



BELMONT SCHOOL
 (Additionally Resourced Mainstream School)

Initial Teacher Training (ITT) Policy
NOVEMBER 2025



<p>UNCRC Article 19 - Every child has the right to protection Global Goal 4 – Quality Education Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. Global Goal 10 - Reduced Inequalities Reduce inequality within and among countries.</p>	
Head Teacher	
Name	Mrs P Aggarwall
Chair of Governors	
Name	Mr M Kara
Date Ratified	6 th January 2026
Review Date	3 Years

Initial Teacher Training (ITT) Policy

Aims

The School aims to provide high quality initial teacher training (ITT) in order to support a trainee teacher to achieve qualified teacher status (QTS). The broader aims also include facilitating staff development through the role of the mentor, encouraging discussion and self-reflection on teaching strategies whilst helping current teaching staff feel valued for their expertise.

The School recognises:

- The benefits of having trainee teachers as colleagues, which encourages the whole staff to reflect on and develop their own practice
- The value ITT can bring to the continuing professional development of individual teachers through their taking on the mentoring role
- The enrichment ITT colleagues bring to student learning
- The importance of sharing ideas, resources and best practice
- The benefits of working in partnership with University Training Providers, as well as other schools
- The need for ITT provision to be focused on the quality of training, not just employment outcomes
- The importance in playing an active role in the training, recruitment and retention of the next generation of teachers.

Partnership Providers

The Partnership Providers are the institutions who offer accreditation of the PGCE/QTS to the Trainee Teachers, and for whom Belmont School offers teaching placements.

Roles and Responsibilities

Headteacher

The Headteacher will oversee the ITT provision of the School, but will delegate roles accordingly to other members of the Leadership Team who will be nominated as the 'Professional Lead'.

The role of the Headteacher includes:

- Ensure safeguarding training for trainee teachers is completed when they begin their teaching placement.
- Meeting regularly with the Professional Lead to discuss the progress of trainee teachers.
- Delegating the allocation of placements with the Professional Leads in accordance with the required deadlines of each partnership provider.
- Considerations for placing a trainee in a particular year group may include a discussion with the Senior Leaders where necessary.
- Moderating lesson observations with the Professional Lead at least once in an academic year.

Professional Lead

The Professional Lead (PL) is required to oversee the trainee teacher's training placement(s). The role of the PL includes:

- Inducting trainee teachers into the school using the Staff Handbook and relevant school policies.
- Providing the Headteacher's PA with DBS information from the relevant training provider, as well as the trainee teacher's personal information for the Single Central Record.

- Providing trainee teachers with a staff lanyard and access to the ICT systems via the Computing Technician.
- Assigning trainee teachers to a tutor group.
- Meeting with trainee teachers regularly throughout the placement(s). This meeting will include a discussion of what is going well and any concerns from the trainee teachers, as well as a review of recent formal observations and any observations conducted by the trainee teacher.
- Reviewing the trainee teacher's targets in support of the subject mentor.
- Conducting at least one formal observation of each trainee teacher in each placement and provide written and verbal feedback.
- Liaising with mentors and subject leaders over the progression of trainee teachers as required.
- Completing the 'Evidence Bundle' review meetings with trainees.
- Reviewing and signing off the end of placement reports.
- Ensuring mentors receive up-to-date training from partnership providers as required.
- Attend Course Development Days run by providers.

Mentor

The Mentor will be appointed via discussion with the Headteacher and will be required to complete external training provided by appropriate providers.

