ITT Handbook for staff and trainees

Coombe Dean

Ridgeway

Plymstock

Hele’s
Plymouth Partnership
Promotion
Cluster

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for staff and trainees

COOMBE DEAN  RIDGEWAY
PLYMSTOCK  HELE’S
INTRODUCTION

Government legislation has in recent years stimulated great change in Initial Teacher’s training with the focus on moving to school-centred training. All of the training provision offered by the Consortium supports the requirements for ITT as set out in the QTS documentation.

The Plymouth Partnership Promotion Cluster (PPPC) has partnership arrangements with the following Higher Education Institution training providers:

- Thee College of St Mark and St John
- University of Exeter
AIMS OF THE PPPC.

- To promote ITT partnership between schools and Higher Education Institutions
- To develop models of support to increase capacity and quality of ITT provision
- To Increase the number of departments in schools participating in ITT
- To improve retention and recruitment of teacher
- To share good practice within schools

RATIONALE

Each of the PPPC Schools shares the belief that good teaching will promote good learning. Both staff and pupils can derive the following benefits from involvement with ITT:

- contact with training providers is helpful in assisting teachers to update their own skills and knowledge
- teachers will be encouraged to critically evaluate their own practice and teaching methods
- pupils' learning can be enhanced by the additional classroom support offered by trainee teachers
- ITT is central to the pattern of continuing professional development for all teachers
- pupils' will benefit from the enthusiasm and good ideas of trainee teachers
- teachers at all stages of their professional development have considerable expertise to offer in the training of future teachers
ROLES AND RESPONSIBILITIES

ITT Co-ordinator

The ITT Co-ordinator is responsible for the management of the school's work in ITT in partnership with the training provider. The Co-ordinator may if he/she desires, combine their role with that of Mentor

NB

- the Head teacher is responsible for the welfare of pupils at all times. Trainees should not be left with the sole responsibility for a group of children. The subject tutor should ensure that a teacher is present at all times
- there are safety regulations which require the tutor to be present at all times when the trainee is involved in a Physical Education lesson (even when large or dangerous apparatus is not being used). The same applies to practical work undertaken during Design and Technology or Science lessons which involve the use of potentially dangerous equipment

The ITT co-ordinator has the responsibility for:

- monitoring and evaluating the school's provision for school-based work
- liaising with the Training Provider or Visiting Tutor as necessary
- liaising with the other PPPC Co-ordinators
- creating a consistent approach to ITT across the whole school
- monitoring the impact on pupil's learning across the curriculum
- monitoring the impact of ITT on departments
- identifying, managing and advising all teachers who are models of good practice for the trainees
- ensuring that all school personnel have been properly prepared to work with trainees
- co-ordinating an induction programme for all trainees during their school placement
- ensuring that a programme of professional development is provided for all trainees
- ensuring that the timetable of each trainee has been negotiated according to their need, including appropriate workload and work with post-16 courses wherever possible
- providing access to appropriate resources needed for planning and teaching
- ensuring that there is adequate access to ICT facilities,
- overseeing the school's contribution to formal ITT assessment and moderation procedures
The ITT Co-ordinator also needs to ensure that trainees:

- are attached to a tutor group for the duration of their school placement and be included in the group's activities
- take part in school and departmental staff meetings
- take part in the cross-curricular and extra-curricular life of the school.
- take part in parents' evenings
- have access to SEN provision and advice
- are familiarised with post-16 courses
- have had the opportunity to visit a feeder primary school to observe teachers at work in the classroom, particularly in their subject specialism

MENTOR

The Exeter model of training requires each trainee to have a Mentor responsible for the overall professional development of the trainee. The Mentor is responsible for completing the PR1, PR2 and PR3 reports on the trainee. The Mentor can combine their role with the ITT Co-ordinator.

It is the responsibility of the Mentor to:

- meet with the trainee during the first week of the Spring term and on the preliminary visit to school 2 at the end of the Spring Term to conduct a needs analysis
- during the course of the term, conduct three supervisory conferences and agree action plans
- ask the trainee to submit at least one evaluated agenda and relevant paperwork for specific attention in each supervisory conference, preparing notes at least 24 hours in advance
- communicate regularly with the trainee
- provide pastoral support for the trainee
- discuss the progress of the trainee on a regularly with the Principal Tutor
- immediately inform the ITT co-ordinator of any concerns
- check and sign the trainees records as requires .
- check the trainees school-based work portfolio
- be responsible for the assessment procedure, including the completion of the PR1, PR2 and PR3 Reports
SUBJECT TUTOR / PRINCIPAL TUTOR

The Subject tutor / Principal tutor have the responsibility for arranging and managing the trainees work. This will require specific and regular opportunities to meet undisturbed. The Principal Tutor must inform other tutors who are working with the trainee about the partnership requirements.

