

SIR GRAHAM BALFOUR SCHOOL

Specialising in Maths and Computing



Initial Teacher Training Policy

*learning
working
together
succeeding*

CHANGE CONTROL

Date	Issue	Details of change
<i>21/11/06</i>	<i>0.a</i>	<i>Initial Document in New Format</i>
<i>14/01/10</i>	<i>0.b</i>	<i>Reviewed and updated following Curriculum and Staffing meeting 4th March 2010</i>
<i>11/05/10</i>	<i>1.0</i>	<i>Issue etc updated following Governor approval</i>

AUTHORISATION

Approved at Full Governors Meeting on 10th May 2010

Signed:

Chair of Governors

Date

INTRODUCTION

Sir Graham Balfour School is a training centre for trainee teachers for Keele University, Staffordshire University, and occasionally from other institutions.

AIMS

The school sees the opportunity to deliver a high quality learning experience for trainee teachers, as a) a chance for continuing professional development for teaching staff, as b) a promotion of life long learning, as c) a way of training good teachers for the students of the future and as d) a means to ensure that teaching continues to be a worthy and exciting profession.

KEY ELEMENTS

All trainees (known as Associate Teachers/ATs) will have open access to materials and resources the school is able to supply in order to allow them to satisfy the requirements of the Teacher Training Agency and to achieve Qualified Teacher Status (QTS). They will be entitled to one hour a week of subject mentor time and one hour a week of Leadership Group tuition as a minimum, to develop, monitor and evaluate practice and progress. In addition to opportunities provided for by their own universities, ATs will be encouraged to experience in school such activities as Parents' Evenings, Staff Development Days, Twilight training sessions and any occasions when the teaching staff in the school meet to exchange and discuss educational ideas and initiatives. They may be expected to write reports and they will be expected to mark students' work. In return, there will be an overt expectation that all ATs will hold high personal expectations and standards and behave in a professional manner at all times when in, or associated with, the school.

Roles:

Most staff, both teaching and non teaching, will have contact with ATs at some time during the teaching experience in the school, either in a supporting capacity or by having direct input into the ATs' experience and development. In addition, the following members of staff will have specific roles:

- The Assistant Headteacher (Initial Teacher Training) will act as Professional Mentor and be responsible to the Headteacher and the Governors to maintain the high standard of teaching and learning expected by the school. He/she will ensure that the AT involvement with students is of a high standard. Decisions as to the success, or lack of it, regarding the teaching practice will rest finally with the Professional Mentor so he/she will be involved in the observation programme at the end of the Experience or earlier if there is a problem.
- The Assistant Headteacher (Initial Teacher Training) will have the overall responsibility for the ATs' experience in the school and will provide the link and contact with university providers, in particular the Professional Tutor there.

- The Assistant Headteacher (Initial Teacher Training) will be concerned with the overall implementation of the programme of the school experience, will be involved in the assessment and report writing processes. He/she will also act as a liaison link between the AT and the Subject Mentors and the House Mentor.
- The Subject Mentor will be responsible for the day to day contact with the ATs, ensuring that at all times the AT has clear guidance as to lesson planning and evaluation, subject content and general professional activities. He/she will create the AT's timetable based on the university's guidelines. The Subject Mentor will report to the school's Professional Mentor as early as possible if a problem is perceived. He/she will meet the AT for at least one hour a week and, if necessary, liaise with the Subject Tutor from the university.
- The Subject Mentor will be responsible for the supervision of and support for the AT in the classroom, and will be important in evaluating and supporting the AT. The Subject Mentor is responsible for the observation programme but should delegate some of it to other department members.
- The House Mentor will manage the daily pastoral experience of the ATs and will report to the school's Professional Mentor as early as possible if a problem is perceived.

Graduate Teacher Programme

Some aspirant teachers prefer this approach to teacher training as they study "on the job" rather than split their training between university tuition and schools. They also prefer to be based largely in one school, although they are obliged to experience a few weeks in a primary and another secondary school. Graduate Teachers (GTs) are selected by the Assistant Headteacher (Initial Teacher Training) who liaises with both the Head of Faculty and the Headteacher before a training offer is made. It is then the GT's responsibility to find a training provider who will accredit the year's training in order to order to achieve Qualified Teacher Status. GTs are not guaranteed a job at the end of the year. Their responsibility is to the Subject Mentor within their chosen Faculty, also to the House Head, and finally to the Professional Mentor. Training is as for an Associate Teacher (see above). Their teaching commitment will increase depending on their abilities; generally, they will teach most of the Subject Mentor's timetable by the final term, providing they are effective. Decisions re the success or otherwise of the GT's year rest finally with the Professional Tutor and the Training Provider Institution, but it is expected that the Subject Tutor will report to the Professional Mentor as early as possible if a problem is perceived.

Remuneration

- Associate Teacher Training triggers a fee from the University to the school according to the length of the School Experience provided. One third of this money is kept centrally as an ITT budget, managed by the Deputy Headteacher,

for future training needs, two thirds is paid to the Faculty involved for their own teaching and learning needs.

- Graduate Teachers are paid a wage by the training provider.

Training

All Subject Mentors and the Professional Mentor must have been trained by our main training provider, Keele University. This involves some daytime training with a contribution paid to school by Keele for cover and some twilight meetings, again with financial support paid by Keele to teachers to cover travelling expenses.

Partnership Arrangements

Currently, the school is associated with the following Initial Teacher Training initiatives and Higher Education Institutions:

- Keele University, School of Education
- Staffordshire University, School of Education
- Pre-PGCE Taster weeks prior to the start of courses (from a variety of institutions as the students involved in this are local people training all over the UK.)

It is a school protocol not to accommodate more than 10 ATs at any one time, although individual requests above this figure will be considered as they arise.

MONITORING & EVALUATION

- Weekly observations of ATs are carried out formally by the Subject Mentor; also their Mentored Meetings are minuted.
- At least one observation is carried out formally by the Professional Mentor from Sir Graham Balfour and from the university.
- The programme of training sessions is published by the Professional Mentor to all ATs, GTs, colleagues involved and to the university.
- Regular observations of GTs are carried out formally by the Subject Mentor and the training provider
- The Professional Mentor observes the GT at least termly.
- Keele School of Education to evaluate our Subject Mentors, the Professional Mentors and all ATs on at least an annual basis in a formal written report.