

# **ST. DAVID'S HIGH SCHOOL**

## **Initial Teacher Training**

**Reviewed by Governors  
October 2024**



## **INITIAL TEACHER TRAINING**

St. David's is proud of its involvement in training the teachers of the future. We currently work in partnership with several Colleges and University Education Departments. We are also involved with post-graduate students who are preparing for PGCE and students requiring work-based learning placements.

Heads of Faculty/Subject Mentors are responsible for the close supervision of Trainee Teachers working within their areas but individual teachers are also responsible for ensuring that the education of pupils in their classes is maintained. Consequently, colleagues must monitor closely the progress of their classes and assist in every practical/supportive way. If colleagues have any queries, problems or difficulties regarding the supervision of Trainee Teachers they should consult with the Senior Mentor.

The Senior Professional Mentor to Trainee Teachers is charged with creating a programme of activities that fulfils the requirements of Colleges and Universities. Due regard will be paid to the development of professional competencies, relevant in-house in-service training and professional development. All Trainee Teachers will be assigned to an elected Group Tutor to develop their awareness of legal procedures, assemblies and students' personal and social education.

**The North Wales Secondary Teacher Training Partnership**  
**Quality Assurance for School-based Initial Teacher Training**  
**ST. DAVID'S HIGH SCHOOL, SALTNEY, FLINTSHIRE**

A statement which describes how we manage Initial Teacher Training at St. David's

**1.1 Details of arrangements that we make for the provision of Trainee Teachers in school**

- A. Trainee Teachers are assigned to a Group Tutor and spend registration time with the Group Tutor and the tutor Group. This involves a variety of experiences: Trainee Teachers learn about the legal requirements concerning registration and attendance in school, the requirements for letters/phone calls from parents/guardians to explain absences, the role of the IWO and the necessity for punctilious record keeping. Trainee Teachers are introduced to the SIMS Registration System.

During Tutor period Trainee Teachers will observe assemblies; they will also be encouraged to visit assemblies for other year groups in order to assess the different approaches and topics being covered.

Trainee Teachers will be encouraged to take part in the wide variety of activities undertaken in Tutorial time. We seek to highlight the diversity of skills required to become a successful Group Tutor. At St. David's we place great emphasis on importance of this role and hope that our Trainees' experiences will prepare them for their first appointment.

- B. On arrival at St. David's Trainee Teachers are given a map of the school, a handout which outlines such issues as documents/policies available for study, a copy of the school prospectus and a staff list. They undergo an Induction Session, led by the Senior Mentor, where school information and expectations are discussed.

Fire Drill procedures and other pertinent Health and Safety issues are highlighted. Trainees are introduced to the Head of Resources and the procedure for photocopying work and ordering of videos/materials/printing is explained.

At St. David's we pride ourselves on the support, warmth and friendliness offered and we feel that our Trainees take full advantage of the Support systems that are offered. We operate an 'Open Door' policy regarding our trainees and it is stressed that they are most welcome to seek advice and help on any topic of concern. Naturally, we wish to hear of their successes also!

**1.2 Details of how the Senior Mentor and the Subject mentors are allocated the necessary time to fulfil the role.**

Flexibility is the keynote. Owing to the varying demands upon colleagues such as dealing with unforeseen circumstances and situations it is extremely difficult to

timetable a specific time for fulfilling the roles of Senior and Subject mentor. At St. David's we operate a two-week timetable which can also create difficulties.

However, the Senior Mentor sees the Trainee Teachers every week on a set evening, after school has closed or during a mutually agreed free period.

Subject mentors may timetable specific periods for discussion/observation and feedback.

I feel confident that our Trainee Teachers are given the necessary time and support and this is actually reflected in their end of placement evaluations.

The member of staff responsible for cover/supply will facilitate meetings if at all possible.

### **1.3 Programme for the Autumn Term**

- Trainee Teachers observe lessons in The Learning Centre.
- Trainee Teachers observe classes that they will teach.
- Trainee Teachers observe a variety of other subjects being taught.

Discussions are held about issues raised during these observations

- Trainee Teachers 'shadow' a Tutor group through a school day. They are asked to make notes on issues such as methodologies, relationships, entry and exit, the amount of writing, speaking and listening and reading activities the students are expected to undertake etc. More recent initiatives, such as development of Basic Skills, Thinking Skills, AFL are also considered. A proforma is provided as an aide memoir.  
A discussion on their findings takes place with the Senior Mentor.
- The Senior Mentor will observe at least one lesson, provide a written criticism and the opportunity for verbal feedback on the lesson.
- Trainee Teachers will be invited to involve themselves in extra-curricular activities wherever possible.
- The Headteacher meets the Trainee Teachers towards the end of the practice for an informal discussion regarding their experience at St. David's.
- The Senior Mentor is responsible for organising seminars on:
  - Introduction to the school and the curriculum;
  - Child protection, bullying, health and safety at work;
  - Discipline procedures, role of the Group Tutor, PHSE
- The Subject Mentor is responsible for:
  - Organising the trainees' timetable, lessons to be taught, methodologies etc.
  - Trainees will also be allocated free time in which to work, reflect and plan.
  - Trainees from Bangor also have opportunity to use 'First Class' conferencing system.

- The Senior Mentor is responsible for contacting the relevant university if there are serious concerns about a trainee.

### **2.3 Professional Studies Programme for Spring/Summer Term**

ITT Colleagues attend the following seminars: -

- Global Citizenship
- Spiritual, moral, social and cultural development
- Dyslexia and provision for SEN – the full spectrum
- Job applications / Interview technique
- Key Skills
- Primary School Practice – this is normally undertaken before teaching timetable begins in the Spring Term to avoid disrupting actual teaching time.
- KS2 / 3 progression
- Equal Opportunities
- Role of Governing Bodies
- Inspection of schools

Discussions take place between the subject mentor and Senior Mentor to determine final outcome of final practice – a decision is made regarding awarding of QTS. The Senior Mentor generally observes two lessons per trainee during this placement.

The Senior Mentor is responsible for contacting the relevant university if there are serious concerns about a trainee. Wherever it is possible, the Senior Mentor is expected to undertake at least one joint observation with the class teacher or subject mentor to ensure accurate judgements are being made.

There is also the same expectation when the university tutor visits to observe a trainee:- joint observations between class teacher / subject mentor and university tutor also ensure accurate judgement.

Trainees are continually assessed against the standards for QTS which focus on Professional Attributes, Professional Knowledge and understanding and Professional Skills. As a result, targets are set through agreement with the trainee and observer(s) in order to ensure progression to higher level teaching skills.

Through discussion with individual trainees Action Plans are created to further develop skills already gained. These 'Career Entry Profiles' provide information for their NQT mentor in their initial place of employment.

From a school perspective, staff are able to participate in subject mentor training offered by the universities which we work in partnership with. This is seen as a valuable step in their professional development.