

POLICY and PROCEDURE for the INDUCTION and TRAINING of TEACHERS NEW to the PROFESSION

Teacher Teachers PGCE/Schools Direct (with or without QTS)

St. Teresa's School wholeheartedly supports staff new to teaching. The school encourages the philosophy of a whole school approach to the life and work of the school. It is important that trainee teachers are welcomed into the whole school team, helped to establish their role and position within the school and enabled to grow and develop as individuals as well as staff members. It is vital that they are given every assistance in settling into school quickly and happily and are helped to gain a knowledge and understanding of the philosophy and ethos of the school, the routines and practices that take place and the way in which the whole school works. For trainee teachers, the school seeks to provide an outstanding training experience and offer them the opportunities to see and learn from best practice. Trainee teachers are encouraged to participate in the wider life of the school and they are made to feel valued members of staff. Committed mentors encourage trainee teachers to reflect critically on their practice and help them to hone their skills to get the best possible results from the students.

The school offers support to:

- Staff who have been appointed and are undertaking their PGCE through the University of Buckingham
- Visiting students who are participants in the ITT scheme with either a University or School's Direct programme

In each case, the school works in response to the requirements and guidelines set out by the organisations running the particular training programme. The ISC, universities and training hubs provide detailed guidance for the trainee teacher, subject mentor and professional tutor; the school's procedures are written to support this guidance fully and to provide induction and support specific to our school.

The school's professional tutor and the subject mentor (usually the head of department) form the support team for the trainee teacher; in larger departments, or where there may be a member of staff with recent experience of the scheme, an alternative member of staff may be designated as the subject mentor.

SECTION 1

PGCE and ITT Teachers

Aims and Objectives

- Ensure that trainee teachers are supported and challenged in acquiring the skills and attitudes to meet the Teachers' Standards and become successful teachers
- Encourage the professional development of trainee teachers at the school through the mentoring process
- Create varied and high-quality learning experiences for our staff and for students
- Maintain strong partnerships with the ITT providers

Outline

The Professional Tutor is responsible for the induction and professional development of new teachers, working on behalf of the Headteacher and the Governing Body. The subject mentor is responsible for the day-to-day supervision of the trainee teacher, ensuring appropriate support, reporting and assessment takes place.

Trainee teachers are entitled to:

- Access to teaching opportunities in line with the expectations of the ITT Provider
- Support and guidance regarding teaching skills
- Opportunities to observe outstanding practice across curriculum areas
- An induction programme encompassing the whole school as well as individual faculties
- A professional studies programme delivered by those staff with specialist training in the school
- Opportunities to be involved in the whole life of the school including a pastoral role and in extra-curricular activities
- Access to the school's CPD programme
- Thorough monitoring and evaluation culminating in the completion of all the required assessments and profile reports

Responsibilities

PROFESSIONAL TUTOR

The role of the professional tutor is to oversee and manage the process, providing support to the subject mentor and the new teacher:

Support for the trainee teachers

- Responsibility for trainee teachers within the school
- Providing support with PGCE/ITT assignments
- Support with the compilation of portfolios of evidence for meeting QTS
- Observing lessons and providing detailed verbal and written feedback with clear targets

Support for the mentors

- Maintaining contact between the school and providers
- Providing support to subject mentors in developing mentoring skills, ensuring consistency is practised between mentors, developing collaborative enterprise
- Undertaking lesson observations including joint observations with subject mentors to ensure consistency and accuracy in assessment
- Providing examples of effective report writing
- Offering CPD opportunities to enhance mentoring skills
- Ensuring regular contact with mentors to review the trainee teacher progress and maintain support

Organisation and administration

- Organising induction and school visit days
- Co-ordination of placement offers and trainee teacher placements within school

- Ensuring needs of students are considered when trainee teachers' timetables are drawn up
- Liaising with Heads of Department over subject placements and Heads of Year with pastoral placements
- Organising other appropriate experiences to enrich the training experience, such as Prep School and Boarding visits
- Monitoring the timetable balance within the school

Assessment and monitoring

- Assessing the professional performance of trainee teachers in consultation with subject mentors and providing reports of trainee teachers' progress
- Monitoring the mentor meeting logs and lesson observation feedback
- Monitoring assessments undertaken
- Monitoring trainee teacher attendance
- Monitoring the completion of the teaching standards
- Receiving feedback from form tutors to report on the trainee teacher's contribution to the pastoral role

SUBJECT MENTOR

The subject mentor is responsible for the day-to-day support, advice and monitoring of a trainee teacher including:

