



The  
Westminster  
School

# Initial Teacher Training Policy 2017/2018



*Safe Happy and Learning Together*  
*Building foundations and providing*  
*opportunities to create confident,*  
*aspirational and independent members of*  
*our community.*

Approved by Governing Body on: 15/02/18

Signed by Chair of Governors:

*Ken Gho*

Head Teacher:

C Hill BEd NPQH

Lead Personnel:

C Stubbs

Date of Review:

15/02/20

## **Rationale**

In providing ITT opportunities at The Westminster School we are seeking to:

- create varied and high quality learning experiences for our pupils;
- ensure that trainee teachers are supported and challenged effectively in their professional development;
- support the professional development of teachers at the school;
- establish effective links with training institutions.

This programme will enable Initial Teacher Trainees to form a secure foundation upon which a successful teaching career, fulfilling their professional duties, can be built.

The school will work with a variety of local training institution so that we can:

- build up a professional relationship with the staff at the institution;
- become practised in applying common standards and systems within the school;
- use a common language when describing ITT provision;
- develop a coherent programme of professional development for trainees;
- Support the recruitment of teaching staff to the local area

## **Purposes**

The purpose of the policy is to:

- provide an account of the school's approach to ITT for all interested parties;
- act as a checklist for those actively involved in the process;
- provide a means of evaluating practice and procedures through regular review of the policy.

## **Roles and Responsibilities**

The provision of ITT within The Westminster School is a shared responsibility between staff at the school and the relevant University. The allocation of specific roles and responsibilities is important to ensure that the development of trainees is consistent and coherent.

## **The Governing Body**

The governing body will be fully aware of the contents of The Education (Induction Arrangements for School Teachers) (England) Regulations 2012 which sets out the school's responsibility to provide the necessary monitoring, support and assessment for NQTs. Careful consideration is given, prior to any decision to appoint an NQT, whether the school currently has the capacity to fulfil all its obligations. The governing body will be kept aware and up to date about induction arrangements and the results of formal assessment meetings.

The governing body will investigate concerns raised by the ITT and seek guidance from the appropriate body (University) if necessary.

For the year 2017-18 the school's Induction Tutor is Miss C Stubbs.

## **The Head Teacher**

The Head Teacher at The Westminster School plays a significant and leading role in the process of inducting new colleagues to the profession. While responsibility for the implementation of the Induction Programme has been delegated to an induction tutor, the head teacher may also observe each ITT (either formally or informally). Other responsibilities are:

- Appoint an induction tutor (who must hold QTS) and ensure that an appropriate cycle of observations and reviews are scheduled (ideally in advance) and takes place;
- Ensure that an appropriate support programme is in place;
- Ensure the ITT has both a reduced timetable and PPA time as necessary; and

- Ensure the induction tutor is appropriately trained and has time to carry out their role;
- Act early, alerting the Appropriate Body when necessary, in cases where an ITT may be at risk of not completing induction satisfactorily;
- Ensure assessment reports are completed and sent to the Appropriate Body as required;
- Participate in the Appropriate Body's quality assurance procedures;
- Retain all relevant documentation/evidence on file for six years
- Recommending to the Appropriate Body whether an ITT has met the requirements for satisfactory completion of the induction period

While the Head may not delegate these responsibilities, many of the associated tasks will be carried out by an induction tutor or other suitably experienced colleague.

### **Induction Tutor**

The principal requirement for the ITT induction tutor is to be responsible for the overall management of initiating ITTs into the teaching profession and into The Westminster School's systems and structures. It entails not only a coordination role but also keeping records of activities and monitoring the quality assurance of provision. It embraces various tasks, such as organising a central induction programme, providing support and guidance and the rigorous but fair assessment of ITT performance.

