



INITIAL TEACHER TRAINING POLICY

INSIGHT MAT POLICIES AND PROCEDURES

CHANGE CONTROL


<i>Date</i>	<i>Issue</i>	<i>Details of change</i>
07/04/2017	0.a	Initial Draft
30/06/2017	0.b	Updated following review by Trustees
19/07/2017	1.0	Updated following approval at Board Meeting 18/07/2017
21/02/2021	1.a	Updated following changes to Initial Teacher Training procedures in the school.
24/03/2021	2.0	Updated following approval at Board Meeting 24/03/2021
Spring 2023	2.a	Updated following review by Trustees
Spring 2023	3.0	Updated following approval at Board Meeting 15/03/2023

Next Review	February 2025
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AUTHORISATION

Approved at Board Meeting on 15th March 2023

Signed:

 15-3-23.

Chair of Board

Date

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INTRODUCTION

Whilst this policy pertains to all employees and, as appropriate, Governors, Trustees, Members, contractors, visitors and volunteers connected with Sir Graham Balfour Multi-Academy Trust, Local Governing Bodies of individual academies have been delegated responsibility to specify local arrangements for the operation of this policy within their academy. These are detailed within Appendix 1 of this policy.

Insight Multi-Academy Trust (IMAT) is committed to supporting quality Initial Teacher Training programmes.

The objective of IMAT is to recruit and train high quality teachers in order to help to meet the needs of the academies within it, and to serve the needs the of young people in the community that each academy in the IMAT serves. We recognise our responsibility to nurture and develop the future teachers.

AIMS

The IMAT sees the opportunity to deliver a high quality learning experience for trainee teachers as:

- a chance for continuing professional development for teaching staff.
- a promotion of life long learning.
- a way of training good teachers for the students of the future.
- a means to ensure that teaching continues to be a worthy and exciting profession.
- a way of ensuring that we can staff key departments with high quality teachers.
- a way of 'growing our own' teachers.

KEY ELEMENTS

All Trainee Teachers (TTs) will have open access to IMAT materials and resources the IMAT is able to supply in order to allow them to achieve Qualified Teacher Status (QTS).

They are also entitled to the relevant support as directed by the Partnership agreements with the Training Provider, for example, regular mentor meetings, a Professional tutor etc.

They will also be entitled to access a range of CPD opportunities, provided by the Training Provider and the IMAT.

They will be encouraged to take a full role in all aspects of academy life within the academies in the IMAT – for instance, attendance at parents' evenings, sporting activities, assemblies etc.

TTs will be given access to students to practise their teaching. They will take on the role of the teacher, with support, including the marking of work and feedback to students. Lessons

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will be observed by teachers within the academy and feedback will be given to TTs for improvements.

Evaluations of TTs' progress will be monitored carefully by the relevant person within the academy, and their progress shared with Headeachers and (if requested) the IMAT Board.

In return, there will be an overt expectation that all Trainee Teachers will hold high personal expectations and standards and behave in a professional manner at all times when in, or associated with, the IMAT.

Roles:

Most staff within the IMAT, both teaching and non teaching, will have contact with Trainee Teachers at some time during the teaching experience in the academy, either in a supporting capacity or by having direct input into the Trainee Teachers' experience and development.

The member of Leadership Group i/c of Initial Teacher Training has responsibility for ensuring that all colleagues are aware of their roles and responsibilities for trainees within their academy. This includes them following the MAT and academy policies on safeguarding, code of conduct, health & safety, link governance and whistleblowing.

Routes into Teacher Training at IMAT

1. PGCE

The IMAT currently works with the Ormiston and Keele School Centred Initial Teacher Training (OAKS) as part of their PGCE Partnership Schools. The providers recruit Trainee Teachers who they then place at an academy for a placement. Our staff are responsible for mentoring the Trainee Teachers, but the university providers make the decision if the Trainee Teacher has met the standards for Qualified Teacher Status (QTS).

2. School Direct

School Direct is an academy driven model of teacher training, where academies recruit Trainee Teachers to subjects and are responsible for deciding whether they pass or fail the course. Sir Graham Balfour School is the lead academy of the Stafford Hub for Teacher Training and as such, has responsibility for placements within the IMAT and within Stafford Hub. The Stafford Hub for Teacher Training Lead from The Oaks registers with UCAS and the Department for Education (DfE) on behalf of the Hub, coordinates with other schools in the Hub to ascertain what subjects they wish to train teachers in and then bids to UCAS and the DfE for permission to recruit and train teachers in the identified subject areas. The Hub has commissioned the the OAKS to provide the PGCE element of the course, alongside specialist input from Subject Experts, whilst the in-school training is solely provided by staff from the Stafford Hub of schools.

There is a 2 stage application process in order to be accepted as a School Direct student:

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Stage 1 = Potential School Direct students apply via UCAS, who then forward the application onto the Lead School/Provider for screening. If the person's qualifications and statement are suitable they get called into OAKS for a selection day.

