



SIR THOMAS RICH'S

Initial Teacher Training (ITT) Policy

This Policy is drawn up by the School's Senior Leadership Team after consultation with the main providers of ITT (such as GITEP, The Gloucestershire Initial Education Partnership). The Trustees of Sir Thomas Rich's are committed to working in partnership with others to provide high quality initial teacher training.

All policies are published on the school's website.

Date last reviewed: February 2026

Status: Good practice

Responsibility: It is the responsibility of the Trustees' Personnel Committee to review the policy and monitor its implementation and execution.

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1. Aims

The School aims to provide high quality initial teacher training (ITT) in order to support a trainee teacher to achieve qualified teacher status (QTS). The broader aims also include facilitating staff development through the role of the subject mentor, encouraging discussion and self-reflection on teaching strategies whilst helping current teaching staff feel valued for their expertise.

The School recognises:

- The benefits of having trainee teachers as colleagues, which encourages the whole staff to reflect on and develop their own practice
- The value ITT can bring to the continuing professional development of individual teachers through their taking on the mentoring role
- The enrichment ITT colleagues bring to student learning
- The importance of sharing ideas, resources and best practice
- The benefits of working in partnership with University Training Providers, as well as other secondary schools
- The need for ITT provision to be focused on the quality of training, not just employment outcomes
- The importance in playing an active role in the training, recruitment and retention of the next generation of teachers.

2. Partnership Providers

The Partnership Providers are the institutions who offer accreditation of the PGCE / QTS to the Trainee Teachers, and for whom STRS offers teaching placements.

STRS aims to offer placements for Gloucestershire Initial Teacher Education Partnership (GITEP) and Odyssey Teaching Alliance as both a Parent and Twin Placement school. Placements are also offered to other providers where appropriate.

3. Roles and Responsibilities

Deputy and Assistant Headteacher

Role of the Deputy Headteacher:

- Ensure safeguarding training for trainee teachers is completed when they begin their teaching placement.

The Assistant Headteacher will oversee the ITT provision of the School. The role includes:

- Meeting regularly with the Professional Lead to discuss the progress of trainee teachers.
- Allocating placements with the Professional Lead in accordance with the required deadlines of each partnership provider. Considerations for placing a trainee in a particular department may include a discussion with the Head of Department where necessary.
- Moderating lesson observations with the Professional Lead at least once in an academic year.

Professional Lead

The Professional Lead (PL) is required to oversee the trainee teacher's training placement(s). The role of the PL includes:

- Inducting trainee teachers into the school using the Staff Handbook and relevant school policies.
- Providing the Headmaster's PA with DBS information from the relevant training provider, as well as the trainee teacher's personal information for the Single Central Record.
- Providing trainee teachers with a staff lanyard and access to the ICT systems via the ICT department.
- Assigning trainee teachers to a tutor group.
- Meeting with trainee teachers regularly throughout the placement(s). This meeting will include a discussion of what is going well and any concerns from the trainee teachers, as well as a review of recent formal observations and any observations conducted by the trainee teacher.
- Reviewing the trainee teacher's targets in support of the subject mentor.
- Liaising with subject mentors and subject leaders over the progression of trainee teachers as required.
- Completing the 'Evidence Bundle' review meetings with GITEP trainees.
- Reviewing and signing off the end of placement reports (GITEP).
- Organising a programme of STRS based professional studies (see part 7).
- Completing references as requested by potential employers.
- Ensuring subject mentors receive up-to-date training from partnership providers as required.
- Completing relevant QA documentation for GITEP to assure quality mentoring; this can include reviewing observations, feedback and mentor meetings.
- Provide Cover Co-ordinator, ICT and Reception Staff with copies of trainee teachers' timetables and start and end dates for teaching placements.
- Attend Course Development Days run by GITEP

Subject Mentor

The Subject Mentor will be appointed via discussion with the Assistant Headteacher and will be required to complete external training provided by GITEP and other providers where appropriate.

The Subject Mentor is required to:

- Create the trainee teacher's timetable in consultation with their department using the STRS timetable template and send to the PL.
- Liaise with department colleagues whose lessons will be taken over by the trainee teacher to inform them of how to observe lessons and to monitor trainee teacher progress.
- Introduce the trainee teacher to department schemes of work and policies.
- Request lesson plans from trainee teachers 48 hours in advance of a lesson in the first placement to facilitate checking of the lesson plan and a discussion with the trainee over any required amendments.
- Have a timetabled weekly meeting with the trainee teacher to set and review weekly targets.

