





'Dream, Believe, Achieve!'

'With God, all things are possible.' Matthew 19:26

Thessalonians 3:13 'And as for us brothers and sisters, never tire of doing what is good'

TRAINEE TEACHERS AND WORK EXPERIENCE STUDENTS' POLICY

Policy Date:	March 2025
Policy Review:	March 2028
Signature of Headteacher:	
Ratified by Governors-Date:	March 2025
Signature of Committee Chair:	

At St. Mary's C of E Primary School, we are extremely committed to Continuing Professional Development (CPD) for all staff and this also extends to those who are aspiring colleagues. We strive to provide high quality placements for Trainee Teachers and work experience students to ensure the future of education.

Purpose

St Mary's Primary School is committed to:

- i. Providing high quality training and work experience for all trainee teachers and students, particularly with routes to qualified teacher status in order that future generations of children receive high quality educational opportunity.
- ii. Welcoming students as 'partners in learning' as young professionals at the beginning of their career, encouraging them to play a full part in the life of the school, and helping to make the school experience a positive process.
- iii. Enhancing educational opportunities for the children who experience Initial Teacher Training (ITT) and work experience students.
- iv. Professional development of class teachers and School based mentors in relation to national standards and supporting training/work experience.
- v. Development of existing staff's own observation, feedback, planning and delivery skills.
- vi. An opportunity for teachers of today to influence the quality and training of the teachers of tomorrow – thus, having an input into the status and development of the profession.

Aims

- To provide high quality Initial Teacher Training (ITT) and work experience that will give students the experiences necessary to meet the Professional Standards set out in 'Qualifying to Teach' or work experience targets.
- To create an opportunity for all trainee teachers/students and staff to pursue their Continuing Professional Development (CPD) through reflection on teaching and learning strategies and to make them feel valued for their expertise.

Roles and Responsibilities: Initial Teacher Training Students

School Based Mentor

The School Based Mentor will work in collaboration with the Secondary School/Higher Education Institution Tutor.

Duties include:

- Ensuring that the student teacher gives evidence of, and allows to photocopy, the following: - a current DBS, photo ID, proof of address and letter from the higher education establishment.
- Managing communications between schools and the ITT provider.
- Undertaking Mentor/School Link Teacher Training.
- Ensuring that the trainee understands and follows policies.
- Conducting reviews with the trainee as set out in the training plan.
- Monitoring the progress of the training plan and responding positively to any issues that arise.
- Making provision for the pastoral support of the trainee.
- Co-ordinating feedback as set out in the Higher Education Institutions requirements.
- Offering considered professional advice on a regular basis.
- Being prepared to arbitrate and resolve any problematic interpersonal, practical or professional issues that arise.
- Creating opportunities for professional development.
- Conducting assessments in partnership with the Higher Education Institution Based Tutor.
- Writing the final report in collaboration with the Higher Education Institute.
- Supporting job applications in collaboration with the Higher Education Institution Based Tutor.

The Role of Placement Teachers

Placement teachers will work in collaboration with the School Based Mentor, Higher Education Based Tutor and trainee in line with QTS Standards. These teachers will:

- Advise on the management and access to resources.
- Contribute to target setting with the trainee, the School Based Mentor and the Higher Education Based Tutor.
- Approve and offer critical feedback on the trainee's planning, organisation, management, teaching, assessment, evaluation and other professional requirements.
- Demonstrate and discuss a range of teaching strategies guide the trainee with respect to commentary on pupils' work and levels of marking.
- Show the trainee how systematic assessment contributes to the quality of learning and teaching.
- Undertake observations of the trainee's teaching and provide oral and written feedback as required by the training plan.
- Monitor the progress of the training plan and respond positively to any issues that arise.

The Role of Other Colleagues, Including Support Staff

School based colleagues not directly involved with the training of a particular trainee should be made aware of the nature of the Initial Teacher Training by the School Based Mentor.

Roles and Responsibilities: Work Experience Students

In order for Work Experience Placements to be successful it is important for all involved to be clear about their role. Where individuals are unsure they should consult with the School Based Mentor or the Secondary school of the visiting pupil.

Work Experience School Based Mentor

- Receives written requests for a placement.
- Responds to the requests for a placement.
- Meets with the work experience pupil and gives an induction talk on the first day of placement.
- Provides a placement for the pupil with a class teacher.

The Role of the Students/Work Placement Pupils

Students/Placement Pupils should be aware of the responsibilities involved in being in our school. They need to:

- Make themselves familiar with the ethos of the school and its approach to learning, involving themselves as fully as possible in the life of the school
- Work within the overall plans of the school
- Must follow all relevant policies and procedures of the school including behaviour, rewards/sanctions, dress codes
- In particular, to be aware of the standards of work, behaviour and display in the school and expect children to produce work of a high quality and to help to display it accordingly
- Adopt a professional approach towards children, staff and parents