



Ulverston Victoria High School

POLICIES

ITE Partnership Policy

Author/Owner:	Sub-Committee:	Ratified/Reviewed by Governors:	Chair of Governors Signature:
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The aim of this document is to outline what UVHS gains from ITE partnerships.

'If a school is to employ staff from the professional pool then it ought to be involved in encouraging graduates to enter the profession and to participate in the training of that resource.'

UVHS benefits from partnership in many other ways than financial recompense. It is recognised that having ITE trainees has a cost implication for the school. UVHS benefits however in the following ways:

1. Working with ITE trainees helps teachers to reflect and improve their own practice and skills for the benefit of the students.
2. ITE provides opportunities for teachers to continue their own professional development.
3. The extra presence, contributions, new ideas and enthusiasm of trainees benefits students at UVHS.
4. Working with colleagues from higher education brings some *quid pro quo* benefits such as evaluation of subject departments at UVHS.
5. Professional contact is made with other training schools.
6. The profile of UVHS is enhanced through college and trainee links.
7. UVHS is sharing its expertise to encourage the next generation of teachers.
8. Working in partnership with ITE providers enables UVHS to identify and encourage talent for the future sustainability of the teaching profession.

AIMS

UVHS aims to work in partnership with training providers to provide ITE experiences in a school placement. UVHS will provide a context for a range of training provider-directed tasks designed to promote an understanding of generic professional issues as well as teaching methodologies, learning strategies and classroom management. Whilst the main focus of these tasks is to evaluate via structured classroom observation, trainees will also be offered the opportunity to provide classroom support and experience micro-teaching through teacher-directed tasks. UVHS will work in partnership with training providers to develop and evaluate the programmes.

ACCEPTANCE OF ITE TRAINEES

UVHS operates the following guidelines when accommodating ITE trainees:

1. Requests to take ITE trainees will be co-ordinated by the Lead Practitioner: Excellence in the Classroom in consultation with the Assistant Head: Teaching and Learning, and the Heads of Department.
2. No more than 6 trainees will normally be accepted at any one time.
3. Training links with a variety of institutions are established, and trainees from such establishments may be placed in departments who have expressed an interest. Where departments are unfamiliar with the specific requirements of a provider with whom they have

not worked before, the Lead Practitioner will provide additional support in ensuring that the Subject Mentor is adequately trained and advised.

4. Trainees must produce evidence of DBS clearance on the date of their first visit to UVHS. UVHS may refuse a placement to a trainee where an issue arises on their DBS as the ultimate responsibility for adults working in a school resides with that institution. In addition, they must undertake, or provide evidence of having undertaken, training in respect of the PREVENT agenda.
5. Trainees will sign a code of conduct pertaining to their time at UVHS, as well the school's Acceptable Use Policy.
6. Trainees will undertake Safeguarding and Health and Safety Training, in line with that undertaken by new staff, in their induction period. This should be on their first day, or as soon as possible thereafter.

MANAGEMENT

The Lead Practitioner, currently Alison Smith, has responsibility for all ITE training and assessment within UVHS. The Lead Practitioner organises the delivery of the non-subject specified component (School Based Learning) of training in the school. She also has an overview of the timetables of all trainees.

Where departments wish to be involved in ITE, it is important that there is a trained Subject Mentor. Where this is not the case, the Lead Practitioner, in association with the Assistant Head: Teaching and Learning will assist the department in receiving the necessary training.

Both the Lead Practitioner and Subject Mentor are involved in the support, supervision and assessment of ITE trainees in conjunction with the training providers.

Liaison with the training provider is fundamental to effective ITE. The Lead Practitioner will work with the link tutor from the training provider to ensure that high standards are maintained. This includes, but is not limited to, mentor training and quality assurance visits in which the accuracy of our judgements against the Teachers' Standards will be validated. Should there be any concern about progress, or the welfare and safety of a trainee, this will be reported to the link tutor as a matter of urgency, and a support visit requested.

INFORMATION

ITE trainees have an entitlement to observe students of different ages and abilities, to see different teaching styles and subjects (especially out of the chosen specialism), and to have responsibility for a form group.

They should spend some time with the special needs staff and help support within some lessons during their time at UVHS. To achieve this requires an open and flexible approach by all staff. The Lead Practitioner and Subject Mentor should provide advance warning to colleagues that they may have a trainee teacher observing and/or available to help in one of their lessons. If a suggested observation is not acceptable then the mentor responsible should be informed as soon as possible.

MENTOR ARRANGEMENTS

- The Lead Practitioner and subject mentor should meet formally to discuss the ITE programme and trainee progress regularly.
- The Lead Practitioner will discuss trainee progress with the subject mentors through informal discussion.
- Subject mentors will provide the Lead Practitioner, in advance, their suggestions for which classes they would like trainees to be involved with. The purpose of this is to prevent one or two classes being 'saturated' with trainees. If there is a 'clash' then subject mentors meet to see if a compromise can be found.
- Trainees are entitled to a weekly mentor session with their subject mentor and another with the Lead Practitioner, or colleague nominated by her for their expertise in a given area.

FUNDING

Each trainee attracts a placement payment which varies according to training provider. At the end of the placement, or as soon as practically possible, the payment will be distributed as follows:

- A sum towards the cost of the IT equipment loaned to the trainee whilst on placement.
- The remaining money to be divided between the capitation of the subject department and that of the Lead Practitioner.
- It would be good practice to consult with the Subject Mentor as to how the funding should be spent within the department, in recognition of their work.