



# **INITIAL TEACHER TRAINING POLICY**

## **Involvement**

The Marches School and Technology College has provided Initial Teacher Training in close partnership with the Manchester Metropolitan University for many years. Typically we host between ten and fifteen trainees each year, during the various phases of the course including Induction, Block A, Block B and Enrichment. We offer placements in many areas of the curriculum and have trained mentors in the following subjects;

- Design and Technology
- English
- Geography
- History
- Maths
- Physical Education
- Science
- Modern and Foreign Languages

A wide range of teachers are involved in Initial Teacher Training;

- Each department has a Subject Mentor with overall responsibility for trainees.
- In addition we encourage other subject teachers to become fully trained mentors. This is useful because trainees usually work with a range of teachers in a department. Consequently some departments do have more than one Subject Mentor. It is anticipated that more teachers will become Subject Mentors in the near future. At the present moment, there are twenty four teachers trained as Subject Mentors.
- Form Tutors train trainees in the pastoral role.
- A wide range of staff deliver training to trainees. Teachers are encouraged to share ideas in areas of interest or expertise with colleagues, including trainees, in this way.

In recognition of the high quality of support and training provided The Marches School and Technology College has been designated as the lead school in our Cluster. In addition we have been recommended as a Partnership Promotion School.

## **Rationale**

The Marches School and Technology College is fully committed to Initial Teacher Training for many reasons. We firmly believe that this work is of benefit to trainees, teachers and the school.

## **Trainees**

- Trainees receive high quality training and support, enabling them to improve their classroom practice. Feedback from trainees has been overwhelmingly positive.
- Trainees gain the experience of facing the challenge of working in a market town comprehensive school with technology specialist status. This provides an opportunity for trainees to develop much needed skills required to teach effectively in a semi- rural environment.
- Trainees gain knowledge and understanding through training offered as part of The Marches School and Technology College Professional Development Programme.

## **Teachers**

- We firmly believe that teacher training is an excellent opportunity for professional development.
- Teachers generally find mentoring trainees an enjoyable and rewarding experience.
- Being asked to mentor trainees makes teachers feel valued and helps to build confidence.
- Mentoring trainees enables teachers to develop many skills (evaluating lessons, giving feedback, setting targets, the ability to motivate, delivering training etc) that are desirable for management roles.

## **School**

- Pupils can benefit from new approaches brought into the classroom by trainees.
- Working with trainees encourages all teachers to reflect upon and sharpen their own practice.
- Working with trainees helps to generate discussion and maintain a focus on effective teaching and learning.
- Involvement in Initial Teacher Training has been a useful staff recruitment strategy. Firstly, a number of trainees placed at the school have been appointed as NQTs and become highly effective teachers at the school. Secondly, our work with trainees has helped to enhance the school's reputation. Consequently many trainees apply for posts at the school.
- Involvement in Initial Teacher Training has helped to retain teachers by providing good professional development opportunities.

## **Roles and Responsibilities**

### **Trainee Teachers**

- To show the commitment, enthusiasm and professionalism expected of a teacher at The Marches School and Technology College.
- To plan and prepare lessons thoroughly.
- To teach classes to the best of their ability.
- To assess pupils' work regularly.
- To carry out some of the pastoral responsibilities of a Form Tutor.
- To follow school policies and procedures as far as possible.
- To attend relevant tutorials, training and meetings.

### **Professional Mentor**

- To ensure that trainees receive their entitlement as set out in the Course Handbook.
- To manage and monitor the work of Subject Mentors to ensure that trainees receive a high standard of training and support.
- To encourage the professional development of Subject Mentors and teachers, in areas related to teacher training.
- To ensure that trainees are welcomed and inducted into the school.
- To ensure that trainees are given opportunities to observe a range of teaching across the school.
- To provide opportunities for trainees to gain experience of the pastoral role.
- To organise a programme of tutorials which develop trainees' knowledge, and understanding of teaching and related professional issues.
- To observe trainees' teaching and give useful feedback.
- To review and assess trainees' progress, in liaison with Subject Mentors and HE Tutors.
- To communicate effectively with MMU.

### **Subject Mentors**

- To induct trainees into the department e.g. ensure that they meet relevant staff, receive all appropriate information e.g. departmental handbook and policies, schemes of work, set lists, pupils' assessment data, and are given access to resources.
- To provide opportunities for trainees to observe a range of teaching within the department.
- To construct appropriate teaching timetables for trainees, with opportunities to teach pupils across the age and ability range, with no particularly challenging classes.
- To ensure that trainees are given effective support and guidance from all subject teachers involved.
- To plan and deliver a programme of weekly tutorials.
- To ensure that trainees are regularly observed teaching lessons and given useful written and verbal feedback.
- To liaise with the HE tutors and Professional Mentor regarding trainees' progress.
- To participate in the review and assessment of trainees' progress.

