

**Kingsdown School's
School A
Placement
Induction Pack
for
Initial Teacher
Training**

Welcome to Kingsdown School

Congratulations on choosing such a very rewarding profession to train in. I hope for you, this year will be the beginning of a very successful career in education. This Induction Pack is intended to give you some of the basic information you will need in the first few weeks and across your time at here whilst on the PGCE programme, so that you can settle into Kingsdown School with confidence.

You have been assigned an Associate Tutor with whom you will meet for an hour a week, at a time designated by your Associate Tutor. Your Associate Tutor will advise on and assist you in the collection of evidence required to complete your Professional Development Profile and begin to achieve QTS. Your Associate Tutor will also be involved in arranging your timetable, formal lesson observations of your teaching and writing the reports at the end of the teaching practice which make up your School A experience. Therefore, your Associate Tutor will be something of a critical friend (and potentially coach) with whom you will be able to develop into a 'reflective practitioner' aware of the strengths and areas for improvement that you can take with you and your Career Entry and Development Portfolio into your first teaching post.

As a Trainee/Student Teacher at Kingsdown, you will have many new experiences, meet many new people and learn to work as part of a team in a challenging but highly rewarding profession. Within the school, you will be able to work with and receive advice from a very dedicated, supportive, positive staff that has a range of experience and expertise. Initially, it will be your Associate Tutor and your subject department that will help you to become accustomed to planning, setting learning objectives and managing student behaviour. Gradually, as you become more familiar with such rigours, you will become more involved with broader whole-school issues and the requirements of taking responsibility for the pastoral side of educating students. Hopefully, this will lead to your participation in extra-curricular activities within and outside the normal school day.

As the Professional Tutor at Kingsdown School, I will be working with yourself, your Associate Tutor and the individuals involved with running the PGCE programme to ensure that you receive the most complete experience of teaching during the coming term. On a weekly basis, I will deliver seminars which will complement the Educational and Professional Studies programme you have received during your time at the University of Bristol. Such sessions will help you to develop your pedagogy within the context of the whole school and the community of which it is a part.

At Kingsdown School, we aim to provide you with the guidance and support you need to begin and develop your training as a reflective teacher and I very much look forward to working with you and your Associate Tutor during your initial experiences in the profession.

Robin Cook,
Professional Tutor

**Initial Teacher Training Induction to Kingsdown
School:
University of Bristol PGCE
Induction Days 4th and 5th October 2011**

Day 1

8.30am Meet at Reception

8.40am Period 1 meeting with Professional Tutor about the coming year

9.40am Period 2 Tour of Kingsdown with Prefects

10.40-10.55am Breaktime in the staffroom

10.55-12.55pm Periods 3 and 4 Time to read handbook/ explore the department and school/meet Mentor in subject department

12.55-13.25pm meet Headteacher

13.25-13.55 lunch in staffroom

1.55pm Period 5 Watch Mentor teach/ Logins

2.55pm Tutor time Questions on Handbook and the Induction Day

Day 2: Pupil Pursuit

For this day there will be the following task whilst pursuing the pupil for 5 periods:

- Make notes on entry to and exit from each lesson
- Write down the questions asked by the teacher
- What do the learners do in the lessons?

8.30am arrival at school and wait in staffroom for student to pursue for the day

8.40-10.40am Periods 1 and 2

10.40-10.55am Breaktime in the staffroom

10.55am -12.55pm Periods 3 and 4

12.55-1.55pm Lunchtime in canteen/staffroom

1.55-2.55pm Period 5

2.55pm Tutor time

3.25pm in A1.2 feedback with Professional Tutor on findings from the day

The Kingsdown School Day

At Kingsdown, registers are taken at the beginning of Period 1 and immediately after lunch. We operate a 2 week timetable. On Mondays we have PHSE straight after lunch and meetings for staff after school. Tutor time is at the end of the day as are assemblies.

