



# AYLESBURY GRAMMAR SCHOOL

*Founded 1598*

## INITIAL TEACHER TRAINING (ITT) POLICY

This version was approved by the governing body May 2021  
The next update will be due by May 2024

Signed:

R Williams - Chairman of Governors



## INITIAL TEACHER TRAINING (ITT) POLICY

### 1. Rationale

- 1.1 We believe that taking an active part in Initial Teacher Training benefits our school by
- Encouraging teachers to reflect on and develop their own practice
  - Giving teachers opportunities for professional development in mentoring and supporting trainees
  - Bringing new ideas into the school, contributing to school improvement plans
  - Enabling the school to maintain a current perspective on developments in education
  - Enabling us to forge fruitful relationships with local teaching school alliances and training providers
  - Enabling us to play a positive part in the preparation of a new generation of teachers

### 2. Commitment

- 2.1 While always keeping as a first and absolute priority the education and welfare of our students, as a school we undertake
- To give trainees a professional experience by managing their time in school, taking their individual needs into account and being fair and consistent in our support
  - To give them opportunities for experiencing all aspects of classroom life, including as appropriate to their stage of training planning, teaching and assessing students' work; using different teaching and behaviour management strategies; and fulfilling the general role of a class teacher
  - To allow them where possible to join in other aspects of school life, including duties, staff training, meetings with parents and extra-curricular activities
  - To encourage teachers to train as mentors, and to work with local teaching school alliances and training providers to ensure common standards and purpose

### 3. Roles and responsibilities

- 3.1 The Senior Leadership Team (as delegated) will:
- Decide each year the number of trainee teachers who can be accepted into the school and given appropriate experience and support without jeopardising the interests of students and staff
  - Keep Governors informed and consult them as necessary
  - Support mentors and class teachers in their work with trainees
  - Be informed of any problems with the placement, and take action as necessary
  - Attend partnership meetings with providers, or send a mentor as a representative where possible
  - Provide school information for use by trainees
  - Provide mentors with time in order to provide opportunity for support and development of the trainee. For School Direct trainees, mentors will receive an additional time as appropriate and where possible two free periods per fortnight to acknowledge the level of training/support required. For PGCE trainees, mentors will receive one free period per fortnight where possible
  - Ensure that trainees/mentors are provided with essential resources in terms of opportunity for training and meetings, and of practicalities such as stationery and photocopying and ICT facilities
  - Ensure that funds received from the Training Provider are channelled to the appropriate department.

3.2 The Subject mentor 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 experience of teaching groups and classes; arrange opportunities for them to observe good and outstanding teachers at work in the school; provide them with access to the expertise of specialist staff such as Learning Support Assistants and the Student Support Leader
- Liaise with the representative of the training provider and fulfil agreed partnership requirements
- Attend relevant training and development sessions
- Maintain written records of the mentoring process

3.3 The Pastoral Mentor will:

- Give the trainee opportunity and encouragement to experience the role of the tutor; for example taking the register, leading Personal Development sessions and assisting with delivery of PSHE

3.4 The Trainee will be expected to:

- Behave professionally and respect confidentiality at all times; 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, by taking opportunities to learn from their time in school, through observations, discussion, reflection and experience
- Take a full part in school life, in and out of the classroom
- Keep their portfolio up to date and respond to any school requirements in terms of evidence

3.5 The Training Provider will

- Set up a partnership agreement with the school
- Ensure that the school is fully informed of course requirements and receives all relevant literature
- Provide a link tutor to support mentors and trainees as necessary and to moderate summative assessment of the trainee's performance
- Respond to issues raised with them by the school
- Provide training for mentors

#### **4. Policy Monitoring and Management**

- 4.1 This policy will be reviewed every 3 years or when significant changes are required, whichever is sooner.