

**ST. JOSEPH'S CATHOLIC PRIMARY SCHOOL
OTLEY, A VOLUNTARY ACADEMY**

POLICY FOR INITIAL TEACHER TRAINING

ETHOS STATEMENT

The School was founded by and is part of the Catholic Church. The School is to be conducted as a Catholic School in accordance with the canon law and teachings of the Catholic Church and in accordance with the Trust Deed of the Diocese of Leeds in particular:

Religious education is to be in accordance with the teachings, doctrines, discipline and general and particular norms of the Catholic Church;

Religious worship is to be in accordance with the teachings, doctrines, discipline and liturgical norms of the Catholic Church;

And at all times the school is to serve as witness to the Catholic faith in our Lord Jesus Christ.

MISSION STATEMENT

This school exists for its pupils – to help their spiritual, mental, emotional, physical and social development.

This Catholic School is to provide an education, which has Christ at its centre.

St. Joseph's Catholic Primary School was founded by the Catholic Church to provide education for baptised Catholic children. The school is conducted by its governing body as part of the Catholic Church in accordance with its Trust Deed and Instrument of Government, and seeks at all times to be a witness to Jesus Christ.

Introduction

This policy is written for teachers, teaching assistants, trainee teachers, governors, Higher Education Institutes, ITT agencies, OFSTED and other interested parties. The policy outlines the school's approach to initial teacher training. It should be read in conjunction with the ITT Induction Pack and other related whole school policies and documentation.

Rationale

If the teacher training profession is to continue to attract and maintain a pool of highly trained, motivated teachers, it is essential that all schools provide opportunities for trainee teachers to practise and develop their skills. St Joseph's Catholic Primary School works closely with *Leeds* Trinity and All Saints to ensure that the trainee teachers have a rewarding and enjoyable placement in the school.

The school has a positive attitude and commitment to initial teacher training. We believe that a training school is an effective school. Although various roles have been identified within the school, we believe that initial teacher training is a whole school issue and everyone's responsibility. It is embedded in the core of everything we do.

Initial teacher training brings many benefits not only to the trainee teachers but also to the school.
Initial Teacher Training:

- ✍ promotes professional development
- ✍ builds strong professional relationships
- ✍ promotes a vibrant and enthusiastic learning environment
- ✍ provides an opportunity for the sharing of good practice
- ✍ encourages teachers to be reflective practitioners
- ✍ engages teachers in professional dialogue
- ✍ is rewarding for both trainee teachers and teachers
- ✍ builds teacher confidence
- ✍ brings new ideas into the school

Aims

- To promote a culture within the school which embraces initial teacher training
- To provide an environment in which trainee teachers feel secure and supported
- To promote a whole school approach to initial teacher training
- To provide high quality training for all trainee teachers
- To ensure that training and assessment procedures are consistent across the school
- To ensure that trainees support and promote the distinctive nature of the Catholic school
- To give trainees an opportunity to make a positive contribution to the school

The Induction Process

It is important that all trainees new to the school have a full and effective induction to ensure they are aware of support, expectations, sources of information and staffing structures as well as the geography of the building and Health and Safety issues. It is also an opportunity for the trainee to share concerns and ask questions.

On arrival at the school the trainee teachers are welcomed by the Head teacher, Deputy Head teacher (or Initial Teacher Training co-ordinator). After the initial welcome, the ITT co-ordinator introduces the trainee to the class teacher. The aim of the induction process is to ensure that trainee teachers:

- 📖 are welcomed into the school
- 📖 are briefed on important issues
- 📖 receive the school ITT Induction Pack early in the placement

The School's Role

The school has a responsibility to provide the best training experience for trainee teachers. In order to do this we ensure that:

- Initial teacher training is seen as a priority within the school
- All members of staff are involved in Initial Teacher Training
- Trainee teachers are treated as professional equals
- Trainee teachers are involved in all aspects of school life
- The school keeps up to date with the developments in Initial Teacher Training
- Strong links are maintained with TASC and other HEI's
- All trainee teachers are mentored by a School Based Tutor