Support for the trainee teacher

- Identifying strengths and needs of the trainee teacher on entry to the school
- Devising and implementing a structured developmental programme of learning for inducting the trainee teacher into both the general and subject specific aspects of classroom teaching
- Co-ordinating the planning of an appropriate and balanced timetable, and a contribution to the pastoral care system
- Meeting with the trainee teacher once a week to review progress and development and setting targets
- Setting the agenda for weekly meetings based upon the trainee teacher's needs
- Providing professional and pastoral support for the trainee teacher, offering constructive criticism and support accordingly
- Ensuring the trainee teacher is involved in reporting and contact with parents
- Working alongside the trainee teacher at parents evenings, monitoring their dialogues
- Supporting the trainee teacher in the completion of assignments

Teaching skills

- Acting as a role model, modelling best practice and sharing expertise with the trainee teacher
- Discussing schemes of work and lesson planning in advance of implementation
- Assisting with lesson planning and routine checking of it
- Reviewing the trainee teacher's subject knowledge and providing input
- Conducting regular lesson observations and providing verbal and written observation feedback for the trainee teacher's teaching file

- Encouraging trainee teacher reflection and evaluation of lessons
- Supporting the development of appropriate professional behaviour

Assessment and Monitoring

- Keeping appropriate records of the trainee teacher's performance, progress and attendance
- Forwarding copies of lesson observations to the professional tutor
- Providing the professional tutor with reports on the progress of the trainee teacher and complete assessment reports
- Providing providers with assessment and tracking paperwork

Liaison

- Supporting the development and training of other staff working with the trainee teacher
- Attending initial or refresher mentor training sessions run by the ITT provider (up to 20 hours)
- Attending appropriate training sessions
- Liaising and meeting with the (ITT) teacher's university tutor

THE TRAINEE TEACHER

For their part, any trainee teacher working to complete their training through whichever route should ensure:

- they prepare all lesson plans, appropriate in content and detail, advance, and that these are discussed with the supervising teacher;
- they take into account the relevant course objectives and proposed scheme of work; the ages, abilities, ethnic origins, experiences, and interests of the pupils; and the material, temporal, and other resources available, as well as their own pedagogical preferences;
- they arrive at the classroom, not only before the pupils, but also in ample time to prepare the room and the materials, equipment and resources required;
- they begin and end lessons on time;
- they learn and use pupils' names effectively;
- they seek to establish a working relationship with pupils, that is based on mutual respect;
- they address a class in a clear and an appropriately authoritative manner;
- they set-up and try out beforehand, any proposed demonstration of any practical or technical process, and that they draw pupils' attention to any aspect of what is being demonstrated that may require particular consideration;
- they strive to attract and sustain pupils' attention and interest, and to manage and control in a manner that is likely to promote learning by, among other things, praising, encouraging, motivating or admonishing fairly and appropriately;
- they inform or remind pupils of the learning involved and of the educational 'objectives' to which they are working;
- they set current work and learning in the context of previous and sometimes also of future work and learning;
- they become aware of, and learn to employ in their teaching, effective and efficient questioning techniques and discussion skills;

- they are aware of the location of the supervising teacher who, normally, will remain in the room, though on occasion may be in an adjacent room;
- in the event of any situation in the teaching space that causes problems or concern, they should not be reticent in seeking advice or assistance from that teacher who is there for that purpose, as well as that of observing and assessing their teaching
- assessment, marking and recording for which they are responsible, is completed punctually, efficiently, and in accordance with the appropriate subject and/or external requirements;
- they report any relevant matter of significant or ongoing concern to their subject mentor, professional tutor and to their University tutor, at the earliest opportunity.

Involvement in supporting students of the PGCE or Initial Teacher Training should be a stimulating and rewarding experience for all involved. Contact with a University Education Department should always benefit a school and the individual staff involved in the developmental aspects of Training.

Information for Mentors and Trainee Teachers

- Ensure that all necessary paperwork and information is provided:
 - class lists, subject specifications, seating plans, homework timetables and appropriate topics to teach.
- Support teacher by checking lesson plans in advance to ensure suitability and pupil's preparedness for the work intended - make time to talk through practical work to ensure the trainee teacher is fully aware of possible hazards and how these can be overcome or reduced and what to do if a problem arises
- Be in a known place when a trainee teacher is taking a lesson.
- Promote the status and professional image of the trainee teacher in the eyes of the pupils.
- Be prepared to intervene and lead a lesson, particularly a practical lesson, if necessary.
- Observe at least one of the trainee teacher's lessons each week using the appropriate form/online profiles
- Make yourself available, at an agreed time, to discuss progress and lesson plans and ideas.
- Check that marking is being done and that it complies with the department/school policies
- Report to the mentor/professional tutor any matters of concern that cannot be resolved by the classroom teacher and the teacher alone

The criteria for success are the published Teachers' Standards, which are shared through the appropriate ITT provider.

The institutions supporting the training and certification of each new teacher provide timelines and programmes of study – these are to be followed as published.

The following appendices are the programmes based on the guidelines given by the former SWELTEC ITT programme.