



St James School

Policy: Initial Teacher Education

Policy Date: May 2015

Review Date: May 2018

Review Committee: Performance and Standards

Author of Policy: Amy Grashoff

Introduction

The school has a long history of working with ITE Partners and providing initial teacher education placements within St James across all curriculum areas. The school has in the past, and is currently working in partnership with the following providers:

- University of Exeter
- Exeter Consortium
- Broadclyst Community Primary School
- DSTTG (Devon Secondary Teacher Training Group)
- SWITT (South West Initial Teacher Training)

We will also willingly work with other providers who can offer placements in subjects not offered by the above providers.

We have been involved in delivering the following ITE qualifications:

- PGCE
- School Direct Distance Fee Paying
- @ Exeter School Direct

We are also involved in partnerships with other secondary and primary schools to offer placements within ITE courses to broaden the experience of student teachers and to meet course requirements

Rationale

The school's primary aim in engaging with ITE is to provide trainees with a very high quality training experience which focuses on the fundamental pedagogies of teaching and learning in a real life situation, supported by a skilful but sensitive support network to ensure that every student teacher reaches their potential. As dedicated members of the teaching profession, all those staff who engage with ITE believe that as teachers we have a fundamental responsibility to develop the teachers of the future and to ensure that they deliver the best possible learning experiences for the children in their classroom.

We aim to provide high quality initial teacher education across all curriculum areas. In doing so we believe initial training will make a significant contribution to:

- Raising the standards of teaching and learning at St James.
- The professional development of St James' teachers, particularly those mentors and PSTs working with student teachers.
- The learning of St James students who will be able to benefit from two skilled teachers in their classroom.
- Improving the quality of teaching and learning through directly impacting on the future teaching workforce.
- The development of our role within the South West Teaching School Alliance and the Exeter teaching School Alliance.
- Developing our role as an Investor in People organisation.
- The development and support given to newly qualified teachers at St James.
- The recruitment of high quality, well qualified specialist teachers at St James and in the local community and further afield.

Roles

ITE Coordinator (ITC)

A member of the SLT team has responsibility for the strategic development, implementation, quality assurance and planning of ITE at St James. They will ensure mentors and PSTs are familiar with the national standards for mentors, and that they are fully informed of the providers expectations. They will liaise with providers, mentors and student teachers to co-ordinate the annual programmes for student teachers. A PA to the SLT team provides general administrative support for all work associated with initial teacher training.

The ITC will be responsible for devising the Professional Studies programme required as part of the ITE course (which may differ from provider to provider). This course will involve other members of staff who will be called upon to share their area of expertise with the student teachers. This includes staff with responsibility for data, safeguarding, curriculum, SEN, EAL, Literacy, Marking, CPD for example, and members of the Senior Leadership Team who will provide input on careers, interviews, professional standards and code of conduct. The ITC will arrange the induction for all student teachers.

The ITC and the Senior Leadership Team recognise the contribution that the Mentor and PST role makes to the future of education and how their input and expertise is a valuable resource. Staff who take on the Mentor and PST role are therefore encouraged to engage with educational research in the form of Masters and other equivalent courses (e.g. EdD). Information on such courses are disseminated by the ITC to staff concerned.

Mentors

Mentors are experienced members of teaching staff who are consistently good to outstanding classroom practitioners who are knowledgeable in the ITE teaching model of the relevant course provider and are skilled coaches. Mentors will be supported to attend training provided by the ITE provider on a regular basis so that they are aware of changes and mentoring to current course requirements.

Principal Subject Tutors (PSTs)

PSTs are experienced members of teaching staff who are consistently good to outstanding classroom practitioners who are knowledgeable in the ITE teaching model of the relevant course provider and are skilled coaches. PSTs will more often than not hold a position of responsibility within their department, e.g. Second in Department, Lead Practitioner or Head of Department. PSTs will be supported to attend training provided by the ITE provider on a regular basis so that they are aware of changes and tutoring to current course requirements.

Managing the Partnership

The school will clearly identify members of staff who are exemplary role models of good practice to be involved in the student teacher training programme.

The ITC, in liaison with Heads of Department and the Senior Leadership Team, will make the decision each year as to the number type and specialisms to be made available through each ITE provider. These decisions will be made bearing in mind whole school priorities, the changing educational landscape, the staffing within departments and the needs and strengths of the student teacher(s).

