



Rush Common School Professional Practice Document (“PPD”) for Initial Teacher Training (ITT)

1) This school recognises that the contribution it makes in training future teachers is of enormous importance to the profession. By working in partnership with Oxford Brookes University, the Oxon/Bucks SCITT partnership, and OTSA, we offer trainees every opportunity to develop the skills of teaching and learning. They are guided and supported by the whole school community. The role of mentoring is valued and opportunities are provided for appropriate career development. This policy seeks to clarify both the school’s philosophy and the roles and responsibilities of those who participate in the development of ITT.

2) Roles and Responsibilities

2.1) The **Headteacher** welcomes the opportunity for Rush Common to share in the future development of the teaching profession. He/she supports the active involvement of staff in ITT training, including opportunities for career development. The Headteacher is responsible to the governors for all matters relating to ITT.

2.2) The **Lead Mentor** is responsible for liaising with all interested professional bodies and the staff in school. He/she arranges for the placement of trainees in appropriate classes, provides their induction to the school and ensures that proper provision is in place to support them. He/she will disseminate new initiatives and training opportunities to staff which may include contributing to the local partnership network and being aware of opportunities for professional development. Whilst he/she may act as a Mentor or Teacher Tutor, he/she must also manage all issues concerned with ITT, including using the budget attached to each School Experience to support staff in providing quality provision.

2.3) The **Teacher Tutor/Mentor** models good practice for the trainees providing support and advice, ensuring that trainees have every opportunity to develop their professional skills as teachers. He/she takes advantage of appropriate training opportunities, particularly Mentor training, and is the major contributor to the monitoring and assessment of a trainee’s development assessing against the QTS Standards, completing weekly lesson observations and writing reports. He/she provides an objective view of a trainee’s progress, both in observing teaching, usually once weekly, and in working with the Trainee and University Tutor to assess against the Qualified Teacher Status (QTS) Standards and to write reports. He/she sets appropriate targets to challenge and encourage the trainee to achieve the highest possible standard.

2.4) **Subject co-ordinators** contribute their expertise, explaining their role in school and giving support in their specialism. They offer opportunities for trainees to observe good practice in lessons and may take a mentoring role by completing lesson observations and giving feedback.

- 2.5) Rush Common recognises that learning to work with other adults is an important part of a trainee's development. **Teaching assistants**, parents and all other adults who contribute to the life of the school, work with trainees to help develop their understanding of co-operative good practice.
- 2.6) **Trainees** should become familiar with the school aims and ethos as quickly as possible. They should understand the school policies and staff protocols and follow the procedures for the school day. Their attitude should be professional at all times. They should be pro-active in their approach to learning and teaching, willingly accepting advice and seizing opportunities with commitment and enthusiasm.

3) Summary

Rush Common takes seriously its responsibility in developing the Teaching Profession. We recognise the value of good ITT procedures, leading to successful Newly Qualified Teachers. There are high expectations of all who work in the school, including trainees. Staff share expertise, reflecting upon their own practice, and valuing the fresh ideas and enthusiasm trainees can bring to the classroom. In working in partnership with ITT providers, Rush Common School seeks to be a high quality centre for teaching and learning.

4) Review of this PPD

The Senior Leadership Team reviews the PPD every 3 years. It may however review the PPD earlier, if required.

Approved by the Senior Leadership Team meeting on 27th June 2014

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Headteacher

Review Date: June 2017