



Holte School

Initial Teacher Training Policy

Lead member of staff:	Chokri Chiha
Legislation Status: (Statutory/Non-Statutory)	Statutory
Local Authority Model Policy or School Written Policy:	School Policy
Required on school website:	Yes
Revision Date:	April 2023
Date Ratified by Full Governing Body:	May 2023
Signed by Chair of Governors:	C Hardy

Holte School's Initial Teacher Training Strategy:

Holte School's Initial-Teacher Training has continued to evolve in order to help address the needs of our curriculum, meet government changes for teacher training and support our school status as a National Support School. Therefore Holte School has acquired a lead status in the School Direct Programme for Initial-Teacher Training which enables us to have a number of funded School Direct (Salaried) and (Bursary) places to attract and recruit high-class graduates for teacher training.

This strategy has put Holte School in the driving seat to continue to grow our own teachers and also to lead on supporting an alliance of schools to do the same. The School Direct Programme has also put Holte School in a lead position in terms of deciding on which Initial-Teacher Training Providers we choose to work with in training School Direct Trainees.

In partnership with our ITT Providers, Holte School's Initial-Teacher Training strategy continues to offer the following courses for graduates who wish to qualify as teachers:

- School Direct (Paid by Tuition Fees) for (QTS & PGCE)
- SCITT (QTS & PGCE) TITAN
- PGCE (PGDipEd)

Initial Teacher Training Partnerships (ITT)

- **Birmingham City University (BCU) (School Direct - Salaried & Paid by Tuition Fees)**
- **Birmingham City University (BCU)**
- **The University of Birmingham**

Initial Teacher Training at Holte School

Holte School is fully committed to meeting its obligation at ensuring that ITT students are given the opportunity to practise their teaching and helping them to acquire their Qualified Teacher Status at Key Stages 3, 4, and 5

Partnership Agreement

In joining a Secondary Partnership agreement with various educational institutions, the school undertakes to:

- Support these institutions and school-based staff working with trainee teachers to fulfil their partnership responsibilities
- Identify appropriate staff as School-Based Trainers who have been trained for their role
- Maintain regular contact with appropriate members of the partnership
- Attend briefing meetings and training as appropriate
- Ensure that partnership information is disseminated to relevant colleagues

- Be willing to support trainee teachers as appropriate to the stage of training and individual needs
- Adhere to the partnership processes in relation to all aspects of a placement
- Place trainee teachers with appropriately-trained and experienced subject teachers to train in the phase they are supposed to teach at. For example, Key Stage 3 & 4 or Key Stage 4 & 5.
- Inform the faculty of changes which will affect the provision of suitable placements
- Ensure that trainees work in a context which provides examples of good practice in respect of equality of opportunity and the avoidance of discrimination
- Ensure that School Direct Trainees are supernumerary to staff and enjoy their full entitlement under the Graduate Teacher Programme,
- Ensure that School Direct Trainees are supported with their full entitlements regarding their CPD, Subject Knowledge Enhancement and finance.

Holte's Partner Institutions undertake to:

Holte School will expect the following from all of its Partner Institutions:

- Support trainee teachers in all matters relating to their individual needs as registered students of their institutions, e.g. in respect of welfare, accommodation, services etc
- Provide adequate induction and training for all School-Based Trainers and faculties' staff
- Involve School-Based Trainers in partnership schools in the admissions and recruitment process
- Ensure that the PGCE/School Direct Secondary courses prepare trainee teachers for school placements
- Ensure quality- assurance procedures are communicated and implemented and that any issues raised are addressed
- Support all staff in the partnership in fulfilling their roles and responsibilities
- Offer appropriate training and personal opportunities to ensure high-quality support for trainee teachers
- Take account of factors which may affect the quality of school-based provision and take appropriate action
- Communicate effectively with all involved in the partnership
- Support schools with a wide range of resources to enable training to take place
- Pay Holte School the sum agreed per trainee teacher
- Fund the School Direct "Salaried" Trainees the agreed amount from NCTL.

ITT Induction Programme

Holte School believes in the importance of ensuring that all trainee teachers have entitlement to a clear programme of induction, which enables them to carry out teaching practice in a professional, responsible and supportive manner.

Initial Visit to school

All student teachers can expect the following before starting their placement:

- An opportunity to visit the school and familiarise themselves with the school building
- Meet the ITT Co-ordinator, Headteacher, Subject Mentor, Head of Department and staff
- Look at Staff Handbook and Departmental Handbook and Schemes of Work
- Have access to all facilities, and resources including ICT resources.

Start of Placement - Week One

Day One: Be assigned to a Form Group and shadow one of the pupils

Day Two: Observe Departmental Staff and be issued with a Timetable

Day Three and Four: Observe classes to be taught

Day Five: Team teach/Teach part of a lesson

Week Two

Team teach/Teach parts of lessons until ready to teach full lessons

Week Three

Teach their full allocation of lessons

Programme of the Professional/General Tutor meetings

- Introduction to the school / its context and ethos
- Staff handbook
- Latest school Ofsted report
- Latest school development plan
- School prospectus
- Information on Equal Opportunity Policy
- Information on Behaviour Policy
- Addressing QTS Standards
- Tutor Group Experience
- Experience with SEN pupils
- Reflections on pupil trail
- Addressing teachers' legal responsibilities
- Classroom Management
- Discussing teaching styles
- Attendance at school meetings / INSET
- Assessment Policy / formative and summative
- Experience with Pastoral Care
- Support with planning, preparation and evaluation
- Use of video camera to evaluate lessons
- Keeping to deadlines
- ICT
- Gifted and Talented pupils
- Participation during break duties
- Report writing on pupils
- Writing a report on themselves
- Thoughts on school experience and placements
- Ideas for next practice
- Motivating and demotivating factors
- Parents' Evenings
- Job Application
- Interviewing techniques
- The reluctant pupil
- Positive discipline
- Keeping up the standards
- The importance of extra curricular activities/residentials and trips
- Current educational issues/Times Educational Supplement
- At Holte School we are committed to creating a safe and inspiring place for all children to learn and develop. The UN Convention on the Rights of the Child (CRC) is at the heart of our ethos and our curriculum.
- The four guiding principles of the UN Convention on the Rights of the child state that:

- 1. All children are entitled to the same rights without discrimination of any kind.
- 2. All actions concerning children will take into account the best interests of the individual child or group of children as the primary consideration.
- 3. All children have the right to survival and development.
- 4. Children have the right to express their views in all matters affecting them.
- Holte School is committed to the guiding principles of the Convention and is actively committed to promoting all articles of the convention in all areas of the school and its work. The following articles are protected and promoted through this policy – articles **3, 5, 12, 28 and 29**.

N.B.

The role of the General Mentor might include delegating to other colleagues and offering support through the Subject Mentor. In these circumstances, the discharge of the role is not always “visible”.

Reviewed by CHC May 2022