

THE SUFFOLK AND NORFOLK GTP HANDBOOK 2009-10



SNITT

www.snitt.co.uk

For use by all partners in the programme.

The Graduate Teacher Programme in Suffolk and Norfolk

The Graduate Teacher Programme (GT Programme) is an exciting and challenging initial teacher training programme that operates within the counties of Suffolk and Norfolk. Excellent, reflective practitioners emerge from the training and provide schools in Norfolk and Suffolk with high calibre professionals who will help to shape schools of the future.

The GT Programme is run by the Suffolk and Norfolk Accredited Provider, which has been accredited by the Training and Development Agency to train and assess trainees leading to the award of Qualified Teacher Status.

The GT Programme is an employment based-route into teaching, where the trainee undergoes their training towards Qualified Teacher Status whilst working in a school and receiving a salary. The programme attracts a wide variety of graduates into the teaching profession, including those seeking a career change.

The Programme is characterised by extensive classroom and school-based experience supported by a core training programme provided off-site. The trainee becomes part of a team of experienced professionals in a school from the start of the school year and is therefore able to benefit from opportunities to work and learn alongside experienced and expert teachers. Being immersed in the life of a school from the start of the training period means that the trainee is able to make fast progress and utilise skills gained in prior employment where relevant. Trainees are in a position to learn from the experts and link educational ideas and research to current practice.

Throughout their training, trainees are assessed by the placement school and the Suffolk and Norfolk ITT Mentor, who represents the Accredited Provider. Qualified Teacher Status is awarded upon the successful completion of the training programme, normally 3 terms.

In order to achieve Qualified Teacher Status trainees are judged against the standards as set out in "Qualifying to Teach: the Professional Standards for QTS". The standards cover 3 key areas arranged in interrelated sections and Trainees have to provide evidence to show that they have met the standards for:

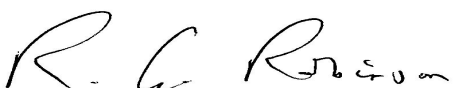
- Professional attributes
- Professional knowledge and understanding
- Professional skills

The GT Programme is designed to be flexible and to meet the needs of each individual, according to their prior experience. However, competence must be demonstrated in all Standards and therefore all trainees will take part in core elements of training.

The GTP Accredited Provider takes pride in being a supportive and forward-looking ITT provider that values trainees, schools and mentors alike.

We look forward to working with trainees, schools and all partners in the coming year and wish all trainees success in achieving their career goals.

Geoff Robinson



Suffolk and Norfolk GTP Leader
to 31 August 2009

Paul Law



Suffolk and Norfolk GTP Leader
from 1 September 2009

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Who's Who

- **TDA** - The Training and Development Agency
- **Suffolk and Norfolk Accredited Body** - provider of the GTP, an initial teacher training programme, and the accreditor of Qualified Teacher Status.
- **GTP Leader** – Paul Law
- **SNITT Mentor** - each Trainee is allocated a Suffolk and Norfolk ITT Mentor
- **Professional Tutor** - (**sometimes referred to as the ITT Tutor**) member of staff who coordinates and manages ITT within the School
- **School Mentor (SM)** - member of staff who supports and directs trainee's work on daily basis
- **SNITT [name of subject] Tutor** – responsible for 'Subject Knowledge for Teaching' training
- **Trainee** - may also be referred to as Graduate Teacher or GT.
- **External Assessor** - validates the assessment of a sample of trainees.
- **GTP Administrators** – Debbie Barr and Bev Gregory – deal with the day to day administration of the programme.

Contact Details

GTP Office: Norwich Professional Development Centre
Woodside Road
Norwich
Norfolk
NR7 9QL
Telephone: 01603 433276
Fax: 01603 700236

The GTP Leader is: Paul Law

The GTP Senior Administrator is: Debbie Barr
Email: debbie.barr@norfolk.gov.uk

The GTP Administrator is: Bev Gregory
Email: beverley.gregory@norfolk.gov.uk

The Suffolk and Norfolk ITT Leader is: Geoff Robinson
Adelphi House
8 Turret Lane
Ipswich IP4 1DL
Telephone: 01473 584200

The Suffolk and Norfolk ITT website is a good source of guidance and information:
www.snitt.co.uk

The Partnership System

Schools work in partnership with the Suffolk and Norfolk Accredited Body to provide the training for each cohort of trainees. The GTP scheme is intended to meet the needs of each individual trainee and the training is tailored according to each trainee's prior experience and expertise, whilst also delivering core elements to all.

The Role of the School

The trainee is employed by the school, his or her training being overseen by its ITT Tutor or Professional Tutor. The training and continuous assessment of the trainee against the Standards for QTS is the main responsibility of the school.

The SNITT Mentor, who is the representative of the Suffolk and Norfolk Accredited Body, will work with the school to guide the school's assessments and make recommendations to the Accredited Provider about the trainee's progress towards Qualified Teacher Status (QTS).

The school will assign to each trainee a **School Mentor** who has responsibility for working closely with the trainee to guide them in planning, assessing, teaching and learning. This Mentor has responsibility for the classes that the trainee teaches and will meet with the trainee regularly (at least once a week) in a designated time slot to review their work with them. The Mentor will also support the trainee in maintaining a School Progress File and compiling the Portfolio of Evidence. The School Mentor will undertake regular formal observations of the trainee's teaching and provide verbal and written feedback, identifying strengths and areas for improvement. He or she will provide opportunities for them to learn and improve.

