



*Saint Joseph's*  
CATHOLIC SCHOOL

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# ITT Policy

Version 2.4 May 2023

ST JOSEPH'S CATHOLIC SCHOOL  
CHURCH ROAD  
LAVERSTOCK  
SALISBURY  
SP1 1QY

### Success Criteria:

That all teachers in training feel that their professional training has been supported and developed.

### Context/Aim:

St Joseph's is committed to the continuing professional development of teachers. In addition to the ongoing training and development the school is involved in the process of initial teacher training, providing high quality training for those entering the profession. This is seen to have benefits for the school in terms of children's learning, developing teaching resources, teacher development and motivation and it is part of the on-going commitment to high performance focused on effective teaching and learning. ITT is seen as a central part of continuing professional development for all teachers.

The school has a strong belief in developing the potential of both pupils and staff. Having trainee teachers in the school encourages reflective practice; observers on pre placement activities and research exemplifies the philosophy of a "learning culture" encouraging teachers to be reflective, open and engaging in professional dialogue about the dynamics of teaching and learning.

St Joseph's has been involved in the training of teachers with the region's training providers for a number of years. More recently as trends in teacher training have changed commitment to and involvement in this training has become more significant. Involvement in initial teacher training is seen as an extension and enrichment of the professional dimension of teaching. ITT is viewed as part of the continuum of professional development from initial training through Induction, to Post Holder, Upper Pay Spine and Senior Management.

St Joseph's is linked to two main partnerships:

The University of Southampton (for Assessment Only trainees and University Led PGCE trainees) & the SUPA Salisbury Alliance (led by University of Southampton)

### Monitoring Procedures:

<b>By Whom:</b>	<b>When:</b>	<b>How:</b>
Academic Governors' Committee and Assistant Head teacher with responsibility for CPD	Biennially	Reports to the Governors' Academic Committee termly

### Evaluation:

<b>By Whom:</b>	<b>When:</b>	<b>How:</b>
Head teacher and the Governors' Academic Committee	Biennially	Assistant Head teacher with responsibility for CPD and the Governors' Academic Committee to review Policy

### Revision History:

<b>Version</b>	<b>Approved &amp; Ratified</b>	<b>Review Date</b>	<b>Additional Notes</b>
V2.4	Sept 2023	May 2025	Clarification on ECT terminology & roles/availability of mentors
V2.3	May 2021	May 2023	
V2.2	January 2019	January 2021	
V2.1	January 2017	January 2019	-
V2.0	December 2015	December 2016	Re-write
V1.4	July 2010	February 2012	-

V1.3	February 2010	February 2011	-
V1.2	January 2008	January 2009	-
V1.1	January 2007	January 2008	-
V1.0	June 2004	June 2006	-

### Vision Statement:

St Joseph's is a co-educational, 11-16 Catholic voluntary-aided school in the diocese of Clifton and the county of Wiltshire. Our aim is to provide a caring educational environment where each person is valued and is given the dignity due to a child of God.

At the heart of our school is the Christian vision of the human person. We want each member of our community to grow as an individual witness to the gospel values of love, truth, and justice. We want each pupil to be healthy in mind, body, and spirit.

Each member of our community should feel safe and secure in the learning environment. We aim to develop a sense of self-discipline and responsibility in our pupils. Everyone in our community should show respect for themselves, respect for others and respect for the environment.

We believe that each pupil should have the opportunity to enjoy and achieve to their full potential. We are committed to praising and celebrating achievement. We want our pupils to have high expectations of themselves to understand the value of service to others and our responsibility as stewards of the environment. Everyone has a contribution to make in helping to build the common good. We aim to equip our pupils with the ability to make good choices in their lives based on the positive relationships and values they have learned in St Joseph's.

We aim to help each of our pupils to develop morally and spiritually. We want them to achieve economic well-being while being mindful of the needs of others who are less fortunate.

We are committed to aspiring for excellence in all that we do for the sake of the Gospel.