The induction tutor (or the head teacher/principal where he/she carries out this role) provides the ITT with day-to-day monitoring and support and must:

- Provide, or co-ordinate, guidance and effective support including coaching and mentoring for the ITT's professional development (with the Appropriate Body where necessary);
- Carry out reviews of progress during the induction period;
- Ensure that duties requested of the ITT are manageable, fair and in line with the ITT prior experience.
- Undertake formal assessment meetings during the total induction period co-ordinating input from other colleagues as appropriate (normally three termly, or pro rated for part-time staff);
- Undertake observations of the ITT's teaching and provide them with copies of written summaries;
- Ensure ITTs are aware of how, both within and outside the institution, they can raise any concerns about their induction programme or their personal progress;
- Take prompt and appropriate action where an ITT appears to be experiencing difficulties;
- Ensure completed assessment reports/forms are sent to the Appropriate Body by the appropriate deadlines.
- Support the ITT to understand the roles and responsibilities of a teacher
- up-date the school on developments in ITT and lead the school's response to them;
- liaise with Universities about the placement of trainees and about their progress as appropriate during the placements;
- attend meetings and conferences connected with partnership arrangements;
- identify staff within the school to act as mentors for trainees;
- ensure that non-contact time designated for working with trainees is protected; .
- oversee the timetable arrangements for each trainee;
- provide a programme of professional development for the trainees, involving other school personnel as appropriate;
- support trainees in a pastoral and professional capacity as appropriate;
- monitor the impact of trainees on the learning of pupils;
- review the ITT provision within the school and amend policy and practice accordingly.

### **Initial Teacher Trainee**

The ITT has a vital part to play in their own placement

Before the period starts:

- Providing evidence (through the University) that they are working towards QTS and are eligible to start placements.

Once the period has started:

- At the earliest opportunity following appointment meet with their induction tutor to discuss and agree priorities for their placement and development, and keep these under review;
- Agreeing with their tutor how best to use their time in school.
- Monitoring their progress against the teachers' standards;
- Participating fully in the agreed monitoring and development programme;
- Raising any concerns with their induction tutor as soon as practicable;
- Consulting their Appropriate Body named contact at an early stage where there are or may be difficulties in resolving issues with their tutor/within the institution;
- Keeping track of and participate effectively in the scheduled classroom observations, progress reviews and assessment meetings;
- Retaining copies of all assessment forms and other documentation.

### **Mentor**

In addition to the induction tutor, who has the responsibility for the formal assessment of the ITT, a mentor is appointed to provide ongoing support on a daily basis. The mentor will contribute to the judgements about the progress against the Teachers' Standards.

### **The Appropriate Body**

The Appropriate Body, along with the Head Teacher, is jointly responsible for the supervision and training (professional development) of the ITT during placement and has the main quality assurance role. The school works closely with the Appropriate Body to ensure that the requirements are fully met.

### **Managing the partnership**

This section will outline the procedures in place for:

- allocating placements within the school;
- providing a programme for professional development for trainees;
- allocating the funding provided for ITT work in school;

### **Allocation of placements**

The ITT Coordinator will organise and offer placements to Universities throughout the year.

- there is a commitment within the school to support the work of trainee teachers;
- the staffing of the school is sufficiently established to be able to accommodate a trainee;

### **Professional Development Programme for Trainees**

The programme will be coordinated by the ITT Coordinator, using the guidance from Appropriate Bodies and through discussion with trainees in arrival at the school. Its purpose is to provide training in whole school issues, in the wider role of the teacher in a school and to discuss how certain policies are applied at The Westminster Schools

During the First Week:

- an introduction to school systems;
- roles and responsibilities within school;
- expectations of trainees;
- school procedures.
- Safeguarding