In supporting the trainee, continuous reference should be made to the Standards for Qualified Teacher Status, helping the trainee to achieve competence and identify evidence which demonstrates how the Standards are being met.

The Role of the Accredited Provider

Each trainee is assigned a **SNITT Mentor** who is the link between the trainee and school and the Suffolk and Norfolk Accredited Body. The SNITT Mentor understands the organisation and content of the Graduate Teacher Programme and on visits to the school gives support to both the Trainee and the ITT Tutor/School Mentor, overseeing the delivery of the programme on behalf of the Suffolk and Norfolk Accredited Body as the ITT Provider and Awarding Body.

SNITT Mentors inform the GTP Leader about the progress being made by each trainee and bring to his attention any issues or concerns which may have arisen.

The SNITT Mentor also meets with the ITT Tutor in the school to ensure that all parties have the necessary support to meet their responsibilities to their Trainees, and will confirm that the Training Programme is being properly implemented. In this way the ITT Tutor in the school is able to ensure that trainees are receiving the support they need from the school.

Programme Calendar

Timing	Continuous assessment towards QTS	Documents
Pre-GTP programme		
18 June 2009	Primary Cohort Induction.	
24 June 2009	Secondary Cohort Induction.	
7 July 2009	Primary School Mentor Training.	
8 July 2009	Norfolk Secondary School Mentor Training.	
6 July 2009	Suffolk Secondary School Mentor Training.	
July 2009	Visit to School by Trainee and SNITT Mentor Preliminary Outline Discussion between SNITT Mentor, Trainee and School Mentor.	Preliminary Outline Discussion record
July 2009	Initial Needs Assessment completed by Trainee and SNITT Mentor.	INA
July 2009	Trainee reviews own subject and ICT knowledge.	"Traffic lights" ; ICT audit; Secondary - past paper.
By 14 August 2009	Pre-course assignment - deadline for return.	

Term One		
All Trainees are expected to attend each of the Core Training Programme events on Thursdays (see separate programme)		
Early Sept 2009	Trainee induction to the school (page 22).	
1 September 2009	One Day Induction Conference for trainees at Kesgrave High School, Ipswich	CEDP issued
10 September 2009	One day Teaching and Learning Conference at Ufford Park Hotel, Woodbridge	
September 2009	Trainee starts to compile Reflective Journal and School Progress File and sets up structure for Portfolio.	
by end Sept 2009	Individual Training Plan completed.	Training Plan
first half term one	SNITT Mentor half-day visit to agree Individual Training Plan, monitor progress and placement provision, assess/sign off any standards met.	Record of SNITT Mentor visit, with targets (copies to trainee, school and GTP office)
16 October 2009	Fair draft of Assignment 1 to SNITT Mentor	
By end of first half term	Trainee completes half-termly self-review, reflecting on progress and experiences so far.	Half-termly review
5 November 2009	First assignment submitted at Core Training day.	
13 November 2009	Assignment 2 proposal to SNITT Mentor	
Second half of term one	School Mentor arranges second school placement. School and length of placement agreed with SNITT Mentor.	
early Dec 2009	School Mentor monitors coverage of the standards with Trainee, recording it on Standards Tracking Grid - Term 1	Standards Tracking Grid

By end of second half of term one	SNITT Mentor full day visit. First continuous assessment. To include teaching (two lesson observations), Portfolio, standards tracking sheet journal. Moderation of Termly Assessment Report with School Mentor, signing off any standards met.	Termly Continuous Assessment Form / SNITT Mentor Visit Record with targets (copies to trainee, school and GTP office)
4 December 2009	Fair draft of Assignment 2 to SNITT Mentor	
11 December 2009	First Assessment Board: outcomes of first continuous assessment ratified.	
w/c 14 Dec 2009	Letter re outcome of first assessment is sent by GTP Office to trainee and school.	

Term Two		
January 2010	Individual Training Plan revised.	
	Trainee on second school placement.	2nd school report
14 January 2010	Second assignment submitted at Core Training day.	
21 January 2010	Assignment 3 proposal to SNITT Mentor	
First half of term two	SNITT Mentor half-day visit to observe teaching, sign off standards, monitor progress and placement provision.	Record of SNITT Mentor visit, with targets
By end of first half of term two	Trainee completes half-termly self-review, reflecting on progress and experiences so far.	Half-termly review
4 March 2010	Fair draft of Assignment 3 to SNITT Mentor	
March 2010	School Mentor monitors coverage of the standards with Trainee, recording it on Standards Tracking Grid - Term 2	Standards Tracking Grid
Second half Spring term	SNITT Mentor full day visit. Second continuous assessment. To include teaching (two lesson observations), Portfolio, Standards tracking sheet, journal. Moderation of termly Assessment Report with School Mentor, signing off any standards met.	Termly Continuous Assessment Form / SNITT Visit Record with targets (copies to trainee, school and GTP office)
30 March 2010	Second Assessment Board : outcomes of second continuous assessment ratified.	
w/c 5 April 2010	Letter re outcome of second assessment is sent by GTP Office to trainee and school.	

