

Stanbridge Primary School

TRAINEE TEACHERS AND WORK EXPERIENCE STUDENTS POLICY



Signed (Chair):	Name: Mrs J Weathrall-King	Date: 17/11/12
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Ratified: by Resources Committee	Next Review: Term 2 (15/16)	

Stanbridge Primary School

Trainee Teachers and Work Experience Students Policy

As a school our vision statement is 'Aim high and fly...strive to new heights together.' This underpins all we do. We are extremely committed to Continuing Professional Development, (CPD) for all our staff and this also extends to those who are aspiring colleagues. We strive to provide high quality placements for Trainee Teachers and work experience students to ensure the future of education.

Purpose

Stanbridge Primary School is committed to:

- I. Providing high quality training and work experience for all trainee teachers and students, particularly with routes to qualified teacher status in order that future generations of children receive high quality educational opportunity.
- II. Creating and developing links with Secondary Schools and Higher Education Institutions so that staff are up to date with current educational theories and research.
- III. Enhancing educational opportunities for the children who experience Initial Teacher Training (ITT) and work experience students.
- IV. Professional development of class teachers and School based Tutors in relation to national standards and supporting training/work experience.
- V. Development of existing staff's own observation, feedback, planning and delivery skills.
- VI. An opportunity for teachers of today to influence the quality and training of the teachers of tomorrow - thus, having an input into the status and development of the profession.

Aims

- To provide high quality Initial Teacher Training (ITT) and work experience that will give students the experiences necessary to meet the Professional Standards set out in 'Qualifying to Teach' or work experience targets.
- To create an opportunity for all trainee teachers/students and staff to pursue their Continuing Professional Development (CPD) through reflection on teaching and learning strategies and to make them feel valued for their expertise.

Roles and Responsibilities: Initial Teacher Training Students

School Based Mentor / School Link Teachers

The School Based Mentor / School Link Teacher will work in collaboration with the Secondary School / Higher Education Institution Tutor.

Duties include:

- managing communications between the Schools and the ITT provider
- attending induction session/s
- undertaking Mentor / School Link Teacher Training
- ensuring that the trainee understands and follows policies
- conducting reviews with the trainee as set out in the training plan
- monitoring the progress of the training plan and responding positively to any issues that arise
- making provision for the pastoral support of the trainee
- conducting lesson observations and feedback as set out in the Higher Education Institutions requirements
- offering considered professional advice on a regular basis
- being prepared to arbitrate and resolve any problematic interpersonal, practical or professional issues that arise
- creating opportunities for professional development
- making arrangements for external examination in collaboration with the Higher Education Institution Based Tutor (where applicable)
- conducting the final assessment with the Higher Education Institution Based Tutor
- writing the final report in collaboration with the Higher Education Institution Based Tutor
- enabling the Trainee to complete the Career Entry and Development Profile
- supporting job applications in collaboration with the Higher Education Institution Based Tutor

The Role of Other Teachers

Other teachers will work in collaboration with the Senior Professional School based Mentor, Higher Education Institution Based Tutor and trainee in line with QTS Standards. These teachers will:

- advise on the organisation and management of resources
- contribute to target setting with the trainee, the School-based Tutor and the Higher Education Institution Based Tutor
- approve and offer critical feedback on the trainee's planning, organisation, management, teaching, assessment, evaluation and other professional requirements
- demonstrate and discuss a range of teaching strategies guide the trainee with respect to commentary on pupils' work and levels of marking
- show the trainee how systematic assessment contributes to the quality of learning and teaching
- undertake observations of the trainee's teaching and provide oral and written feedback as required by the training plan.

Professional School-based Tutor

The Professional School-based Tutor will work closely with the Mentor / School Link Teacher and Higher Education Institution Based Tutor to create the kind of professional setting that will enable the Individual Training Plan to be realised efficiently and effectively in line with its original design. In doing this, the Professional School-based Tutor will:

- support the School-based Subject Tutor
- support the trainee
- offer considered professional advice on a regular basis
- monitor the progress of the training plan and respond positively to any issues that arise

- provide practical help for lesson observations and tutorials
- advise the School-based Subject Tutor and trainee of any appropriate professional development opportunities
- create and support opportunities for professional development
- ensure that the trainee is made explicitly aware of recent developments in subject teaching, evaluation and assessment
- be prepared to arbitrate and resolve any problematic interpersonal, practical or professional issues that arise

The Role of Other School Colleagues, Including Support Staff

School-based colleagues not directly involved with the training of a particular trainee should be made aware of the nature of the Initial Teacher Training by the Head Teacher.

The Head Teacher should also ensure that School-based colleagues are aware that a trainee is a member of staff and that he or she has a role in supporting the whole school context in which he or she will work.

Roles and Responsibilities: Work Experience Students

In order for Work Experience Placements to be successful it is important for all involved to be clear about their role. Where individuals are unsure they should consult with the Work Experience Co-ordinator or the secondary school of the visiting pupil.

Work Experience Co-ordinator

- Receives written requests for a placement
- Responds to the request in writing to either offer or decline a placement
- Completes and returns standard forms from the secondary school (including risk assessment)
- Provide written information regarding the role of the visiting pupil during the placement
- Provides a timetable for the visiting pupil
- Meet with the visiting pupil on arrival to show around school, alert pupil to Health and Safety issues, school timetable etc. and answer questions as necessary

Class Teachers

- Responsible for giving visiting pupils clear instructions regarding what they would like the pupil to do
- Being aware of Health and Safety issues regarding the supervision of the visiting pupil
- Alerting the Work Experience Co-ordinator to any issues or potential problems with
 - Respect to the visiting pupil
 - Providing a positive view of teaching and school life