High View School is committed to providing high quality training for all teachers, particularly those in Initial Teacher Training (ITT), in order that future generations of children receive appropriate and excellent educational opportunities.

Our aims are:

- To ensure that ITT is an integral part of the life of our school.
- To promote the involvement of other schools in ITT.
- To provide quality ITT that will give trainees the experiences necessary to fully meet the standards set out by the Secretary of State for Education, currently found in ‘Qualifying to Teach’ – Professional Standards for QTS and Requirements for ITT.
- To create opportunities for all staff to develop through reflective practice and to value and share their expertise.
- To create links with HEI’s so staff are exposed to current educational theories.

Benefits

As a reflective but forward thinking school, our work in ITT is part of our teaching and learning focus and is at the centre of our school improvement. We take pride in sharing our good practice and value opportunities to reflect on new approaches and teaching methods which may be introduced to our school by trainees. We have strong links with our HEI’s which is mutually beneficial through our involvement in the TTA Cluster group, our Partnership Promotion status and our Training School status.

Entitlement

We believe we have a responsibility to everyone involved in ITT to ensure their entitlement to:

- Access to teaching opportunities in line with the Professional Standards for QTS
- A chance to reflect on pedagogy
- Training development
- An induction programme, which includes an introduction to and access to the whole school
- A respect for all concerned – staff, pupils and trainees
- Support for all teachers and trainees as required
- A CPD programme linked to Performance Management targets and individual needs
• Monitoring and evaluation
• Attend extra-curricular events (e.g. parent’s evenings, PTA events etc.)

Roles and Responsibilities
ITT is a shared responsibility. All staff play a part in ensuring that ITT is successful and of benefit to trainees, children and school staff. This will necessarily involve joint planning, team teaching and completing a set number of formal observations.

Some staff have specific responsibilities

• Headteacher
  - implementing and overseeing the school’s ITT policy
  - to delegate responsibility for ITT
  - financial management and accountability

• Link Governor
  - to liaise with the TSM, Headteacher about ITT
  - to promote the benefits of ITT within the Governing body

• Training School Manager
  - as outlined in the job description

• Subject Leaders
  - contributing to training through imparting knowledge relating to their specialist subject, giving demonstration lessons, giving trainees opportunities to observe their lessons
  - contributing to assessment by observing trainees and giving written feedback

• Teaching Assistants
  - supporting trainees in becoming familiar with classroom and school routines
  - assisting trainees as they would the class teacher

Induction is organised by

• Training School Manager
• Individual members of staff as appropriate

CPD is provided for

• Trainees
This may include:
  - observations of teachers
  - planning, teaching and evaluations of lessons
  - participation in INSET
  - reading recommended texts
  - written assignments
- training sessions on aspects of teaching and the curriculum in school
- courses run by the HEI

• Mentors
  - all teaching staff have some training as mentors from 1st/2nd September 2003
  - deep mentors have further training planned for 10th October 2003
  - Teaching Assistants have training planned for 5th January 2004

• Training School Manager
  - has additional opportunities through involvement with both the Cluster group, and Partnership Promotion school
  - other opportunities are planned through the Training School’s Action Plan, including input into the development of a new Degree course at our HEI.

• Individual members of staff as appropriate
  - all teaching staff have some training as mentors from 1st/2nd September 2003
  - further training will take place throughout the year from our HEI, as a direct result of our Training School status

Monitoring and evaluations will be carried out by
• School staff
• HEI
• OFSTED

Staff Development

Staff development will take place through the following, in line with priorities from the School Improvement Plan for the year.

• Training
  - In house
  - HEI
  - TTA

\{ Mentoring
  Assessment
  Current issues in subject knowledge and education
\}

• Resources
  - Materials
    Information folders for trainees, teachers and T.A.’s Policy folders
    TTA modules
    Professional Standards for QTS and Requirements for ITT
  - Time
    Induction
    Meetings between trainees/mentors
trainees/teachers

Meetings with TSM as appropriate

- Professional Development
  - As a reflective practitioner and critical partner
  - Affirmation of professional kudos
  - Performance management
  - Threshold applications

Quality assurance of ITT at ...... Primary School is an on-going process involving the whole school.

TSM and SLT monitor

- Mentor records
- Observations (including joint obs.)
- Regular meetings

At the end of each placement SLT and HEI review

- HEI questionnaire
- ITT trainees school questionnaire
- Pupils informal review
- Members open ended questionnaire

Responsibilities and entitlements may change in the light of amendments.

An annual evaluation takes place in June/July by SLT, HEI, Governors and the School Council.

Feedback is given to all staff and an annual report presented to the Governing Body. Any amendments are taken into consideration.

Links to other Policies

The ITT policy makes links with our current school policies through:

Inclusion – which considers issues relevant to all in school, including:
  - Individual needs
  - Equal opportunities
  - Race equality and EMAS
  - Positive behaviour management
**Review Date**

The ITT policy will initially be reviewed annually by the TSM and SLT; thereafter it will be included in the normal policy review cycle.