitable placements for trainees either in school or with partnership schools.
3. The ITT coordinator will provide support for teachers who are new to mentoring trainees.
4. Accredited tutors will be: reflective practitioners; able to reassess teaching in the light of experience, research and feedback; active listeners, skilful planners and time managers. They will demonstrate plenty of enthusiasm, energy, initiative, imagination and continue to be learners.
5. Trainees will be provided with the contextual information about the class, organisational informational about the school and access to medium term plans and assessment information. They will also be given access to resources to support teaching and learning as appropriate. Trainees will also have an induction meeting at the start of their placement at a school.
6. Accredited tutors will complete all required paperwork e.g. lesson observation documentation and final reports, ensuring that the information provided is high quality, accurate and informative. Where there are concerns, these will be reported to Senior Leadership and to training providers immediately.
7. Class teachers will be good role models for all trainees in school, demonstrating high standards in all they do and in their professional conduct.
8. Trainees will be given regular and constructive feedback.
9. It is the duty and responsibility of every trainee to care for the physical, emotional and social wellbeing of the children in their care and to report any concerns to the class teacher, Safeguarding Officer or Head Teacher.

OUTCOMES

The school, and other training providers involved, will work in partnership to support trainees to become highly reflective and effective teachers, well-prepared to continue to the next stage of their training or to start their teaching careers.