



Initial Teacher Education (ITE) Policy



1 RATIONALE

- 1.1 King James's School works continuously to achieve excellence in teaching and learning and it fully embraces the important role that Initial Teacher Education (ITE) can play in achieving this aim. King James's has been heavily involved in ITE for many years. Its strong professional relationships and shared vision with partner schools and ITE providers (usually universities) allows the school to deliver and sustain high quality ITE provision to those entering the profession.
- 1.2 As a former Training School, ITE is given a high profile and the school is committed to preparing and training staff both at local and regional level. All departments are involved in ITE and this promotes a culture of Continuous Professional Development (CPD) where year on year the skill and expertise base increases.
- 1.3 King James's has a clear mandate to create a positive and supportive learning environment in which trainee colleagues are exposed to a wide range of class room and whole school experiences. The school delivers a rigorous Educational and Professional Studies (EPS) programme, which takes account of national developments while supporting and extending the ITE provider's provision.
- 1.4 King James's is a Lead School for School Direct, a new route into teaching. King James's has responsibility for developing the White Rose Alliance (WRA), a partnership of schools and universities in Yorkshire and the North East. Through strategic planning, collaborative work and dissemination of good practice in ITE, King James's aims to develop and improve ITE provision across the partnership.
- 1.5 As Lead School for the WRA, King James's is committed to recruiting high quality trainees to its School Direct programmes. The school has a marketing strategy to attract applicants and targets for recruitment are set annually.
- 1.6 Involvement in ITE benefits everyone within the school community (pupils, staff, parents and Governors) in the many ways:
 - Enrichment of the learning environment
 - Engagement in mentoring and coaching
 - Recruitment and retention opportunities
 - Wide variety of CPD opportunities
 - Broadening of teaching and learning experiences
 - Encouragement of self-reflection amongst teachers
 - Increased staff/pupil ratio
 - Allows professional recognition and/or accreditation
 - Creates networking opportunities (in house and wider schools context)
 - Enhanced extra-curricular engagement
 - Creates opportunities for collaborative working and dissemination of good practice
- 1.7 There are additional benefits to the school that arise from leading the School Direct WRA. Because King James's leads on the trainee selection process, the cohort is established in the year preceding the ITE course, allowing trainees to familiarise themselves with the school's

policies. There are also additional CPD opportunities for staff arising from increased collaborative working with partners. The WRA is particularly important for teacher recruitment because many trainees now secure jobs within the alliance in which they were trained.

2 PRINCIPLES

- 2.1 King James's has well established partnerships with a large number of ITE providers. These include providers who place core trainees at the school and providers who are part of the WRA. Most of the providers are universities. The school has partnership agreements for each provider and is committed to adhering to the policies and processes described in each agreement.
- 2.2 The precise details of organising ITE programmes vary from provider to provider but they include the following:
- In liaison with partners, bidding for an allocation of WRA trainees
 - Leading selection and interview procedures for WRA trainees
 - Providing school placements at King James's for trainees
 - Organising placements at partner schools for WRA trainees
 - In co-ordination with the providers, organising and delivering a joint programme of training experiences
 - With partner providers and schools, jointly monitoring and assessing the progress of trainees against the national Teachers' Standards
- 2.3 The school has a team of trained subject mentors representing all departments within school. The funding from the ITE provider supports ITE provision and development within the school.
- 2.4 The school recognises the key role that mentors play in delivering high quality ITE and it provides training and support in the following ways:
- CPD entitlement enables mentors to attend regular mentor meetings at partnership events.
 - Mentor support resources are made available in the ITE area of Fronter
 - Mentors take part in joint lesson observations and learning conversations
 - Formal mentor meetings are held at King James's once a half term to discuss procedures, developments and when necessary concerns.
 - Through Performance Management processes
- 2.5 In addition to training at subject level, trainees attend a weekly programme of Educational and Professional Studies at King James's. Staff with appropriate expertise lead sessions on topics as wide ranging as behaviour management, learning styles, and community links.
- 2.6 As a Lead School for the WRA we are committed to developing partnerships and to disseminating good practice. This is achieved in the following ways:
- At WRA meetings organised by King James's
 - Via resources on the WRA website, ITE Provider websites, and Fronter
 - Via conferences and meetings at providers
 - By use of digital videoing
 - Through the school's Performance Management processes

3 ROLES & RESPONSIBILITIES

- 3.1 A member of the Leadership Team has responsibility for strategic development of partnerships, for line managing the Lead Practitioner for ITE, and for managing the ITE budget.
- 3.2 The Lead Practitioner for ITE is responsible for co-ordinating the ITE programmes (placements and other training experiences) for each provider, inducting trainees into the school, co-ordinating and supporting the work of mentors, quality assuring the work within ITE, liaising with individual ITE providers, and ensuring quality of provision within school and within

the WRA. The Lead Practitioner is also responsible for keeping the whole school community informed of ITE developments and trainee placements through regular bulletins.

- 3.3 The WRA Administrator supports the Lead Practitioner with producing marketing material, organising interviews and the communication with HEI's, partner schools and Trainees
- 3.4 Subject mentors are responsible for inducting trainees into the department, guiding and assessing trainee capability against the Teachers' Standards and for arranging weekly tutorials.
- 3.5 Host teachers and tutors support the trainee and mentor at subject and pastoral levels and liaise with the mentor to provide evidence against the Teachers' Standards.
- 3.6 More detailed information about responsibilities is provided in the ITE mentor section on Frontier and is based on each ITE provider's partnership agreement.
- 3.7 Classes remain the overall responsibility of the regular class teacher at all times and the school will implement appropriate strategies if pupil learning is compromised.

4 MONITORING

- 4.1 All trainees complete an evaluation of their school experiences at King James's and the school uses this to inform and drive development/improvement.
- 4.2 ITE providers carry out their own evaluation procedures to monitor and determine the quality of the school placement.
- 4.3 Timetables for trainees are collated centrally to check that there is a balance in the allocation of teaching groups, both from the trainee's and the school's points of view.
- 4.4 Trainee files and on-line records are monitored as part of the school's quality assurance procedures in order to ensure consistent adherence to ITE provider guidelines and to ensure equality of trainee entitlement and mentor provision across departments.
- 4.5 Teachers' Standards are issued to all mentors and host teachers to ensure consistency of assessments and judgements. Judgements are moderated by link/personal tutors from the ITE provider who carry out lesson observations of trainees alongside the mentor and/or host teacher. For WRA trainees, joint observations involving mentors from the two placement schools are also used to moderate judgments.

For more information about School Direct, visit
<https://getintoteaching.education.gov.uk/explore-my-options/training/school-direct>