## Subject Teachers

- To support and advise trainees teaching their classes.
- To monitor the progress of trainees teaching their classes.
- To communicate with the Subject Mentor regarding trainees' progress
- To observe lessons and give useful written and verbal feedback.
- To contribute to subject-specific tutorials if appropriate.

## New Subject Mentors

- At The Marches School and Technology College we encourage suitable teachers to become Subject Mentors.
- A potential Subject Mentor must be a successful teacher who can demonstrate effective practice in the classroom.
- Potential Subject Mentors must possess the necessary qualities e.g. must be approachable, positive, enthusiastic, sensitive, a good communicator.
- Teachers must have sufficient experience. Although NQTs cannot be Subject Mentors, teachers in their second year can work with an experienced Subject Mentor. Teachers must be in their second year of teaching before they can take the main responsibility for trainees in their subject.
- Teachers who wish to become trained Subject Mentors should discuss the matter first with their Subject Leader and then, if appropriate, Peter Jones.
- New Subject Mentors must undertake the training programme recommended by MMU. This involves attending training at MMU and carrying out joint observations with experienced colleagues e.g. HE tutors, Professional Mentor, Subject Mentor.
- In addition useful training materials are available from Mr Peter Jones, Professional Mentor.

## Assessment of trainees

- From 2003 trainees will be formally assessed on both Block A and Block B.
- At the end of each practice each trainee must be assessed as *excellent pass*, *pass* or *fail*.
- In each Subject Guide there is a copy of the Standards for Qualified Teacher Status. These are the standards that trainees are expected to reach by the **end** of the course.
- Progress Indicators suggest a range of four levels for performance in each aspect of teaching. These indicators are helpful when setting targets or writing comments on trainee reports. They can also be used to assess the trainees at the end of each placement.

## Evaluation of Training and Support

In addition to MMU's procedures, The Marches School and Technology College has its own system for evaluating the quality of mentoring. During placements trainees can discuss any concerns with Peter Jones. At the end of each placement, trainees are asked to complete a questionnaire, grading aspects of training and suggesting areas for improvement. The findings are used in a constant effort to refine and improve the training and support given to trainees.

# **Appendix 1**

## **Initial Teacher Training**

### **Evaluating Lessons and Giving Feedback**

#### **Before**

- The **role** of the observer should be agreed beforehand. Sometimes it is appropriate for the teacher to be a passive observer. On other occasions the teacher could act as a classroom assistant or give support to specific pupils.
- The **focus** of the observation should be agreed. It is difficult to focus in detail on all aspects of teaching in one lesson. Often the focus will be targets previously set.

#### **During**

- Teachers should remain within the limits of their role. For instance if a teacher intervenes inappropriately during a lesson it can undermine the confidence and authority of the trainee. However in some circumstances it may be necessary to intervene as long as this is done in a sensitive and supportive manner.
- Be **realistic**. Teaching at The Marches School and Technology College is sometimes challenging for experienced teachers let alone trainees. Trainees are expected to reach all of the standards for QTS by the **end** of the course.
- It is important to be **positive** and stress the strengths of lessons.
- When identifying weaknesses any criticism must be **constructive**.
- Trainees should be set targets for development.
- However they must also be given practical advice on how to achieve targets.

#### **After**

- Feedback should be given **as soon as possible** after the lesson.
- Written comments should be recorded on the MMU pro-forma.
- When giving verbal feedback always ask the **trainee** to give their evaluation of the lesson **first**. They might identify weaknesses themselves.
- Stress the **positive** features of the lesson before discussing weaknesses.
- Make comments **objective** rather than personal. You are evaluating teaching and learning in the lesson, not the person.
- **Listen**. Feedback should be a dialogue between two professionals.
- Try to set agreed **targets** for development.
- Merely pointing out weaknesses is of limited use. Trainees require **practical** advice and support to help them to improve. For instance you could **demonstrate** teaching skills, strategies and approaches or arrange for the trainee to **observe an expert** in a particular aspect of teaching.
- Monitor progress towards achieving targets. For example targets could be the focus of your next lesson observation.
- Copies of all lesson evaluations should go to the trainee, Subject Mentor and Professional Mentor.

Peter Jones  
Professional Mentor