Head teacher

### National Policies and guidance/courses referred to and incorporated into SJCS Policy:

<u>Document/Course Title:</u>	<u>Document/Course Date:</u>
ITT Criteria (Teaching Agency 2012)	
Teaching Standards (DfE 2012)	
CCF University of Southampton (2023)	
Tri-Yearly Professional Mentor Meetings with University of Southampton	Sept 22, March 23, Next meeting scheduled for July 23

### Other SJCS Policies that relate to this Policy:

Child Protection Policy

Safeguarding Policy

Staff Development Policy

## Introduction

### We aim to provide:

- a wide range of experiences and development opportunities
- a range of expertise in high quality teaching
- dedicated mentor support
- a secure foundation for entering a dynamic profession

### We recognise:

- the benefits of partnership with Institutes of Higher Education.
- the importance ITT can bring to the CPD of all staff in the school
- the benefits of additional staff in our learning environment
- the enrichment to pupil learning
- the importance of sharing ideas and resources

## Whole School Involvement

A wide range of staff are involved in Initial Teacher Training. Departments have a subject mentor with overall responsibility for trainees. We ensure that subject mentors have adequate training to fulfil their mentoring responsibility.

A wide range of staff also deliver training to trainees through weekly induction sessions. Staff are encouraged to share ideas in areas of interest or expertise with colleagues, including trainees, in this way.

## Benefit to the School

Involvement in ITT gives St Joseph's the opportunity to:

- extend its reputation to new entrants to the profession and be involved in the training
- and development of future teachers, some of whom may be employed as ECTs in the school
- encourage staff to continually evaluate their own teaching; engage in their own professional development
- share good practice with trainees and colleagues
- constantly update knowledge on current changes in education documentation and standards for Qualified Teacher Status.
- offer staff development opportunities through mentoring programme
- maintain the teaching and learning dialogue across the school

## Benefit to Trainee

- Trainees will be given the opportunities to:
- set the training they have received from the provider into a school context
- work with a range of enthusiastic, well prepared and motivated professionals

- see examples of excellent practice in all areas of the teaching process
- evaluate and reflect on their practice through discussion and target setting with ITT Coordinator and School Mentors
- develop the qualities, skills and knowledge required for effective practice in a supportive atmosphere
- gain from the wide experience of practising professionals
- be supported by professionals who are knowledgeable and familiar with the QTS standards, the expectations of OFSTED and their provider

## Roles and Responsibilities

### ITT Co-ordinator

The ITT Co-ordinator who is responsible for coordinating the placement of trainees in school will:

- ensure that a Whole School Policy for ITT Involvement is in place and available to trainees
- ensure that the school meets the requirements of the various partnership agreements
- ensure that appropriate school staff attend review meetings and training sessions
- allocate trainees to work with suitable Subject Mentors
- manage and monitor the work of subject mentors to ensure that trainees receive a high standard of training and support.
- liaise with Mentors to ensure trainees are well informed, supported and carefully inducted into school life
- ensure that trainees are allocated the appropriate teaching time according to the placement documentation and that inappropriate demands are not placed upon them (e.g. covering for absent colleagues)
- understand and explain the expectations and requirements for completion of QTS to appropriate school staff and trainees
- monitor trainee progress through observation, tutorials and refer any concerns to the provider
- advise and support mentors and other school staff in developing coaching and mentoring skills, knowledge of QTS standards or other trainee related performance indicators
- understand the procedures for informing the provider if a trainee is failing to meet the standards for QTS
- be able to recognise the level of a trainee according to the OFSTED criteria and provide necessary challenges
- observe trainee's teaching progress, in liaison with Subject Mentors and provider
- ensure that trainees are given opportunities to observe a range of teaching across the school
- provide opportunities for trainees to gain experience of the pastoral role
- organise a professional programme which develop the trainee's knowledge and understanding of teaching and related professional issues
- ensure financial resources from the provider are directed appropriately to support and train school personnel and trainees

## Subject Mentor

The School-based subject Mentor has responsibility for arranging and managing the trainees' day to day work. It is the responsibility of all subject Mentors across partner programmes to:

- introduce the trainee into the department
- support as appropriate the completion of the trainee's subject knowledge action plan and its ongoing cycle of review
- provide a timetabled weekly meeting opportunity with trainee to monitor progress
- ensure trainees record the outcomes and targets set at the meeting
- Keep a record of outcomes and targets set at the meeting.
- support trainee in setting appropriate yet challenging targets against the QTS standards
- ensure provision and adoption of a teaching timetable as described in partner Handbooks
- support trainee with lesson planning and evaluation
- ensure completion of lesson observations followed by evaluative feedback
- liaise regularly with the ITT Co-ordinator and provider Tutor and complete a joint observation of the trainee's lesson
- carry out the assessment of trainees in accordance with provider guidelines
- work with the ITT Co-ordinator, to ensure that trainees compile their School Progress File in accordance with provider guidelines
- work with the ITT Co-ordinator, to ensure that trainees are fully supported by other staff within the department.
- to quality assure support and guidance given to the trainee by monitoring lesson observation forms completed by other members of the department and provide additional training for colleagues where necessary
- support trainees with the completion of assignments where necessary
- in consultation with the ITT Co-ordinator, complete Trainee Reports / Review Statements and the final Professional Practice Report in accordance with provider expectations
- assist the ITT Co-ordinator with monitoring the trainee's portfolio and if required sign off evidence that meets the Professional standards for QTS, where applicable
- attend Mentor training provided

