



POLICY AND PROCEDURES FOR TEACHER TRAINING

This policy refers to Initial Teacher Training (ITT) and Newly Qualified Teachers (NQT)

The School recognises the benefits gained from participating in ITT training and recruiting newly trained teachers. It acknowledges its duty to help in the preparation of new teachers, giving them the opportunity to work in a selective, independent school.

The School has had partnerships with HMC (Buckingham University), Leicester University School of Education and Loughborough University. For NQT Induction we participate in the DfE Statutory Induction process, using IStip as the appropriate body.

A student is only placed in a department if the staffing and workload are such that a student can be given the time and effort necessary to provide full support and guidance.

The ITT programme has been developed to meet the requirements of the ITT providers as well as allowing flexibility to cope with the needs of individual students. NQTs have a 10% reduction in timetable, along with a professional development programme and subject specific induction with a mentor given in Appendix C. The school also runs the HMC Teacher Training programme detailed in Appendix A.

Students develop a professional attitude at all times within the school environment. They are encouraged to participate in the school community, joining in trips and activities. In most ways, they are treated as members of staff. They increase subject knowledge while having the benefit of observing and working alongside highly skilled teachers. This allows them to deploy effective teaching methods and to assess, record and report on pupils' progress.

The ITT co-ordinator (ITTC), HMC TT / NQT Mentor and the co-tutors share responsibility for the students in their care. The ITTC or HMC TT / NQT Mentor provides an induction programme and weekly meetings to introduce the students to wider school issues. The co-ordinator provides day-to-day support and guidance relevant to the subject. Both are jointly involved in providing assessment and reports to the ITT provider. The responsibilities of the ITTC and the co-tutor are given in Appendix A, B and C as appropriate.

The effectiveness of the ITT and NQT programmes are reviewed regularly, consideration being given to the daily comments and requests made by the students as well as an official end of placement review.

APPENDIX A

HMC TEACHER TRAINING AT LGS – Year 1 (the PGCE)

At the end of the first year of the two year programme outlined above, trainee teachers will gain a PGCE with QTS. More information about the programme can be found on the HMC website.

Every trainee will receive the following:

- Residential training programmes prior to starting at LGS (one is run by HMC and the other by Buckingham University).
- A formal induction to the School which all new staff receive and details of this are outlined in the Induction document.
- A mentor who supervises and assesses their progress.
- A subject mentor in their department, not necessarily the HoD, to whom they can go for advice on subject specific issues and queries. The HoD also plays a supervisory role if they are not the subject mentor.
- A timetable which is between 50-90% of that of a typical full-time teacher at LGS. Trainees must be timetabled to teach two consecutive Key Stages. Please note that Prep classes will not be recognised by Buckingham University, nor will additional subjects such as Games or a second academic subject. The trainee in their first year will be exempt from duties rotas (including late room). Trainees will not work as a form tutor during the first year of their training; in their second year they will shadow a form tutor. (Where possible trainees will not be used for Cover).
- Feedback on lessons observed. The trainee will be observed 30 times in their first year; observations will chiefly be done by the mentor; the HoD and the Headmaster will also observe lessons.
- Weekly timetabled meetings with the mentor to discuss the trainee's needs. Specific targets are also set as a result of this and the trainee's progress against the Teaching Standards is monitored.
- The trainee's progress is formally recorded at the end of each term.
- A fifteen-day placement is to be completed in the state/maintained sector during the first year of the programme. The HoD is responsible for organising cover, in liaison with JWR.
- The opportunity to attend external inset, either on their subject or an aspect of teaching/behaviour management as is required.
- Trainee's must observe LGS colleagues weekly – initially they observe members of their own department, then other colleagues are recommended according to what the trainee should observe (questioning techniques/use of ICT/behavioural management).
- Individual meetings with the SEND and the Child Protection Officer – these occur in the first term.

The following list offers a flavour of what the trainee discusses with their mentor:

- Successful and less successful lessons – self-evaluation is key here.
- Behaviour management strategies.
- Teaching methodology.
- Differentiation – particular focus given to gifted and talented students.
- Assessment, including: Parents' Evenings and Reports.

APPENDIX B

HMC TEACHER TRAINING AT LGS – Year 2 (the NQT year)

The school follows the current 'Statutory Guidance on the Induction of Newly Qualified Teachers (England)' Revised September 2015; Ref: DFE-00090-2013'. Our NQTs are enrolled with Istip for their statutory induction. Each NQT arrives with different strengths and areas to improve upon so the mentor and NQT assess the NQT's needs at the start of the year (reports from their PGCE mentor are also consulted), but all NQTs receive the following:

