



Dame Alice Owen's School
The Dame Alice Owen Foundation - 1613

INITIAL TEACHER TRAINING POLICY

Agreed by the Governing Body Personnel and
Remuneration Committee
To be reviewed
(*reviewed every 2 years*)

September 2023

Autumn 2025

To be monitored by the Governing Body Personnel & Remuneration Committee

Training the next generation of teachers is seen as a privilege by Dame Alice Owen's School and our longstanding partnership with a number of Higher Education Institutions (HEIs). While acknowledging our core purpose is to educate young people, we take our responsibility to support the training of the next generation of high quality, dedicated teachers very seriously.

A Note on Terminology

To avoid any confusion in this policy document -

'Trainees' = refers to the student teachers we train through any training route

'Students' = refers to the pupils in our school, not the trainee teachers

Our Partnership Vision

In partnership with HEIs we work to develop future teachers who have the confidence to:	
Agency	Make professional judgements to enable the development and learning of all
Professional Voice	Articulate how research has informed their practice and contribute to new thinking and new ways of working
Resilience	Respond innovatively to a changing educational landscape
Social Justice	Strive to ensure a child's learning and life chances are not limited by social and economic factors

Rationale

Dame Alice Owen's School believes in

- the benefits of having trainee teachers as colleagues, which encourages the whole staff to reflect on and develop their own practice
- the value ITT can bring to the continuing professional development of individual teachers through mentoring and coaching trainees, (which can be further accredited when available through our HEI partners)
- the enrichment of learning for students at the school
- the importance and benefit to students of sharing ideas and resources
- the benefits of partnership with HEIs and the Advanced Learning Partnership through participation in training, courses, conferences, and research.
- the importance of playing an active role in the training of the next generation of teachers

School-Based Training commitments

Dame Alice Owen's commitment to Initial Teacher Training is to:

- Abide by the terms of the Partnership Agreements signed by the Head Teacher and each HEI annually
- Have a senior member of the teaching staff (with QTS) who is the designated Professional Mentor, responsible for the recruitment into, provision and quality of ITT delivery at the school
- Provide a whole school model of support for trainees, thus creating a supportive environment and a consistent, fair and professional support for and assessment of trainees
- Manage trainees' time in school and respond to their individual training needs
- Provide a range of experiences and development opportunities in the classroom and in the school as a whole, appropriate to the trainees' programme
- Know and respond to the identified key priorities of the partnership with HEIs to enable trainees to progress in the best possible way
- Support the trainees to establish a secure foundation for entering the profession through facilitating the observation of good practice and opportunities to practise in the classroom
- Plan a graduated timetable, appropriate to the route into teaching that enables an increase in teaching responsibilities over time
- Regard trainees as colleagues and treat them as such in relation to all staff and other colleagues in the school, parents and the students
- Source the best teachers with QTS to guide trainees and be the named mentors, trained by the HEI, to support the trainees
- Develop and provide a programme of induction with access to key school personnel, documentation and resources and ongoing professional development that responds to Dame Alice Owen's School's unique training context
- Undertake informal observations of the trainee and informal discussions about excellent practice
- Write formal lesson observations of the trainee and give feedback with opportunities for discussion and reflection

- Set and review high quality targets regularly and give guidance for successfully meeting the Teachers' Standards
- Write an Assessment Point Report at each Assessment Point during school-based training in order to give a summative review of trainees' progress against each of the Teachers' Standards and identify targeted training priorities to support trainees' progress
- Comply with the Single Equality Policy

It is the role of the Professional Mentor at Dame Alice Owen's School to oversee school-based training and Quality Assurance of training provision at the school. The Professional Mentor will also collaborate with HEIs and our ITT Hub (for the School Direct route) in matters pertaining to the recruitment and selection of potential trainees.

Roles and Responsibilities

The breakdown of the roles and responsibilities of the HEI Tutors, the trainees, the Professional Mentor and the Mentor, are listed in the separate Partnership Agreements with each HEI, which is signed by the Head Teacher and the HEI each year. They also differ slightly by route and stage of training. For that reason, they are not listed separately here.

All trainees will receive Child Protection and Prevent training early in their training with us and must also adhere to school policy and practice regarding GDPR.

Monitoring and Evaluation of School Based Training

The quality of the programme - training, mentor support, tutor support, trainee conduct and outcomes - and impact on the school will be evaluated through:

- Professional Mentor and Teacher Mentor feedback
- ITE Steering Group feedback (Professional Mentors, Head Teachers and HEI Tutors)
- Trainee evaluations of school-based training and HEI taught sessions
- HEI External Examiners' feedback
- HEI Visiting Tutors' feedback
- Ofsted inspections

Further details concerning specific programme requirements, roles and responsibilities can be found in the Partnership Agreements and the school-based training guidance and documentation provided to Mentors and the Professional Mentor.

Jonathan Robinson