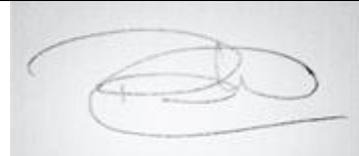




Yewstock School

# Initial Teacher Education/Training Policy

<b>Date reviewed by FE&amp;P</b>	<b>11.11.2019</b>	<b>Policy Type</b>	<b>School</b>
<b>Date adopted by FGB</b>	<b>02.12.2019</b>	<b>Review Cycle</b>	<b>2 Years</b>
<b>Date of next Review</b>	<b>10.11.2021</b>	<b>Signed by Chair of Governors</b>	
			



## Yewstock School

### Initial Teacher Education (ITE)/ Initial Teacher Training (ITT) Policy

#### **Rationale:**

As a member of TADSS (Teaching Alliance of Dorset Special Schools) we recognise the contribution our school can make in improving the recruitment and retention of teachers to the profession. Offering experience in a special school setting makes a significant contribution to creating a highly skilled, confident workforce who can effectively support children with SEND in all settings.

Both the Senior Leadership Team and the Governing Body are passionately committed to the principle of making high quality professional development opportunities available to all members of the staff team, both teaching and support staff. Identifying and developing potential teachers in our workforce is one of the areas we would hope to support staff in achieving their chosen career paths.

We recognise and value the unique contribution Initial Teacher Education (ITE) / Initial Teacher Training (ITT) trainees can make to a successful educational provision; staff can be empowered to become reflective practitioners, strengthening our collegiate focus on teaching and learning.

#### **Aims:**

- To provide a range of opportunities and ultimately successful placements for trainees working towards achieving and maintaining the standards necessary for Qualified Teacher Status.
- To ensure that teaching placements are beneficial for staff and pupils alike, and that provision is carefully mapped to avoid uneven distribution across the school.
- To give Yewstock staff the opportunity to contribute to the organisation and delivery of training for trainee teachers.
- To empower staff in all roles to achieve their full potential and gain skills to progress as far as they are able or want to in their chosen career.
- For staff to benefit from becoming more reflective practitioners as they work with trainee and newly qualified teachers.
- To contribute to the supply of trained teachers who have at least an initial insight into the pedagogy and practice that supports the teaching of children and young people with special educational needs and disabilities.

#### **Implementation**

Yewstock supports the development of trainee teachers through:

## **TADSS ITT Partnership**

Yewstock is a member of the Teaching Alliance of Dorset Special Schools (TADSS). Westfield is the lead school in TADSS and has formed a TADSS ITT Sub-Committee with representation from the alliance schools and University of Exeter and an ITT Consultant.

From this an ITT Partnership with 30 primary schools has been developed. The partnership works in alliance with the University of Exeter to deliver the School Direct Primary PGCE programme (fee paying). Partnership schools host trainees for main and second placements and contribute to the delivery of a training programme. The training programme places a strong emphasis on the pedagogy and practice of teaching children with special educational needs and disabilities.

## **Other ITT placements**

TADSS supports placements for

- Trainees following Primary and Secondary PGCE programmes e.g. at University of Exeter, Somerset SCITT
- Trainees wanting to extend their knowledge of SEND
- Potential trainees including school leavers and career changers

## **Roles and Responsibilities**

Headteacher/Deputy Headteacher will:

- Decide each year the number of student teachers who can be accepted into the school and given appropriate experience and support without jeopardising the interest of school pupils and staff.
- Keep governors informed and consult them as necessary.
- Support mentors/tutors and class teachers in their work with trainees.
- Be informed of any problems with the placement and take action as necessary.
- Liaise with representatives of the training provider and fulfil partnership requirements.

Yewstock ITT Lead:

- Is a member of the TADSS ITT Sub-Committee.
- Attends meetings of the TADSS ITT Sub-Committee.
- Works with the TADSS ITT lead and co-ordinator.
- Liaises with the other ITT leads within the TADSS partnership.
- Reports to the Headteacher, Senior Leadership Team, Governors and parents regarding ITT.
- Liaises with Higher Education providers to ensure the statutory requirements for the delivery of ITT are met.
- Supports trainees to ensure good quality experience and training.
- Support mentors/tutors and class teachers in their work with trainees.

Yewstock staff:

- All staff will be expected to be positive role models and practitioners in the field of Special Educational Needs and Disabilities as well as in their phase/subject area.
- All teaching staff are given the opportunity to be a host tutor as appropriate (ie. Class teacher) and/or a subject mentor for the trainees.
- All staff are given appropriate training, support, resources and time to fulfil their hosting, mentoring or tutoring roles effectively. Staff are released to work with ITT students as appropriate.

- All staff are informed with updates and relevant specific training for the current cohort of trainees (eg: PGCE, School Direct ,NQT etc.).
- All staff and parents can expect the allocation of trainees to be sensitive to the circumstances in which each teacher or class of pupils finds itself at the time. Provision over the week/term/year will be mapped and assessed so as not to overload individuals or groups.

1. Through TADSS- pre-placement, all Trainees:

- have a visit and an interview to discuss their prior experience, learning and expectations.
- receive an induction package making explicit such expectations as dress code, as well as familiarisation to the college, its staff, pupils, and its aims and systems.
- are given all relevant policies information eg. College prospectus; Child Protection Policy & Procedures ,Code of Conduct, Behaviour policy; Health & Safety policy; Staff handbook; Timetable etc.

2. The placement:

- varies from one day/one week/one term/one year /one day a week for a period of weeks depending on the need of the HE provider and the trainee.
- provides an individual package and agreed focus based on the needs of the trainee and addressing the required Teachers' Standards.

3. All trainees:

- are entitled to be treated by all members of the college community in a professional manner.
- have access to all the resources, training and full range of activities and opportunities that take place in the college, including appropriate staff and curriculum meetings.
- are assigned a class teacher and a mentor, a programme of regular timetabled meetings, lesson observations, feedback and coaching, and other support leading to assessments of performance.
- have access to the full range of ability/needs; pupils (in 5 Key Stages), and subjects offered at Yewstock.
- bring to the school exposure to current thinking and theory; additional skills and resources; opportunities for team and collaborative teaching and professional development; enthusiasm and reflective practice.
- will behave professionally and respect confidentiality; dress in accordance with the accepted codes for the school; be reliable in matters of attendance and tasks assigned to them.
- take an active part in their own professional development, through observation, discussion, reflection and experience.
- keep their record keeping up to date and respond to any school requirements.