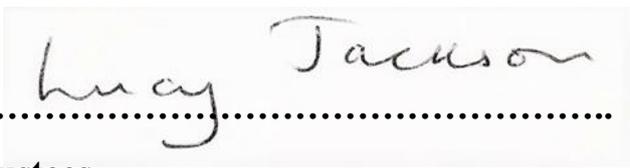


CAISTOR GRAMMAR SCHOOL INITIAL TEACHER TRAINING POLICY

Approved by Full Governing Body on10 October 2022.....

Reviewed by the Full Governing Body on.....10 October 2022.....

Signed..........

Chair of Trustees

CAISTOR GRAMMAR SCHOOL

INITIAL TEACHER TRAINING POLICY

The School's Approach to Teacher Training

Initial Teacher Training (ITT) is a valuable activity: we believe that schools have a professional responsibility to contribute towards the training of effective teachers and see that it contributes positively to the School in terms of teaching and learning. We believe that the school benefits from ITT, helping staff to reflect upon their practice and through the enhancement of skills that result from the interaction between trainees and teachers. We aim to ensure that we provide high quality training that equips new teachers with knowledge, skills and understanding to teach effectively, and to keep up-to-date with knowledge of ITT to enable us to work well with our partner institutions and individuals and advise our own pupils. As a small school, we believe that we are best placed to support a maximum of three trainees per year, so that we can provide them with the support and breadth of experience necessary. In addition, we aim to support, where we can, those wishing to complete a week's work experience in preparation for, or as part of, an Initial Teacher Training programme.

Roles and Responsibilities

ITT is a shared responsibility. All staff play a part in ensuring that the training is successful and of benefit to trainees, pupils and school staff. The **Headteacher** is ultimately responsible for overseeing the school's ITT provision and for ensuring that there is correct financial management of the process and adequate accountability at all levels. However, the training of ITTs is delegated to the Assistant Head for Teaching and Learning and, on a practical level, to the subject mentor (usually the Head of Department in the relevant subject). In addition, it is the **Finance Manager's** responsibility to ensure that we have received confirmation from the Awarding Body that a DBS check has been made. This confirmation forms part of the School's central record.

The **Assistant Head for Teaching and Learning** is responsible for communicating and liaising with the appropriate partnership bodies (currently Bishop Grosseteste University, Lincoln). They also co-ordinate training and support for new and existing mentors, induct trainees into the school, help in the continuous assessment of trainees in coordination with the subject mentor (for example, completing at least one of the formal lesson observations), and review the School's commitment to training on an annual basis.

Subject mentors are the main support for ITTs, and take on the main role in supporting and training them. They should ensure, in co-ordination with the appropriate awarding body, that the trainees have completed the necessary documentation and are qualified to start the course. They have a weekly meeting with the trainee during an identified period on their timetable, discussing relevant aspects of teaching and learning with them, and preparation for the week ahead. They plan all activities that will be carried out, and timetable an adequate and appropriate number of lessons for them to teach, along with necessary observations, in order to fulfil the requirements of their course. Subject mentors attend mentor training, and are responsible for assessing the trainees, in co-ordination with the Assistant Head for Teaching and Learning. The Subject Mentor should monitor the progress of the trainee as required by

the nature of the course they are following, in practice on at least a weekly basis, with observations occurring in line with the course expectations. The Subject mentor (with support from the Assistant Head for Teaching and Learning) should complete the necessary paperwork, at the appropriate times, as required by the trainee's course and submit it to the appropriate body.

Classroom teachers in the relevant departments are responsible for contributing to training through sharing their knowledge relating to their subject and teaching and learning matters. Their role is to allow trainees to observe their lessons, support the subject mentor as appropriate in terms of allowing them to take on some of their classes, discuss with the trainee both their own teaching and that of the trainee, and contribute to the trainee's assessment as needed.

Other school professionals, such as the ***Senior Leadership Team, technicians and the School SENCO***, are responsible as appropriate for providing the trainee with an induction into the relevant parts of the School's policies and practices with regard to how it will inform their conduct and training during their school based experience. It is at the Subject Mentor and Assistant Head for Teaching and Learning's discretion as and when these people will be needed to help provide formal support.

Last reviewed: September 2022