



## **Policy for Initial Teacher Training (Senior School)**

(This policy is available on the school website or on request)

### Aim

The aim of this policy is to ensure that all PGCE students undertaking part of their training at the school comply with the requirements of their course organisers and to ensure that they are given necessary help by the school.

### Objectives

1. To provide high-quality support to PGCE students enabling them to develop their potential in all aspects of their practice as fully as possible in this year.
2. To put in place well-trained, experienced and able colleagues who will ensure the procedures are as beneficial as possible to their development as teachers and ensure that all judgements are carried out fairly.
3. To submit the required reports to course organisers and at the end of the course to make recommendations based on rigorous and fair assessment as to whether or not the student has met the Initial Teacher Training standards.

### Responsibilities with regard to PGCE students on short term placement

#### QEHB will:

1. Appoint a fully-trained Professional Tutor who will co-ordinate the training process, ensure that the course organiser's procedures are followed and ensure that each student receives adequate support with which to progress towards meeting fully the Initial Teacher Training standards by the end of the placement.
2. Appoint for each student an associate tutor, usually an experienced and able member of the student's department.
3. Provide the student with a timetable reduced in accordance with the requests of the course organiser in which training activities may take place.
4. Ensure that the student is only given responsibility for classes within the range of age and ability for which they are being trained, and that the impact on individual pupils of the school is minimised by taking measures where possible to see that students do not teach the same pupils.

5. Ensure that tutor duties are not expected of the student, though he or she may informally work with an experienced tutor as assistant.
6. Inform the course organiser and the student if there is any risk of the student failing to meet the Initial Teacher Training standards by the end of the year.

The Professional Tutor will:

1. Ensure that appropriate support, monitoring and assessment takes place at the required times during the placement.
2. Hold weekly meetings as required under arrangements for Extended Professional Studies and act as examiner for presentations as required by the course organiser.
3. Ensure that Associate Tutors observe the student regularly and provide prompt, fair, constructive and well-founded feedback on standards being achieved. Standard forms should be completed and submitted to the course organisers as required.
4. Ensure all paperwork is completed, agreed, signed and sent by the required dates.

The student will:

1. Engage fully with the Initial Teacher Training process, completing the necessary documentation and take part in seminars with Associate and Professional Tutors.
2. Make every effort to become an active and effective member of their department and the school teaching staff during their placement, following disciplinary codes of the school and reporting any concerns that may need to be referred to their Associate Tutor.
3. Become familiar with the required standards and attempt to ensure his or her teaching reaches these standards.
4. Keep records of professional development, monitoring and assessment.
5. Express any concerns about his/her Initial Teacher Training process firstly to the Professional Tutor. If a satisfactory response is not obtained the concern should be expressed to the Headmaster and in the event that a satisfactory response is still not obtained, to the course organisers.

Responsibilities with regard to PGCE students working as full-time trainee-teachers in the school

These teachers may be studying a PGCE at a university such as Buckingham, or on a GTP course.

QEH will:

1. Register the teacher with the University of Buckingham before the start of the first term in which the trainee-teacher is employed by the school. Those on a GTP course are responsible for their own registration.
2. Appoint a fully-trained mentor who will co-ordinate the course, ensure that the course organiser's requirements are followed and ensure that

- each trainee-teacher receives adequate support with which to meet the Initial Teacher Training standards by the end of the course.
3. Appoint for each trainee-teacher a subject mentor, usually an experienced and able member of the same department.
  4. Provide the trainee-teacher with a 10% reduced timetable in which Initial Teacher Training activities may take place.
  5. Ensure that the trainee-teacher teaches the same classes regularly, that these classes are within the age range and subject range for which he or she is qualified and provide a varied teaching experience within these ranges.
  6. Ensure that tutor duties are not expected of the trainee-teacher, though he or she may informally work with an experienced tutor as assistant.
  7. Inform course organisers and the trainee-teacher, at the end of any term if he or she is at risk of failing to meet the Initial Teacher Training standards by the end of the course. The Headmaster will observe his or her teaching and will inform him/her clearly in writing of the consequences of failing to make the necessary improvements.

The Mentor will:

1. Ensure that appropriate support, monitoring and assessment takes place at the required times during the induction period. Weekly meetings will be minuted.
2. Negotiate and arrange an individual programme of professional development, with clear objectives. This will include observation of other colleagues in lessons and extra-curricular activities.
3. Observe the trainee-teacher regularly and provide prompt, fair, constructive and well-founded feedback on standards being achieved.
4. Ensure all paperwork is completed, agreed, signed and sent by the required dates.

The Trainee-teacher will:

6. Engage fully with the Initial Teacher Training process, providing the necessary documentation and making every effort to pass the requisite tests in numeracy, literacy and ICT.
7. Become familiar with the required standards and attempt to ensure his or her teaching reaches these standards.
8. Keep records of professional development, monitoring and assessment.
9. Express any concerns about his/her Initial Teacher Training process firstly to the mentor. If a satisfactory response is not obtained the concern should be expressed to the Headmaster and in the event that a satisfactory response is still not obtained, to the course organisers.