



Springvale Primary School

Policy Title: Initial Teacher Training Policy

Date of Review: Spring 2025

Review by: Spring 2028

Signed by:

Chair of Governors

All policies available at www.springvaleprimary.org

SPRINGVALE PRIMARY SCHOOL

Trainee Teachers in School Policy Initial Teacher Training (ITT) Spring 2025



Introduction

This policy has been formally adopted by the governors of Springvale Primary School. It was initially presented as a model policy by B.M.B.C. and it has been accepted or adapted to reflect our practice.

Aims and Principles

The policy is underpinned by the central aims of Springvale Primary and values held by the school community:

Aims of the school

- Springvale is committed to promoting high standards of academic achievement for all learners in all subjects.
- As a school we will continue to develop and instil key life skills and values in our pupils.
- We will encourage positive relationships and communications between home, our community and the wider world.

In particular, Springvale School has an inclusive approach to our provision. Our aim is always to involve all our children and stakeholders in all areas of the curriculum and school life. In accordance with our **Disability Equality Scheme** we recognise that this may mean making special adaptations or arrangements from time to time for children with specific disabilities. We welcome the involvement of disabled adults in all areas of school life.

Background Information

Springvale Primary School is a caring and open school, where parents, children, staff and the wider school community all know that their views and needs will be listened to, in both education and personal areas.

OVERVIEW

- We believe that trainee teachers should have the opportunity to experience positive teaching and learning in a working environment.
- We recognise the benefits of working with trainee teachers from a variety of educational establishments and believe that these benefits are reciprocal, leading to the general enrichment of the teaching profession.
- The school values its partnership with the Universities and other establishments including the Teaching School Alliances (Tykes and Positive Regard) based in Barnsley and those across Yorkshire.

In accordance with the above, Springvale will provide the opportunity for trainee teachers to continue their development in the school so long as the resources and facilities are in place to provide the essential support they will need.

AIMS

It is important to recognise that working with trainees in school is beneficial not only for them but also for our children and teaching staff. The benefits include:

Trainees:

- To bring together theory and practical experience, thereby developing their understanding of teaching and learning.
- To develop as fellow professionals, promoting appropriate attitudes and behaviour.
- To provide opportunity to experience the working environment.

Children:

- To offer the children the stimulation of fresh ideas and approaches through different teaching styles and learning situations.

Teachers:

- To maintain a positive and constructive role in the development of their own profession by sharing good practice and expertise. To be a part of the training of quality teachers of the future.
- To develop further their own understanding of children and of the learning process, through observation of the trainee's development.
- To contribute to the continued professional development of staff by:
 - a) giving them the opportunity to reflect their own practices by articulating the key points and issues.
 - b) developing skills in observation and feedback through mentoring and monitoring.

ROLES AND RESPONSIBILITIES

Initial Teacher Training (ITT) Coordinator

This is the role assigned to the Deputy Headteacher or a senior leader depending on workload and capacity. The placement of students is organised in relation to the experience and role of class teachers to ensure that an appropriate co-ordinator and mentor are appointed, so that they are able to:

- liaise with ITT providers; Sheffield Hallam and Leeds Metropolitan University for example, to ensure that appropriate training has been received.
- ensure that placements are made appropriately within the school.
- ensure the trainee is inducted into the school and given relevant information about policies and procedures.
- contribute to the development and evaluation of the ITT providers' programme.
- be responsible for the organisation and implementation of the school based training programme.
- communicate any concerns with the placement link tutor.

School based tutors (mentors)

In most cases the school based tutor would also be the class teacher. This member of staff has regular contact with the trainee which involves coaching and mentoring with a focus on learning and progress. The role of the mentor is to:-

- Receive appropriate training/guidance from the ITT to support and mentor the trainee teacher effectively.
- Support the trainees, providing training and tracking and reviewing the trainees progress towards achieving the standard.
- Observe and provide constructive feedback to the trainee
- Set 'SMART' targets and check progress against them
- Make explicit to the trainee elements of professional practice including effective planning, high-quality teaching and learning, providing accurate marking and timely and appropriate feedback.
- Make both formative and summative assessments of the trainee.
- Maintain a record – supported by evidence – of the trainee's achievements.
- Ensure the trainee maintains standards in the classes they teach so pupils' entitlements are ensured.
- Participate in dialogue with others involved in ITT.
- Keep the ITT co-coordinator informed of progress and of the effectiveness of the training programme.
- Be a model of good practice demonstrating a variety of planning, teaching and assessment strategies.
- Give quality feedback on observations and support the trainee in developing their own evaluation skills.
- Act as an extra teaching support in the classroom when appropriate and to ensure a qualified teacher is on hand, if needed.
- Support the student to achieve the set targets.

The headteacher will liaise with the ITT, school based mentor and the trainee.

GUIDELINES

- During any one academic year trainees at various stages of their training will be deployed throughout different year groups in both key stages or Foundation according to the overall situation in the school.
- The school should receive timetables of the number of trainees seeking placements and the nature of the teaching practice for the whole of the year from the different training institutions.
- At the trainee's preliminary visit, timetables and teaching modules will be agreed as far as possible with the class teacher and the year team.
- Trainees will have access to copies of the school's policies, procedures and curriculum guidelines at the preliminary visit and will be given an induction at the school **including safeguarding, KCSIE, health and safety, whistleblowing information and staff code of conduct.**
- The school based tutor will consult with the class teacher and submit appropriate reports to the universities upon completion of the school experience. The report will be discussed with the trainee who will also be given a copy.
- The trainee teacher should keep his/her teaching files up to date for purposes of monitoring and evaluation and these will help to inform the final report. Files should be available at all times.
- The trainee teacher should be supervised at all times by a qualified teacher, HLTA or sports coach when undertaking gymnastics, dance and games or when using the school grounds. Following a risk assessment it might also be appropriate when using certain apparatus or any equipment or tools in science or design technology. During playground supervision a qualified member of staff must be present.
- The trainee teacher development progression will be monitored throughout the teaching practice by the class teacher/school based tutor. Any areas of concern need to be registered with ITT coordinator/University as soon as possible to allow for positive help or guidance to be given.
- Trainees are treated as fully integrated members of staff and are expected to attend all planning meetings, staff meetings and training. They should also take an active role in the life of the school. This might involve display, class assemblies and where possible extra curricular activities.
- All members of staff will be expected to give professional and pastoral support to trainees. Trainees will be expected to behave professionally at all times, as though they were a substantive member of staff at the school.