

Ravenswood School  
**Initial Teacher Training (ITT) / Early Careers Teacher Entitlement (ECTE)  
Policy**



### **Rationale**

We believe at Ravenswood School that taking an active part in Initial Teacher Training brings benefits to our school including:

- A focus on high quality teaching and learning across the school
- Continuing professional development of all teachers through reflective practice, training and review of the standards for teachers
- A shared commitment to the profession as a whole and an active role in the development of a new generation of teachers
- Providing teachers with opportunities for professional development in mentoring and supporting trainees
- Benefits to the children in terms of teaching resource, teacher development and motivation

### **Aims**

Ravenswood School aims:

- To provide quality initial teachers education/ training (ITE/ITT) that will give our trainees the opportunities to gain the necessary standards for achievement of Qualified Teacher Status
- To provide ITE/ITT that will give trainees the opportunity to learn more about and develop their teaching skills to enable them to work successfully within a special school setting.
- To encourage trainees and potential teachers to enter the profession
- To provide an opportunity and pathway to develop the skills of our non-teaching staff to enable them to progress onto teacher training opportunities.
- To create an opportunity for all staff to develop through reflective practice and to contribute to the professional attributes, knowledge, understanding and skills of others, developing their own leadership skills through their contribution to the development of our trainees
- To develop links with the appropriate agencies to establish a dialogue about teaching and learning to benefit all

### **Entitlement**

Trainees will be entitled to:

- Access to teaching opportunities in line with those specified to meet the QTS standards
- The support and guidance of members of staff necessary for the development of reflective practice
- An induction programme encompassing the whole school as well as the work of the trainee's department
- A professional development programme in line with DCFS requirements
- Training based on an analysis of their own training needs
- Regular access to a named teacher mentor in support of their professional development



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- Monitoring and evaluation of their work at Ravenswood School
- Integration into the school's CPD programme
- The opportunity to be involved in the whole life of the school including extracurricular activities
- Additional protected off timetabled sessions to develop own teaching skills- In line with national guidance.

**Roles and responsibilities**

Staff throughout the school are involved in our work as an ITE/ITT provider. They help to provide trainees with an understanding of our work as a school and the trainees' contribution to this work.

**Specific Responsibilities:**

Headteacher / Deputy Headteacher will:

- Decide each year the number of student teachers who can be accepted into the school and given appropriate experience and support without jeopardising the interest of school pupils and staff
- Keep governors informed and consult them as necessary
- Identify suitable, school staff to be mentors/tutors for the trainee(s).

The Induction Lead will:

- Support mentors/tutors and class teachers in their work with trainees
- Be informed of any problems with the placement and take action as necessary
- Liaise with representatives of the training provider and fulfil partnership requirements
- Attend partnership meetings with providers or send a representative
- Meet with ECTEs/ Trainees at least 3x year and complete final assessment paperwork as required in collaboration with Tutors/ mentors.

The Mentor/Tutor will:

- Be responsible for the supervision, monitoring, assessment and pastoral care of trainees; ensure that trainees are fully informed of school routines. Ensure that the trainee is provided with appropriate experience of teaching groups and classes; arrange opportunities for them to observe good teachers; provide them with access to the expertise of specialist staff, e.g. behaviour support
- Liaise with representatives of the training provider and fulfil partnership requirements
- Attend training
- Maintain written records

The Trainee will be expected to:



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- Behave professionally and respect confidentiality; dress in accordance with the accepted codes for the school; be reliable in matters of attendance and tasks assigned to them
- Take an active part in their own professional development, through observation, discussion, reflection and experience
- Take a full part in school life, in and out of school
- Keep their record keeping up to date and respond to any school requirements
- Complete required unit modules/ assessments as part of their course requirements.

**Early Career Teacher Entitlement (ECTE)**

Trainee teachers who remain in employment with the school or those who join from other ITTs will follow the Early Career Teacher (ECT) Training Programme.

Early Careers Teacher Entitlement (ECTEs) will:

- Have an induction period lasting two years
- They will be allocated a School-based Mentor (with sufficient training, experience and expertise) to provide individual support, guidance and training throughout the two-year period
- Have additional non-contact time, 10% in year one and 5% in year two
- ECT Training Programme, using an approved provider (currently UCL Early Career Teacher & Mentor Development SEND Programme) through our local Teaching School Hub (Five Counties Teaching School Hub Alliance).
- Access the school's high quality CPD and training
- Be assessed against The Teacher's Standards at the end of the first and second year

**Monitoring, Evaluation and Quality Assurance**

The school will ensure that the following are in place:

- Internal review of provision by trainees at the end of each placement
- Opportunities for informal feedback from trainees to the school
- Formal observations of trainees in classrooms by Mentor or SLT
- Monitoring of trainee timetables in terms of impact on students
- Annual review of ITE/ITT provision to ensure the programme's effectiveness (based on the feedback above) and that the requirements of the partnership agreement are met
- Regular liaison with the higher education institution to ensure awareness of current initiatives and educational developments

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This policy will be reviewed and approved on a bi-annual basis by the Governing Body and management.

History of document:

Issue No.	Author/Owner	Date Reviewed	Approved by Governors on	Comments
1.	K. Barnes		20/03/2019	New policy
2.	K. Barnes	18.03.2020	18.03.2020	
3.	K. Barnes	04.05.2021	12.05.2021	Added Early Careers Teachers section in line with new statutory guidance. Policy renamed in line with this.
4.	K Barnes	27.04.22	11.05.2022	Updated to outline the role of the induction lead and add the named provider we use at Ravenswood for ECT
5.	K. Barnes	May 23	10.05.2023	Minor changes for clarification
6.	K Barnes	May 25	07.05.2025	Updated to reflect change reflect sept 25 changes ECT- ETCE and change to a SEND specific programme