## Suggested areas for Weekly Meetings

| Week | Topic                             | Keys areas to be covered  |
|------|-----------------------------------|---|
| 1    | Curriculum and Assessment         | <ul style="list-style-type: none"> <li>The nature of the school curriculum in KS2, 3, 4 and 5</li> <li>The use of pupil data in the school</li> </ul>                   |
| 2    | SEND - ASD                        | <ul style="list-style-type: none"> <li>Information regarding Autism</li> <li>Application to pupils</li> <li>What does this mean in practice?</li> </ul>                 |
| 3    | EHCPs                             | <ul style="list-style-type: none"> <li>The application process</li> <li>Case studies</li> </ul>   |
| 4    | SEND - Communication              | <ul style="list-style-type: none"> <li>Information regarding Communication barriers</li> <li>Application to pupils</li> <li>What does this mean in practice?</li> </ul> |
| 5    | Pupil Case Studies                | <ul style="list-style-type: none"> <li>To be Confirmed</li> </ul>   |
| 6    | Working with parents              | <ul style="list-style-type: none"> <li>School systems for communicating with parents strategies for dealing with difficult situations with parents</li> </ul>           |
| 7    | Course Work                       | <ul style="list-style-type: none"> <li>Completion and review of course work</li> </ul>  |
| 8    | SEND - Behaviour as Communication | <ul style="list-style-type: none"> <li>Functional Behaviour</li> <li>Application to pupils</li> <li>What does this mean in practice?</li> </ul>                         |

## Funding of the partnership

The funding available from the partner Universities will be allocated to pay for:

- time spent with trainees by the Principal Tutor, Mentor, ITT Coordinator and other appropriate staff;
- any supply cover needed to provide support for trainees;
- any supply cover needed for attendance by staff at twilight training sessions/meetings;
- photocopying by students.

## Entitlement

Our ITT programme ensures that new teachers are provided with the support and monitoring to help them fulfil their professional duties and meet the requirements for satisfactory completion of their placement. It builds on their knowledge, skills and achievements in relation to standards for the award for qualified teacher status (QTS).

The key aspects of the induction programme for ITTs at The Westminster School are as follows:

- Help and guidance from an induction tutor who is adequately prepared for the role and will coordinate the induction programme.
- Regular meetings with mentor, senior managers, subject coordinators and other key staff where appropriate.
- Time and regular opportunities to meet with other ITTs and teachers
- Observe experienced colleagues teaching.
- Where ITTs are on long term placements, they will receive a reduction of 10% of the average teacher's workload. This time is used for participating in the schools' induction programme.
- Have teaching observed by experienced colleagues.
- To receive prompt written as well as oral feedback on the teaching observed and to receive advice as necessary.

- Opportunities for further professional development based on agreed targets.

### **Lesson observation, reviewing and target setting**

These will be followed and completed in accordance with the relevant University's guidelines on ITT induction.

### **Assessment and Quality Assurance**

The assessment of ITTs will be rigorous but also objective.

- The criteria used for formal assessments will be shared and agreed in advance - this will typically be confirmed by the University/
- Both formative assessment (eg lesson observation and target setting) and summative assessment (termly induction reports) will be used.
- Responsibility for assessment will involve all teachers who have a part in the ITTs development in order to gain a reliable overall view.
- Opportunities will be created for ITTs to gain experience and expertise in self-assessment.
- The induction tutor will ensure that assessment procedures are consistently applied.
- Copies of any records will be passed to the ITT concerned.
- Reports should give details of:
  - areas of strength
  - areas requiring development
  - evidence used to inform judgement
  - targets for development
  - support to be provided by the school.

### **At risk procedures**

If any ITT encounters difficulties with meeting the Teachers' standards, the following procedures will be put into place.

- Initial discussions with the ITT and relevant University.
- An expectation is established that the support provided will enable any weaknesses to be addressed.
- Recorded diagnosis of the exact nature of the problem and advice given on how to redress the problem.
- Agreed, attainable targets for action with specific and practical steps outlined for securing an improvement in practice.

Where an ITT has continuing difficulties further support, advice and direction will be given. Areas of concern will be re-defined and clarified and the necessary improvements required clearly set out.

Where necessary, the Head Teacher/Principal will support the induction tutor and ITT in observations and planning an appropriate programme to ensure satisfactory completion of the ITT placement and that all steps have been taken to help a failing ITT improve.

### **Addressing ITT Concerns**

If an ITT has any concerns about the induction, mentoring and support programme, these should be raised within the school in the first instance. Where the school does not resolve them the ITT should raise concerns with their University Tutor.