It is the responsibility of the SUBJECT TUTOR / PRINCIPAL TUTOR to:

- ensure that a teacher is present in the classroom at all times
- maintain the level of provision for pupils
- conduct focused observations of trainees
- provide regular feedback (written or oral) which offers guidance for further development
- ensure that they understand and implement the assessment procedures of the Training Institution
- check trainee’s teaching files and planning for episodes/lessons/units of work
- advise the trainee in all aspects of their training, including coursework and formal assignments
- discuss the progress being made by the trainee with the trainee and the Mentor (Exeter model)
- follow up on the trainees Action Plans (Exeter model)
- discuss the progress being made by the trainee with the Visiting Tutor
- meet with the trainee for discussion of their development for 1 hour per week

HEAD OF DEPARTMENT

It is the responsibility of the Head of Department to:

- monitor the impact of ITT on the pupil's learning within the department
- formally introduce the trainees to departmental colleagues, including ancillary staff attached to the department
- show the trainees around the department, explain the use of departmental offices and provide a work preparation area
- negotiate an appropriate timetable using the trainees’ audit / needs analysis
- provide appropriate documentation which will help the trainee with their planning
- give access to schemes of work
- provide class lists
- provide a marking record sheet
- give access to the Department Handbook
- give access to the Staff Handbook
show the trainee where resources are kept and how they can be used
show the trainee how to access the reprographics department
make sure the trainee has access to ICT equipment and is familiar with how to
book out equipment needed to teach lessons
outline department procedures for classroom organisation
demonstrate routines for entry and exit from the classroom
demonstrate routines for beginning and end of lesson
explain the code of conduct for the subject
explain safety procedures (including fire drill)
explain the disciplinary procedures including support available
explain the reward and sanction systems in place in the school
demonstrate the marking assessment and reporting procedures

NB The Head of Department may delegate some of these responsibilities to other
members of their department as they see fit

The Head of Department must also ensure that the trainee teachers’ programmes of
study and teaching are carefully devised to enable them:
- to meet, observe, and gradually ‘get to know’ those pupils for whom they
  will be assuming some teaching responsibilities;
- to familiarise themselves with the course programmes being undertaken by
  those pupils, with their recent and current work,
- to have sufficient time to prepare and rehearse lessons;
- to critically observe resident teachers exhibiting good practice teaching
  pupils varying in age and ability, and then to discuss their observations
  with those teachers and with their ITT colleagues. Trainees should have
  opportunities to gain as wide a breadth of experience of different age
  groups and abilities as possible.
- ensure that any designated groups of pupils are not beyond the ability of
  the trainee to control or motivate
- to have a balance between working with a variety of staff, which is good
  for gaining an insight into different teaching methods, and working with
  too few, which can offer a limited experience.

**FORM TUTOR**

It is the responsibility of the Form Tutor to:
- introduce the trainee to key people involved in the year team
- introduce the trainee to the Tutor group
- induct the trainee in routines and procedures of the pastoral system
- demonstrate to the trainee the routine for registration periods
- demonstrate to the trainee the procedures for completion of the register as a formal document
- show the trainee the pupil planners and explain how they are used
- demonstrate the procedure for assemblies
- explain the code of conduct in the class room
- explain to the trainee the correct school uniform

**SENCO**

It is normally the responsibility of the SENCO to:
- explain how the SEN Code of practice is implemented at the school
- provide details of pupils with Special Educational Needs
- explain the procedures for completing and managing IEP's
- be available if trainees need assistance with university assignments based around special needs

**ICT CO-ORDINATOR**

It is normally the responsibility of the ICT Co-ordinator to
- provide access to ICT facilities, including the internet and e-mail
- induct trainees in the use of the ICT facilities assist trainees with the completion of the ICT audit
- assist trainees with the completion of the ICT audit

**TRAINEE RESPONSIBILITIES**

The trainee must be aware of the requirement of the training programme as outlined in their Training Handbook. They must also be prepared to engage fully into all aspects of the training programme.