Term three

	Training Plan revised.	
First half of term three	SNITT Mentor half-day visit to observe teaching, sign off standards, monitor progress and placement provision.	Record of SNITT Mentor visit, with targets
22 April 2010	Third assignment submitted at Core Training day.	
By end of first half of term three	Trainee completes half-termly self-review.	Half-termly review
	GTP Office confirms satisfactory attendance at Core Training Programme events.	CTP attendance record
Prior to final assessment in term three	School Mentor monitors coverage of the standards with Trainee, recording it on Standards Tracking Grid - Term 3	Standards Tracking Grid
by mid-June 2010	SNITT Mentor Visit Final assessment of Portfolio and teaching by SNITT Mentor. Discussion with Trainee and School Mentor.	Final Assessment Documents
8 July 2010	Final Assessment Board and ratification of QTS.	Relevant recommendations made to TDA and GTC by GTP Leader.
15 July 2010	End of Year Celebration.	Letter re outcome of final assessment is presented to trainee.
w/c 19 July 2010	Copy of letter re outcome of final assessment is forwarded to school.	
17 July 2009	End of training period.	

Throughout the Year

At points during year	Internal moderation of SNITT Mentor visits to take place with GTP Leader or Quality Assurance Team member	
At points during year	External moderations of a sample of continuous assessments and final assessments.	

**GTP ACCREDITED PROVIDER –
SALARY AND TRAINING GRANT PARTNERSHIP AGREEMENT**

Partnership Agreement with the: Main Placement School

* New for 2009/10

Professional Tutor
School Mentor
Trainee
SNITT Mentor
Programme Leader

The obligations and responsibilities of the Main Placement School

Expectations:

The GTP is an employment-based route where the host school is the employer. Trainees funded on a TDA Salary Grant basis (fully funded) must be timetabled as **supernumerary**. This is a **requirement** of the programme that protects the interests of both trainees and schools.

The trainee must follow an approved Individual Training Plan which covers all the requirements of the programme.

Funding:

Funding is made up of two elements: salary grant and training grant.

1. Salary Grant:

The amount paid to schools by the TDA is currently £14,500 per annum per trainee. This is paid in three equal amounts, towards the end of each term, by journal transfer, via the SNITT Finance Officer.

Schools must ensure that the Trainee has been placed on the payroll, given a payroll number by Human Resources and instigated the CRB check. The school will incur the normal on-costs, as for any other staff member. Trainees are normally employed on the lowest point of the Unqualified Teacher Scale. Contracts will normally run until 31 August of the training year.

2. Training Grant:

* The amount paid is £2,100 per annum per trainee for this year, paid at the end of the school year upon receipt in the GTP Office of the completed Training Grant Spending Plan.

The school receives a training grant as a contribution towards the costs incurred in supporting training activities. This includes the cost of resources and release time for the School Mentor.

Should you have any financial query, please contact:

Glenis White, SNITT Finance
Suffolk County Council
Adelphi House
8 Turret Lane
Ipswich IP4 1DL

Email: Glenis.White@suffolk.gov.uk

Teaching and Timetable commitments:

Salary and training grant GTP trainees must be supernumerary and should not be used to cover colleagues' lessons, fill any gaps in the school timetable or provide PPA time. Trainees should not be solely responsible for teaching any class.

After an induction period, trainees are introduced to a gradually increasing timetable of teaching, ranging from 4.5 hours per week in term one to 13 hours per week in term three. Teaching practice should be phased in appropriately with small group work, supported team teaching and responsibility for starters and plenaries forming part of the introductory work. There should then be longer-term timetable commitments to certain groups and/or classes (the timetabled qualified teacher remains ultimately responsible for each class). Trainees must not take a form or tutor group, carry out duties, run clubs, etc. except under supervision as a planned part of their training.

Core Training: The school must ensure that trainees are released on Thursdays to attend the Suffolk and Norfolk GTP Core Training Programme events and any additional subject knowledge training days. When trainees are not directly involved in teaching and classroom activities, they should be allowed the non-contact time for such activities as:

- Planning, preparation and assessment;
- LA or school-based training;
- Visits to other schools;
- Observation of other teachers in school;
- Time to work with key personnel in the school;
- Preparation of Portfolio;
- * Development of subject knowledge;
- Reading / research;
- Preparation and completion of assignments;
- Practising for and taking the skills tests;
- Meetings with the School Mentor, Professional Tutor and SNITT Mentor.

The school should ensure that:

- the Partnership Agreement between the School and Suffolk and Norfolk Accredited Provider is returned to the GTP Office (Norwich Professional Development Centre, Woodside Road, Norwich, Norfolk, NR7 9QL);
- the reply slip for mentor details and mentor training is returned to the GTP Office (as above);
- a payroll number is set up for the trainee;
- the appropriate County Council employee's contract is issued;
- the CRB check is carried out;
- appropriate health checks are carried out, if applicable.

The school must also:

- identify its member of staff with overall responsibility for ITT;

- administer the training grant on behalf of the trainee and account for how the training grant has been used;
- nominate a suitable School Mentor to monitor and support the trainee's work;
- ensure that School Mentors are released to attend GTP mentor briefing and any other GTP/SNITT events;
- enable the trainee's Individual Training Plan to be met;
- ensure that the trainee is not given sole responsibility for classes during their training;
- * ensure appropriate supervision of the trainee's teaching, especially in practical subjects such as PE;
- * provide training as part of induction in safeguarding/child protection including school procedures;
- ensure that trainees have a designated, regular weekly meeting with their School Mentor;
- * ensure that trainees have at least 2 hours timetabled study time in addition to PPA time;
- ensure that the trainee has access to ICT facilities in line with those available to permanent staff both for their classes and for their own use;
- provide time for School Mentors to meet with the SNITT Mentor on the half-termly visit to agree and sign the Termly Assessment Report;
- inform the GTP Office (01603 433276) as soon as possible, should problems arise.

Obligations and responsibilities of the ITT/ Professional Tutor.

