



Trainee Teacher & Student Policy

Glasshoughton Infant Academy
Sept 2019
Version 1

Next Review
Sept 2021

Everyone deserves the Best!
Everyone deserves Respect!

GLASSHOUGHTON INFANT ACADEMY



Trainee Teacher and Student Policy

At Glasshoughton Infant Academy we value the contribution made by Trainee teachers and students.

Rationale

We believe that taking an active part in Initial Teacher Training and the training of other early years practitioners benefits our school by

- Encouraging 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 for the benefit of the children and contributing to school improvement plans
- Enabling us to forge fruitful relationships with training providers
- Enabling us to play a positive part in the preparation of a new generation of teachers, nursery nurses and other early years practitioners.

Commitment

While always keeping as a first and absolute priority the education and welfare of our pupils, as a school we undertake

- To adopt a whole school model of support for trainees, thus providing them with a coherent environment in which to develop their skills
- To give trainees a quality experience by managing carefully their time in school, and taking their individual training needs into account
- To give them opportunities for experiencing all aspects of classroom life, including as appropriate to their stage of training planning, teaching and assessing pupils' work; using different teaching and behaviour management strategies; and fulfilling the general role of a class teacher or early years practitioner.
- To allow them where possible to join in other aspects of school life, including duties, staff trainings, meetings with parents and extra-curricular activities as appropriate to their training needs.
- To regard student teachers and other students as potential colleagues, to introduce them to pupils as temporary members of staff and to ensure they are treated as such
- To uphold equal opportunities by safeguarding respectful attitudes and behaviour towards trainees regardless of ethnicity, gender, sexual orientation or physical disability
- To encourage teachers to train as mentors, and to work with training providers to ensure common standards and purpose
- For the benefit of all staff as well as of trainees, to encourage a shared language of education, and to disseminate an understanding of good practice, throughout the school
- To be fair and consistent in all our work with trainees
- To treat them with appropriate sensitivity, where it is necessary to build their self-esteem and confidence and enable them to grow as learners, teachers and early years practitioners.

Induction

Before commencing any induction programme, a copy of the student's DBS-check must be taken and recorded in the Single Central Record.

The induction programme includes a tour of the whole school and an initial meeting to highlight and discuss:

- The importance of signing in and out when in attendance
- The different areas i.e. Staff room, toilets, classrooms, resource room etc
- Health and safety encompassing Fire Exits, Fire drill/escape procedures and assembly points. First aid boxes/list of first aiders are pointed out and systems explained
- The importance of confidentiality and how this is to be respected and maintained
- Glasshoughton Child Protection Policy
- Behaviour strategies used in school
- How much we value the children, how their voices are heard and listened to and the responsibilities they have e.g. School Council, Helpers
- The importance of the school team and the respect that is shown by all to each other.
- All areas of the school handbook are discussed to ensure understanding.

After the initial meetings students are given Policies – Health and safety, Child Protection, Behaviour, E-Safety and Confidentiality. They are also advised how they can access any other policies they require. At the end of the initial meeting the students are asked to sign to acknowledge the training they have been given and the information they have been provided with. The sheets are kept on file.

Within the first 2 weeks students will be asked to reflect on their induction. Information gained from this will be used to continuously improve student induction.

Roles and responsibilities

The Headteacher and Deputy Headteacher will

- Decide each year the number of student teachers/other students who can be accepted into the school and given appropriate experience and support without jeopardising the interests of school pupils and staff
- Keep governors informed and consult them as necessary
- Support mentors and class teachers in their work with trainees
- Be informed of any problems with the placement, and take action as necessary
- Attend partnership meetings with providers, or send a mentor as a representative as required.
- Publish and provide school information for use by trainees
- Provide mentors and trainees with essential resources in terms of both time and opportunity for trainings and meetings, and of practicalities such as stationery and photocopying and ICT facilities

The mentor will

- Be responsible for the supervision, monitoring, assessment and pastoral care of trainees; ensure that trainees are fully informed of school routines
- Ensure that the trainee teacher is provided with appropriate experience of teaching groups and classes; arrange opportunities for them to observe good teachers at work in the school; provide them with access to the expertise of specialist staff such as subject and special needs co-ordinators
- Ensure that students (other than trainee teachers) are provided with the appropriate experiences relevant to their particular course.
- Liaise with the representative of the training provider (eg university tutor) and fulfil agreed partnership requirements
- Attend relevant training and development sessions
- Maintain written records of the mentoring process

The class teacher (if not the mentor) will

- Assist in the practical implementation of the mentor's role, in particular giving the trainee opportunity and encouragement to experience the role of the teacher. If not a trainee teacher will give encouragement to and ensure there are appropriate opportunities for the student to carry out tasks relevant to the course requirements.

The trainee will be expected to

- Behave professionally and respect confidentiality at all times; dress in accordance with the accepted codes for the school; be reliable in matters of attendance and tasks assigned to them
- Take an active part in their own professional development, seizing every opportunity they can to learn from their time in school, through observation, discussion, reflection and experience
- Take a full part in school life, in and out of the classroom
- Keep their file up to date and respond to any school requirements in terms of paperwork

Monitoring and review

This policy will be reviewed as necessary, and at least every two years.

Signed 

Date: Sept 2019

Mrs A. Walker Headteacher

Signed 

Date: Sept 2019

Mr P. Wagstaff Chair of Governors