



Jack Hunt School



Initial Teacher Education Policy (ITE)

June 2023

Reviewed by SLT: June 2023

Approved by Academy Committee: July 2023

Date of Next Review: June 2024

Initial Teacher Education Policy (ITE)

Introduction

The school has a long history of working with partner providers and supporting Initial Teacher Education.

The school's primary aim is "to provide high quality teaching and learning in a caring environment to develop the potential of all our students" and we believe Initial Teacher Training contributes directly to that aim. In addition supporting the provision of teachers and recruitment of teachers for the school and wider area.

Aims and Purposes

We aim to provide high quality initial teacher education across many curriculum areas. In doing so we believe training will have a significant impact on:

- Improvements in teaching and learning.
- Professional development for teachers, particularly those mentors working with initial trainees.
- The learning of students.
- The development and support given to Early Careers Teachers
- The recruitment of high quality, well qualified specialist teachers

Partnerships

In developing and improving our role in initial teacher training we will work closely in partnership with the following HEI providers:

- University of Cambridge Faculty of Education
- University of Bedfordshire
- The Cambridge Partnership
- Teach East
- Rutland Teaching Alliance

Other partners will include:

- The Department for Education via "Get into teaching"
- Other Secondary Schools in Peterborough.
- Local Primary Schools.
- The Greater Peterborough Teaching School Alliance

Visits

We will, as capacity allows, host visits for those interested in pursuing a career in teaching or prior to undertaking a training course, ranging usually 1 to 5 days in length.

The Initial Teacher Training Programme

Programmes for trainees will vary according to their training route and provider. All trainees will receive appropriate induction to the school and, all will undertake the professional studies programme.

Training programmes will be directed by the Core Content Framework [itt-core-content-framework](#)

Resources

To establish a quality Initial Teacher Training programme, resources will be provided to create the infrastructure, time, training and materials required to deliver the programme. Funding will be identified from the following resources funds received from providers depending upon the number of trainees received.

Management and Support

The Assistant Headteacher has a responsibility for the strategic development and planning of Initial Teacher Education. The Assistant Headteacher will liaise with training providers, mentors and trainees to co-ordinate the annual programmes for trainees. Administrative assistance is available to provide all work associated with Initial Teacher Training.

Staff Development and Training

We see Initial Teacher Training as part of the continuation of professional development of teachers. A focus on the Teachers' Standards enhances our work with early career teachers and beyond.

All Mentors will undergo training, some of which will be provided by training providers including the Level 1 and 2 Certificate of Subject Mentoring through Cambridge University.

A regular pattern of mentor meetings will be provided each year to share best practice.

Specialist staff have the opportunity to contribute to the ITT programme through leading sessions for the Teach East and the Cambridge Partnership programme and as visiting lecturers to Cambridge University and University of East Anglia, Teach East and T.C.P

Planning, Monitoring, Evaluation and Review

Each strand of initial teacher training will be evaluated using feedback from trainees, mentors and providers.

Transition to Early Career Teacher (ECT)

Our ITT support allows trainees to transfer onto their next career stage as Early Career Teacher and meet the expectations of the Early Career Framework. [early-career-framework](#)

Version	Action	Responsible	Date
1	Draft compiled	Martin Barwise	14.6.2023
2	Approved by SLT	Martin Barwise	