The member of staff responsible for ITT in the School should:

- * provide the trainee with a full induction programme during the first two weeks in the school;
- oversee the training programme and timetable commitments of the trainee;
- ensure that the School Mentor has protected time to hold a weekly meeting with the trainee;
- monitor the quality of the mentoring which the trainee receives;
- provide training opportunities in school;
- give the trainee access to the school's CPD programme;
- ensure that trainees are released to attend the Thursday core training programme and any additional subject knowledge training days;
- ensure that trainees are released as necessary for other training activities;
- monitor the progress of training, including observation of teaching and providing evaluative feedback;
- ensure that School Mentors attend generic mentor training and specific GTP mentor training;
- assist the trainee and School Mentor to negotiate a second school experience of between 4 and 12 weeks, depending on the individual needs of the trainee.

Obligations and responsibilities of the School Mentor

The School Mentor should:

- put together, in consultation with the SNITT Mentor, an Individual Training Plan for the trainee;
- provide the trainee with an induction into the key stage, year (primary) or department (secondary);
- develop the trainee's subject knowledge, and other required knowledge;
- develop the trainee's planning, assessment, teaching and classroom management skills;
- hold a regular weekly meeting with the trainee and ensure that the trainee records the key points and targets set in the meeting on the SNITT Mentor/Trainee Log proforma;
- support the trainee in compiling a Reflective Journal and School Progress File;
- provide a suitable teaching timetable, as outlined in the GTP Handbook;
- arrange a documented lesson observation of the trainee teaching at least once per week and provide the trainee with prompt verbal and written feedback;
- assess the trainee against the Standards for QTS and moderate this assessment with both ITT Tutor and SNITT Mentor;
- complete the Professional Standards Tracking Sheet termly in readiness for the continuous assessment visits and final assessment visit of the SNITT Mentor;
- meet with the SNITT Mentor and provide evidence for the termly assessment report;
- * use the Ofsted grading criteria to inform judgements of the trainee's performance;
- arrange a second school placement appropriate for the trainee's needs;
- attend generic mentor training and specific GTP mentor training
- in consultation with the SNITT Mentor, complete the Termly Assessment Report at the end of Autumn and Spring terms;

Obligations and responsibilities of the GTP Trainee

The Trainee should:

- attend the Induction morning in June;
 - provide the school with CRB and health documentation as required;
 - visit the placement school in July for a Preliminary Outline Discussion with the School Mentor and SNITT Mentor;
 - complete, with the support of the SNITT Mentor and School Mentor, an Initial Needs Assessment, a Subject Knowledge Audit and ICT audit, which will feed into the Individual Training Plan;
 - provide conclusive evidence to support any QTS standards claimed on the basis of prior experience;
 - collaborate with the SNITT Mentor and School Mentor to put together an Individual Training Plan;
 - follow all the procedures and policies laid down by the placement schools, particularly in relation to absence, dress, procedures and conduct;
 - become familiar with the statutory requirements for teachers and codes of professional conduct;
 - accept and act on advice given by the School Mentor and SNITT Mentor;
-
- attend all Core Training Programme and subject knowledge events (absence to be notified to the placement school and the GTP Office 01603 433276);
 - maintain a weekly Reflective Journal to review and evaluate progress;
 - maintain a School Progress File;

- complete 3 assignments, the first of which must be in writing – one of the other two could be via Powerpoint or video presentation;
- attend and keep notes of weekly Mentor meetings on the SNITT Mentor/Trainee Log proforma, which should go into the School Progress File;
- build a Portfolio of evidence which is indexed to the 33 QTS Standards;
- take responsibility for own professional development and contribute to the life of the school;
- commit fully to the pupils, the school and the training programme and devote sufficient time to all training commitments.

Obligations and responsibilities of the SNITT Mentor

The SNITT Mentor should:

- hold a meeting with the School Mentor and trainee in June/July to conduct a Preliminary Outline Discussion about the programme;
- carry out an Initial Needs Assessment, considering any evidence produced of standards met by prior experience;
- initiate and agree the Individual Training Plan;
- send a copy of the Individual Training Plan, Preliminary Outline Discussion and Initial Needs Assessment, to the GTP Office by the end of September;
- ensure that the placement school is aware of the requirements of the programme;
- make half-termly visits to the school to support the trainee and School Mentor and to monitor placement provision and quality; one of these visits should be to the second school placement;
- monitor the trainee's timetable commitment;
- monitor teaching experience across two consecutive Key Stages;
- support the trainee in keeping a School Progress File and building a Portfolio of evidence;
- * check the portfolio and provide written feedback on each visit;
- support the trainee in preparing their three assignments and provide diagnostic comments on one full draft of each;
- monitor the trainee's progress against the QTS standards;
- keep records;
- send SNITT Mentor Visit Reports to the trainee, the school and the GTP Office;
- assess the trainee's performance in consultation with the School Mentor;
- complete one GTP Termly Assessment Report each term, and send it to the GTP office promptly;
- complete the final assessment documents and send these to the GTP office promptly;
- support the School Mentor in carrying out the role above;
- attend all SNITT Mentor meetings;
- notify the GTP Leader promptly of any concerns or problems (01603 433276)

Obligations and responsibilities of the Suffolk and Norfolk Accredited Provider Programme Leader.

