# The Rydal Academy
# Initial Teacher Education Policy

**Accepted by:** The Rydal Academy LGB Jan 2020
**Approving Body:** Local Governing Body
**Committee:** LGB
**Review Cycle:** Annually
**Last reviewed:** Jan 2022
**Date for next review:** Jan 2023

## Introduction
The Rydal Academy is committed to supporting high quality training for all teachers including those in Initial Teacher Education (ITE). This policy provides a framework to ensure that the provision for trainee teachers is of high quality.

## Aims
- To provide high quality ITE that will provide required experiences to meet the professional standards.
- Raise awareness of effective support for ITE.
- Provide a whole school commitment to ITE.

## Objectives
- Continue to develop effective links with local providers.
- Work in Partnership with Durham University to achieve:
  ° Enhanced experiences for pupils working with trainee teachers.
  ° High quality practice in supporting and mentoring trainee teachers.
- Engage with other partner (cluster) schools to share best practice.

## Rationale
The school values and makes effective use of self-evaluation. Working with trainee teachers is part of the school's learning and teaching development programme.

## Pupil Learning and Outcomes
The school is committed to supporting best practice by ensuring that trainee teachers understand, know and ensure that all pupils engage in effective learning.

## Roles and Responsibilities
### Headteacher & Governing Body
- To promote ITE as a whole school commitment.
- To include ITE as an integral part of school improvement and development.
- To promote the significance of the work with trainee teachers and identify contributions to staff CPD and management experience.

## Generic Role of the School Training Centre Co-ordinator includes to:
- Manage and maintain communications between schools/ITE providers/trainees.
- Undertake school-based seminars/training.
- In conjunction with ITE providers make provision for the pastoral support of trainees.
- Provide an induction package for the trainee.
- Provide an appropriate class placement either at TRA or within a partnership school.
- Conduct lesson observations and provide feedback to trainees.
- Write reports for trainees.
- Make arrangements for external examination when required.
- Attend Partnership Management Committees and review meetings to engage in future development and improvement.
- Provide assessment information at exam boards when necessary.
- Take part in the selection of new applicants.
- Be part of the process by which issues are resolved.

- Encourage trainee excellence.

**Generic Role of the Class-Based Tutor includes to:**
- Welcome the trainee.
- Provide school systems information.
- Demonstrate and discuss a range of effective teaching strategies.
- Guide the trainee in all aspects of learning and teaching.
- Accept and support the trainee in building effective relationships within the school and becoming a member of the team.
- Make time for weekly review meetings with the trainee.
- Carry out required number of lesson observations and provide feedback.
- Be prepared to arbitrate/resolve any problematic issues (in the short term).
- Encourage trainee excellence.

**Sharing Best Practice**
- Work with a group of partner schools.
- Encourage partner schools to engage with ITE.
- Maintain regular and effective communications with partner school staff.

**ITE Providers**
Partnership staff will:
- Visit the school to provide support.
- Deliver mentor training.
- Carry out joint observations of trainees.
- Work with partner schools to review and continually improve systems and outcomes.
- Carry out QA procedures to ensure parity of experience for trainees and pupils.
- Monitor trainee progress and performance.
- Monitor the effectiveness of school provision of ITE.

**The Professional Development of the Trainees**
- Provide opportunities for trainees to engage with school-based CPD.
- Allow trainees to participate (where appropriate) in meetings/discussion/debate.
- Encourage all staff to contribute expertise to enhance the experience of the trainee.
- Encourage trainees to strive to exceed levels of performance by engaging in enhanced activities/responsibilities.

**Monitoring and Evaluation**
- STCC records.
- The tracking of trainee progress.
- Measuring the impact of trainee teaching upon pupil learning and outcomes.
- Lesson observation records.
- Minutes of meetings.
- Feedback to staff.
- Information to the Governing Body.
- Trainee self-evaluation.

**Future Enhancement**
The school engages in the following:
- Discussion with staff who are involved in ITE.
- Evaluations from partner school staff.
- The use of information from ITE providers regarding trainee performance/partnership development to continually improve provision.