



Contents	Page
1. Rationale	3
2. Aims	3
3. Purpose	3
4. The programme	4
5. Roles and Responsibilities	4 - 6
6. Resources	6
7. Policy implementation and evaluation	6

Associated policies

- Health and Safety
- Safeguarding
- Assessment
- Teaching and learning
- Feedback and marking

Acronymns:

ITE
AT

Initial Teacher Education
Associate Teacher

Policy:	ITE (Initial Teacher Education) policy 2015 - 2016		Page:	2	
Author:	C.Thomas		Version:	1	
Approved by:	Curriculum and Standards Committee		Status:	Agreed	
Date of Approval:	12.7.16	Date of Issue	13.7.16	Date of Review	Summer 2019



1. Rationale

At Farnworth CE Primary School we believe that taking part in the ITE programme brings many benefits to our school including:

- A focus on high quality teaching and learning across the school
- A shared commitment to the profession as a whole and an active role in the development of new teachers
- Continuing professional development of all teachers through reflective practice, training and constant review of the standards for teachers
- Benefits to the children in terms of a teaching resource, teacher development and motivation

2. Aims

As an educational establishment that promotes lifelong learning and is committed to the development of teacher training we aim:

- To accept teaching students from Chester University.
- To accept teaching students studying for the B.Ed. degree or the PGCE qualification.
- To provide a high quality of support to Associate Teachers (ATs).

3. Purpose

All staff are invited and encouraged to take an active role in accommodating ATs, and contributing to their school based work. Farnworth CE Primary School takes the responsibility of the partnerships training seriously and ATs are placed carefully with teachers who will be able to give them a good role model and effective mentoring arrangements.

The ATs need opportunities to:

- observe teachers at work
- participate in teaching alongside experienced teachers
- be confident to undertake periods of teaching, with increasing independence and responsibility
- develop expertise and ensure effective teaching
- develop effective ways of maintaining positive discipline and managing pupil behaviour.

Policy:	ITE (Initial Teacher Education) policy 2015 - 2016		Page:	3	
Author:	C.Thomas		Version:	1	
Approved by:	Curriculum and Standards Committee		Status:	Agreed	
Date of Approval:	12.7.16	Date of Issue	13.7.16	Date of Review	Summer 2019



4. The programme

All ATs will have a phased approach to teaching during their placement. This phased approach will be in line with the ITE provider's expectations and the needs and progress of the student teacher and will, in essence, commence with teaching episodes and build to teaching whole lessons.

ATs will undertake many lesson observations during their placement, with clear expectations and foci for each one. These will be complemented with demonstrations and modelling of specific teaching and learning strategies from their class teacher and other classroom practitioners.

ATs will be expected to plan their teaching (episodes and lessons) in detail and to reflect on it throughout their placement. This reflection will take the form of discussions and written reflection, as per the expectations of the ITE provider.

Student teachers will assemble an evidence file during their placement to evidence their progress. The formation of this file will be guided by the ITE provider's expectations and programme documentation. Farnworth is committed to meeting the requirements of the ITE provider's course programme. The expectations of ATs and their responsibilities will be detailed in the ITE provider's programme documentation. In addition, the following will be expected of ATs as part of upholding the Code of Conduct and professional standards of being a teacher:

- Punctuality to attend staff briefings and year team meetings.
- Confidentiality and an understanding of sensitive issues surrounding pupils.
- Professional conduct at all times.
- A commitment to gaining the most from the placement through engaging with all aspects of a teacher's role and responsibilities.
- An enthusiasm to engage in the extra-curricular activities of the school.
- Awareness of safety and safeguarding procedures – fire evacuation, first aiders, risk assessments and personal safety when dealing with children. All relevant documentation on these areas is available in school and will be shared with ATs as part of their induction.

5. Roles and Responsibilities

The class teacher will act as mentor to the AT. Overarching responsibility for the AT's placement assessment will rest with the Professional mentor, Deputy Headteacher and/or Headteacher. University documentation details the expectations of all parties. A summary of the roles and responsibilities below are provided on behalf of the school prior to the placement.