Whilst on school-based work, it is the responsibility of the trainee to:
- discuss with the Principal Tutor how they will be able to observe experienced teachers at work in the classroom
- prepare lesson plans /episodes /sequence of lessons (depending on the phase and the training provider)
- evaluate episodes, agendas, lessons and all other classroom work
- act on advice and help by from the tutors
- prepares for the weekly meeting with the Principal Subject Tutor and keep a written record of the meeting
- Trainees from the University of Exeter must prepare for the Supervisory Conferences and write a full evaluation of the Conference.
- Follow the Action Plan generated by the Conference.
- Maintain the correct teaching files / training profiles / portfolio following the format provided by the Training Provider.
- Discuss with the ICT Co-ordinator / Mentor / Subject Tutor / University Lecturer any problems they may have.
- Inform both school and the Training Provider of any absence which may occur and follow the appropriate absence procedures.

**VISITING TUTOR**

The Visiting Tutors may only make two visits during the course of the school placement, unless requested to visit to provide additional support. Before the school placement it is the responsibility of the Visiting Lecturer to discuss with the trainee their school-based work. During the placement it is the responsibility of the Visiting Lecturer to support and monitor the trainee’s progress by:

- Monitoring the progress of the trainee through discussion with the Mentor / Tutor(s).
- Observe the trainee working in partnership with the tutor.
- Provide a formative progress report at each visit for the trainee.
- Wherever possible, conduct a joint lesson observation with the tutor.
- Check the teaching file / professional portfolio of work with the trainee.
- Liaise where appropriate with the visiting ITT co-ordinator.

**MANAGING THE PARTNERSHIP**

**Selection of Subject Tutors and Principal Tutors**

When selecting a tutor, it is important to look for the following qualities:

- Be keen to take on the role of Tutor and able to manage the additional commitment alongside their own professional duties.
- Be adequately trained by the Training Provider and supported by further school-based training.
- Provide the trainee with at least one hour per week of undisturbed personal contact.
- Be sympathetic to the needs of adult learners, including sensitive to their status during their school placement.
be a member of staff who can provide training in subject knowledge as well as classroom skills that is normally appropriate for the trainee's phase of training. This would normally be a classroom teacher who shares the trainee's subject specialism

- have an ability to explain their own classroom practice, including their strength's and weaknesses and be able to support the trainee in developing the same ability to critically evaluate their own practice
- the Principal Tutor / Subject Tutor should be nominated by a Head of Department and agreed by the ITT Co-ordinator

**ANNUAL INTAKE OF TRAINEES**

The decision to accept trainee teachers will be made early in the Spring Term each year. The decision will rest with the Head Teacher and the ITT Co-ordinator in consultation with HODs. The numbers accepted each year will be negotiated by the PPCD depending on:

- the current situation regarding the size of each department.
- the expertise amongst each department
- the number of NQTs within the department

Timetabling of trainees must be monitored to ensure that the quality of pupils' learning experience is maintained.

In the event of concerns over the quality of learning being experienced the Subject Tutor / Principal Tutor must inform the ITT Co-ordinator immediately so that the relevant strategies can be employed. Although the school will do its best to support trainee teachers during their school experience, its first responsibility will be to its own pupils.

**DISSEMINATION OF INFORMATION AND PAPERWORK**

All Principal Tutors / Subject tutors will receive:

- a training handbook from the HEI
- a subject specific handbook
- information on subject support meetings
- trainee details in advance of their school placement
- copies of updates for the Training Providers

ITT Co-ordinator will make available to staff:

- copies of all communications received from the Training Providers
- DfES circulars
VERIFYING EVIDENCE

Trainees are required to verify evidence of their progress though the provision of evidence gained from a variety of sources e.g. tutorials, professional studies seminars, University assignments, formative evaluations etc.

To support the process of verification trainees will have:

- weekly meetings with their Tutors to discuss specific issues and to develop their own pedagogic understanding. The trainee will be required to make written notes of these meetings and of the outcomes.
- a Professional Studies programme throughout their school based training.
- trainees from Exeter will meet their Mentor for a Supervisory Conference which will develop the trainee's skills in critical thinking and evaluation. During this meeting progress will be monitored, the Training Profile will be discussed and an action plan will be drawn up to focus on learning targets related to particular aspects of their professional development.

