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2024/2025 Trainee Teacher Policy

Building foundations and providing opportunities to create confident, aspirational, and independent members of our community.

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| Approved by Governing Body on: | 24/09/2024 |
| Signed by Chair of Governors: | <i>P. A. Evans</i> |
| Head Teacher: | O M Flowers |
| Lead Personnel: | C L Jones |
| Date of Review: | 24/09/2026 |

About this policy

This policy contains guidance set out by The Westminster School to ensure that all Trainee Teachers (TT) receive the same opportunities, monitoring and support throughout their training. This means that those involved in carrying out their training programme as well as those managing trainee teachers must have regard to it when carrying out their relevant duties. The term 'trainee teacher' refers to any member of staff carrying out a training programme with any provider in order to become an ECT.

Key points

- An appropriate body has the main quality assurance role within the training process. The appropriate body is responsible for checking that the headteacher has put in place a training and support programme for the trainee teacher
- Monitoring and support throughout the programme should be sufficient that there are no surprises when the trainee teacher starts the ECT process.
- A reduced timetable in line with the relevant programme the trainee teacher is completing will be put in place and changed in line with the programme requirements as well as in response to the school assessments that are made.
- Each trainee teacher will have a mentor and a separate Senior Leader to support and assess them throughout the process. The mentor will have a key role in supporting the trainee teacher on a weekly basis and is separate to the role of the Senior Leader.

Section 1: Roles and Responsibilities

Trainee Teacher:

- Complete work set through the training programme in order to complete the course.
- Follow all school policies and procedures effectively.
- Carry out the [Teacher Standards](#) with support from the mentor, senior leader and other professionals.
- Listen, respond to and carry out feedback given by the mentor, senior leader and other professionals in order to progress and achieve.
- Raise any concerns regarding feedback given by the mentor with the allocated Senior Leader. Raise any concerns regarding feedback given by the allocated Senior Leader with the headteacher.

Mentor:

- provide support to TTs when they require it through meetings, shadowing and modelling.
- carry out weekly 'drop in' observations of TTs that are pre-planned and communicated
- complete relevant documentation to monitor progress from drop ins and any further support required.
- provide weekly meetings with the TT to provide feedback from observations, offer support and monitor evidence against the teaching standards to ensure the trainee is on track and receiving the support they need.
- set half termly targets using an action plan and monitor the progress towards these regularly
- carry out 1 formal lesson observation (50 minutes) each half term
- Complete progress review including assessment against teacher standards termly
- communicate progress reviews and any further support needed to the allocated Senior Leader

Senior Leader:

- provide, or coordinate, guidance for the TT professional development;
- carry out half termly progress reviews with the mentor and TT throughout the training period;
- support mentors to provide accurate observation feedback and support to TTs
- undertake 1 formal observation termly and assessment meetings during each year of the training period

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- inform the TT following progress review meetings of the determination of their progress against the Teachers' Standards and share progress review records with the TT, headteacher and appropriate body;
- ensure that the TTs teaching is observed and feedback provided;
- ensure TTs are aware of how, both within and outside the institution, they can raise any concerns about their training programme or their personal progress;
- take prompt, appropriate action if a TT appears to be having difficulties;
- ensure that all monitoring and record keeping is done in the most streamlined and least burdensome way, and that requests for evidence from TTs do not require new documentation but draw on existing working documents.

| | Trainee Teacher | Mentor | Senior Leader |
|--------------------|---|---|---|
| Weekly | <ul style="list-style-type: none"> - Plan and deliver effective teaching and learning to pupils - Mark work and provide feedback to pupils - Meet weekly with mentor | <ul style="list-style-type: none"> - 20 minute 'drop in' observation - weekly meeting with TT | <ul style="list-style-type: none"> - Provide support if needed |
| Half Termly | <ul style="list-style-type: none"> - Provide evidence and planning to Mentor - Set and agree new targets with Mentor on action plan | <ul style="list-style-type: none"> - 50 minute formal lesson observation - Review planning and give feedback - Evidence Moderation and feedback - Set new targets using the action plan | <ul style="list-style-type: none"> - Provide support if needed - Approve new targets set and arrange training and guidance needed to meet these - Meet with mentor for update and review of progress |
| Termly | <ul style="list-style-type: none"> - Complete progress review - Meet with Senior Leader | <ul style="list-style-type: none"> - Progress Review | <ul style="list-style-type: none"> - 50 minute formal lesson observation - Meet with TT for progress review - Evidence moderation - Planning moderation |

Section 2: Observations and Monitoring

Alongside the training programme providers requirements of observations, The Westminster School believes that regular observations alongside feedback and in house training will support the trainee to consistently meet the teacher standards and make the most progress. The Westminster School is responsible for the quality of education that all pupils receive, and therefore it is important that teaching and learning is monitored effectively.

It is expected that:

- the observer holds QTS;
- the TT and the observer meet to review any teaching that has been observed, with arrangements for post-observation review meetings made in advance;
- feedback from the observation is provided in a prompt manner and is constructive, with a brief written record made on each occasion; and
- any written record will indicate where any development needs have been identified.

Drop In Observations:

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- 20 minute observation completed by the mentor (can be the start, middle or end of a lesson as agreed beforehand)
- The Area of Learning and time of the observation should be agreed in the previous weekly meeting
- Drop in observations should be completed for a broad range of subjects taught.
- Feedback should be recorded during the observation on the next weekly meeting form template by the observer and should be shared and discussed in the weekly meeting. A copy should also be shared with the Senior Leader.
- These observations are not graded and instead outline strengths and areas for development.