Policy:	ITE (Initial Teacher Education) policy 2015 - 2016		Page:	4	
Author:	C.Thomas		Version:	1	
Approved by:	Curriculum and Standards Committee		Status:	Agreed	
Date of Approval:	12.7.16	Date of Issue	13.7.16	Date of Review	Summer 2019



Role and responsibilities of the class teacher

For the duration of the placement you will be asked to:

- be committed to ITE
- be familiar with the standards
- be familiar with the requirements of the University
- be a competent and flexible teacher
- make every effort to ensure the AT feels welcomed
- ensure the AT is introduced to the children as a fellow professional
- be sympathetic to the needs of students and prepared to give support
- be able to inspire trust in the student to take responsibility
- be on hand to encourage, advise and praise achievement and success
- monitor behaviour, progress, marking and daily classroom activity whilst under the AT's leadership.
- make provision for a weekly meeting to both review and agree targets in line with the standards
- carry out a weekly lesson observation within a negotiated subject area
- provide copies of long and medium term plans, group lists and timetables
- negotiate a weekly teaching timetable in line with the expected percentage to be delivered by the AT
- liaise with the professional mentor
- be willing to cover other classes to allow for professional mentor observations
- be ready to carry out joint observations with either the professional mentor and/or university link tutor
- approach the mentor at the earliest opportunity if there are any concerns with the conduct or competency of the AT
- provide judgements and evidence for the interim and final reports to be submitted to the University via the professional mentor. (Use the AT to provide class cover for non-contact time in order to complete this task).

Role and responsibilities of the professional mentor

- Sign and return the partnership agreement
- Complete the annual allocation form to meet the deadline

Policy:	ITE (Initial Teacher Education) policy 2015 - 2016		Page:	5	
Author:	C.Thomas		Version:	1	
Approved by:	Curriculum and Standards Committee		Status:	Agreed	
Date of Approval:	12.7.16	Date of Issue	13.7.16	Date of Review	Summer 2019



- Oversee the completion of the interim and final report documents liaising with the class teacher and submit these to the university adhering to deadlines
- Work closely with the university link tutor; act swiftly where concerns have been raised in accordance with the early alert and cause for concern procedures
- Establish and maintain contact with Chester University Partnership primary
- Agree expectations for arrival/departure and dress with associate teachers
- Establish arrangements for break and lunch
- Introduce ATs to staff and discuss roles of staff with whom they will be working
- Show ATs around school, classrooms, cloakrooms, resource areas etc.
- Explain the key school rules and procedures including generic classroom routines, assemblies, playtimes and lunch breaks, end of day procedures etc.
- Provide access to school documents e.g. Prospectus, School ITE Policy, School Policies, Schemes of Work etc.
- Establish regular discussion times with ATs to discuss progress and answer questions
- Ensure that all ATs are aware of relevant Safeguarding procedures
- By the end of the first introductory week/period, agree an initial outline for the placement days up to the mid-point school holiday, including times for planned mentor observation
- Emphasise the importance of the Planning Sheets. Each student is responsible for negotiating their daily timetable with their Class Teacher to enable them to complete all the school-based tasks as well as gaining experience of teaching and managing the class in line with guidance in their handbook
- Tasks that require experience with other classes or age groups will need to be arranged by the Mentor and scheduled in to the AT's programme

6. Resources

Funds will be received from ITE providers depending upon the number of trainees received. These will be allocated by the Headteacher. Funds may be used to facilitate time, training and materials required to deliver the programme. Funds may also be used to release Mentors to undergo tasks and training support sessions provided by ITE providers.

7. Policy Implementation and Evaluation

It is the responsibility of all staff to ensure this policy is adhered to. A hard copy of this policy will be available to any parent / carer upon request. This policy will also be available electronically on the school's learning platform. The Governing Body is responsible for ensuring the tri-annual review of this policy.

Policy:	ITE (Initial Teacher Education) policy 2015 - 2016		Page:	6	
Author:	C.Thomas		Version:	1	
Approved by:	Curriculum and Standards Committee		Status:	Agreed	
Date of Approval:	12.7.16	Date of Issue	13.7.16	Date of Review	Summer 2019