



**Hove Park School
Initial Teacher Training Policy**

Date Ratified	Frequency of Review	Next Review Date
06.10.133	Every two years	Autumn Term 2015
Staff Link	Committee	
Diane Carr/James Sandford	Attainment and Standards	

INITIAL TEACHER TRAINING POLICY

Hove Park School and Sixth Form is committed to providing high quality training for professionals, giving them the skills to think critically about their teaching and providing ongoing support to develop and refine their skills, throughout the training process

Aims

- 1 To provide a high standard of Initial Teacher Training that will give student teachers the experiences necessary to meet Qualified Teacher Status standards, as set out in 2012.
- 2 To create opportunity for all staff to develop through reflection of teaching strategies.
- 3 To develop effective partnerships between Hove Park School and Primary Education Institutions in the local area.

Routes into teaching

There are now a greater variety of routes into teaching than ever before. They consist of:

- 1) **School Direct Training Programme (Unsalariated)** is available to high-quality graduates and is funded by tuition fees paid by the trainee. You may be eligible for a bursary of up to £20,000 to support you while you train. We currently have 2 trainees on this route.
- 2) **School Direct Training Programme (Salaried)** is an employment-based route available to high-quality graduates with at least three years' career experience who will earn a salary whilst they train. The trainee is employed as a qualified teacher. We have no trainees on this route.
- 3) **PGCE** -this is a course that has time in school and university and in which the trainee gains a number of masters credits. We currently have 2 trainees from Sussex University, 3 from Brighton University and 1 from Goldsmiths University.
- 4) **Troops to Teachers** – this is a national programme that is targeted at Service leavers who have the potential to become outstanding teachers. It is a two-year, employment-based 'advanced standing' programme leading to an honours degree with QTS. The programme is funded by the Department for Education.
- 5) **GTI (Graduate Teaching Internship)** – This national scheme provides graduates with the opportunity to work in schools in a salaried post and gain the necessary experience and skills as a teacher. This will be commencing as of September 2017.
- 6) **Return to teaching programme** – this is our newest route to teaching and is in its development stage. Aiming to provide support and training for returner teachers in Maths, Physics and MFL. These returners will then go on to employment within the school partnership within two terms of the programme completion.

Hove Park is currently in partnership with Brighton and Sussex universities, we do also have an alliance with Chichester which is currently under discussion. We usually take 15 trainee teachers in a year cycle and this will increase with the School Direct programme that we are now running across

the city. In 2016-2017 we will be working with 13 other secondary schools and 14 primary schools in Brighton and Hove, East and West Sussex. These are:

Secondary

- ❓ Blatchington Mill School
- ❓ Brighton Aldridge Community Academy
- ❓ Dorothy Stringer School
- ❓ Portslade Aldridge Community Academy
- ❓ Patcham High School
- Peacehaven Community School
- Priory School
- Reigate School
- Ringmer Community College and Sixth Form
- Shoreham Academy
- St Philip Howard School
- Varndean School
- Warden Park
-

Primary

- ❓ Benfield Primary School
- ❓ Bewbush Academy
- ❓ Coombe Road CP
- ❓ Downs Park Primary School
- ❓ Eastbrook Primary School
- ❓ Gossops Green Community Primary
- ❓ Robsack Wood Primary Academy
- ❓ Seaford Primary School
- ❓ Southgate Primary School
- ❓ St Andrews Primary School
- ❓ Maidenbower Primary School
- ❓ St Lawrence Primary School
- ❓ St Peter Primary School
- ❓ St Paul Primary School
- ❓ Warden Park Primary School

Rationale

Participation in Initial Teacher Training benefits Hove Park School in a number of ways:

- encouraging Hove Park teachers to reflect on and develop their own practice
- giving teachers opportunities for professional development in mentoring and supporting trainees

- bringing new ideas into the school
- establishing mutually beneficial relationships with secondary Higher Education Institutions
- contributing to the preparation of a new generation of teachers