- Trainee teachers are placed as far as possible with experienced class teachers (not Newly Qualified Teachers)
- All school resources are at the disposal of trainee teachers
- Parents and governors are informed of the benefits of initial teacher training

The ITT Co-ordinator's Role

The role of the co-ordinator is to:

- ✓ Liaise with the Head teacher on all issues connected with Initial Teacher Training
- ✓ Manage all placements (see Appendix 1)
- ✓ Provide support and advice to School Based Tutors
- ✓ Ensure consistency of training and assessment across the school
- ✓ Keep staff and governors informed about dates of trainee teacher placements
- ✓ Run in-service sessions for School Based Tutors and class teachers as necessary
- ✓ Organise staff meetings to disseminate information
- ✓ Ensure that the trainee teacher is able to fulfil the college requirements during the visit
- ✓ Ensure that School Based Tutors are kept informed of training opportunities
- ✓ Act as a direct link with Leeds, Trinity University College and any other HEIs
- ✓ Encourage the staff to become involved in the process of ITT, e.g. SBT, Numeracy, Literacy, Science advisors

The School-Based Tutor's Role

All School Based Tutors are trained in their role. The School Based Tutor has responsibility for the training and assessments of trainee teachers. School Based Tutors attend courses run by TASC and HEI's. The role of the School Based Tutor is to:

- ◀ Liaise with the class teachers
- ◀ Attend training provided by the ITT Co-ordinator
- ◀ Attend training provided by the college
- ◀ Organise the trainee teacher's preliminary visit if appropriate
- ◀ Organise supply cover in conjunction with the Head teacher or ITT co-ordinator
- ◀ Observe trainee teachers teaching on at least three occasions during the placement
- ◀ Complete joint observation, when possible
- ◀ Arrange regular meetings with trainee teachers to provide feedback and discuss progress
- ◀ Set targets for improvement
- ◀ Oversee the trainee teachers 'Teaching Files'
- ◀ Provide opportunities for trainee teachers to observe teaching in a different year group
- ◀ Complete the final assessment of the trainee teacher after conferring with the class teacher
- ◀ Complete all relevant paper work

The Class Teacher's Role

Trainee teachers are placed with experienced class teachers, not NQT's. Class teachers are provided with copies of all relevant college documentation and the school Staff Handbook. The role of the class teacher is to:

- ▲ Assist the trainee teacher in the planning and preparation of lessons

- ▲ Provide Long and Medium Term Planning and examples of Short Term Planning in all subjects for trainees
- ▲ Ensure that lesson plans have been written
- ▲ Provide support and advice on daily procedures
- ▲ Support the trainee teacher in the classroom
- ▲ Undertake some informal classroom observations
- ▲ Provide feedback to the trainee teacher
- ▲ Provide feedback to the School Based Tutor on classroom performance

The Trainee Teacher's Responsibilities

Trainee teachers have a responsibility for their professional development. We expect the highest standards of professional conduct from trainees working in the school. Trainee teachers are expected to:

- ⌘ Be adequately prepared prior to the commencement of their training
- ⌘ Produce lesson plans for all taught lessons using the correct format
- ⌘ Keep records of the work undertaken by the class in line with school policy
- ⌘ Assess and record individual pupil attainment in line with the school policy
- ⌘ Undertake playground duties with the class teacher
- ⌘ Keep the class teacher informed of any issues
- ⌘ Ensure that all marking and record keeping is up to date and resources returned
- ⌘ Have their files in school at all times
- ⌘ Meet with the deadlines set by the School Based Tutor
- ⌘ Be proactive
- ⌘ Involve themselves fully in the life of the school
- ⌘ Attend training days and staff meetings

The Link Tutor's Role

The link tutor is responsible for:

- Providing positive, co-operative relationships with the school
- Supporting the trainee teachers during their training along with the School Based Tutor
- Advising the school of visits and negotiating suitable times
- Liaising with the school in the event of serious concerns

Pastoral Support

In addition to training and assessment of trainee teachers, we believe that the school has a responsibility for the pastoral support of all trainee teachers. Responsibility for day to day support lies with the class teacher. The School Based Tutor and/or the ITT co-ordinator provides ongoing support where appropriate. It is the responsibility of the ITT co-ordinator to liaise with Leeds Trinity and other HEI's where serious issues arise.

