

**Initial Teacher Training (ITT) Policy**

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School Business Manager:		Date:	09/04/2025
Headteacher:		Date:	25/04/2025

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1. Introduction

Amwell View School and Specialist Sports College has been supporting Initial Teacher Training since 2005 and values the process and the contribution to the school ethos and development. Amwell View is committed to providing high quality training for professionals who think critically about their teaching and continue to develop and refine their skills.

We are working with **Tes Institute** (*Together, we build trusted education solutions*) to provide graduates a route into Teaching

2. Linked Policies

Induction for Early Career Teachers, Teaching and Learning; Curriculum; Equal Opportunities (Staff); Continuing Professional Development; Disability Equality; Race Equality; Health, Safety and Welfare Policy.

3. Aims

1. To provide quality Initial Teacher Training that will give student teachers the experiences necessary to meet Qualified Teacher Status standards as set out by the Secretary of State for Education.
2. To create opportunity for all staff to develop through reflection of teaching practice and strategies used.
3. To provide an environment where Higher Education Institutions can use our expertise to keep in touch with classroom experience and create an efficient partnership.

3. Rationale

The school recognises:

- 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 their taking on the mentoring role/s.
- The enrichment to pupil learning.
- The importance of sharing ideas and resources.
- The benefits of partnership with Tes through participation in courses, conferences and other professional involvement.
- The importance of playing an active role in the training of the next generation of teachers.



4. Placement expectations

The school's aims and commitments to Initial Teacher Training are to:

- Provide a whole school model of support for trainees, thus creating for them a supportive environment and a consistent, fair approach to the professional support and assessment of all trainees.
- Manage trainees' time in school and take their individual training needs into account.
- Provide a range of experiences and development opportunities in the classroom and in the school as a whole, appropriate to the programme.
- Support the trainee to establish a secure foundation for entering the profession through facilitating the observation of good practice and the opportunities to practice these skills themselves.
- Regard trainees as colleagues and to treat them as such in relation to all staff and other colleagues in the school, parents and the pupils.
- Provide a teacher with QTS who will guide the trainee and be the named Teacher mentor, trained by TES, to support the trainee.
- Give a programme of induction, with access to key school personnel, documentation and resources.
- Carry out informal observations of the trainee and informal discussions about good practice. Formally observe trainees at least once a week and give feedback with opportunities for discussion and reflection.
- Carry out a weekly mentor meetings focussing on trainee targets, development, CPD and learning opportunities through expert colleague observations and weekly observations.
- Set and review targets weekly and give guidance for successfully meeting the Standards for Qualified Teacher Status.
- Write a summative report(s) and reference as required for the placement.
- Comply with the practice and spirit of the TES Institute equal opportunities policy

5. Roles and Responsibilities

The roles and responsibilities, set out by the [TES Institute](#), relating to the TES tutors, the trainee, the professional mentor and the teacher mentor, are listed in the Partnership Agreement, which is signed by the school and the Tes Institute. For this reason, they are not listed here.

7. Monitoring and evaluation of placements

The quality of the programme, provision of training, mentor support, tutor support, trainee behaviour and performance and impact on the school will be evaluated through:

- Professional mentor and teacher mentor feedback.
- Professional Advisory Group feedback (Headteachers and Local Authority).
- Trainee reviews completed at the end of training.



POLICY DOCUMENT

- Tes Institute external examiners' feedback.
- Tes Institute visiting tutors' feedback.
- Ofsted inspections.