Roles in Initial Teacher Training Provision

Professional Tutor:

The Professional Tutor's role is:

- To ensure that trainees receive their entitlement as set out in the Course Handbook
- To manage and monitor the work of Subject Mentors to ensure that trainees receive a high standard of training and support
- To encourage the professional development of Subject Mentors and teachers, in areas related to teacher training
- To ensure that trainees are welcomed and inducted into the school
- To ensure that trainees are given opportunities to observe a range of teaching across the school
- To provide opportunities for trainees to gain experience of the pastoral role
- To organise a programme of professional studies which develop trainees' knowledge, and understanding of teaching and related issues – see Appendix 1
- To observe trainees' teaching and give useful feedback
- To review and assess trainees' progress, in liaison with Subject Mentors and HE Tutors To take appropriate action when informed of any problems with a placement
- To liaise effectively with ITT providers concerning their programme and the number of trainees allocated per placement

Subject Mentors:

The subject mentor's role is:

- To induct trainees into the department e.g. ensure that they meet relevant staff, receive all appropriate information e.g. departmental handbook and policies, schemes of work, class lists, pupils' assessment data, and are given access to resources
- To provide opportunities for trainees to observe a range of teaching within the department
- To construct appropriate teaching timetables for trainees, with opportunities to teach pupils across the age and ability range
- To ensure that trainees are given effective support and guidance from all subject teachers involved
- To meet with trainees on a weekly basis to review progress made and set new targets for development
- To ensure that trainees are regularly observed teaching lessons and given constructive written and verbal feedback
- To liaise with the HE tutors and Professional Mentor regarding trainees' progress
- To participate in the review and assessment of trainees' progress

Subject teachers

The subject teacher's role is:

- To support and advise trainees teaching their classes
- To monitor the progress of trainees teaching their classes
- To communicate with the Subject Mentor regarding trainees' progress
- To observe lessons and give useful written and verbal feedback
- To contribute to subject-specific tutorials if appropriate

Quality assurance

- ☐ Joint observations are undertaken by mentors and the Professional Tutor
- ☐ Joint observations are undertaken by mentors and subject tutors from the HEI

- ☒ Observations at the end of the practice undertaken by Hove Park SLT
- ☒ Link tutor visits from the HEI
- ☒ Professional tutors hold meetings with subject mentors
- ☒ Informal feedback is received by the Professional Tutor throughout each placement
- ☒ Trainees complete school based questionnaires at the end of each placement
- ☒ Participation and feedback in HEI evaluation

Resources

Trainees have access to:

- ☒ A comprehensive weekly Professional Studies Programme
- ☒ CPD Twilight programme run throughout the year
- ☒ External visitors – funded by the CPD budget
- ☒ Digital Leaders – who help them with I-Pad pedagogy

Post Initial Teachers Training support

Trainee Teachers who gain QTS and are subsequently employed by Hove Park are supported by a highly reputable NQT Programme, further observations that help to improve their teaching practice, as well as fortnightly meetings with a subject mentor.

Furthermore, in order to ensure that all teachers in the school are good or outstanding, we are currently in the process of developing an NQT plus 1 programme for teachers in their second year of teaching. This programme will continue to support staff in the move to good and then onto outstanding practice. It comprises of bespoke 1 to 1 coaching in both teaching and learning from lead practitioners.

Appendix 1

PROFESSIONAL STUDIES PROGRAMME SEPT-JAN: Wednesdays, S5 and 6

In addition to the Professional Studies Programme (PSP), trainees will attend all whole school CPD twilights and INSETs. There are regular drop in sessions for iPad support, and Digital Leaders who can support any necessary training.

There will be an ongoing programme of observations (with reflection time built in), including Learning Walks with SLT and observation of staff within and outside of departments. Primary School visits will take place after Christmas.

Full details on the professional studies programme (PSP) will be available on request, please email evermeer@hovepark.org.uk.