



# Trainee Teacher and Work Experience Policy

## BASE Academy Trust

Policy Reviewed:	September 2019
Next Review:	September 2020
Signature of Chair of Trust Board: Craig Graham	Signature of Executive Headteacher: Lisa Whittaker

At BASE Academy Trust we are extremely committed to Continuing Professional Development, (CPD) for all our 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***

All schools within BASE Academy Trust are committed to:

- 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.
- Creating and developing links with Secondary Schools and Higher Education Institutions so that staff are up to date with current educational theories and research.
- Enhancing educational opportunities for the children who experience Initial Teacher Training (ITT) and work experience students.
- Professional development of class teachers and School based Tutors in relation to national standards and supporting training/work experience.
- Development of existing staff's own observation, feedback, planning and delivery skills.
- Ensuring opportunities 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.

### ***Roles and Responsibilities***

#### **School Based Mentor / School Link Teachers**

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

Duties include:

- managing communications between the Schools and the ITT provider
- attending induction session/s
- undertaking Mentor / School Link Teacher Training
- ensuring that the trainee understands and follows policies (All saved on the system and given to students on induction)
- 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
- conducting lesson observations (or making sure the class teacher is doing this) and feedback as set out in the Higher Education Institutions requirements
- offering considered professional advice on a regular basis (weekly meetings)
- being prepared to arbitrate and resolve any problematic interpersonal, practical or professional issues that arise
- creating opportunities for professional development
- making arrangements for external examination in collaboration with the Higher Education Institution Based Tutor (where applicable)
- conducting the final assessment with the Higher Education Institution Based Tutor
- writing the final report in collaboration with the Higher Education Institution Based Tutor (this can also be done by the class teacher of the student)

- supporting job applications in collaboration with the Higher Education Institution Based Tutor

### **The Role of Other Teachers**

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

- advise on the organisation and management of resources contribute to target setting with the trainee, the School-based Tutor and the Higher Education Institution 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.

### **Professional School-based Tutor**

The Professional School-based Tutor will work closely with the Mentor / School Link Teacher and Higher Education Institution Based Tutor to create the kind of professional setting that will enable the Individual Training Plan to be realised efficiently and effectively in line with its original design. In doing this, the Professional School-based Tutor will:

- support the School-based Subject Tutor
- support the trainee
- offer considered professional advice on a regular basis
- monitor the progress of the training plan and respond positively to any issues that arise
- provide practical help for lesson observations and tutorials
- advise the School-based Subject Tutor and trainee of any appropriate professional development opportunities
- create and support opportunities for professional development
- ensure that the trainee is made explicitly aware of recent developments in subject teaching, evaluation and assessment
- be prepared to arbitrate and resolve any problematic interpersonal, practical or professional issues that arise

### **The Role of Other School 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 Head of School.

The Head of School should also ensure that School-based colleagues are aware that a trainee is a member of staff and that he or she has a role in supporting the whole school context in which he or she will work.

### **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 Work Experience Co-ordinator or the secondary school of the visiting pupil.

Pupils on arrival will be given a short induction, they will be given a fire evacuation booklet and student, visitor handbook and a tour of the school to discuss any questions. They will also be asked to fill in a form with the following information: Name, age, address, main contact, institute, duration, details about SEN/BEH (To be obtained from the school prior a meeting or phone call with the school leader) they will then be asked to sign to say they have been given an induction.

School based work experience students are to eat lunch in the staff room if they wish to and staff must be made aware of this.

### **Work Experience Co-ordinator**

The role of the coordinator is to gather all information and make all necessary arrangements. This may be in conjunction with permission and advice from the Head of School. This includes:

- Receiving written requests for a placement
- Responding to the request in writing to either offer or decline a placement
- Meeting and students for a short induction.
- Completing and returns standard forms from the secondary school (including risk assessment)
- Providing written information regarding the role of the visiting pupil during the placement
- Providing a timetable for the visiting pupil
- Meet with the visiting pupil on arrival to show around school, alert pupil to Health and Safety issues, school timetable etc. and answer questions as necessary

### **Class Teachers**

Class teachers are responsible for giving visiting pupils clear instructions regarding what they would like the pupil to do. They are also responsible for:

- being aware of Health and Safety issues regarding the supervision of the visiting pupil
- alerting the Work Experience Co-ordinator to any issues or potential problems with
  - Respect to the visiting pupil
  - Providing a positive view of teaching and school life

This policy is reviewed annually or as required following any matters arising.