



Dunottar School

PGCE Policy

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PGCE Policy

Aims

At Dunottar we want to provide Trainee Teachers with the best start possible and to aid them in settling into the school with confidence.

To support their continued development, we will provide opportunities for our Teacher Trainees to develop an awareness of the requirements and rewards of joining the teaching profession. We will give them the opportunity to reflect critically on their own, and others', practice and give opportunities for them to observe, teach and plan a range of lessons both alone and with colleagues. They will take part in the school's programme of INSET and CPD and follow the Induction programme for new member of staff, if new to the school.

Programme

At Dunottar School we currently partner with the University of Brighton, University of Sussex and United Teaching/Goldsmiths. The Universities provide us with training (for Mentors and Professional Tutors) and Link Tutors for Professional and Subject level support. We base our provision on the Initial Teacher Training Core Content Framework (ITCCF) which sets out the content all ITT providers and their partners must draw upon. As part of this, we provide a programme of school based professional studies, as well as Mentor support and a range of opportunities which allow trainees to learn alongside expert practitioners, to learn how to meet the diverse needs of learners and develop a research literacy which can guide their professional practice throughout their early career and beyond.

Full details for the professional programme can be found in the PGCE folder under Teaching and Learning in the Sharepoint Area. It is here we keep the programme, useful documents and tracking information. NAW oversees the programme for ITT and ensures that mentors are supported and informed of their responsibilities.

PGCE students have a reduced timetable in line with the University's guidelines for their SBT1 or SBT2 provision. Non-teaching time should be used specifically for classroom observation, completion of the study and university led units, discussion, feedback and reviews, professional study needs and other meetings. A timetabled meeting between the Trainee and the Mentor will take place weekly. Following this the relevant form will be completed and uploaded into the Trainee Teacher's University folder. The Professional Tutor will meet with the University's Link Tutor to quality assure and review the professional programme being delivered to Trainee Teachers. The Professional Tutor will support Mentors in the completion of their reports (Progress, Interim, Section A, and Enhanced Support where necessary)

The role of the Mentor is primarily as a professional development coach and pedagogical support. Mentors are chosen for their outstanding professional and subject knowledge and experience. Mentors will discuss Teaching and Learning based on evidenced research and support the Trainee Teacher in their development of targets and tracking their progress against these. The Mentor will support the

Trainee Teacher in their completion of forms and the records required to evidence progress against the ITTCCF and Teaching Standards. They will liaise with their University Subject Tutor for support where appropriate.

PGCE students are invited to attend the relevant aspects of the programme for new staff as well as staff CPD and INSET sessions, where some of their professional studies programme will be delivered.

The Mentor

The Mentor will be selected from the pool of experienced staff identified and trained for this role. The Mentor is expected to encourage, guide and advise the Trainee Teacher. They should be able to demonstrate good practice, suggest discussions with and observations of expert colleagues, provide information and instruction and help the Trainee Teacher reflect on good practice. The Mentor has day-to-day contact with the Trainee Teacher.

The Mentor and Trainee Teacher should, formally meet each week.

The Mentor is responsible for:

- Attending workshops on Mentoring and Coaching to aid the Trainee (also as required by the University)
- Meeting weekly with the Trainee Teacher to review and set targets and opportunities for development
- Monitoring the Trainee Teacher's work in and outside of the classroom and ensuring continual professional development throughout the placement
- Prompting pedagogical discussion with the Trainee Teacher
- Keeping the Trainee Teacher informed of general day-to-day matters
- Involving the Professional Tutor when relevant, for support
- Observing live lessons, as required by the guidance
- Discussing and aiding the setting of Action point/s for the week as part of the Mentor meeting
- Aiding the completion of relevant paperwork
- Liaising with the Subject Tutor at the University where appropriate
- Organising meetings and observations of other expert practitioners

The Professional Tutor

The Professional Tutor is responsible for the professional development of Trainee Teachers and oversees their programme.

Responsibilities include:

- Overseeing the professional studies programme – including explaining school procedures and ensuring safeguarding training has taken place
- Assigning Mentors

- Providing support and guidance for Mentors through half termly meetings and day-to-day discussion
- Identifying training needs for Mentors
- Coordinating and providing support and training, where required, for wider school support and activities
- Ensuring the Mentor and Trainee Teacher complete the relevant paperwork for the University
- Coordinating evaluation of the in school PGCE package, quality assurance of the delivery
- Reporting to the Head and Deputy Head (Teaching and Learning) regarding progress of mentors, Trainee Teachers as well as the overall Trainee Teacher provision in the school
- Liaising with Brighton University and our Link Tutors
- Development of the PGCE programme and monitoring of Mentors

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Authorised by	Janine Hislop	November 2022
Governor responsible for Policy	Oliver Moses	November 2022
Review date		November 2023
Next Review Date		November 2024 or as required