



### 1. Rationale

At Priory CE Primary School we believe that taking part and supporting Initial Teacher Training (ITT) programmes brings many benefits to our school including:

- A focus on high-quality and reflective teaching and learning across the School
- Demonstrating our shared commitment to the profession and our interest in playing an active role in the development of beginning teachers
- Continuous professional development of all teachers through reflective practice, mentoring, training and constant review of the standards for teachers and Core Content Framework
- Benefits to the children in terms of teaching resource and teacher development.

### 2. Introduction

We recognise that over recent years there have been many changes to the arrangements made for Initial Teacher Teachers and subsequent career entry requirements and induction arrangements. Our ITTs are primarily from The Keele and North Staffordshire Teacher Education (KNSTE) and Staffordshire University. All trainee teachers will be referred to as Associate Teachers (ATs).

### 3. Purpose

In-line with our committed, whole-school approach, all staff are invited and encouraged to take an active role in accommodating Associate Teachers (ATs) and contributing to their school-based work.

Priory takes the responsibility of the partnerships training seriously and ATs are placed carefully with teachers who will be able to be a good role model and effective mentoring arrangements. The needs and strengths of the AT will be taken into consideration, as will the suitability of each cohort to accommodate a trainee.

The Associate Teachers need:

- Opportunities to observe teachers and support staff
- To participate in teaching alongside experienced teachers through approaches such as team-teaching
- To be confident to undertake periods of teaching, with increasing independence and responsibility
- Opportunities to develop expertise and ensure effective teaching
- To develop effective ways of maintaining positive discipline and managing pupil behaviour.

### 4. Roles

The Class Teacher will act as Mentor to the AT working with them. Overarching responsibility for the AT's placement and assessment will rest with the Student and Adult Learning Coordinator and Senior Leaders.

Our responsibilities include:

- providing opportunities for modelling and demonstration
- providing opportunities for observation of experienced teachers and subject leaders throughout school
- providing opportunities for discussion with subject leaders
- observation by the Teacher Educator (TE)/Student and Adult Learning Coordinator
- sharing group and class teaching
- assistance with planning – both medium term and lesson planning
- providing opportunities for teaching/sequences of lessons as appropriate
- supporting the development of subject knowledge
- assistance with marking, following the Priory's marking policy
- modelling positive behaviour management strategies in line with the Priory's policy
- communicating with University Tutors, as appropriate
- accessing mentoring training through the University
- assessment of Associate Teachers' professional portfolios as appropriate
- advising, when asked, on application and interview procedures.



## 5. Associate Teacher Responsibilities

These will be laid out in the Staff Handbook and will be adapted to be in-line with the provider's expectations. In addition, the following responsibilities are of particular importance:

- being punctual – we ask that ATs are in school by 8.15am at the latest, ready to greet children at 8.45am
- confidentiality must be maintained and an understanding of sensitive issues surrounding some children
- professional conduct
- professional dress
- commitment
- awareness of safety procedure – safeguarding, fire evacuation, first aiders, risk assessments and personal safety when dealing with challenging children

All relevant documentation is available in school and will be provided on request.

## 6. Managing the partnership

- Associate Teachers will be placed by agreement between the Headteacher, the Student and Adult Learning Coordinator, Mentors (Class Teachers) and provider.
- All members of staff working with Associate Teachers will attend relevant training and undertake to keep up with new requirements.
- The TE will be given sufficient time to support Associate Teacher e.g. that laid out in the KNSTE partnership agreement.
- The monitoring of each Associate Teacher's progress should be a joint activity – to be agreed between the TE and provider.
- The Associate Teacher's progress and formal assessment will be undertaken and recorded e.g. in accordance with the system advocated by KNSTE.
- Formal assessment procedures – this involves liaison with KNSTE or other providers, completing reports and other documentation. The school may be visited by an external examiner/moderator or be involved in Support for Concern procedures if an Associate Teacher looks likely to fail. This would be discussed in-depth between class the TE, Student and Adult Learning Coordinator, the Associate Teacher and their Personal Tutor.

## 7. Monitoring and Review

The Student and Adult Learning Coordinator, Senior Leadership Team and Governing Body are responsible for monitoring the implementation and effectiveness of this policy. It will be reviewed every two years or earlier if necessary.

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