The GTP Leader will:

* New for 2009/10

- oversee the Graduate Teacher Programme in Suffolk and Norfolk;
- provide workable systems and procedures to facilitate the smooth running of teacher training in the GTP;
- distribute funds received from the Training and Development Agency and keep accurate records of those funds;
- provide, in consultation with Training Schools, an appropriate Core Training Programme for Professional Studies and Subject Knowledge.
- oversee the work of the SNITT Mentors;
- monitor trainees' progress by means of the GTP termly assessment reports and supervise the processes of continuous assessment;
- keep accurate records of each trainee;
- lead meetings of the Assessment Board;
- inform schools and trainees of the outcomes of assessment;
- maintain dialogue with the Headteachers of both the main placement school and the second school through SNITT Mentors, or direct, as appropriate;
- act as the Accredited Body's named contact for trainees experiencing significant difficulties;
- make recommendations for Qualified Teacher Status to the TDA.

GTP ACCREDITED PROVIDER – TRAINING GRANT PARTNERSHIP AGREEMENT

Partnership Agreement with the: Main Placement School
Professional Tutor
School Mentor

Trainee
SNITT Mentor
Programme Leader

The obligations and responsibilities of the Placement School

Expectations:

The GTP is an employment-based route where the host school is the employer.

The trainee must follow an approved Individual Training Plan which covers all the requirements of the programme.

Funding is through a TDA Training Grant only, but the general requirements follow those of salary and training grant trainees.

Funding:

Training Grant:

* The amount paid is £2,100 per annum per trainee for this year, paid at the end of the school year upon receipt in the GTP Office of the completed Training Grant Spending Plan.

The school receives a training grant as a contribution towards the costs incurred in supporting training activities. This includes the cost of resources and release time for the School Mentor.

Schools must ensure that the Trainee has been placed on the payroll, given a payroll number by Human Resources and instigated the CRB check. The school will incur the normal on-costs, as for any other staff member. Trainees are normally employed on the lowest point of the Unqualified Teacher Scale.

Should you have any financial query, please contact:

Glenis White, SNITT Finance
Suffolk County Council
Adelphi House
8 Turret Lane
Ipswich IP4 1DL

Email: Glenis.White@suffolk.gov.uk

Teaching and Timetable commitments:

Training Grant only trainees **should, ideally, be supernumerary** and **should not** be used to fill any gaps in the school timetable, including cover for absent colleagues. However, in most cases these will be trainees who have already worked in schools as instructors and schools will want to continue to use them in this way. Such trainees must

be placed on a timetable of **no more than 13 hours per week** and will be required to attend the GTP **Core training programme on Thursdays and any additional subject knowledge training days**.

A School/subject Mentor is assigned, with whom they will work closely during the training year, meeting **at least** once a week. They are entitled to **at least** one formal observation per week, with verbal and written feedback on the SNITT pro forma. They will be subject to continual assessment carried out jointly by the school closely supported by the SNITT Mentor, who will make at least two visits per term.

Core Training: The school must ensure that trainees are released on Thursdays to attend the Suffolk and Norfolk GTP Core Training Programme events and any additional subject knowledge training days. When trainees are not directly involved in teaching and classroom activities, they should be allowed the non-contact time for such activities as:

- Planning, preparation and assessment;
- LA or school-based training;
- Visits to other schools;
- Observation of other teachers in school;
- Time to work with key personnel in the school;
- Preparation of Portfolio;
- * Development of subject knowledge;
- Reading / research;
- Preparation and completion of assignments;
- Practising for and taking the skills tests;
- Meetings with the School Mentor, Professional Tutor and SNITT Mentor.

The school should ensure that:

- the Partnership Agreement between the School and Suffolk and Norfolk Accredited Provider is returned to the GTP Office (Norwich Professional Development Centre, Woodside Road, Norwich, Norfolk, NR7 9QL);
- the reply slip for mentor details and mentor training is returned to the GTP Office (as above);
- a payroll number is set up for the trainee;
- the appropriate County Council employee's contract is issued;
- the CRB check is carried out;
- appropriate health checks are carried out, if applicable.

The school must also:

- identify its member of staff with overall responsibility for ITT;
- administer the training grant on behalf of the trainee and account for how the training grant has been used;
- nominate a suitable School Mentor to monitor and support the trainee's work;

- ensure that School Mentors are released to attend GTP mentor briefing and any other GTP/SNITT events;
- enable the trainee's Individual Training Plan to be met;
- * ensure appropriate supervision of the trainee's teaching, especially in practical subjects such as PE;
- * provide training as part of induction in safeguarding/child protection including school procedures;
- ensure that trainees have a designated, regular weekly meeting with their School Mentor;
- * ensure that trainees have at least 2 hours timetabled study time in addition to PPA time;
- ensure that the trainee has access to ICT facilities in line with those available to permanent staff both for their classes and for their own use;
- provide time for School Mentors to meet with the SNITT Mentor on the half-termly visit to agree and sign the Termly Assessment Report;
- inform the GTP Office (01603 433276) as soon as possible, should problems arise.

Obligations and responsibilities of the ITT/ Professional Tutor.

The member of staff responsible for ITT in the School should:

- * provide the trainee with a full induction programme during the first two weeks in the school;
- oversee the training programme and timetable commitments of the trainee;
- ensure that the School Mentor has protected time to hold a weekly meeting with the trainee;
- monitor the quality of the mentoring which the trainee receives;
- provide training opportunities in school ;
- give the trainee access to the school's CPD programme;
- ensure that trainees are released to attend the Thursday core training programme and any additional subject knowledge training days;
- ensure that trainees are released as necessary for other training activities;
- monitor the progress of training, including observation of teaching and providing evaluative feedback;
- ensure that School Mentors attend generic mentor training and specific GTP mentor training;
- assist the trainee and School Mentor to negotiate a second school experience of between 4 and 12 weeks, depending on the individual needs of the trainee.