## Subject Teachers

There will be times where the trainee is teaching lessons with a member of the department who is not their subject mentor. On these occasions, the subject teacher will be responsible for the supervision and support for the trainee teacher in the classroom, and will be an important part in the evaluating and supporting framework for the trainee.

## Entitlement for ITT Trainees

In addition to opportunities provided by their HEI, trainees will be encouraged to experience such activities as Parents Evenings, Staff Development Days, Staff training sessions and any other occasions when teaching staff meet to exchange and discuss educational ideas and initiatives. 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 school.

In practice entitlement to this policy will ensure that the approach for all Trainee Teachers in the school will be consistent in its professional support and assessment.

- a programme of induction to the school will be provided with access to key personnel, documentation and resources
- a period of structured observation with opportunity for discussion and research
- a graduated timetable allowing for a range of classes
- dedicated mentor with regular informal and formal observations of the trainees' teaching with follow up discussions
- as required by partner providers regular assessment of progress and guidance for successful completion and award of QTS
- a programme of professional development opportunities, tutorials and seminars as appropriate, to needs and focus of training
  - A weekly professional themes programme to compliment the provider sessions that ITT's receive whilst at University (for those on UL or SUPA routes)

## Staff Development Opportunities

- the training of Subject Mentors and ITT Co-ordinator will be undertaken by the HEI
- Subject Mentors will also be trained in house using material developed locally and nationally (where appropriate and where need arises)
- the ITT Co-ordinator and Subject Mentors will have a timetable that reflects the need for one lesson a week for each to develop the trainee
- the concepts of the 'Reflective Practitioner' and quality first teaching and learning will be the main development emphasis for both teaching staff and trainees
- involvement with the programme will be considered during the Performance Management consultations with relevant staff

## Assessment Only Route into Teaching

This route will be considered for suitable unqualified teachers. We will work with Southampton University on this route. This route is only to be pursued by unqualified teachers who have demonstrated a good level of teaching for a minimum of two years.

A mentor will be provided to monitor progress towards the teacher standards and oversee the unqualified teacher's folders of evidence against the teacher standards. A regular meeting (as a minimum fortnightly) will take place to review teaching and folders. Regular observations (at least two per half term) will be undertaken by mentor/induction tutor/other suitable teacher).

The induction tutor will liaise with HEI to ensure that procedures and policies are adhered to. The induction tutor will also liaise with HEI to schedule relevant meetings and assessment visits.

## Quality Assurance

Quality assurance will be achieved by a coordinated cross liaison dialogue between the partnerships HEIs and respective members of St Joseph's ITT team (ITT Co-ordinator and Subject Mentors). The criteria for judgement will be the Teacher Standards and the HEI internal criteria for assessment. In addition, there will be monitoring, evaluation, moderation and assessment of the subject mentors involved undertaken by the ITT Co-ordinator.

The Mentors are selected using the following criteria:

- preferably at least 5 years' teaching experience;
- be an excellent classroom practitioner;
- be observed teaching by the ITT Co-ordinator;
- the ITT Co-ordinator is assessed annually by the Head Teacher
- Preferably a subject specialist – this may not always be possible given the nature of some departments

## Monitoring of the programme

The ITT Coordinator who has the responsibility to liaise with all providers will manage:

- the programme and partnership agreements
- Mentor selection, training, guidance and support
- development of the professional themes programme
- ITT needs and assessment procedures
- distribution and updating of all ITT documentation
- induction programme
- selection and interviewing of potential trainees

## Evaluation

The quality of the programme, mentor support, provision of training and impact on the school will be evaluated through:

- trainee exit reviews completed at the end of placement
- regular mentor meetings
- feedback from external examiners
- subject trawls
- HEI/provider tutor feedback
- Ofsted inspections

Further details concerning specific provider programmes, roles, responsibilities, and documentation can be found in partnership handbooks.



## Consultation and Review

The policy will be reviewed every two years. In school, staff will be engaged in discussion about the policy and its values. The views of parents, staff and governors regarding the content or operation of this policy should be submitted to the Head teacher.