**JSTC Initial Teacher Training (ITT) Policy**

**Aims**

* Trainee teachers will receive a high quality, first-hand experience of the teaching profession at John Spendluffe Technology College (JSTC) on a day-to-day basis, that enables them to obtain QTS, through the ITT Framework.
* Trainees can expect a positive environment and be welcomed to the school by all members of staff.
* JSTC will provide an important link between the theoretical and practical components in the process of teaching and learning.
* Staff involved in ITT can expect a professional learning and support to enable them to carry out their role.
* JSTC will create varied and high-quality learning experiences for trainees.
* JSTC will develop excellent links with Teacher Training Institutions and the broader educational community.

*JSTC also recognises:*

* The benefits of having trainee teachers as colleagues, which encourages the whole staff to reflect on and develop their own practice
* The positive impact on well-being and staff retention of JSTC staff from valuing their expertise and input to developing the next generation of teachers.
* The value ITT can bring to the continuing professional learning of individual teachers through their taking on the role subject mentor.
* The enrichment ITT colleagues bring to student learning.
* The importance of sharing ideas, resources, and best practice.
* The benefits of working in partnership with ITT Providers, as well as the broader educational community.
* The need for ITT provision to be focused on the quality of training, not just employment outcomes.
* The importance in playing an active role in the training, recruitment, and retention of the next generation of teachers at JSTC, the Lincolnshire Coastal Strip and the wider educational community.

**Training Partners**

JSTC has working relationships with many Initial Teacher Training Providers (ITTP) including:

* St George’s SCITT
* Lincolnshire SCITT
* Bishops Grosette University
* Teach First
* The University of Hull

**Roles and Responsibilities**

Most staff, both teaching and non-teaching will have contact with trainee teachers at some time during the placement in school, either supporting or having direct input into the trainee’s experience and development, and specific staff have roles to ensure the success of the trainee teachers in obtaining QTS.

**SLT Link/ ITT Lead**

Will oversee the ITT provision of the JSTC. The role of this includes:

* Overall responsibility for the trainee’s experience in the school.
* Providing the link between JSTC and the ITTP.
* Allocating trainees to departments and subject mentors in line with the deadlines of each ITTP.
* Ensuring subject mentors receive up-to-date training from partnership providers as required.
* Ensuring the subject mentors have an allotted timetabled slot for mentor/training meetings and that this is reflected in their teaching commitments.
* Helping coordinate the trainees training in partnership with the subject mentors, including overseeing timetabling, assigning of tutor group, assessment and report writing, and meeting with trainees on a regular basis.
* Coordinating the induction of trainees including outlining school policies and procedures that the trainees must follow, to include dress code, attendance, and other expectations from the employee handbook.
* Working with other staff, as appropriate, to ensure access to IT systems, DBS checks are completed, staff lanyards, staff induction (including safe-guarding training)
* Providing the Cover Coordinator and Reception Staff with copies of trainee teachers’ timetables and start and end dates for teaching placements.
* Quality assuring the trainees within the first few weeks of the block placement. This will involve learning walks discussions with subject mentors. Any concerns will be flagged, and the relevant steps taken to put support in place as appropriate.
* Moderating lesson observations with the subject mentors at least once in an academic year.
* Liaising with subject mentors over the progression of trainee teachers as required.
* Meeting with trainee teachers throughout the placement(s). This meeting will include a discussion of what is going well and any concerns from the trainee teachers, as well as a review of recent formal observations and any observations conducted by the trainee teacher.
* Reviewing the trainee teacher’s targets in support of the subject mentor. Conducting at least one formal observation of each trainee teacher in each placement and provide written and verbal feedback.
* Coordinating references as requested by potential employers.

**Subject Mentor**

The Role / responsibilities of mentors are in line with the National Standards for Mentors[[1]](#endnote-1):

* **Standard 1 - Personal qualities:** Establish trusting relationships, modelling high standards of practice, and empathising with the challenges a trainee faces.
* **Standard 2 – Teaching:** Support trainees to develop their teaching practice in order to set high expectations and to meet the needs of all pupils.
* **Standard 3 – Professionalism:** Conduct the trainee into professional norms and values, helping them to understand the importance of the role and responsibilities of teachers in society.
* **Standard 4 – Self-development and working in partnership:** Continue to develop their own professional knowledge, skills and understanding and invest time in developing a good working relationship within relevant ITT partnerships.

