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Initial Teacher Education (ITE) Policy

What is this policy for?

This policy is to set out the expectations and process of hosting Initial Teaching Education Students at the school.

The vision for ITE

At Hutton C of E Primary School we believe that taking part in the ITE programme brings many benefits to our school including:

- a focus on high quality teaching and learning across the school
- a shared commitment to the profession as a whole and an active role in the development of new teachers
- continuing professional development of all teachers through reflective practice, training and constant review of the standards for teachers
- benefits to the children in terms of teaching resource, teacher development and motivation.

At Hutton we take trainees from Bath Spa University and the University of the West of England (UWE). We also take students from Weston College; Bridgwater College and South Gloucestershire and Stroud College from a range of courses.

When does ITE occur?

ITE occurs at various stages through the year, depending on the course that the student is on. For example PGCE students may do one placement during the year, but BEd students may do more than one. Weston college students may be in place for most of the year.

How is ITE conducted?

In line with our committed whole school approach, all staff are invited and encouraged to take an active role in accommodating trainee teachers and other students and contributing to their school based work.

Hutton CE Primary School takes the responsibility of the partnerships training seriously and trainees are placed carefully with teachers who will be able to give them a good role model and effective mentoring arrangements. The needs and strengths of the student will be taken into consideration as will the suitability of each cohort of pupils to accommodate a trainee.

What do trainees learn in ITE?

The trainees need:

- opportunities to observe teachers at work
- to participate in teaching alongside experienced teachers
- to be confident to undertake periods of teaching, with increasing independence and responsibility
- opportunities to develop expertise and ensure effective teaching

Philippians 4:13: I can do all this through Him who gives me strength
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- to develop effective ways of maintaining positive discipline and managing pupil behaviour.

Roles

The class teacher will act as mentor to the trainee working with them. The Head of School and SENDCO are the school based ITE coordinators and will have overarching responsibility for the trainee's placement and assessment.

School responsibilities include:

- providing opportunities for modelling and demonstration
- providing opportunities for observation of experienced teachers and subject leaders throughout school
- providing opportunities for discussion with subject leaders
- observation by the teacher/mentor/ITE coordinator
- sharing group and class teaching
- assistance with planning – both medium term and lesson planning
- providing opportunities for teaching/sequences of lessons
- development of subject knowledge
- resource management
- monitoring of trainee files
- liaison with university tutors
- assessment of trainees' professional portfolios
- advising, where appropriate, on application and interview procedures.

Trainee Responsibilities

These will be laid out in the University Trainee's Handbook, and in addition, the following are of particular importance:

- punctuality – in school by 8.30a.m ready to greet parents at 8.45a.m in the playground
- confidentiality and an understanding of sensitivity issues surrounding some children.
- professional conduct
- professional dress
- commitment
- awareness of safety procedure – safeguarding, fire evacuation, first aiders, risk assessments and personal safety when dealing with challenging children All relevant documentation is available in school and will be provided on request.



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Managing the partnership

- Trainee teachers will be placed by agreement between the headteacher, ITE coordinators and staff
- Members of staff who are particularly interested in furthering student partnership awareness will be able to access training. These are beneficial to staff awareness and develop professional skills
- All members of staff working with students will attend relevant training and undertake to keep up with new requirements
- The mentor/class teacher must ensure that sufficient time to support trainee teachers through observation is provided and planned with a timetable submitted to the ITE coordinator.
- The monitoring of each trainee's progress should be a joint activity – to be agreed between the class teacher and ITE coordinator.
- The trainee's progress and formal assessment will be undertaken and recorded in accordance with the system advocated by the university/higher education establishment in question. Formal assessment procedures – this involves liaison with the university, completing reports and other documentation. The school may be visited by an external examiner/moderator or be involved in the issue of warning letters if a student looks likely to fail. This would be discussed in depth between class teacher/mentor, ITE coordinator, headteacher and the university tutor.

How do we measure success in ITE?

Students who have attended placement here are successful in their training or getting a job in education.

Monitoring and Evaluation

The policy will be reviewed annually by the ITE co-ordinators and be ratified by the Governors.

Policy written: November 2020

Policy review: November 2022

Ratified by the Local Governing Body and signed by chair or vice-chair

Jane Barry

29/11/21