Obligations and responsibilities of the School Mentor

The School Mentor should:

- put together, in consultation with the SNITT Mentor, an Individual Training Plan for the trainee;
- provide the trainee with an induction into the key stage, year (primary) or department (secondary);

- develop the trainee's subject knowledge, and other required knowledge;
- develop the trainee's planning, assessment, teaching and classroom management skills;
- hold a regular weekly meeting with the trainee and ensure that the trainee records the key points and targets set in the meeting on the SNITT Mentor/Trainee Log proforma;
- support the trainee in compiling a Reflective Journal and School Progress File;
- provide a suitable teaching timetable, as outlined in the GTP handbook;
- arrange a documented lesson observation of the trainee teaching at least once per week and provide the trainee with prompt verbal and written feedback;
- assess the trainee against the Standards for QTS and moderate this assessment with both ITT Tutor and SNITT Mentor;
- complete the Professional Standards Tracking Sheet termly in readiness for the continuous assessment visits and for final assessment visit of the SNITT Mentor;
- * meet with the SNITT Mentor and provide evidence for the termly assessment report;
- * use the Ofsted grading criteria to inform judgements of the trainee's performance;
- in consultation with the SNITT Mentor, complete the Termly Assessment Report at the end of Autumn and Spring terms;
- arrange a second school placement appropriate for the trainee's needs;
- attend generic mentor training and specific GTP mentor training

Obligations and responsibilities of the GTP Trainee

The Trainee should:

- attend the Induction morning in June;
 - provide the school with CRB and health documentation as required;
 - visit the placement school in July for a Preliminary Outline Discussion with the School Mentor and SNITT Mentor;
 - complete, with the support of the SNITT Mentor and School Mentor, an Initial Needs Assessment, a Subject Knowledge Audit and ICT audit, which will feed into the Individual Training Plan;
 - provide conclusive evidence to support any QTS standards claimed on the basis of prior experience;
 - collaborate with the SNITT Mentor and School Mentor to put together an Individual Training Plan;
 - follow all the procedures and policies laid down by the placement schools, particularly in relation to absence, dress, procedures and conduct;
 - become familiar with the statutory requirements of teachers and codes of professional conduct;
 - accept and act on advice given by the School Mentor and SNITT Mentor;
-
- attend all Core Training Programme and Subject Knowledge events (absence to be notified to the placement school and the GTP Office 01603 433276);
 - maintain a weekly Reflective Journal to review and evaluate progress;
 - maintain a School Progress File;
 - complete 3 assignments, the first of which must be in writing – one of the other two could be via Powerpoint or video presentation;
 - attend and keep notes of weekly Mentor meetings on the SNITT Mentor/Trainee Log proforma, which should go into the School Progress File;

- build a Portfolio of evidence which is indexed to the 33 QTS Standards;
- take responsibility for own professional development and contribute to the life of the school;
- commit fully to the pupils, the school and the training programme and devote sufficient time to all training commitments.

Obligations and responsibilities of the SNITT Mentor

The SNITT Mentor should:

- hold a meeting with the School Mentor and trainee in June/July to conduct a Preliminary Outline Discussion about the programme;
- carry out an Initial Needs Assessment, considering any evidence produced of standards met by prior experience;
- initiate and agree the Individual Training Plan;
- send a copy of the Individual Training Plan, Preliminary Outline Discussion and Initial Needs Assessment, to the GTP Office by the end of September;
- ensure that the placement school is aware of the requirements of the programme;
- make half-termly visits to the school to support the trainee and School Mentor and to monitor placement provision and quality; one of these visits should be to the second school placement;
- monitor the trainee's timetable commitment to ensure that it does not exceed 13 hours per week;
- monitor teaching experience across two consecutive Key Stages;
- support the trainee in keeping a School Training File and building a Portfolio of evidence;
- * check the portfolio and provide written feedback on each visit;
- support the trainee in preparing their three assignments and provide diagnostic comments on one full draft of each;
- monitor the trainee's progress against the QTS standards;
- keep records;
- send SNITT Mentor Visit Reports to the trainee, the school and the GTP Office;
- assess the trainee's performance in consultation with the School Mentor;
- complete one GTP Termly Assessment Report each term, and send it to the GTP office promptly;
- complete the final assessment documents and send these to the GTP office promptly;
- support the School Mentor in carrying out the role above;
- attend all SNITT Mentor meetings;
- notify the GTP Leader promptly of any concerns or problems (01603 433276)

Obligations and responsibilities of the Suffolk and Norfolk Accredited Provider Programme Leader.

The GTP Leader will:

- oversee the Graduate Teacher Programme in Suffolk and Norfolk;
- provide workable systems and procedures to facilitate the smooth running of teacher training in the GTP;

- distribute funds received from the Training and Development Agency and keep accurate records of those funds;
- provide, in consultation with Training Schools, an appropriate Core Training Programme for Professional Studies and Subject Knowledge.
- oversee the work of the SNITT Mentors;
- monitor trainees' progress by means of the GTP termly assessment reports and supervise the processes of continuous assessment;
- keep accurate records of each trainee;
- lead meetings of the Assessment Board;
- inform schools and trainees of the outcomes of assessment;
- maintain dialogue with the Headteachers of both the main placement school and the second school through SNITT Mentors, or direct, as appropriate;
- act as the Accredited Body's named contact for trainees experiencing significant difficulties;
- make recommendations for Qualified Teacher Status to the TDA.