A student teacher's timetable will provide a balanced representation of classes at St James, across ability profile, population and key stages and will involve being associated with classes of more than one teacher. A student teacher will have an hour a week, either during the school day or after, that is a dedicated meeting

time with their PST. This will be timetabled and put into SIMS to protect the meeting. The ITE coordinator will monitor the timetable to ensure that this representation is in place.

Student teachers will need the opportunity from the timetable to:

- Observe teachers at work
- Participate in teaching alongside experienced teachers
- Be confident in undertaking periods of teaching, with increasing independence and responsibility
- Have opportunities to develop expertise and ensure positive teaching strategies
- Develop effective behaviour management strategies to maintain a calm and positive learning environment within their classroom
- Work with colleagues on planning successful lessons and schemes of work

The ITC will be the first point of contact for all ITE providers, and will be responsible for disseminating information to Mentors and PSTs within St James. They will also be the first point of contact for visiting tutor requests.

The ITC will regularly evaluate, review and develop the ITE provision within St James, through monitoring of devised programmes, meetings with student teachers, discussion with PSTs and Mentors and through feedback from ITE providers. St James will also engage fully in the formal assessment procedures of the ITE provider.

The ITC will attend quality assurance meetings with ITE providers to evaluate the ITE provision from the school and the ITE provider and to develop and improve the future of ITE.

An annual report will be made to the Senior Management Team by the ITC on the current and future provision of ITE at St James.

The Initial Teacher Training Programme

The finer details of the programme will vary due to the ITE provider's requirements, however, there will be a number of common elements in the formation and delivery of the student teacher placement at St James.

Student teachers will have a phased approach to teaching during their placement. This phased approach will be in line with the ITE provider's expectations and the needs and progress of the student teacher and will, in essence, commence with teaching episodes and build to teaching whole lessons.

Student teachers will undertake many lesson observations during their placement, with clear expectations and foci for each one. These will be complemented with demonstrations and modelling of specific teaching and learning strategies from their PST and other outstanding classroom practitioners.

Student teachers will be expected to plan their teaching (episodes and lessons) in detail and to reflect on it throughout their placement. This reflection will take the form of discussions and written reflection, as per the expectations of the ITE provider.

Student teachers will assemble an evidence file during their placement at St James to evidence their progress. The formation of this file will be guided by the ITE provider's expectations and programme handbook and will be supplemented by the ITE providers' assessment paperwork. This paperwork and all associated deadlines will be fully met by the school.

St James will provide a programme of supplementary training sessions beyond the school day and the student teacher's teaching timetable, to meet the requirements of the ITE provider's course programme. These

sessions will be run by the Senior Leadership Team and other lead staff to ensure that the programme is fully delivered and to a high standard.

If the ITE provider's course programme contains a Masters element, we will ensure that our in-house programme complements this element so that there is the opportunity for the practical application of the theory being studied. We will also ensure that there is no duplication of content between the two programmes to allow student teachers the opportunity to complete both courses to the best of their ability.

The expectations of student teachers' and their responsibilities will be detailed in the ITE providers programme handbook. In addition, the following will be expected of student teachers as part of upholding the Code of Conduct and professional standards of being a teacher.

- Punctuality- in school by 8.15 in order to attend staff briefings and year team meetings,
- Confidentiality and an understanding of sensitive issues surrounding students.
- Professional conduct at all times.
- A commitment to gaining the most from the placement through engaging with all aspects of a teacher's role and responsibilities.
- An enthusiasm to engage in the extra-curricular activities of the department
- Awareness of safety procedures – fire evacuation, first aiders, risk assessments and personal safety when dealing with children. All relevant documentation on these areas is available in school and will be shared with student teachers as part of their induction.

Resources

Funds will be received from ITE providers depending upon the number of trainees received. These will be used to establish a quality ITE programme, through creating the infrastructure, time, training and materials required to deliver the programme.

Specific allocation of funds is made to the Mentor and the department in which the student teacher and PST is based.

School funds are used to release Mentors and PSTs to undergo training support sessions provided by ITE providers, and in some cases, ITE providers fund these costs.

School funds are used to release the ITC to attend regular ITE provider meetings and ITC support sessions.

Student teachers will be provided with a school laptop, log on, email and access to SIMS and the Internet during their placement at St James to ensure that they are able to access all the information and resources needed to facilitate their training. They will be provided with copies of whole school information, as deemed relevant by their PST to their department and teaching timetable. Every student teacher will have access to their department base which will provide them with a desk and a quiet place to study during their placement.