

**TREVIGLAS COMMUNITY COLLEGE****INITIAL TEACHER TRAINING POLICY****Rationale**

***College placements are where the trainee makes sense of the training that has been offered and they are able to put what they have learned into practice. Both the trainee and the college should gain from the placement experience.***

**Treviglas Community College** has a shared commitment to high performance, which focuses on effective teaching and learning

It recognises the benefits to the college in terms of students' learning, teaching resource, teacher development and motivation

The college will make every effort to ensure that new colleagues are made to feel valued members of the college community

**Treviglas Community College** recognises the wider role of the college in providing high quality training for the profession

Working with trainee teachers is a vital part of the college's activity. It has major benefits for the college and is one of the college's contributions to the wider educational community

It supports the central focus of supporting ITT in its programme of continuing professional development for all teachers, including NQTs

**The college's vision for ITT**

In providing ITT opportunities within the college, we are seeking to:

- create varied and high quality learning experiences for our students
- ensure that trainee teachers are supported and challenged effectively in their professional development
- support the professional development of teachers at the college
- develop effective partnership links with training providers
- the trainee teacher body within school is a useful for recruitment

**Partners**

We currently work with the following ITT providers:

- Cornwall SCITT
- The Kernow Teaching School Alliance – School Direct
- Exeter University
- The Peninsula SCITT – School Direct

**Roles and Responsibilities**

The ITT provision is a shared responsibility to ensure that the training meets the standards agreed. The college will meet all statutory requirements regarding the training of ITT students; this includes requirements made by the ITT providers and the Department for Education

**The College Learning Tutor**

The provision for and placement of trainees at Treviglas Community College is managed and co-ordinated by the College Learning Tutor.

**The College Learning Tutor should:**

- Ensure that all appropriate Safeguarding checks on trainees have been carried out by providers.

- ensure delivery of the college ITT Policy
- oversee suitable class placements and timetable arrangements for trainees
- liaise with Subject Mentors and Leaders of Learning to ensure trainees are well informed, supported and carefully inducted into college life
- understand and explain the expectations and requirements for completion of QTS to college staff and trainees at appropriate meetings
- provide a programme of professional development for the trainees, involving other college personnel as appropriate
- support trainees in a pastoral and professional capacity as appropriate
- ensure that trainees have sufficient access to/make appropriate use of all college facilities and resources, including ICT
- review the ITT provision within the college and amend policy and practice accordingly
- monitor trainee progress through observation, tutorials and refer any concerns to the provider
- attend and contribute to monitoring, assessment and moderation meetings relating to the designated trainees in their college
- advise and support trainees whilst on college experience to improve teaching and learning understanding and delivery
- advise and support Subject Mentors and other college staff in developing coaching and mentoring skills, knowledge of QTS standards or other trainee-related performance indicators
- monitor the consistency of assessment of ITT across departments in the college; oversee progress reports and contribute to regular moderation and development meetings for specific trainees
- offer advice, support and knowledge based on quality assurance, monitoring and evaluation procedures regarding the impact of college based experience on trainee knowledge, skills and practice
- understand the procedures for informing the ITT provider if a trainee is failing to meet the standards for QTS
- be able to recognise the level of a trainee according to the OFSTED criteria and provide necessary challenges
- monitor and develop Subject Mentors
- monitor the impact of trainees on the learning of students
- Facilitate School Experience Programme for those interested in potential ITT

The College Learning Tutor will be supported in her role by the subject mentors; senior leadership team; Leaders of Learning; pastoral staff; other teaching staff and admin support staff.

### **Subject Mentors**

Subject Mentors are teachers who are responsible for providing educational support and direction to a trainee who undertakes training based in that teachers department (N.B Exeter nomenclature is different so the term 'mentor' is replaced by PST – Principal Subject Tutor. **A trainee from Exeter will also be assigned a mentor from a different subject area who will help the trainee reflect on their progress – this is part of the Exeter model for ITT.**

### **The college Subject Mentors should:**

- have knowledge of the college ITT Policy
- give guidance on educational context and background of students to prepare the trainee for a college based experience
- guide and develop trainee planning through discussion and challenge
- coach trainees through shared teaching experiences
- meet with trainees for a minimum of one hour per week to discuss progress towards agreed targets and to agree new target each week. To ensure that the College Learning Tutor receives copies of the weekly meeting records
- demonstrate sound planning, knowledge and teaching expertise
- be able to suggest different teaching strategies for different purposes
- encourage the trainee to be reflective and develop their own individual teaching and learning style

- be informative and knowledgeable about current educational reform and pedagogy
- be able to give constructive, effective feedback
- understand the standards of QTS and be able to assess the trainee accurately against the criteria
- write regular reports and observations to annotate training progress and to ensure that the College Learning Tutor has copies of lesson observations when required.
- attend moderation and other relevant meetings to ensure continuity of progress for the trainee
- liaise with other college Subject Mentors, Partner Providers and College Learning Tutor to ensure continuity of progress for the trainee
- inform the College Learning Tutor immediately of any concerns
- undertake training relevant to the role

**Resourcing:**

- Trainees will be entitled to timetabled regular meetings with the mentor
- Release of staff for agreed University/County support session
- ICT facilities including email and internet provision
- Appropriate college documentation
- Appropriate space for individual study
- Access to programme of induction within college
- Access to professional colleagues within college for guidance and training
- Access to Library based teacher training resource books
- Access to reprographic facilities

**Reviewing the ITT provision**

The provision will develop through:

- ✓ discussions with staff involved each year
- ✓ discussions with the ITT providers and the requirements of their course
- ✓ regular meetings between The College Learning Tutor and SLT
- ✓ discussions with trainees during their placements
- ✓ professional studies session evaluations
- ✓ end of placement evaluations
- ✓ feedback from Partnership Providers' Tutors