PROFESSIONAL STUDIES

The Professional Studies component of the training will take place at the Training Institution and at the school placement. The development of the professional studies programme is the responsibility of the ITT Co-ordinator. They will be planned to facilitate an understanding of topics specified in the Training Programme. The School Profession Studies programme will be delivered through:

- staff led seminars
- staff and departmental meetings.
- parent's evenings
- visits to Primary Schools
- extra-curricular work.
- groups discussions
- tutor guidance
- individual research
- supervisory conference

A copy of the school-based Professional Studies Programme will be sent to the Training Provider.
ICT FACILITIES

Trainees will have access to the ICT facilities. The ICT Co-ordinator will arrange for the induction of trainees in the use of the facilities and arrange passwords for network access.

STUDY SPACE

Trainees will be able to study in the staff work area or in their departmental areas, but must be made aware of the needs of other colleagues in terms of access to the computers, photocopier or other resources.

GENERAL ADVICE FOR TRAINEES ON SCHOOL PLACEMENT

1. PLANNING & PREPARATION
   - Analyse the topics to be taught and write clear plans for your lessons.
   - Choose content and objectives that are suitable for the pupils. Consider the pace and the intellectual and practical demands that you are going to make on them. Make sure that the pupils have definite and engaging tasks to do in the lesson. Choose methods and materials that are likely to motivate and involve them.
   - Try out practical lessons thoroughly before the lesson starts - ask experienced staff for advice and modify the practical when necessary.
   - Ensure that all necessary resources are ready and that any demonstrations are set up and ready to show.

2. CLASSROOM MANAGEMENT
   - Start the lessons punctually and with authority. Remind the pupils what they have been doing recently and especially what they did last lesson - better still ask them. The learning objectives for each lesson should be explicit and conveyed to all pupils. Assert your authority regularly during the lesson and have a structured, orderly conclusion to the lesson. Tell the pupils what they will be doing next lesson.
   - Structure the lessons so as they are well differentiated and include a variety of activities.
   - Consider the physical environment of the teaching area, e.g. seating, lighting, and ventilation.
   - Organise activities to ensure the safety of pupils and apparatus.
   - Express confidence; project your personality in the leadership role.
   - Give clear instructions.
- Carry out clear, well rehearsed demonstrations.
- Develop purpose and consistency in your questioning and answering technique.

3. **EV ALUATION SKILLS**

- Find out what the pupils already know and understand. This knowledge should form a foundation for your teaching plans.
- Continue to check what skills and ideas pupils have, or have not grasped. You should monitor their progress by regularly studying and marking their work. Do not assume because you have 'taught it' that it has been 'learnt'.
- Ask for advice, learn from your mistakes and those of others. Do not be discouraged when embryonic ideas do not work.

4. **RELATIONSHIPS AND CONTROL:**

- Learn and use the pupil's names effectively.
- Be sensitive to the needs and understanding of individuals and groups and modify the lesson accordingly.
- Be able to gather and maintain the interest and attention of a group, including calling a class to order effectively. Say what you mean and mean what you say! Encourage the pupils to become involved in discussion and encourage them to discuss ideas amongst themselves.
- Control a group in such a way that learning can occur; praise, guide, motivate and reprimand when necessary.
- Establish a relationship with the pupils based on mutual respect.

5. **RELATIONSHIPS WITH COLLEAGUES**

- Conduct yourself professionally at all times
- Contribute in a constructive way to the work of the Department and school and you will then be accepted as a colleague.
- Show consideration to all members of the school community; they are usually very busy people. Be patient when you ask for something!
- Find out about life outside your Department, become involved in the pastoral system.
- Be prepared to help with extra-curricular activities wherever you can
- Be prepared to work informally outside of your subject area. Within the school you will see a wealth of expertise amongst all staff from whom you can learn
- Although you are welcome to use computers, please be aware that teaching staff
ADVICE FOR ST AFF WORKING WITH TRAINEES

Listed below are a number of important procedures to be followed by all supervising teachers. This list, which is not exhaustive, provides all staff with a common framework which should be utilised when working with trainee teachers.