- Conduct a regular formal lesson observation, completing the associated lesson observation paper work from the partnership provider.
- Have follow up discussions about both formal and informal lesson observations.
- Complete the end of placement report (GITEP) together with the trainee.
- Liaise with Professional Lead over any areas of concern, reporting any concerns to the PL in the first instance.
- Attend required training as directed by the PL and partnership providers, which can include the completion of NASBTT modules.

Trainee Teacher

Trainee Teachers are required to:

- Behave as if an employed member of staff and follow all of the associated staff rules.
- Abide by Sir Thomas Rich's School policies.
- Attend safeguarding training from the Designated Safeguarding Lead (DSL) or Deputy DSL.
- Provide the School with a completed copy of the 'Personal Information Form' for new staff, photographic identification and their original DBS certificate for photocopying
- Submit lessons plans to Subject Mentors at least 48 hours in advance of lessons in the first placement, and then as required by the Subject Mentor and Professional Lead
- Attend weekly School Based Professional Studies sessions as directed by the Professional Lead
- Attend regular pre-arranged meetings with both the Subject Mentor and the Professional Lead.
- Inform both the Subject Mentor and the Professional Lead of any planned or unplanned absences (illness), and setting cover work where appropriate.
- Request permission from the Professional Lead for non-course related absences.

The trainee teacher will also be required to follow the instructions of their provider and to meet the expectations placed upon them for completing the course.

4. Guidance for the creation of ITT Timetables

Trainee teachers will be offered a timetable that best fits the guidance on teaching hours provided by our partnership providers, with a graduated increase in teaching hours as required by the course. Where possible, all Key Stages will be offered, with team-teaching used in Key Stage 5 as appropriate, particularly in the first placement. The timetables of the trainee teachers will be cross checked by the Data Manager to identify the number of STRS students affected by multiple trainee teacher lessons. The data provided will highlight those students in Key Stages 4 and 5 who have more than four trainee teachers, as well as which Form Groups in Key Stage 3 have more than four trainee teachers. In each case, steps will be taken to alter trainee teacher timetables accordingly in order to reduce the size of this impact on any individual pupil / teaching group.

Timetables will be drafted by the Subject Mentor using the STRS timetable template and sent to the PL for checking and then distribution to the trainee teacher and relevant STRS staff.

5. Guidance for ITT Lesson Observations

Formal lesson observations will be completed by subject mentors and department staff. Formal lesson observations will be written up using the approved paperwork of each partnership provider or in the case of GITEP trainees, entered directly onto the online system *Mosaic*.

Trainee teachers will also be given advice and guidance by the PL on how to observe lessons, including having a focus for the observation that is linked to the development targets. The trainee teacher will be prompted to observe both teacher and pupil behaviour and responses in relation to the lesson observation focus.

6. Observation Moderation

Lesson observations will be moderated by the Subject Mentors and the Professional Lead. Where possible, joint observations will be undertaken, followed by a feedback session with the trainee teacher.

Observations will also be moderated between Subject Mentor and Subject Leader during visits from GITEP. The Assistant Headteacher will also moderate lesson observations with the Professional Lead at least once per academic year.

The Assistant Headteacher and the Professional Lead will also meet regularly to discuss the progression of trainee teachers.

7. Professional Studies Sessions

The Professional Lead will organise a School Based Professional Studies programme for all trainee teachers to attend on a regular basis, with each session lasting for approximately 30 minutes.

Members of staff with specific responsibilities or interests in key areas of training will be asked to deliver these sessions to trainee teachers.

Professional Studies sessions will cover topics such as:

- Managing workload
- How to observe lessons
- Lesson Planning
- Managing behaviour and classroom management
- Assessment for learning
- Using data to inform lesson plans
- SEN and Access Arrangements
- Stretching the most able
- The role of the Form Tutor
- Promoting mental health and wellbeing in students
- Pupil Premium
- Dealing with pastoral issues
- Literacy
- The ECT year.

8. Monitoring and Quality Assurance

The quality of the School's ITT provision can be determined by:

- Regular attendance by the Professional Lead and Subject Mentors at training session as directed by partnership providers.
- Moderation of lesson observations by Professional Lead, Assistant Headteacher, Subject Mentors and Subject Leaders. Moderation of feedback sessions and mentor meetings using a recording and a QA form.
- Positive feedback from trainees, ECTs and our partnership providers.
- A willingness from the subject mentors to continue to undertake the role.
- Positive feedback from any OfSTED inspection or Quality Assurance visit.
- Positive feedback from any review undertaken by the Deputy Headteacher or Headteacher.
- Appointments of ITT candidates to substantive posts within the school on completion of their courses
- Successful appointments of ITT candidates to other schools on completion of their courses.