



HALL GREEN SCHOOL

INITIAL TEACHER TRAINING POLICY

Adopted:	4 December 2024
Next Review:	December 2026
Governing Committee:	Full Governing Body
Responsibility:	Assistant Headteacher

Introduction

Hall Green School provides initial teacher training as part of the King Edward's Consortium. The school also offers placements to undergraduate and postgraduate trainees from Birmingham University (PGDipED) and Birmingham City University.

The school's objective is to provide appropriate training to aspiring teachers and ensure that the training programme they follow here will allow them to meet the teacher standards in acquiring Qualified Teacher Status (QTS) and provide a firm foundation for their future continuing professional development.

Aims

- To develop in trainees a high level of initial competence in teaching and assessing their own subjects, according to the national curriculum and/or any other curricula that become apparent.
- To prepare the trainee to implement National, Local Authority and School initiatives.
- To support trainees in developing a repertoire of teaching and learning styles and approaches.
- To ensure trainees have an awareness of whole school curriculum and management issues.
- To enable trainees to appreciate the broader aspects of the teacher's role.
- To maintain or improve standards in school.
- To ensure that trainees are fully integrated into the school as a whole and work effectively as part of a departmental team.
- To train teachers for the future who would prosper in any school and help to raise standards of education.

Intended Outcomes:

- Successful completion of the training, contributing towards the award of QTS.
- All statutory requirements are met.
- The trainees have been given all possible opportunities to meet the standards for the award of QTS during the training programme.
- The training when completed will enable the trainee to embark upon the ECT induction programme in schools.

Roles and responsibilities

The key personnel involved in the ITT programme in school are:

The Headteacher, the Senior Mentor/Professional Trainer, Subject Mentors and the Trainees. Their specific roles and responsibilities are outlined below:

Headteacher

- To accept trainees from the linked organisations selected through their recruitment process.

- To ensure that trainees in school are provided with an appropriate training programme in line with the ITT training guidelines for the relevant institution.
- To ensure that the senior mentor/professional trainer and subject tutors have adequate delegated time to fulfil their roles and are released to attend training.
- To attend the KEC Headteacher's meetings (KEC).
- To monitor and evaluate the quality of the programme via termly meetings with the senior mentor/professional trainer.

Senior Mentor/Professional Trainer

- To select and recruit trainees in consultation with the SMT and/or senior mentor and subject tutors.
- To provide trainees with the necessary documentation about school organisation and routine. (This is to include making trainees aware of key members of staff with regard to child protection issues).
- To support the release of subject mentors for the training sessions/meetings held at the ITT providers' bases or online.
- To check that mentors are fulfilling their responsibilities and provide guidance and support for them throughout the process.
- To meet the trainees to discuss individual training needs and to review progress.
- To oversee the ITT in the school.
- To coordinate and implement good practice where appropriate and ensure consistency in training provision.
- To act as the link between the school and partner institutions.
- To analyse in consultation with trainees and subject mentors the training needs of each trainee.
- To monitor the progress of trainees through providing oral and written feedback from lesson observations, providing regular opportunities for meetings and through report writing where appropriate. This should always be done in collaboration with subject mentors.
- To supervise assessment procedures in consultation with lead training consultants.
- Planning of school- based Professional Studies Programme (where appropriate).
- To contribute to the ITT provider's self-evaluation and improvements planning.
- To intervene with extra support/training should a trainee who may be falling short of expectations or be deemed to be 'at risk'.
- To report on matters of concern regarding progress to the Headteacher/Training Manager/Course Tutor at the first opportunity.

Subject Trainer/Mentor

- To arrange both the teaching timetable and the programme of observation and training activities of trainee teachers during their time in the school.
- To provide the trainee with all relevant paperwork (Class lists, Schemes of Work, Departmental Policies and Procedures).
- To provide regular oral and written feedback on observed lessons and on lesson preparation material.
- To provide regular opportunities to discuss progress.

- To liaise with the senior mentor/professional trainer regarding trainee progress on a regular basis.
- To report any issues regarding unsatisfactory progress to the senior mentor/professional trainer at the earliest opportunity.
- To complete progress reports when required, making clear reference to QTS standards.

Trainee

- To attend the school full time in accordance with agreed schedules and to inform the school if for any reason they are unable to attend.
- To attend lectures and seminars in accordance with schedules.
- To meet deadlines in respect of all documentation necessary to fulfil trainee requirements.
- To consult staff members in the department about schemes of work and lesson planning and to plan accordingly. To gradually take joint responsibility for the teaching and assessment of groups of pupils.
- To follow the schedule of lesson observation, teaching and learning and training and to also take a keen interest in whole school activities.
- To adhere to the Code of Conduct for members of staff in the school.
- Seek out and act upon professional advice.

The Whole Staff Body

To welcome trainees and support them in any way they reasonably can.