



Trainee Teachers Policy

A school placement is where the trainee can make sense of what they have learnt at University by putting it into practice. At our school we hope that the trainee, our children and staff gain positively from the experience.

We aim:

1. To put this into practical terms to make sure that the experience benefits the school, teachers, children and trainees
2. To make sure high quality school-based training happens and is regularly monitored
3. To provide a high level of training for both our staff and the trainees
4. To promote continuing professional development

The benefits to our children and staff

Involvement in teacher training gives us the opportunity to:

- let our children work positively with a variety of people
- be involved in the training and development of future teachers, some of whom we may employ as NQTs (Newly Qualified Teachers)
- encourage the staff to continually evaluate their own teaching
- take an active part in their own professional development by developing good mentoring and coaching skills
- share good practice with trainees and other teachers
- constantly refer to and apply the revised Teachers' Standards (Sept 2012)

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The benefit to the trainee

Trainees are given the opportunity to:

- set the training they have received from the provider (the University) into a practical situation
- work with a range of enthusiastic and motivated children, teachers and support staff
- see examples of excellent practice in all areas of the teaching process
- evaluate and reflect on their own practice through discussions and target setting with Training Co-ordinators and School Based Tutors (SBT)
- develop the qualities, skills and knowledge required for effective teaching and learning in a supportive place
- gain from the wider experience of teachers at different stages in their careers
- be supported by people who are knowledgeable and familiar with the revised Teachers' Standards (Sept 2102), and the expectations of OFSTED, TA (Teaching Agency) and the provider (University)

Whole School Involvement

All trainees are expected to embrace all aspects of school life, including volunteering to help with after-school clubs, playtime duties and other supervised activities.

The Head Teacher, Training Co-ordinator and School Based Tutor (SBT) have the most visible role within this.

Role of Head Teacher in our school

The head teacher makes sure that:

- a whole school policy for teacher training is in place
- a Training Co-ordinator is in place and that they have the right resources and support to fulfil their role
- money from the provider is directed towards releasing staff to fulfil their role

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Role of Training Co-ordinator in our school

The Training Co-ordinator is the person responsible for co-ordinating the placement of trainees in our school. The Training Co-ordinator also makes sure that the provision for trainees is effective in helping them to apply and develop their understanding, knowledge and skills and that swift action is taken when this is not achieved. It is also the responsibility of the Training Co-ordinator to make sure that the SBT (School Based Tutor) is properly prepared and supported throughout the trainee's placement.

The Training Co-ordinator makes sure:

- the school teacher training policy is put in place and everyone understands it
- class placements are organised for trainees (this is done in consultation with the head teacher)
- makes sure the trainees in school are well informed and supported to use and understand systems used within school for planning and assessment
- staff and trainees understand the expectations and requirements for completion of QTS (Qualified Teacher Standards)
- trainee progress is monitored through observation, tutorials and that any concerns are immediately passed on to the provider (University)
- staff involved with trainees go to all monitoring, assessment and moderation meetings relating to the designated trainees in their school
- advice and support is given to trainees whilst on school experience to improve teaching and learning, understanding and delivery
- advice and support is given to the School Based Tutors (SBT) and other school staff in developing coaching and mentoring skills, knowledge of QTS standards or other trainee related performance indicators
- progress reports are made and contribute to regular moderation and development meetings
- quality monitoring and evaluation of the impact of the experience on trainee knowledge, skills and practice is made
- high quality support is given to the SBT (School Based Tutor) so that they can fulfil their role and develop as mentors and coaches
- quality monitoring and evaluation of the impact of the experience on SBT (School Based Tutors) is made
- that staff involved with trainees recognise the level a trainee is at against the OFSTED criteria and provide necessary challenges

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Role of the School Based Tutor

School Based Tutors (SBT) are the teachers who are responsible for providing support and direction to a trainee who undertakes training in their class.

