




# KINGSNORTH CHURCH OF ENGLAND PRIMARY SCHOOL

<b>Name of Policy:</b>	<b>Policy for Initial Teacher Training Schools Direct</b>	
<b>Date Written:</b>	March 2017	
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<b>Updated By Who:</b>		
<b>Policy Originated from:</b>	Kingsnorth Primary School / Canterbury Christchurch University	
<b>Date To Be Reviewed:</b>	---- 2017	
<b>Policy Approved By:</b>	SLT:	
	Staff:	
	Governors:	

## Our Vision Statement:

**Kingsnorth...the best days of OUR lives!**

## Kingsnorth Values Statement

At Kingsnorth we ACHIEVE by...

- Aiming high Academically, Spiritually, Socially and Emotionally
- Challenging ourselves constantly to improve our learning
- Helping each individual reach their potential
- Inspiring others and being inspired
- Encouraging risk taking
- Valuing others and feeling valued
- Enriching lives through our Christian Values to become future citizens of the world

## Our 5 Key Christian Values are:

Thankfulness, Friendship, Trust, Compassion and Endurance

## Statement of Intent

'Recognising its historic foundation, the school will preserve and develop its religious character in accordance with the principles of the Church of England and in partnership with the Church at parish level and the Diocese of Canterbury.

The school aims to serve its community by providing an education of the highest quality within the context of Christian belief and practice. It encourages an understanding of the meaning and significance of faith and promotes Christian values through the experience it offers all pupils.'

## Inclusion and Equal Opportunities

All children have equal access to the curriculum regardless of their race, gender, or disability. Our behaviour policy underpins all that we do at Kingsnorth and should be closely linked to our other policies.

## Introduction

This policy is written to ensure that Aquila the Diocese of Canterbury Multi Academy Trust Ltd ( hereafter referred to as the MAT) follows the principles in this policy and is adhered to by all Schools Direct Teacher Training schools within the MAT. The MAT is committed to providing high quality teacher training in a Church school environment regardless of which school a student is placed in.

**This policy links to and should be read alongside the school's induction policy.**

### Aims:

- To foster a high quality leaning culture between individual schools staff, other schools in the MAT and ITT training provider.
- In partnership with Christchurch University to provide suitable learning environment which offers high quality Initial Teacher Training in order to give trainees the experience and opportunities to meet the standards for Qualified Teacher Status.
- To demonstrate investment in the future of an outstanding workforce who understands the ethos and 'distinctly Christian character' of the Aquila Church Schools.
- To create opportunities for all staff to develop through critical reflection and evaluation of research and pedagogical approaches in order to improve pupil outcomes.

### Role and Responsibilities

The MAT is responsible for ensuring they meet the criteria for membership of the ITT partnership. They must also adhered and sign partnership agreement. The mat will advertise for students and send out all relevant information to potential candidates. Ensuring that all legal, financial, professional and ethical responsibilities are met with regard to the placement of trainees in schools, including checking the trainees CRB's , their qualifications and they meet all financial requirements. In addition to this confirm the entrants have met the MAT's selection process and are deemed suitable to train to become a teacher as well as ensure there is a suitable school for successful candidates once selection process is complete.

The **School** is responsible for agreeing to the number of students they will accept each year. Both salaried and unsalaried. They also have to support the MATs decision on selection of students. School have to administer the payment of the salary to student teachers on the Salaried Programme. They also have to arrange and coordinate school placements within their school and in consultation with MAT, arrange appropriate and timely second school placement.

The **Headteacher** is responsible for appointing a 'Lead school mentor' to over-see the programme. Thy will also identify teachers who are willing to be mentors, release mentors to attend training and undertake their tasks in supporting the student. Keeping th Governing body informed of the school's work in relation to Teacher Training.

The **Lead Mentor** is responsible for ensuring students, mentors and teachers understand their roles in supporting appropriate programme experiences. The Lead school mentor must ensure that timetables are constructed to enable student teachers to attend university. They will also liaise with university link tutors to prepare suitable school based experiences according to the programme validation. They will ensure that students are provide opportunities to work with pupils and teachers in a variety of classroom contexts. Where students are undertaking the PGCE that they are able to attend additional days and to support additional academic work.

The **Mentor** once identified will provide and support and access to the curriculum and school documentation. They will also ensure the student has access to all school teaching resources. Providing logins and passwords where necessary so that the student has a school email address for all school communication. They will act as a professional role model and commit to the principles of ITT, the role of the mentor and working in partnership with the training provider. They will liaise with training providers and attend meetings where appropriate to further the development of the students or the mentor. They will manage the day-to-day organisation of trainee induction, teaching timetables, assessments and paperwork, in line with guidance from the ITT provider. They will maintain a professional and supportive working relationship with the students, providing personalised and suitable feedback, support and challenge. They will set targets and complete with the student their Record of Development in line with the guidance provided by the training provider.

Other **members** of staff are responsible for committing to the school involvement with ITT by welcoming and working with students as temporary of staff.

The **Governing Body** will over sea the school's partnership in ITT and review this role as part of the school's self-evaluation process.

The **Student Teacher** will make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers will act with honesty and integrity; have a strong subject knowledge, keep their knowledge and skills as teachers up to date; forge positive relationships; and work with other, parents in the best interest of their pupils. (preamble teachers standards) They will work in partnership with all staff members. They will ensure they have read and understood the key policies of and adhere to all school policies, including the staff handbook. They will undertake and understand the requirements of each placement in a professional manner. They will work towards achieving the 'Teachers Standards' and to attend all staff training. They will also take an active part in the life of the school, including attending additional school events. (e.g. Fete, Christmas bazaar, Firework night)

**SEE: School's Induction Policy**