

September
2019

ITE (Initial Teacher Education) Policy

Adopted by Governors:	26 th November 2019
Signed	 Mr F Boulton, Chair of Governors
For review:	September 2021

The School is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment.

BALDWINS GATE CE PRIMARY SCHOOL

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Rationale

At Baldwins Gate Primary School we believe that taking part in the ITE programme brings many benefits to our school including:

- a focus on high quality teaching and learning across the school
- a shared commitment to the profession as a whole and an active role in the development of new teachers
- continuing professional development of all teachers through reflective practice, training and constant review of the standards for teachers
- benefits to the children in terms of teaching resource, teacher development and motivation.

Introduction

At Baldwins Gate Primary we recognise that over recent years there have been many changes to the arrangements made for Initial Teacher Education and subsequent career entry requirements and induction arrangements. At Baldwins Gate Primary School, we take Associate Teachers from the Keele and North Staffordshire Teacher Education (KNSTE).

Purpose

In line with our committed whole school approach, all staff are invited and encouraged to take an active role in accommodating Associate Teachers (ATs), and contributing to their school based work.

Baldwins Gate Primary School takes the responsibility of the partnerships training seriously and ATs are placed carefully with teachers who will be able to give them a good role model and effective mentoring arrangements. The needs and strengths of the Associate Teacher will be taken into consideration, as will the suitability of each cohort to accommodate an Associate Teacher.

The Associate Teachers need:

- opportunities to observe teachers at work
- to participate in teaching alongside experienced teachers
- to be confident to undertake periods of teaching, with increasing independence and responsibility
- opportunities to develop expertise and ensure effective teaching
- to develop effective ways of maintaining positive discipline and managing pupil behaviour.

Roles

A class teacher will take on the role of Teacher Educator (TE) and mentor the Associate Teacher working with them. Overarching responsibility for the AT's placement and assessment will rest with the Headteacher/Initial Teacher Education (ITE) coordinator.

Teacher Educator Responsibilities:

The responsibilities of the TE include:

- providing opportunities for modelling and demonstration
- providing opportunities for observation of experienced teachers and subject leaders throughout school
- providing opportunities for discussion with subject leaders
- observation by the TE/ITE coordinator
- sharing group and class teaching
- assistance with planning – both medium term and lesson planning
- providing opportunities for teaching/sequences of lessons
- development of subject knowledge
- assistance with marking, following the school's marking policy
- modelling positive behaviour management strategies in line with the school's policy
- effective deployment of teaching assistants
- resource management
- monitoring of Associate Teacher files
- liaison with university tutors
- assessment of Associate Teachers' professional portfolios
- advising, where appropriate, on application and interview procedures.
- completion of relevant documentation for the KNSTE

Headteacher/ITE Co-ordinator Responsibilities

The responsibilities of the Headteacher/ITE Co-ordinator include:

- retaining overall responsibility for the Associate Teacher's placement and assessment.
- Approval of placement based on school requirements, teacher experience and needs of the TE
- Help to provide and support opportunities for observation of experienced teachers and subject leaders across school

Associate Teacher Responsibilities

These will be laid out in the Staff Code of Conduct and in line with the provider's expectations. In addition, the following are of particular importance:

- punctuality – in school by 8.30 am at the latest ready to greet children at 8.50am for registration at 8.55 am in the classroom.
- confidentiality and an understanding of sensitivity issues surround some children.
- professional conduct
- professional dress
- commitment
- awareness of safety procedures – safeguarding, fire evacuation, first aiders, risk assessments and personal safety when dealing with challenging children.

Induction training will be provided to Associate Teachers at Baldwins Gate CE Primary School. All relevant documentation is available in school and will be provided on request.

Managing the partnership

- Associate Teachers will be placed by agreement between the headteacher, the ITE co-ordinator and staff.
- Members of staff who are particularly interested in becoming or developing their role as a TE will be able to access training including opportunities to work on masters modules with Keele University.
- All members of staff working with Associate Teachers will attend relevant training and undertake to keep up with new requirements.
- The TE must be given sufficient time to support Associate Teacher as laid out in the KNSTE partnership agreement.
- The monitoring of each Associate Teacher's progress should be a joint activity – to be agreed between the TE and the ITE co-ordinator.
- The Associate Teacher's progress and formal assessment will be undertaken and recorded in accordance with the system advocated by KNSTE.

Formal assessment procedures – this involves liaison with KNSTE, completing reports and other documentation. The school may be visited by an external examiner/moderator or be involved in Support for Concern procedures if an Associate Teacher looks likely to fail. This would be discussed in depth between class the TE, ITE co-ordinator, the Associate teacher and their personal