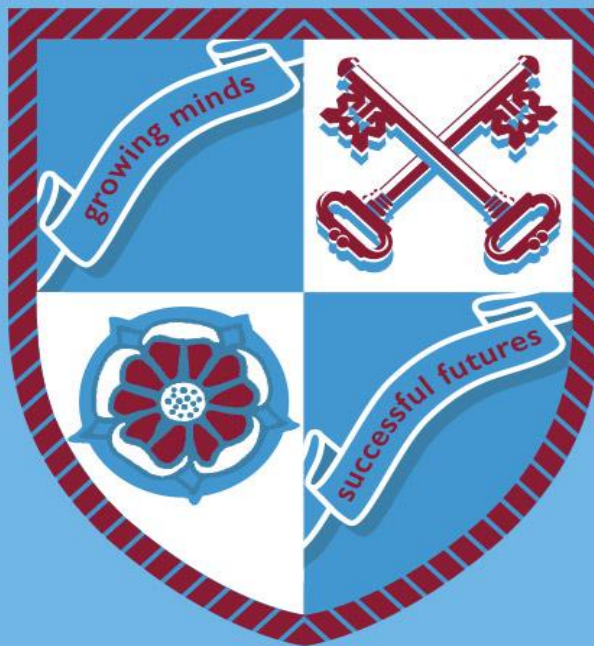


Warblington
School

Growing minds, successful futures

STUDENT TEACHER TRAINING POLICY



Reviewed by: Assistant Headteacher

Date: 19 January 2021

Approved by: Full Governing Body

Date: 11 May 2021

Next review due: March 2023

1. The Aims of the Student Teacher Training Programme within Warblington School

- To provide Student Teachers with a realistic, useful and wide-ranging experience of the profession.
- To treat Student Teachers with respect and to make their practice at Warblington School as rewarding and fulfilling as possible.
- To use the experience of working with Student Teachers as an opportunity to review and reflect on our own practices and thus to improve our own expertise.
- To ensure that the Student Teacher programme does not adversely affect the normal business of the school.

2. Reasons why Warblington School participates in the Student Teacher Training programme

There are many reasons why running a Student Teacher Training programme within Warblington School is educationally desirable.

We accept Student Teachers in our school because:

- Teachers have a responsibility to ensure continuing quality of experiences for the would-be members of the profession.
- Warblington School is an institution with a wealth of experience and expertise where trainee teachers are valued and given a very high quality of experience.
- Student Teachers need to have a true picture of what the profession is like – Warblington School offers a 'balanced' view of teaching.
- Enthusiastic Student Teachers are good role models for our students, demonstrating how the best of young people start their chosen careers.
- The presence of Student Teachers encourages reflective practice within the school and they help keep departments working together and involved in development.
- Experienced practitioners learn from the inexperienced Student Teachers something of the latest ideas and techniques in teaching.
- Working closely with Higher Education (HE) establishments and School Centred Initial Teacher Training (SCITT) helps the recruitment of good quality new entrants to teaching to Warblington School.
- Student Teachers, when qualified, become good advocates for Warblington School and help us to market the school.

3. Working with Higher Education Institutions and SCITTs

Warblington School needs to be selective about partnerships with HE Institutions and SCITTs for example, how many and with whom? This helps to ensure the maximum efficiency by Warblington School staff in knowing the individual methods of assessment and demands of the various courses. By working with a limited number of establishments we become well known, trusted and can influence practice. Currently our HE providers are Portsmouth and Chichester Universities and we are a partner school with The Solent SCITT however, according to changing circumstances, these providers may vary.

The Professional Mentor (under delegation from the Headteacher) makes decisions on Student Teacher placements at Warblington School, having consulted fully with Heads of Departments. The Professional Mentor will take into account the fact that from time to time a Head of Department may wish to withdraw from a partnership arrangement.

We expect clarity of information: clear programme guidelines from HEIs and SCITTs are essential, including assessment dates.

In all dealings with Warblington School, providers should initially contact the Professional Mentor, who should be made aware of all visits to the school.

4. Roles within Warblington School for the Student Teacher Programme

4.1 Professional Mentor

The Professional Mentor is the first point of contact with the school for the Student Teacher Training providers. The Professional Mentor decides on placements with the Head of Department and has the ultimate responsibility (under delegation from the Headteacher) for accepting Student Teachers and their progress within Warblington School.

The Professional Mentor will keep the Headteacher informed of Student Teacher placements within the school and also matters relating to the performance of Student Teachers, especially if these should be of importance to the reputation and smooth, efficient functioning of the school.

The placement of Student Teachers with a tutor group will be decided by the Professional Mentor following discussions with the Tutor and the Head of Year.

During Student Teacher placements the Professional Mentor will provide a programme of whole school studies if this is part of the programme requirements. Lesson observations and assessment of Student Teachers will be carried out by the Professional Mentor as is deemed necessary by the Professional Mentor and/or the Student Teacher Training programme.

The Head of Department * must inform the Professional Mentor as quickly as possible regarding Student Teachers who are at risk of failure. The Professional Mentor and the Head of Department * must then evolve a scheme to offer remedial action and/or the Professional Mentor will inform the HEI and SCITT of their concerns. The Professional Mentor must be informed of any complaint from staff, governors or other concerned persons regarding the performance/presence of a Student Teacher within Warblington School.

* Head of Department: in this context it is assumed that the Head of Department is the Subject Mentor - see below:

4.2 Subject Mentor

Within Warblington School, it is normal practice for the Subject mentor to be either the Head of Department, Deputy Head of Department or Senior Member of the Department. At Warblington School, our subject mentors will use the national standards for school based ITT to help ensure the student teacher receives the highest quality training. The Subject Mentor has many responsibilities within the Student Teacher Training programme. These include:

- Liaising with and between school department, Student Teachers and the Professional Mentor.
- Ensuring the Student Teachers know how the school department functions.
- Providing a suitable time-table of activities for Student Teachers to meet the expectations of the HEIs and SCITT.
- Giving subject-specific advice.
- Giving advice on teaching techniques.
- Ensuring that Warblington School students are not disadvantaged by the presence of a Student Teacher in their lesson(s).
- Ensuring that the lesson content for the subject is correctly delivered.
- Being familiar with the demands of the Student Teacher Training programme(s) including assessment and programme deadlines.
- Supervising the records relating to lesson observations.
- Maintaining the partnership agreement with the HEIs and SCITT especially in relation to joint interviews and observations of Student Teachers (if individual programmes demand this).

The Subject Mentor should report any complaints from 'outside agencies', staff or students regarding a Student Teacher to the Professional Mentor (see above), in this the Subject Mentor must use his/her professional judgement. Complaints that are more than just passing comments on an aspect of the Student Teacher's work should be passed to the Professional Mentor.

4.3 Pastoral Tutor

Trainee teachers based in Warblington School will be expected to be involved in the pastoral work of the school and will be assigned to a tutor group.

Tutors who have Student Teachers assigned to their tutor groups may or may not be expected, according to the course requirement, to write a short assessment of the Student Teacher in the pastoral role.