Training Period

In order to be assessed for Qualified Teacher Status (QTS), all trainees must satisfactorily complete a training period, normally of three terms before final assessment. An individual programme which offers varied experience with support and monitoring is designed to help trainees throughout their training year and to ensure that their future professional development is based on a sound foundation.

If the trainee is making **exceptional** progress, is judged to be 'outstanding' in all areas **and** has extensive prior teaching experience in schools, the training period may be less than three terms. This decision is the SNITT Mentors and can only go ahead with the prior

agreement of the Accredited Provider GTP Leader. The training period may be extended in exceptional circumstances, such as prolonged and debilitating illness, with the agreement of the School and Accredited Provider. The salary funding is only payable for one school year and if the training period is extended, no further funding is available. Trainees may wish to consider taking out private health insurance in case of this eventuality.

Qualifying to Teach

The Trainee and School Mentor will need to refer frequently to the TDA Professional Standards and the accompanying guidance. These will be provided by the GTP Office or are available online at the TDA's website.

Note that the Suffolk & Norfolk Accredited Provider as the ITT Provider, rather than the School or Trainee, is responsible for ensuring that the Requirements for Initial Teacher Training (sections R1, 2, 3, 4) are met.

Subject and ICT Knowledge

Whether or not there is a question mark about the trainee's subject knowledge, it is sensible to check what is known by conducting a self-audit. Trainees will be asked to carry this out following a "traffic lights" exercise before their programme begins. They will indicate against a copy of the National Curriculum (or National Strategy, or Framework for Study, or scheme of work) any areas where the Trainee is:

certain that s/he knows this subject matter and knows how to teach it	(green)
unsure about some areas	(orange)
does not know this subject matter and how to teach it	(red)

Primary

Trainees should confirm that their subject knowledge in the core subjects of the National Curriculum is secure enough to teach the full ability range, including the most able.

They should also investigate the breadth of subject matter to be taught to meet the requirements of standards Q11, Q14, Q15. and Q22. They should have sufficient understanding across the following range of subjects:

- History and Geography
- I C T
- Performing Arts
- Physical Education
- Art or Design and Technology
- Religious Education

as well as the National Curriculum core subjects (English/literacy, Maths/numeracy, Science) and be able to teach them in KS1 and/or 2.

Trainees should use the self-audit as a familiarisation exercise, to identify early on any training need.

Secondary

At KS3 and 4 trainees should carry out the "traffic lights" exercise against the National Curriculum or Strategy in their subject. An additional approach is to ask the Trainee to test themselves by answering an end-of-Key Stage 3 SAT paper (not under exam conditions). For KS4 and post-16, the Trainee should sit a GCSE, AS or A2 question paper. The aim is to identify at an early stage any gaps in the trainee's necessary subject knowledge.

Trainees will make a similar audit of their competence to use ICT in their work. Trainees will have been sent an ICT Audit form and will subsequently take an online assessment to check their ICT skills.

How trainees should move their subject knowledge forward during the year is discussed on page 37.

Preliminary Outline Discussion

Placements for trainees starting in September are decided early in the preceding Summer term. In July the SNITT Mentor visits the School to hold a Preliminary Outline Discussion with the Trainee and the School Mentor. During this visit the SNITT Mentor will also need to meet with the person responsible for all ITT in the school to ensure continuity and quality of provision.

The discussion will confirm the two consecutive Key Stages in which training will take place; and whether the trainee is funded by salary grant, training grant only, or school-funded.

The meeting is an opportunity for the SNITT Mentor to explain the requirements of the programme including timetable amounts and release time; the role of the mentor; documents; the core training programme ; second school placement ; assignments ; the nature of continuous assessment, etc. Any training needs of the School Mentor should also be discussed.

- * In the course of the visit, the SNITT Mentor will complete the Preliminary Outline Discussion record form (POD), as found in the Appendix. Signed copies of this form should be kept by the trainee and the mentor.

Initial Needs Assessment

During the Preliminary Outline Discussion visit the trainee and SNITT Mentor will also carry out an initial needs assessment using the form found in the Appendix. The INA Form records any Standards for QTS that the trainee has already met or has some evidence towards.

- * In preparation for the INA process trainees should reflect beforehand on any prior experience they have had which is relevant to the requirements of the professional standards. If none, then the individual training plan must cover all the standards. Where a trainee has had relevant prior experience, it is important that documentary evidence is brought to the INA meeting, eg:
 - A trainee who has previously worked as an Instructor should bring examples of lesson plans, resources produced and lesson observation reports, if available.
 - A trainee who has worked as a TA for a significant period of time should bring a written reflection explaining and evaluating their role in supporting pupils' learning.

The Individual Training Plan

Graduate Trainees work to an Individual Training Plan, which is devised by the Trainee, School Mentor and SNITT Mentor together. Work on the training plan will begin as part of the POD visit. The ITP includes all the training activities that will take place during the year to help prepare the trainee for a career in teaching. The ITP should include timings, and should identify staff in the school who will carry out the training activities.

