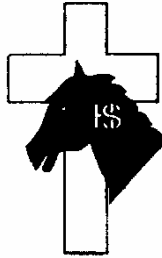


HORSINGTON CHURCH OF ENGLAND PRIMARY SCHOOL



INITIAL TEACHER TRAINING POLICY: MANAGING THE PARTNERSHIP IN SCHOOL

INTRODUCTION

The responsibilities of the school and the University within the University of Exeter Initial Teacher Training Partnership are detailed in school-based work handbooks. They are listed in the Memorandum of Understanding, which is agreed by the school, and the University at the outset of each year in the partnership.

Each partnership school is required to have a clear policy on its involvement in Initial Teacher Training, in order to clarify whole school involvement and ensure pupil and trainee entitlement.

RATIONALE

The school believes that it should share its expertise with others and has a commitment to high performance, which focuses on effective teaching and learning. The school can benefit from its involvement in Initial Teacher Training in terms of children's learning, teacher development and motivation.

ROLES

Initial Teacher Training is a shared responsibility. The governing body will be involved in agreeing a whole-school policy. The Headteacher is responsible for implementing the policy and for ensuring that the training provided meets the requirements agreed in the Memorandum of Understanding.

There are a range of roles and responsibilities within Initial Teacher Training and these are defined in the partnership documentation. These roles are Initial Teacher Training Coordinator, Mentor, Tutor and University Visiting Tutor.

MANAGING THE PARTNERSHIP

The Headteacher and Senior Teacher will identify teachers who will provide models of good practice for trainees and then discuss with identified teachers the implications of a trainee placement and whether they wish to have a trainee. A trainee will not be placed with a teacher without their agreement. Following these discussions a decision will be made each year by the

Initial Teacher Training Coordinator on the number, type and specialism of placements made available. Provision will be made for a balanced timetable to meet the needs of the school and the trainee. Staff will be released from school for University induction and support training provided the University funds them. The Initial Teacher Training Coordinator will ensure that all necessary information and paperwork is distributed to those involved in the placement. The Initial Teacher Training Coordinator will ensure that the monitoring and assessment requirements for trainee progression are implemented. There will be a regular review of the partnership provision by all the staff involved.

MODEL OF INITIAL TEACHER TRAINING

The school is committed to applying the University of Exeter model for all Exeter training placements.

The school will commit itself to other models of Initial Teacher Training for trainees from different Initial Teacher Training providers and review the implications of this policy.

Resourcing

Funding provided for the school's work in the Initial Teacher Training Partnership will be allocated to the main school budget and used to support release time for those involvement in each placement for supervisory conferences and tutor meetings. Release time may come from non-contact time provided by another member of staff.

Trainees will, within reason, be given access to ICT facilities within the school, appropriate school documentation, curriculum and professional development materials.

Appendices:

Memorandum of Understanding

Definition of Roles

Adopted: January 2005

Reviewed: November 2008