In our school a School Based Tutor:

- understands of the school's teacher training policy
- shares information needed to teach their class to the trainee before the trainee's assessed placement begins
- shares planning with the trainee before the assessed block placement starts
- guides and develops the trainee's planning through discussion and challenge
- coaches trainees through sharing their own teaching experiences
- demonstrates sound planning, knowledge and standards in their own teaching
- is able to suggest different teaching strategies for different purposes
- encourages the trainee to think about and develop their own teaching style
- is able to give constructive and effective feedback
- understands the standards of QTS and is able to assess the trainee accurately against the criteria
- writes regular reports and observations to annotate training progress
- attends moderation and other relevant meetings to make sure the trainee makes progress
- liaises with other School Based Tutors, Link Tutors and Training Co-ordinators to ensure continuity of progress for the trainee
- undertakes training relevant to the role
- PPA for both the class teacher and the trainee teacher should be taken at the same time so that they can work together. This time will be taken as one afternoon per week. Cover will be provided by the school to enable this to happen. There is an expectation that whilst a teacher has a trainee teaching their class, they will be asked to provide cover in other classes when deemed necessary. When not covering or working with students, teachers' time will be spent preparing resources, observing students, working with small groups and individual children, developing their curriculum areas and other duties as and when appropriate.

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What can involvement in the training process entail?

- Making trainees feel welcome
- Awareness of the whole training process and an understanding of the feelings the trainee will be experiencing as a result of this process
- Welcoming a trainee from a different host class into your classroom to focus on a particular aspect
- Meeting with the trainee to reflect on their observations of a particular aspect
- Meeting with the trainee to discuss and increase the trainees understanding of your subject
- Demonstrating techniques – e.g. display

Introduction of Trainees to the School Placement

The aim

The introduction to school is an essential part of building relationships between the school and trainee at the beginning of a placement and goes some way to the eventual success of the trainee's experience in our school. It makes the trainee feel welcomed as part of the school team and to be valued by the school as a resource, which will improve the life of the whole school. It gives a chance to raise the awareness of the whole school's commitment to teacher training and is a time when the ethos of the school, its aims and expectations and general information can be talked through.

Purposes/Aims of an introduction

1. To make sure that the trainee feels secure and welcome
2. To make sure the trainees understand the ethos, procedures and layout of the school
3. To talk about relevant documentation required during the placement
4. To be introduced to key members of staff
5. To meet the host class/classes
6. To talk about and organise the inter-session task
7. To meet with the Training Co-ordinator

Guidelines

The range, variety and depth of information offered to trainees will of course vary according to the length and nature of the placement.

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Welcome

The trainee is met by the Training Co-ordinator and the timetable for the day discussed.

Getting to know each other

- The trainee is told about the context and ethos of the school
- A health and safety check is done with the trainee
- The trainee's DBS check is looked at
- The trainee is asked to talk about their previous placement/s and share relevant or supporting documentation
- The trainee is asked about any special interests or skills they have that they would like to offer the school
- The trainee is given information on the school day – including expectations about timings and dress code
- The trainee is given a copy of the staff meetings timetable
- The trainee is given a tour of the school
- The trainee is introduced to the staff and the children as a teacher
- Assessment procedures used in school are discussed with the Training Coordinator and the class teacher – this requires further development later on in the placement given the importance of assessment
- Members of staff and their roles are made clear so the trainee knows who to go to for particular help or guidance once the placement starts
- A timetable to observe behaviour management and to talk to the SEN (Special Needs), Literacy and Numeracy subject leaders is arranged. Planning, Preparation and Assessment (PPA) time is discussed at this meeting.
- A regular time and day for a tutorial with the Training co-ordinator is agreed
- A date is set when the trainee will bring in their first three days of planning so the SBT (School Based Tutor) and the Training co-ordinator can sign it off before the placement can start

Documentation

- Examples of planning and observation schedules are given to the trainee
- A – Z of all general school information is given to trainee for reference
- Policies are given to the trainee
- The trainee is shown the intranet system and given a log in name as well as a fob

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Key members of staff

- Introduction to head and deputy
- Introduction to clerical and ancillary staff
- Identification of teaching staff and their subject responsibilities, year group

Host class/classes

- Introduction to School Based Tutor and the children with whom they will be working

Inter-session task and tutorial

- Discuss inter-session task/s
- Discuss targets for the placements
- Arrange the timetable for the training programme
- Reflect on the day

Review Date – 12th October 2017

Renew Date – October 2020

Headteacher

Hawthorn
Primary School

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