Professional Tutor Responsibilities; for ITT, NQT and Mentors

Preparation for training
1. Developing, implementing, monitoring and evaluating the school policies and practice for Initial Teacher Training (ITT) and Newly Qualified Teachers (NQT); liaison with the Senior Leadership Team about the implementation of these policies; attend and respond to regular Line Management meetings.

2. Overseeing the selection, preparation and support of school-based tutors to undertake the various roles: teachers who will provide models of good practice and provide demonstration teaching that enable the novices to make focused observations and carry out successful modeling. Ensure that the school-based trainers understand their roles in training, assessment (R3.2) and responsibilities (meetings, training details, written guidance, subject tutor support).

3. Encourage school-based trainers to contribute to course planning and management decision-making (R3.1)

4. Check that school-based trainers have sufficient time to meet partnership requirements for novice support.

5. Provide ongoing school-based training and / or release from school to ensure that mentors and school based tutors are well trained and supported for their roles.

6. Making a decision each year on the number, type and specialism of ITT placements to be made available.

7. Ensure that Partnership Agreements are kept up-to-date.

Induction of novice teachers
8. Have a general oversight of novice teachers' induction into the school

9. Present to trainees, details of the training, experiences and support to be provided

10. Advise on expected professional conduct.

The training process
11. Oversee the overall management, delivery and co-ordination of training within the school to ensure that all novices have access to opportunities and support as specified in the programme/course handbooks. Ensure a balanced provision by co-ordinating the novice teachers' total school experience outside the subject area - including the pastoral care system, contact with parents, primary schools etc. Ensure coherence and continuity between class-based work and other training components.

12. Support and co-ordinate the work of subject mentors / tutors by liaising with all of the relevant H.O.Ds and involved staff.

13. Oversee the provision of a balanced timetable for each ITT trainee, which meets both trainee and school needs and which is co-ordinated to prevent clashes with other trainees. Support a phased approach wherein trainees will be supported through teaching in episodes, team teaching and finally in full lessons.

14. Requesting and responding to teaching practice reports from previous schools.

15. Oversee the novices’ work with non-teaching staff such as TAs, LSAs, and other such school support staff.

16. Ensure novices have sufficient opportunities to evaluate the quality of their training (both centre-based and school-based) and that resulting actions can be effective in remedying weaknesses and improving quality (R4.5). Encourage novices’ self-development, self-appraisal and reflection on performance.

17. Support, in co-operation with the mentors, the novice teachers' academic, professional and personal needs.
18. Coordinate the school-based training programme to complement the centre-based training programmes (R3.1; R3.2; R3.3) and links with other areas of the training (e.g., professional school-based tutor sessions, visits of the subject tutor, core subject programme, assignments and tasks); the school-based subject/professional tutor's weekly training plan/programme for subject/GPS sessions;
19. Oversee aspects of the novices’ professional values and practice through organising and managing a school-based programme of professional development for novices linked to the course requirements, have formal meetings with novices to develop general professional competencies; encourage the novice's contribution to the corporate life of the school;
20. Consult and inform novices about course development and results of course evaluation (R4.5)

Observations & diagnostic / formative assessments
21. Oversee that the agreed training and assessment activities are carried out effectively.
22. Carry out observations of novice's teaching; specific matters arising from the lesson observed and the teaching file (R2.1; R3.1; R3.2). Complete the reviews, reports and action plans as to novices' progress and development.
23. Check that assessment and moderation procedures are appropriate and effective (R2.2; R4.4; R4.5) as to how is progress assessed and what progress has the novice made during the placement in developing the Standards (ITT & NQT). Share with mentors, in the assessment of novice teachers through lesson evaluations, meetings with mentors and meetings with novices; the school-based subject tutor's assessments of the novice including profiles, targets and reports; novices are aware of their own progress towards meeting the Standards (R4.3).
24. Ensure moderation of novices' standards by tutors is effective (R4.3); appropriate to the novice's current targets and evaluate how the training will help them to achieve improvement over time - with specific reference to targets set;
25. Oversee that the factors which lead to the school-based subject tutor's overall evaluation of the novice in the final assessment
26. Implement partnership requirements for monitoring, assessing and verifying evidence of the novice’s progress using the appropriate Progress Record.
27. Participate in the assessment of written assignments if requested by the partnership.
28. Participate in end of course summative assessments.
29. To participate in an appeals procedure when required.

Partnership Issues
30. Managing the ITT partnerships Partnership Contracts’ or ‘Memoranda of Understanding’ which is agreed by the school and Providers at the outset of each year in partnership agreements; overseeing partnership issues in terms of support and training for the school-based subject tutor's role. Communication strategies are successful in maintaining appropriate contact between the partners and ensuring that management of the partnership is effective (R3.1; R3.2; R3.3);
31. The partnership's resources are allocated and deployed in the school to match the requirements of school-based training roles (R3.2).
32. Ensure that all documentation required from the school is appropriately completed on schedule details of specific training activities for the novice currently in the school (or on the most recent placement); records of lesson observations; records of school-based meetings; reviews/reports of novices' progress.
33. Assisting the partnership, where appropriate, in the selection of novices; involvement of the school-based subject/professional tutor in the selection procedures or in other aspects of the training.
34. Being familiar with all programme documentation and associated documentation relating to ITT from the DfES, TTA and Ofsted; sharing information and distributing paperwork
35. Regular review and development of partnership provision
36. Maintain good communications with the Providers about the progress and needs of the novices
37. Attend and respond to regular meetings with the ITT Providers: Meet regularly with the Providers Programme Managers to review the quality of the school-based element of the course; Attend the SCITT management group and exam board as requested; be responsible to the Programme Manager and the Steering Group.

Quality Assurance
38. Liaising with tutors and course managers from ITT providers to ensure quality within all aspects of partnership; monitor novices' school experiences to ensure that they receive the training and support specified in the partnership documentation (R4.1)
39. Active dissemination of good practice within the partnership and seeking effective ways of working from other successful providers of m
40. Rigorous self evaluation and external monitoring of quality to ensure that the school based training programme is high quality
41. Schools' procedures for assuring the quality of training are effective in maintaining and improving quality and in supplementing central quality assurance procedures (R3.3)
42. Alert the Programme Manager immediately, if serious concerns of any nature arise.