The subject mentor will oversee the day-to-day support of the trainee. The role of this includes:

* Creating the trainee teacher’s timetable in consultation with their department and the ITT Lead.
* Being responsible for the day-to-day contact with the trainees, always ensuring that the trainee has clear guidance for lesson planning and evaluation, subject content, and general professional activities.
* Holding a weekly meeting with trainees to enable clear targets to be set throughout the placement and discuss the following:
  + Specialist training.
  + Observations and reflections from the previous week.
  + Progress towards any targets set previously.
  + Training focus for the week, weekly tasks linked to university input.
  + Support and guidance in planning of lessons.
  + Planning for the week ahead.
  + Targets for the week ahead, and tasks / activities to complete to support.
* Observing lessons / part lessons delivered by the trainee once per week, and follow up in discussion providing coaching / feedback to help the trainee to identify areas of strength and for development about both formal and informal lesson observations.
* Completing the end of placement report.
* Liaising with and reporting to the ITT Lead any areas of concern about the trainee. Any concerns about trainees who may not make the required standard at an early stage should be reported to the ITT Lead immediately. This must be reported following the ITTP guidance so that there is sufficient time to allow for the necessary support to be put into place.
* Attending required training as directed by the ITT Lead and ITTP.
* Conduct a regular formal lesson observation, completing the associated lesson observation paperwork from the ITTP.
* Follow any guidance and procedures as outlined by the ITTP.
* Maintain close contact with sub-mentors/ subject teachers within the school, ensuring expectations are communicated clearly to them regarding support, monitoring, observations, and feedback.
* Support the trainee to overcome difficulties with elements of their practice / context.
* Carry out formative assessment of each trainee throughout the year, against the Teachers’ Standards for ITT.
* Attend meetings as arranged by the ITT Lead.

Mentors will need to meet the following criteria. The Mentor:

* Will have been teaching for at least three years or be in a position of responsibility within a subject
* Will be a judged as “Good” or “Outstanding” in their day-to-day teaching practice.
* Will not be subject to any disciplinary procedure or cause for concern.

**Subject Teachers/ sub-mentors**

Will support the trainees for lessons they are in contact with. The role of this includes:

* Being responsible for the supervision and support of the trainee teacher in the classroom and will be an important part in the evaluating and supporting framework for the trainee.
* Being ultimately responsible for learning and behaviour management within their classroom and must be always in the teaching areas with the trainee.

Subject teachers/ sub-mentors must be teachers of strong classroom practice, unless otherwise agreed by ITT Coordinator.

**Pastoral Tutors**

* Will have a role in managing the pastoral experience of the trainees.
* Pastoral tutors are ultimately responsible for learning and behaviour management within their classroom and must be always in the teaching areas with the trainee.

**Professional Conduct**

Trainees at JSTC will be treated as a school employee during their placement and full compliance with the Staff Code of Conduct is expected.

**Curriculum**

JSTC will provide trainee teachers with the opportunity to observe and train with experienced class teachers and undertake whole or part class teaching. It will enable trainees to develop an understanding of the curriculum and apply this in their subject. Trainees will have access to the school documentation e.g., School Handbook, policy documents and schemes of learning, assessment materials and data, and any other materials that a normal member of staff would have access to help them carry out the role as a teacher within the department they are in. Confidentiality issues must always be respected.

**Classroom Management**

Trainees will have the opportunity to experience, practise and develop a range of teaching/learning/management styles. They will use and review a range of resources and use the school behaviour and rewards policy in a supportive environment, under the direct guidance of the subject teacher who would normally be responsible for that lesson.

**Assessment**

Within the Faculty, trainees will be expected to follow the school’s marking and feedback and assessment policy and participate fully in the recording and reporting of student progress.

**Safeguarding/DBS**

All trainees will require a full DBS certificate from the ITTP made available before the placement begins. Trainees will have safeguarding training during the days prior to the placement beginning and will sign to acknowledge the training has been received.

**Professional Development**

The school will provide trainee teachers with the opportunity to undertake school-based research and become involved in the pastoral system. Training will be provided by the primarily by ITTP, but also staff meetings and staff CPL events, which must be attended. Trainees will be expected to attend parents evening and communicate as appropriate with parent/carers. It is expected that trainees will take part in wider aspects of school life, e.g., extra- curricular activities.

**Monitoring and Evaluation**

Reports will be written by subject tutors and ITT Lead as appropriate in line with ITTP guidance, who will take into consideration the following evidence:

* Observation of the trainee within the classroom,
* Pre and post lesson discussions
* Formal lesson observations
* Weekly meetings to include progress towards set targets, lesson planning, lesson evaluation.
* Monitoring of trainee files.
* Informal daily discussions.

During the placement, monitoring will be measured against ITT Core Content Framework and in the final assessment the Teacher Standard’s in line with the current requirements of the ITTP.

**Supplementary Documents to be read:**

* St Georges SCITT Handbook.
* Bishops Grossette ITT Handbook.
* Lincolnshire SCITT Handbook
* [ITT core content framework](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/974307/ITT_core_content_framework_.pdf)
* [Early Career Teacher (ECT) Framework](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/978358/Early-Career_Framework_April_2021.pdf)
* [National Standards for School Based ITT Mentors](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/536891/Mentor_standards_report_Final.pdf)
* [Teacher Standards: DFE](https://www.gov.uk/government/publications/teachers-standards)

1. Published by DFE JULY 2016 [↑](#endnote-ref-1)