



ITT: Managing the Partnership in School

Model ITT Policy

1 Introduction

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

Each partner school is required to develop a clear policy on its involvement in ITT, in order to:

- clarify whole school/departmental involvement
- ensure pupil and trainee entitlement
- provide a vehicle for information and consultation for all involved, including trainees, school and University staff, the governing body, parents and Ofsted.

The following headings are given as a possible framework which the school's ITT Coordinator will find helpful in developing or reviewing the school's ITT policy.

2 Rationale

This section explains the school's vision for ITT. It sets out some of the benefits of involvement in ITT, eg

- a shared commitment to high performance, which focuses attention on effective teaching
- benefits to the school in terms of children's learning, teaching resource, teacher development and motivation
- the centrality of ITT in the pattern of continuing professional development for all teachers, including NQTs
- the larger role of the school in providing high quality training for the profession.

3 Roles

ITT provision is a shared responsibility. The governing body will be involved in agreeing a whole-school policy. The headteacher is responsible for implementing the school's ITT policy and for ensuring that the training provided meets the requirements agreed in the Memorandum of Understanding.

This section introduces the roles and responsibilities of different staff working within ITT, including, eg

- ITT Coordinator*
- Mentors*
- Tutors*
- University Visiting Tutors*
- senior management
- heads of department
- staff with pastoral responsibilities
- other teaching staff, including the SENCO and ICT Coordinator
- support staff.

** as defined in partnership documentation*

4 Managing the partnership

This section shows how the school manages each aspect of the partnership, with strategies for, eg

- identifying teachers who will provide models of good practice for trainees
- making a decision each year on the number, type and specialism of placements to be made available
- provision of a balanced timetable for each trainee, which meets both trainee and school needs
- allocation of time for staff to meet partnership requirements for trainee support
- provision of ongoing school-based training and support for staff involved in the partnership
- release from school for University induction and support training (usually University funded)
- sharing information and distributing paperwork
- implementation of partnership requirements for monitoring and assessing trainee progress
- regular review and development of partnership provision both through the school and University.

5 Applying the Exeter model of ITT

This section enlarges on the school's commitment to applying the University of Exeter model for all Exeter training placements, eg

- using the *phased* approach (levels 1,2 and 3)
- linked to the *Dimensions of Teaching*
- through working with *demonstration and modelling, episodes, then lessons, with focused observations* using the system of *annotated agendas*
- *verifying evidence* of the trainee's progress using the *Profile/Progress Record*
- providing *weekly meetings* with the Tutor and *supervisory conferences* three times a term with the Mentor
- providing a programme of *professional studies*.

6 Resourcing

This section explains how the funding provided for the school's work in the ITT partnership is distributed within the school to support that training, including, eg

- timetabled supervisory conferences with the Mentor (three times per term) and weekly Tutor meetings
- release of staff for agreed University training and support sessions (usually funded by the University directly).

It also details how other resources within the school will be made available to trainees, eg

- ICT facilities, including email and internet
- appropriate school documentation, curriculum and professional development materials
- appropriate space for individual study.