Race Equality

St Joseph's School is committed to Race Equality. Racism will not be tolerated in any form and any incidents involving any member of the school community, verbal or physical, must be reported to the Headteacher immediately. We seek to ensure there is a global aspect to all areas of the curriculum and use every opportunity to celebrate diversity and uniqueness.

Equal Opportunities

St. Joseph's School is committed to equal opportunities for all members of our community. Discrimination in any form will not be tolerated. We are an inclusive school.

Monitoring and Evaluation

The policy is kept under constant review. Towards the end of the placement all trainee teachers are invited to comment on the school's provision for ITT. This feedback is used to inform future practice.

CRB checks

Leeds Trinity is responsible for the carrying out of CRB checks prior to trainees entering school.

Approved by Governors: May 2011

APPENDIX 1: Managing the Placement

	Activity	Responsibility	Time
Prior to commencement of Placement	Completion of forms from TASC or other HEI's	ITT Co-ordinator	Directed Time
	Ensuring that SBT's have all relevant information	ITT Co-ordinator	Directed Time
	Providing training and support to SBT	ITT Co-ordinator	Directed Time
	Allocation of Trainees to year groups	ITT Co-ordinator	Directed Time
	Informing Governors	ITT Co-ordinator	Directed Time
	Attending relevant training	School Based Tutor	Directed Time
	Ensuring that class teachers have all relevant information	School Based Tutor	Directed Time

First Day	Welcome and introduction to school	ITT Co-ordinator	Non-contact time
	Issues of confidentiality	ITT Co-ordinator	Non-contact time
	Professional Code of Conduct	ITT Co-ordinator	Non-contact time
	Introduction to class teacher	ITT Co-ordinator	Non-contact time
	The Induction Pack	ITT Co-ordinator	Non-contact time

Weeks 1-2	Information about the class Assessment information Planning documentation Day to day routines, timetables etc	Class teacher	Directed time
	Planning for the placement Non-contact time for trainee	Class teacher	½ day supply cover paid for by TASC/HEI's

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	Activity	Responsibility	Time
Weeks 2-6/8	Day to day support	Class teacher	Directed Time
	Formal and informal lesson observations and feedback	Class teacher	Directed Time
	Keeping School Based Tutor informed of progress and issues	Class teacher	Directed Time
	Ensuring that trainees have lesson plans for all taught lessons	Class teacher School Based Tutor	Directed Time
	Ensuring that trainees have completed assessment and record keeping	Class teacher School Based Tutor	Directed Time
	Checking trainee's files	Class teacher School Based Tutor	Directed Time
	Completion of college progress form	School Based Tutor	Directed Time
	Arranging visits to other classrooms	School Based Tutor	
	Dates for lesson observations	School Based Tutor	
	Formal lesson observations	School Based Tutor	
	Feedback and training	School Based Tutor	
	Completion of all documentation	School Based Tutor	
	Final assessment	School Based Tutor	
	Liaison with TASC/HEI's	School Based Tutor	
	Liaising with TASC/HEI's regarding serious issues	ITT Co-ordinator	
	On-going support and advice to SBT	TT Co-ordinator	
	On-going support and advice to the school	Link Tutor	
	Moderation of final assessments if required	ITT Co-ordinator Link Tutor	

**ST. JOSEPH'S CATHOLIC PRIMARY SCHOOL
OTLEY**

Initial Teacher Training Induction Pack

CONTENTS

Planning Documentation

-  Long Term Overview
-  Literacy Termly Overview
-  Numeracy Termly Overview

School Prospectus

-  Staff list
-  Times of school day
-  School Organisation
-  Day to day routines

School Policies

-  Marking Policy
-  Homework Policy
-  Positive Discipline Policy
-  ITT Policy

Staff Handbook