As far as the subject tutors and class teachers are concerned, it is important that:

- As soon as the programmes have been arranged, they provide the trainee teachers with the relevant class lists, course programmes, homework timetables, seating-plans, and any other necessary preliminary information;
- They scrutinise trainee teachers' lesson-plans well in advance of the lessons in question, in order to ensure the appropriateness of the proposed content, activities and teaching methods and, where applicable, ensure that matters of health and safety have been properly anticipated;
- They arrive at trainee teachers' lessons in ample time to ensure that they have, or have access to, the required materials and resources;
- They promote the status and professional image of the trainee teachers in the eyes of the pupils;
- They remain in the same teaching area, or, on any occasion when that is not possible or desirable, they are in an adjacent teaching area that permits them still to be 'in touch' with the lesson and to be readily accessible to the trainee teacher. (Supervising teachers are reminded that accidents or misdeeds could attract accusations of negligence and even legal proceedings, should effective supervision and guidance be found to be lacking);
- They make and retain written, appropriately detailed observations of what trainee teachers and pupils do in their lessons, and how they do it;
- Should circumstances require it, they are prepared to intervene in any trainee teacher's lesson, albeit as sensitively as possible;
- As soon as possible after the lesson in question, they discuss with the trainee teacher, in the presence of others if or when appropriate, their own observations and the trainee teacher's perceptions, normally revolving those discussions around 'what actually occurred', 'what went well and why', and 'what might be improved and how';
- They ensure that assessment, marking and recording are completed in accordance with the appropriate Departmental and/or external requirements;
- They report, to a University Visiting Lecturer or the ITT co-ordinator, any matters of concern that, in discussion with the trainee teacher, they have not been able to accommodate or resolve.
Expectations of Trainees whilst on School Placement

- Please arrive by 8.30 am and leave no earlier than 3.30 pm (unless you have agreed with the Head of Department and the ITT co-ordinator).

- Please telephone the school and inform your ITT Co-ordinator and Head of Department/Faculty if you are going to be absent before 8.00 am. You must also telephone your University Partnership Office to inform them of your absence.

- Please uphold professional standards regarding relationships with staff and students and conduct yourself in a professional manner at all times.

- Please respect confidentiality regarding student data and information.

- Please discuss any matters of concern in the first instance with your Mentor/Professional Tutor. If he/she cannot help you, then speak to the ITT co-ordinator as soon as possible.

- We will expect you to follow the normal dress code of staff, and dress appropriately for the demands of your timetable.

- We will expect you to take a full part in extra-curricular activities in your own areas of interest.

- We will expect that you attend school based Inset and staff meetings which are appropriate to your role and subject.

- We will expect you to attend the professional studies programme which will be organised for you.

- We will expect you to maintain an appropriate file as laid down by your training Establishment. This should be made accessible to your visiting University Lecturer, Professional Tutor, Mentor and ITT co-ordinator on their request.
Entitlement of Trainees whilst on School Placement

- You will be given a tour of the site during your first day in school. This will include those facilities which are exclusive to staff us
- You will be welcomed into the staff room and introduced to the member of staff responsible for refreshments
- You will be shown how to access the photocopy machine and introduced to the reprographics staff
- You will be given a password to enable you to make use of the school computer system
- You will be attached to a tutor group for the duration of your practice
- You will be allocated a subject tutor who will ensure that you are completing your practice in accordance with your University guidelines
- You will be allocated a time to meet regularly with your subject tutor
- You will receive a professional studies programme and a time allocation for meeting with the ITT co-ordinator
- You will receive and deliver a broad and balanced timetable related to your needs and expertise
- You will be given appropriate assessment and feedback of lessons as stated in their course requirements
USEFUL WEBSITEs

National Curriculum
www.nc.uk.net

Department for Education and Skills
www.dfee.gov.uk

General Teaching Council (GTC)
www.gtce.gov.uk

Office for Standards in Education (OFSTED)
www.ofsted.gov.uk

National Grid for Learning
www.nQfl.gov.uk

Qualifications and Curriculum Authority (QCA)
www.gca.org.uk

QCA Schemes of Work
www.standards.dfes.gov.uk/schemes

Teachers Training Agency (TTA)
www.canteach.gov.uk

Curriculum On-line (COL)
www.bbc.co.uk/education

Times Educational Supplement
www.tes.co.uk

Teachers Unions
www.teachersunions.org.uk