

Suffolk and Norfolk Initial Teacher Training

Quick Guides 2011/2012



SNITT

www.snitt.co.uk

Dear School Partner,

If you already work with Suffolk & Norfolk ITT, then thank you for your involvement and we hope you will continue with us. If you are not acting as a placement at present but would like to do so, please get in touch. Below is a summary of the main characteristics of our two Primary Programmes so that you can see, in brief, what is involved. Full details are in our Handbooks which are available on request and will be provided as a matter of course to all schools acting as placements.

All best wishes,

Geoff Robinson

Suffolk & Norfolk ITT Leader

Suffolk and Norfolk

Graduate Teacher Programme

Employment-based route: GTP trainees are contracted to a school and paid through the school. The placement school is responsible for the CRB check. For salary grant trainees, the school receives a TDA grant (currently £13,500.00) towards employment costs payable in three termly instalments. In addition a training grant (currently £2,100.00) is payable in March and July of the training year for each trainee on receipt of a spending account from the placement school. Schools are asked to issue a 10 month contract from 5th September 2011 to 30th June 2012.

Timetable:

Salary-grant trainees are supernumerary and are therefore not timetabled for their own classes. Over the first few weeks of term one, trainees need to undertake observations of a range of different lessons and should then become increasingly involved in teaching parts of lessons (e.g. starter, main activity, plenary). From week three/four, trainees begin to teach full lessons under the supervision of the regular class teacher.

- Maximum teaching in term one should be in the region of 5 hours per week.
- Maximum teaching in term two should be in the region of 9 hours per week
- Maximum teaching in term 3 = 13 hours per week. It is important that this teaching is distributed across the two key stages for which training is provided.

Training grant only trainees are allowed to have their own classes from the start of the year. Their salary is paid by the school and a training grant is provided by the GTP. The maximum timetable for training grant only trainees is 13 hours per week throughout the training year.

All trainees need to be timetabled for only four days per week with Thursdays kept free for central training.

Second School experience: It is a TDA requirement that all trainees undertake a period of second school experience which includes teaching. Second School experience lasts between 4 and 12 weeks, with a 6 week block as the norm. Second School experience is normally undertaken in the first half of term two and must be completed before the Easter holiday.

The School Mentor plays a vital part in supporting the trainee by conducting a weekly mentor meeting based upon the pro forma in the GTP handbook. The School Mentor arranges a programme of weekly

lesson observations with written feedback. Mentor briefings are provided by the Suffolk and Norfolk GTP in July, September, December (for second school mentors) and March. It is essential that mentors attend these briefing events in order to ensure that all trainees receive their entitlement and are given the highest standards of support.

The SNITT Mentor will visit the trainee six times per year in order to provide advice and support and in order to assess the progress of the trainee. The SNITT Mentor is responsible for continuous assessment throughout the year and for the final assessment of the trainee in May/June.

Lesson observations are a vital element in the GTP process. Trainees need to have the opportunity to observe experienced staff throughout the year. Trainees also need to have a minimum of one formal observation per week with written feedback using the pro forma which appears within the GTP handbook.

Core training is provided on Thursdays throughout the year. Attendance at all core training sessions is compulsory. There may be up to four additional training days on different weekdays in the course of a year.

The ITT Professional Tutor/Headteacher provides additional support for the trainee and for the School Mentor. The ITT Professional Tutor/Headteacher conducts a joint lesson observation with the School Mentor once per term in order to ensure standardisation of judgements. The ITT Professional Tutor/Headteacher should meet regularly with the trainee in order to judge his or her progress and to provide further support as required.

Trainees' files. Trainees are required to maintain a weekly School Progress File and to bring this to core training each Thursday. Trainees are required to present a portfolio of evidence to show that they have met each of the QTS standards and should begin the process of organising this portfolio from the start of term one.

Written assignments. Trainees are required to submit a pre-course assignment and three further written assignments in the course of the GTP year. The first assignment has a set title relating to learning theories. The focus for the other two assignments will be negotiated with the SNITT Mentor. The School Mentor and ITT Professional Tutor are asked to provide guidance and support relating to the research and writing of these assignments. All trainees have the opportunity to submit their written assignments to Edge Hill University in order to gain M level credits.

Suffolk and Norfolk Primary

School Centred Initial Teacher Training (SCITT)

Student-based route: Primary SCITT trainees are training for Qualified Teacher Status along with a PGCE. They are enrolled as students at UCS (University Campus Suffolk) although their actual centre training is carried out either in Lowestoft or Ipswich.

Early years and Primary Trainees:

- For early years specialists their teaching experience will be in the Foundation Stage and KS1.
- For Primary specialists their placement experience will be in KS1 and KS2.

How the training is organised: The training covers the whole school year. Trainees have **80** centre training days, and **110** days in placements. They gain experience in at least two schools in two consecutive key stages. Usually trainees return to their term 1 placement for term 3. In term 2 they gain experience in a consecutive key stage in another school.

Teaching Expectations: Over the first few weeks of term 1, trainees undertake observations of their mentor teaching. Gradually they then become increasingly involved in teaching parts of lessons (e.g. starter, main activity, plenary or for early years trainees, leading beginnings and endings of sessions and adult-focused activities. By mid-placement in term 1 trainees begin to teach full lessons/sessions

under the supervision of their School Mentor. By the end of term 1 they will be teaching sequences of lessons and leading whole days. The Course Handbook details the week by week activity that the trainee should be able access in their placement. By term 3 trainees need to be teaching three or four whole days in a week after half term.

How we support School Mentors: **School Mentors** receive **one whole day's** training per term whether they are experienced or new to the role and attendance is essential. Supply cover is payable on attendance. **New Mentors** receive discrete training followed by a short support visit by a member of the SCITT team. School Mentors are asked to carry out a two hour weekly mentor meeting with their trainee.

A member of the SCITT will carry out a termly **monitoring visit** after half term for each placement in order to assess the trainee's progress.

Lesson observations are a vital element in the training. Trainees need to have the opportunity to observe experienced staff throughout the year and should undertake a range of observations in different age phases and in different subject areas. Trainees need to have two formal observations per week with written feedback using the pro forma which appears within the SCITT handbook.

Trainees' files enable them to provide evidence of their progress against the QTS standards as well as the PGCE assessment criteria. Trainees are required to maintain a **Placement File** which is checked weekly by their mentor. Trainees are required to build a **Portfolio of Evidence** over the year to show that they have met each of the QTS Standards and should begin the process of organising this portfolio from the start of term 1.

Centre training consists of five modules listed below:

Core subjects; Specialism; ICT; Foundation subject and RE; Professional Studies

Attendance at all centre training sessions is compulsory. There may be up to four additional training days during placements where trainees are required to carry out focused visits to other schools with particular expertise.

Tasks and assignments are required for each of these centre training modules. Many of the short tasks set in the core subject module are required to be carried out in placement with groups of children. Longer summative assignments are set in the course of the year. Trainees know the expectations for each assignment and are given a level of tutorial support according to need by centre trainers. School-based trainers are not expected to give academic support to trainees. Trainees will also have the option of developing each assignment so that it can be submitted to UCS towards M level credits.

The Professional Tutor, often a role taken by the **Headteacher**, provides additional support for the trainee and for the School Mentor. They conduct a joint lesson observation with the School Mentor once per term in order to ensure standardisation of judgements. The Professional Tutor/Headteacher should meet regularly with the trainee in order to judge his or her progress and to provide further support as required. They also complete the trainee's Professional Practice Report as a summative judgement of the trainee's progress against the QTS standards.