Stage 2 = The potential School Direct students come into school to deliver a 15 minute lesson. After the lesson feedback is obtained from the pupils. The potential Trainee Teacher then has a 30-45 minute interview with questions put to them by the Head of Department and a subject tutor from the training provider. After the lesson and interview the potential School Direct students will be accepted or rejected onto the course.

Our staff are then responsible for mentoring the Trainee Teacher to ensure that they meet the standards for QTS. It is the Lead School/Provider's responsibility to award QTS.

3. School Direct Salaried (SDS) 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. It is the headteacher's discretion whether to offer this training route in their academy. School Direct Salaried (SDS) are selected by a recruitment panel at the academy, in conjunction with the IMAT which will include the relevant Head of Faculty and the relevant Headteacher before a training offer is made. SDS Trainee Teachers 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 relevant pastoral carer, and finally to the Professional Mentor. Training is as for an Trainee 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 SDS Trainee Teachers year rest finally with the Professional Tutor of the designated academy and the Training Provider Institution, but it is expected that the Subject Tutor will report to the Professional Mentor within the academy as early as possible if a problem is perceived.

Remuneration

- Trainee Teacher Training triggers a fee from the University or the OAKS to the placement school in the IMAT according to the length of the School Experience provided. One third of this money is placed in the Cover budget, two thirds is paid to the Faculty or department involved for their own teaching and learning needs.
- SDS Trainee Teachers are paid a wage by the training provider.

Training

All Subject Mentors and the Professional Mentor must have been trained by IMAT's main training provider, the OAKS. This involves some daytime training with a contribution paid to the academy by the OAKS for cover and some twilight meetings, again with financial support

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paid by the OAKS to teachers to cover travelling expenses. In more recent years, some training is done remotely.

Partnership Arrangements

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

- The OAKS, based at Keele University
- Staffordshire University, School of Education

It is currently a IMAT protocol not to accommodate more than 6 TTs at any one time in one academy, although individual requests above this figure will be considered as they arise.

MONITORING & EVALUATION

- Weekly observations of Trainee Teachers are carried out formally by the relevant Subject Mentor; also their Mentor Meetings are minuted.
- At least one observation is carried out formally by the Professional Mentor from Sir Graham Balfour School as Lead School in Stafford Hub, and one from the University or the OAKS.
- IMAT is subject to Quality Assurance questionnaires as collected by the relevant training providers to ensure quality and consistency of provision.
- As lead school for Stafford Hub, Sir Graham Balfour School will issue a CPD programme in which all TTs within Stafford Hub and the IMAT will be invited to. This CPD programme is evaluated by the training providers.
- Regular observations of SDS Trainee Teachers are carried out formally by the relevant Subject Mentor and the training provider
- The Professional Mentor of the relevant school observes the SDSTrainee Teachers at least termly.

MONITORING AND EVALUATION

The Staff Sub-committee of the MAT Board will formally review this policy every two years or more frequently if circumstances or legislation suggest it is appropriate.

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APPENDIX 1

Context

In Sir Graham Balfour School, we are a training centre for Trainee Teachers from the OAKS and occasionally from other institutions. We are also the lead school of the Stafford Hub for Teacher Training which is a partnership between Sir Graham Balfour School, Weston Road Academy, Walton High School, Alleynes Academy, Stafford Manor High School, King Edward VI High School, Kingsmead School in Cannock and the Hart School in Rugeley. The objective of the Stafford Hub for Teacher Training is to recruit and train high quality teachers in order to help meet the recruitment needs of the schools in the partnership.

Roles and Responsibilities of Staff at Sir Graham Balfour school:

- The Professional Tutor will act as Professional Mentor and be responsible to the Headteacher and the LGB to maintain the high standard of teaching and learning expected by the academy. He/she will ensure that the Trainee Teachers' 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 Professional Tutor will have the overall responsibility for the Trainee Teachers' experience in the academy.
- The Professional Tutor will be responsible for the overall implementation of the programme of the academy experience and will be involved in the assessment and report writing processes. He/she will also act as a liaison link between the Trainee Teacher and the Subject Mentors and the Pastoral Mentor (Head of Year/House Tutor).
- The Subject Mentor will be responsible for the day to day contact with the Trainee Teacher, ensuring that at all times the Trainee Teacher has clear guidance as to lesson planning and evaluation, subject content and general professional activities. He/she will create the Trainee Teachers' timetable based on the Training Provider's guidelines. The Subject Mentor will report to the academy's Professional Mentor as early as possible if a problem is perceived. He/she will meet the Trainee Teacher 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 Trainee Teacher in the classroom, and will be important in evaluating and supporting the Trainee Teacher. The Subject Mentor is responsible for the observation programme but should delegate some of it to other department members.

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- The House Tutor will manage the daily pastoral experience of the Trainee Teachers and will report to the academy's Professional Mentor as early as possible if a problem is perceived.