Formal Observations:

- Formal observations are a full lesson (45 minutes)
- The observation date and time should be agreed at least 1 week before it takes place.
- A Formal Observation Form should be completed by the observer and should be shared and discussed in the progress review meeting with the TT. The form should also be shared with the Senior Leader and Headteacher.
- These observations are not graded and instead outline strengths and areas for development, however if it is felt that teacher standards have not been met in the observation then a further observation with the senior leader/headteacher should be scheduled.

Weekly Meetings:

A meeting should take place each week between the TT and Mentor. During this meeting the following should be discussed:

- Feedback from the most recent drop in observation taken place
- Support, guidance and modelling for areas for development from the drop in observation. Mentors may need to speak to other professionals to request more specific training (EPs, SLT, TLR) or observations of good teaching examples.
- Agree the following week's drop in date, time and focus.
- Mentor to offer any support and clarity needed.

Section 3: Progress Reviews and Target Setting

Progress Review Meetings:

- The aim of progress review meetings are to celebrate the success and progress made by the trainee, and discuss next steps for the following term.
- Progress Review Meetings should take place at the end of each term with the Trainee Teacher, Mentor and Senior Leader.
- The Trainee Teacher and Mentor should separately complete an assessment to measure progress against the Teacher Standards each term. This will then be discussed in the progress review meeting alongside action plans, observation feedback, evidence and planning moderation and data outcomes.
- Progress reviews are expected to be informed by existing evidence of the TT's teaching and to be conducted with sufficient detail to ensure that there is nothing unexpected for the TT.
- Progress reviews are not formal assessments and there is no requirement for TTs to create evidence specifically to inform a progress review. TTs are expected, nonetheless, to engage with the process and provide copies of existing evidence as agreed with the mentor.
- A written record of each progress review is expected to be retained and provided to the TT after each meeting, with the record clearly stating whether the TT is meeting teacher standards and following The Westminster Schools policies and procedures
- Where the Senior Leader is not the headteacher, it is expected that they also update the headteacher on the TT's progress after each progress review.
- It is expected that the mentor/senior leader also communicates with the training provider to complete any documentation and assessments required for the completion of the training course.

Target Setting:

Each half term the mentor and TT should review previous targets set on the action plan, recording progress made to achieve them, or reasons why this target hasn't been achieved and needs to be carried forward. Targets should be set using the Teacher Standards and previous feedback and areas for development outlined.

Section 4: Unsatisfactory Progress

Putting in place additional monitoring and support

- Where the Mentor is concerned that the Teacher Standards are not being met over a period of 3 weeks or more following drop in observations and moderation, they must discuss this in the weekly meeting with the Trainee Teacher and report this to the allocated Senior Leader. The Senior Leader will arrange to meet the TT to discuss the concerns and will put an informal support plan in place to guide and support the TT to make the progress needed to be in line with Teacher Standards and school policies and procedures.
- The informal support plan will initially last for 6 weeks before being reviewed and stopped if progress is back on track.
- The Senior Leader will share the informal support plan with the headteacher and will need to get it agreed before it takes place.
- Each informal support plan will be tailored to the individual's needs, however it will include:
 - Weekly Formal Lesson Observations conducted by the Mentor, with the Senior Leader joint observing each fortnight
 - Extra support and training provided by relevant professionals depending on the areas for development (for example Education Psychologists, SLT, TLRs, West Team).
 - Fortnightly Evidence and Planning moderation
- If after the initial 6 weeks, targets have not been met on the informal support plan, the plan will be re-written and extended for a further 6 weeks with the Senior Leader completing weekly formal lesson observations, and the Deputy Headteacher or Headteacher joining the observations for 2 of the observations.

Action if performance is still unsatisfactory

Where there are still concerns about the TTs progress to meet the teacher standards and follow school policies and procedures whilst following an informal support plan the headteacher will meet with the TT to explain the consequences of failure to meet expectations fully including:

- the identified weaknesses;
- the agreed objectives previously set in relation to the requirements for the satisfactory completion of the informal support plan in order to deliver teaching and learning at The Westminster School,
- details of additional monitoring and support put in place;
- the evidence used to inform the judgement; and
- discussions with the training provider to discuss how to move forward to improve

As with all progress reviews, the progress review record should capture the TTs unsatisfactory performance against the Teachers' Standards and be shared with the appropriate body alongside the corresponding support plan.

The completion of the assessment report will reflect the current rate of progress and brief details of the issues discussed. Discussions will also include any reductions in teaching time that may be needed to ensure that pupils receive good quality teaching and learning as expected by the school. The Westminster School may need to withdraw the offer to facilitate the TT completing their training at the school if support plans do not support progress expected.

Raising concerns

A TT should raise any concerns about their training programme with their mentor in the first instance. If the matter is not resolved, the TT may notify the allocated Senior Leader or Headteacher as soon as possible to investigate the issues raised.

Confidentiality and data protection

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Headteachers, Senior Leaders, mentors and appropriate bodies should ensure that arrangements are in place to facilitate the effective protection and secure transfer of data.

The training process and the assessments generated from it should be treated with confidentiality at all times and should not be shared with anyone not directly involved in the training process. It should be made clear to anyone viewing such documents that they are confidential and TTs must be made aware of who has been granted access to their observation notes and assessments.