The Mentor is required to:

- Create the trainee teacher's timetable in consultation with their class teacher colleague and send to the PL.
- Liaise with colleagues which lessons will be taken over by the trainee teacher to inform them of how to observe lessons and to monitor trainee teacher progress.
- Introduce the trainee teacher to subject schemes of work and policies.
- Request lesson plans from trainee teachers 48 hours in advance of a lesson in the first placement to facilitate checking of the lesson plan and a discussion with the trainee over any required amendments.
- Have a timetabled weekly meeting with the trainee teacher to set and review weekly targets.
- Conduct a regular formal lesson observation, completing the associated lesson observation paper work from the partnership provider.
- Have follow up discussions about both formal and informal lesson observations.
- Complete the end of placement report.
- Liaise with Professional Lead over any areas of concern, reporting any concerns to the Professional Lead in the first instance.
- Attend required training as directed by the partnership providers

Trainee Teacher

Trainee Teachers are required to:

- Behave as if an employed member of staff and follow all of the associated staff rules.
- Abide by Belmont School policies.
- Attend safeguarding training from the Designated Safeguarding Lead (DSL) or Deputy DSL.
- Provide the School with a completed copy of the 'Personal Information Form' for new staff, photographic identification and their original DBS certificate for photocopying
- Submit lessons plans to Mentors at least 48 hours in advance of lessons in the first placement, and then as required by the Mentor and Professional Lead
- Attend weekly School Based Professional Studies sessions as directed by the Professional Lead

- Attend regular pre-arranged meetings with both the Mentor and the Professional Lead.
- Inform both the Mentor and the Professional Lead of any planned or unplanned absences (illness), and setting cover work where appropriate.
- Request permission from the Professional Lead for non-course related absences.

The trainee teacher will also be required to follow the instructions of their provider and to meet the expectations placed upon them for completing the course.

Guidance for the creation of ITT Timetables

Trainee teachers will be offered a timetable that best fits the guidance on teaching hours provided by our partnership providers, with a graduated increase in teaching hours as required by the course.

Where possible, all Key Stages will be offered, with team-teaching used in Year 6 as appropriate, particularly in the first placement.

Guidance for ITT Lesson Observations

Formal lesson observations will be completed by mentors and senior staff, and at least once per placement by the Professional Lead. Formal lesson observations will be written up using the approved paperwork of each partnership provider.

Trainee teachers will also be given advice and guidance on how to observe lessons, including having a focus for the observation that is linked to the development targets. The trainee teacher will be prompted to observe both teacher and pupil behaviour and responses in relation to the lesson observation focus.

Observation Moderation

Lesson observations will be moderated by the Mentors and the Professional Lead. Where possible, joint observations will be undertaken, followed by a feedback session with the trainee teacher.

Observations will also be moderated between Mentor and Subject Leader.

The Headteacher will also moderate lesson observations with the Professional Lead at least once per academic year.

The Headteacher and the Professional Lead will also meet regularly to discuss the progression of trainee teachers.

Professional Studies Sessions

The Mentor will organise a School Based Professional Studies programme for all trainee teachers to attend on a regular basis, with each session lasting for approximately 30 minutes. Members of staff with specific responsibilities or interests in key areas of training will be asked to deliver these sessions to trainee teachers.

Professional Studies sessions will cover topics such as:

- Managing workload
- How to observe lessons
- Lesson Planning
- Managing behaviour and classroom management
- Assessment for learning
- Using data to inform lesson plans
- SEND and Access Arrangements
- Stretching the most able
- The role of the class teacher
- Promoting mental health and wellbeing in students

- Pupil Premium
- Dealing with pastoral issues
- Literacy
- The ECT

Monitoring and Quality Assurance

The quality of the School's ITT provision can be determined by:

- Regular attendance by the Professional Lead and Mentors at training session as directed by partnership providers.
- Moderation of lesson observations by Professional Lead, Headteacher, Mentors and Subject Leaders.
- Positive feedback from trainees, ECTs and our partnership providers.
- Positive feedback from any OfSTED inspection or Quality Assurance visit.
- Positive feedback from any review undertaken by the Senior Leadership Team.
- Appointments of ITT candidates to substantive posts within the school on completion of their courses.
- Successful appointments of ITT candidates to other schools on completion of their courses.