The Rydal Academy
Initial Teacher Education Policy

Accepted by: The Rydal Academy LGB Jan 2020
Approving Body: Local Governing Body
Committee: LGB
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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.
- Complete/review all PebblePad tasks.

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.
- Complete/review all PebblePad tasks.

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.