- A mentor who supervises and assesses their progress.
- A subject mentor in their department, not necessarily the HoD, to whom they can go for advice on subject specific issues and queries. The HoD also plays a supervisory role if they are not the subject mentor.
- An extra 10% non-contact time on their timetable in order for them to focus on their progress and complete the paperwork required for Istip.
- Feedback on lessons observed. The mentor usually does this four times per term (Istip recommend that a minimum of two are completed per term). In the first term, the HoD will also observe the NQT and the Headmaster will observe in the second term. NQTs must independently evaluate these lessons before feedback is given by the observer. Lesson observations are used as a way of setting new targets for the NQT – the consecutive observation usually has a specific focus based on the targets as this lends the process a greater purpose.
- Weekly meetings with mentor to discuss NQT's needs, School policies and lessons observed. Targets are also set as a result of this and NQT's progress against the Teaching Standards is monitored; new targets are set approximately every half term.
- Half-termly progress reviews. At the end of term, each NQT's progress is formally recorded on the Assessment Form which is sent to Istip Progress is assessed against the eight teaching standards and the three standards relating to professionalism. This is completed by the mentor, read by the Headmaster and the NQT must also complete a section.
- The opportunity to attend external inset, either on their subject or an aspect of teaching/behaviour management as is required. All NQTs will attend two days of inset run by HMC.
- NQT's must observe LGS colleagues approximately four times per term – initially they observe members of their own department, then other colleagues are recommended by the mentor according to what the NQT should observe (questioning techniques/use of ICT/behavioural management). NQT's also observe their mentor at some point during the year.
- Attendance at regional meetings set up by Istip – these are termly events.
- Individual meetings with the SEND and the Child Protection Officer – these occur in the first term.
- NQT to shadow a form tutor as part of their CPD.
- NQT duties - one duty per week and late room duties from term 2. NQT's will where possible not be used for cover.

The following list offers a flavour of what the NQT discusses with their mentor:

- Successful and less successful lessons – self-evaluation is key here.
- Behaviour management strategies.
- Teaching methodology.
- Differentiation – particular focus given to gifted and talented students.
- Assessment, including: Parents' Evenings and Reports.

APPENDIX C

SUPPORT OFFERED FOR NQTS NEW TO LGS

The school follows the current 'Statutory Guidance on the Induction of Newly Qualified Teachers (England)' Revised September 2015; Ref: DFE-00090-2013'. Our NQTs are enrolled with Istip for their statutory induction. Each NQT arrives with different strengths and areas to improve upon so the mentor and NQT assess the NQT's needs at the start of the year (reports from their PGCE mentor are also consulted), but all NQTs receive the following:

- A formal induction to the School which all new staff receive and details of this are outlined in the Induction document.
- A mentor who supervises and assesses their progress.
- A subject mentor in their department, not necessarily the HoD, to whom they can go for advice on subject specific issues and queries. The HoD also plays a supervisory role if they are not the subject mentor.
- An extra 10% non-contact time on their timetable in order for them to focus on their progress and complete the paperwork required for Istip.
- Feedback on lessons observed. The mentor usually does this four times per term (Istip recommend that a minimum of two are completed per term). In the first term, the HoD will also observe the NQT and the Headmaster will observe in the second term. NQTs must independently evaluate these lessons before feedback is given by the observer. Lesson observations are used as a way of setting new targets for the NQT – the consecutive observation usually has a specific focus based on the targets as this lends the process a greater purpose.
- Weekly meetings with mentor to discuss NQT's needs, School policies and lessons observed. Targets are also set as a result of this and NQT's progress against the Teaching Standards is monitored; new targets are set approximately every half term.
- Half-termly progress reviews. At the end of term, each NQT's progress is formally recorded on the Assessment Form which is sent to Istip Progress is assessed against the eight teaching standards and the three standards relating to professionalism. This is completed by the mentor, read by the Headmaster and the NQT must also complete a section.
- The opportunity to attend external inset, either on their subject or an aspect of teaching/behaviour management as is required.
- NQT's must observe LGS colleagues approximately four times per term – initially they observe members of their own department, then other colleagues are recommended by the mentor according to what the NQT should observe (questioning techniques/use of ICT/behavioural management). NQT's also observe their mentor at some point during the year.
- Attendance at regional meetings set up by Istip – these are termly events.
- Individual meetings with the SEND and the Child Protection Officer – these occur in the first term.
- NQT to shadow a form tutor as part of their CPD.
- NQT duties - one duty per week and late room duties from term 2. NQT's will where possible not be used for cover.

The following list offers a flavour of what the NQT discusses with their mentor:

- Successful and less successful lessons – self-evaluation is key here.
- Behaviour management strategies.
- Teaching methodology.
- Differentiation – particular focus given to gifted and talented students.
- Assessment, including: Parents' Evenings and Reports.

APPENDIX D

PGCE PLACEMENTS AT LGS

RESPONSIBILITIES OF THE ITTC (Performed by the Staff Development Coordinator)

- To be aware of government policy regarding ITT
- To co-ordinate placements from different ITT providers
- To ensure the school meets the requirements of the individual ITT providers
- To attend training and meetings relevant to ITT provision
- To complete all paperwork needed for the partnerships.
- To disseminate information to co-tutors/subject mentors
- To co-ordinate the training given to each student
- To provide an induction programme for each student
- To hold weekly meetings with each student to monitor progress and consider whole school issues in greater depth.
- To be available for consultation by the students whenever required.
- To be involved in the mid-placement assessment and the end of placement report
- To help the student write the Career Education Profile (CEP)

RESPONSIBILITIES OF THE Co-Tutor/Subject Mentor

- To attend an ITT provider's training programme and meetings
- To liaise with the university tutor
- To provide an appropriate timetable, taking into account the student's individual action plan
- To oversee all aspects of subject related classroom practice
- To ensure the whole department is aware of the needs and requirements of the ITT programme
- To give daily support and guidance
- To hold weekly meetings to discuss progress and set targets
- To co-ordinate classroom observation
- To oversee directed tasks
- To write the mid-placement and end of placement reports.
- To provide information regarding the completion of the CEP.