



Rosemary Nursery School & Children's Centre Initial Teacher Education (ITE)/ Initial Teacher Training (ITT) Policy

Rationale

At Rosemary Nursery School & Children's Centre, we believe that taking an active part in Initial Teacher Training brings benefits to our School including:

- A focus on high quality teaching and learning across the setting
- Continuing professional development of all teachers through reflective practice, training and review of the standards for teachers
- A shared commitment to the profession as a whole and an active role in the development of a new generation of teachers
- Providing teachers with opportunities for professional development in mentoring and supporting trainees
- Benefits to the children in terms of teaching resource, teacher development and motivation

Aims

Rosemary Nursery School aims:

- To provide quality ITE/ITT that will give our trainees the opportunities to gain the necessary standards for achievement of Qualified Teacher Status
- To encourage trainees and potential teachers to enter the profession
- To create an opportunity for all staff to develop through reflective practice and to contribute to the professional attributes, knowledge, understanding and skills of others, developing their own leadership skills through their contribution to the development of our trainees
- To develop links with the appropriate agencies to establish a dialogue about teaching and learning to benefit all

Entitlement

- Access to teaching opportunities in line with those specified to meet the QTS standards
- The support and guidance of staff necessary for the development of reflective practice
- An induction programme encompassing the whole setting
- A professional development programme in line with DfE requirements
- Training based on an analysis of individual training needs
- Regular access to a named mentor in support of their professional development
- Monitoring and evaluation of their work at Rosemary Nursery School
- Integration into the setting's CPD programme
- The opportunity to be involved in the whole life of the setting

Roles and responsibilities

Staff throughout the setting are involved in our work as an ITT provider. They help to provide trainees with an understanding of the School's context and community and how trainees can contribute to our work.

Specific Responsibilities:

Headteacher will:

- Decide each year the number of student teachers who can be accepted into the school and given appropriate experience and support without jeopardising the interests of pupils and staff
- Keep governors informed and consult them as necessary
- Support mentors/tutors and class teachers in their work with trainees where these roles are not filled by the head and/or deputy
- Be informed of any problems with the placement and take action as necessary
- Liaise with representatives of the training provider and fulfil partnership requirements
- Attend partnership meetings with providers or send a representative

The mentor/tutor will:

- Be responsible for the supervision, monitoring, assessment and pastoral care of trainees; ensure that trainees are fully informed of school routines. Ensure that the trainee is provided with appropriate teaching experience; help them to arrange opportunities to observe other key practitioners; provide them with access to the expertise of specialist staff, e.g. SENCO
- Liaise with representatives of the training provider and fulfil partnership requirements
- Attend training
- Maintain written records

The trainee will be expected to:

- Behave professionally and respect confidentiality; dress in accordance with the accepted codes for the school; be reliable in matters of attendance and tasks assigned to them
- Take an active part in their own professional development, through observation, discussion, reflection and experience
- Take a full part in school life, in and out of school
- Keep their record keeping up to date and respond to any school requirements

Monitoring, Evaluation and Quality Assurance

Exemplar text (Bath Spa University)

The school will ensure that the following are in place:

- Internal review of provision by trainees at the end of each placement
- Opportunities for informal feedback from trainees to the school
- SLT/SMT observations of trainees in classrooms
- Monitoring of trainee timetables in terms of impact on students
- Annual review of ITE/ITT provision to ensure the programme's effectiveness (based on the feedback above) and that the requirements of the partnership agreement are met
- Regular liaison with the HEI to ensure awareness of current initiatives and educational developments

This policy will be reviewed and approved every two years by the Governing Body and management.

Reviewed October 2019 - Next Review date October 2021