Training will be provided through:

1. Feedback on the trainee's teaching and other work in school.

2. Discussion sessions with staff who hold specific responsibilities in the school, including:
 - Curriculum manager
 - Key Stage Co-ordinator / Year Head
 - Subject Leader / Head of Department
 - Special Needs Co-ordinator
 - PSHE and Citizenship Co-ordinator
 - Assessment Coordinator
 - ICT Co-ordinator
 - Staff responsible for Transition from primary to secondary.
 - Staff Governor, etc.
3. School-based training sessions (usually led by the ITT or Professional Tutor) on topics such as lesson planning; behaviour management; child protection; differentiation; use of school data, etc.
- * 4. A weekly meeting with the School Mentor, which will be used to develop subject knowledge for teaching and to provide training relating to planning, teaching and assessment.
- * 5. The Thursday core programme, subject studies days and subject studies tasks should also be included the Training Plan.
6. The trainee's own reading, research and reflections.

It is best to 'front load' the Training Plan with a larger number of activities being done in the first term when the teaching load is lightest.

The plan should provide a comprehensive experience to allow the trainee to meet all the standards for QTS for each Key Stage that she or he is teaching.

- * The Individual Training Plan may be based upon the Model Individual Training Plan (page 77), which must be customised to take into account the trainee's specific needs as identified on the INA document. Alternatively, SNITT Mentors, School Mentors and Trainees may wish to make their training plan using a different format of their own choice. Involvement in making the Training Plan helps familiarise the trainee with the Standards for QTS.
- * Training plans should be drafted in the Summer term preceding the programme and completed with names and dates by the end of September at the latest, when a copy must be sent to the GTP office.
- * Training plans are reviewed termly and should be adjusted in order to take account of trainees' emerging needs. Evidence that the requirements of the training plan have been met must be provided for final assessment.
- * **A mini Training Plan, outlining which standards are to be covered at the second school, should be produced by the trainee and School Mentor before going on the second school placement.**

Induction to the School

At the start of the year the school should provide the trainee with the following:

- School brochure;
- Staff handbook;
- Timings of the school day, dates for the school terms;
- Standards of conduct, dress and demeanour expected within the school;
- List of members of staff and their responsibilities;
- Policies on behaviour, sanctions and rewards, assessment, learning/teaching, SEN;

- ❑ Named person for Child Protection and related protocols and procedures;
- ❑ Procedure for reporting absence from work;
- ❑ Ensure that the trainee has access to ICT facilities in line with those available to permanent staff both for their classes and for their own use.

Trainees should attend school INSET days including those in September.

In the first three weeks in School, trainees need to spend time looking, learning and reflecting. They should observe a range of lessons using the Trainee's Observation Record forms found in the Appendix, and undertake general observations of:

- How teachers establish routines, particularly classroom rules, at the start of year
- How Subject Knowledge is taught and how pupil learning is promoted
- Different teaching styles employed by a range of teachers
- Organisation of the teaching space and management of time
- Different methods of behaviour management
- Types of task and activity that teachers use to help pupils' learning, etc.

Trainees should also

- * Undertake a 'Pupil Trail' and a 'TA Trail';
- * Look at the information that comes to the school with new pupils and how it is used;
 - Look at the role of form tutors and use of assembly time;
 - Carry out general reading from key texts about the work of a teacher;
 - Research theories of learning for the first assignment;
 - Complete the Bristol Guide exercise about statutory requirements for teachers;
 - Familiarise themselves with subject resources, textbooks, schemes of work;
 - Practise for the 3 Skills Tests (these cannot be booked without a registration number);

Trainees should begin to compile a Reflective Journal or diary. They should discover how the school runs on a day-to-day basis. They should work as an additional supporting adult in the classroom, though always looking at the lesson from the point of view of a teacher rather than of a teaching assistant.

- * Trainees will meet with the School Mentor and plan their meetings for the year, and their timetable for the term. They should become increasingly involved in the presentation of lessons conducting starters, demonstrations, plenaries and other parts of lessons with guidance and support from the regular class teacher.

On Thursdays trainees attend the Core Training Programme. When training events are not scheduled, trainees are free to pursue private study, to take their skills tests or to come in to school to undertake further training activities. The content of such days and where they will be working should be agreed with the School Mentor.

Trainees should keep in contact with their SNITT Mentor, and develop the habit of checking their e-mails and school pigeon hole every day.

* **The School Progress File**

The "Progress File" will be provided by the GTP and needs to be organised into sections as indicated in the folder. **It must be brought to Core Training every week with each section up-to-date and with the weekly self-assessment pro forma completed and at the front of the file.** From the School Progress File, materials will subsequently be used as Portfolio evidence to demonstrate how the trainee meets the Standards.

School Progress File guidance:

- Use your School Progress File as a working document, helping you familiarise yourself with the standards as you develop as a teacher.
- Reference each entry to the standards – you may want to use entries as evidence.
- Include:

* **Reflective Log**

The Reflective Log forms a key part of the Progress File. The journal allows the trainee to develop as a reflective practitioner, learning from questioning and evaluating what has been observed and experienced within school and feeding the conclusions back into future professional practice.

The Log can be kept in written or electronic form. At least five entries per week are required for the first six weeks of the training when there will be so many new experiences to reflect upon. After this period at least one entry per week is required. The log should be used to record and to reflect upon breakthroughs in understanding, surprises, difficulties and how they were dealt with. It should be remembered that the Reflective Log is a professional document which may be monitored by school and GTP staff so entries should be appropriate for this wider audience. **The log must be written in a fully professional manner. It should not be used to criticise or complain about colleagues or to vent frustrations using unprofessional language.**

Trainees who consider their classroom experiences analytically are more likely to learn how to respond successfully to the challenges of teaching. They will take increasing responsibility for their own professional development and are likely to make more rapid progress.