



THE MARSH ACADEMY

## **Marsh Academy GRTP Policy**

The Marsh Academy aims to provide quality employment based training that enables Trainees to be recommended for Qualified Teacher Status.

### **The Marsh Academy agrees:**

- To provide the Trainee with a suitable teaching timetable load
- To carry out formative assessment of the Trainee's professional development through lesson observations and reviews and monitoring the Portfolio
- To appoint a member of the Leadership Team to take overall responsibility for training and line manage the Employment Based Trainer who will co-ordinate the Trainee's ITE experience in school and provide appropriate subject knowledge support
- To take any necessary action as an employer if the Trainee's performance as a teacher is unsatisfactory
- To ensure Trainees attend training provided by the University and the school
- To provide the Trainee with access to relevant e-learning resources as needed and with appropriate technical and skills support
- To provide a programme of generic professional training
- To allow the Trainee to be released from teaching to attend all compulsory taught days and further optional professional learning
- To allow the EBT and Subject Mentors to attend University training and development sessions
- To arrange for the Trainee to undertake their second school experience
- To inform the University if the Trainee ceases to be employed at the school

### **Employment Based Trainers (EBTs)**

Our EBT will:

- Liaise (with the appropriate) Vice Principal to appoint an experienced colleague as Subject Mentor to support the subject knowledge and professional development of the Trainee
- Meet with Trainees weekly as part of a planned programme of professional support
- Undertake lesson observations, discussion and feedback and to arrange for other members of staff to support the Trainee in this way
- Maintain regular contact with the University Tutor and facilitate visits to the school
- Attend EBT meetings and training sessions
- Provide experiences in school which enable the Trainee to meet the expectations of the Standards for QTS
- Liaise with the Vice Principal to arrange the contrasting school experience and Primary school visit
- Liaise with the second school to ensure a quality training experience that meets the requirements of the Individual Training Plan
- Oversee progress and offer guidance and professional and pastoral support
- Arrange meetings with colleagues in the school and visits to other locations which will enable the Trainee to access information and experience needed to meet the Standards for QTS

September 2009

Governors:

To be reviewed:

especially in respect of Subject Knowledge development where this cannot be provided by the Academy

- Advise the Vice Principal and Principal about the progress of the Trainee and support the Trainee when difficulties arise
- Oversee the development of the Trainee's Portfolio, particularly the evidence they collate to demonstrate that they meet the Standards for QTS
- Initiate the arrangements for completing the Career Entry and Development Profile and provide advice on the arrangements for the NQT year
- Review progress at the end of Terms 2, 4 and 6 (sending a copy of the summary sheet to the GRTP admin desk) and maintain the Record of Training
- Provide continuing support for Subject Mentors throughout the programme
- Ensure that arrangements for cover are made to allow day release to attend CCCU training days (and degree course days for RTP Trainees)
- Liaise with the University Tutor to monitor progress

### **Subject Mentors**

Our Subject Mentors will:

- Conduct a weekly meeting with the Trainee, planning and reviewing professional and subject knowledge development, and detailing this in the ITP
- Liaise regularly with the EBT and University Tutor concerning the Trainee's progress, and the development and monitoring of the ITP
- Liaise with the EBT to provide professional development opportunities which support the Trainee's work towards the Standards for QTS, especially in relation to specialist subject teaching
- Undertake regular lesson observations, discussion and feedback
- Provide professional and pastoral support
- Plan and implement an appropriate programme of subject development training
- Undertake regular subject knowledge development reviews
- Support the Trainee in the collation of evidence that they meet the Standards for QTS
- Attend training and development sessions led by the University where appropriate
- If appropriate hold joint lesson observations with the University Tutor, the University Subject Tutor and/or the EBT

The Marsh Academy currently works in partnership with Canterbury Christchurch University for all its trainee programmes. A copy of their accepted roles and responsibilities can be accessed at

<http://www.canterbury.ac.uk/education/departments/pointed/employment-based/routes/Roles%20and%20Responsibilities/Roles%20and%20Responsibilities.asp>

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