Monday (Weeks 1 and 2)

8.40-9.40am Period 1
9.40-10.40am Period 2
10.40-10.55am Break
10.55-11.55am Period 3
11.55am -12.55pm Period 4
12.55-1.55pm Lunch
1.55-2.25pm PHSE in Tutor groups
2.25- 3.25pm Period 5
3.40-4.40pm Staff Meetings

Tuesday, Wednesday and Thursday (Weeks 1 and 2)

8.40-9.40am Period 1
9.40-10.40am Period 2
10.40-10.55am Break
10.55-11.55am Period 3
11.55am -12.55pm Period 4
12.55-1.55pm Lunch
1.55-2.55pm Period 5
2.55- 3.25pm Tutor time and assemblies

Friday (Week 1)

8.40-9.40am Period 1
9.40-10.40am Period 2
10.40-10.55am Break
10.55-11.55am Period 3
11.55am -12.55pm Period 4
12.55-1.55pm Lunch
1.55-2.55pm Period 5

Friday (Week 2)

8.40-9.40am Period 1

9.40-10.40am Period 2

10.40-10.55am Break

10.55-11.55am Period 3

11.55am -12.55pm Period 4

12.55-1.25pm Lunch

1.25-3.25pm Curriculum Planning Time (in departments)

Key Staff at Kingsdown

Headteacher: Wendy Conaghan

Deputy Heads: Steve Lowe and Mireille Drayton

Business Manager: Steve Byrne

Assistant Headteachers: Matt Amey and Alison Evans

Premises Manager: Glynn Jones

Year Leaders:

Y7: Simon Raisey

Y8: Gerry Smith

Y9: Ruth Palmer

Y10: Amanda-Jane Cripps

Y11: Lynne Plant

Head of English: Lee Simpson

Head of Maths: John Rumble

Head of Science: Alex Cassey

Head of Design Technology: Martin Brind

Head of Humanities: Rupert Lacey

Head of ICT: Charles Nartey

Head of Modern Foreign Languages: Danielle Masters

Head of Physical Education: Louise Morge

Head of Performing Arts: Joyce Barnes

SENCO: Alison Merk

ICT Technicians: Ed Wootton and John Doyle

Cover Manager: Gareth Coomber

Reprographics Technician: Hayley White

Attendance Officer: Mandy Lewis

Learning Resource Centre Manager: Lin Curtis

Union Representatives: David Finney (NUT) Simon Lawson (NASUWT) and Gerry Smith (ATL)

Kingsdown School's Expectations

Punctuality:

Lessons begin at **8.40am**, but **professionally**, you have to be in school 10 minutes before this time, **8.30am**. At the end of the day, you are required to remain behind for 10 minutes beyond the **3.25** finishing time till **3.35pm**.

Dress Code:

There is an **official dress code** at Kingsdown School: business dress is expected (obviously leeway is given where the teachers of certain subjects are restricted in their dress by practical and health and safety issues).

Lunchtimes:

Currently, lunch commences at **12.55pm** and lasts **1 hour**. 'Meal of the Day' is served in the **Main Hall** (used by the students too, but at separate tables) and costs £2.00. Meals are only free to staff if they are involved with a paid lunchtime duty. Alternatively, the **staffroom** is a pleasant social area for those with a packed lunch.

Absences:

If you are unable to attend work through sickness or for any other legitimate reason, you must telephone the school on the direct line to the **Cover Manager**, Gareth Coomber on **01793 837156**. This should be done **by 7.40am** on the day of absence. This process needs to be **repeated** for each successive day of absence **unless** you are **signed off** by your GP. Irrespective of the length of absence, you will have a 'return-to-work' meeting on your first day back.

Briefings:

These are **mandatory** meetings every **Monday** morning break time in the staffroom at **10.40 am** and they inform staff about the events of the week ahead.

Registration:

Formal registration takes place at the beginning of **Period 1** at **8.40am** and **Period 5** at **1.55pm** through **Lesson Monitor** on **SIMS**. This is a **legal requirement** and all lates and absences must be recorded accurately in SIMS. The registers must be **saved** (to get to the front office) no later than **5 minutes** into each of these periods. It is also your responsibility to **check uniform** and issue **out-of-uniform slips** where uniform is incomplete and a letter from home has been provided in relation to this.

Fire Drill Routines:

When the fire alarm bell rings (denoted by a constant ringing of the bell) you must calm the students down and instruct them to move carefully and **silently** to the **tennis courts**, at the rear of the school, behind the New Gym. You should be the last person out of the classroom, making sure that all windows are shut and the classroom door is shut. The students have to assemble themselves in **tutor groups** (tutor group numbers are marked on the ground at the front of the courts) and in alphabetical order within their group. If

you are a **tutor** you will collect a **register** from your Year Leader, register the tutor group and report any missing students either to the Year Leader.

Tutor Time:

If you are a tutor you will also take a register for PSHE and in Period 6 on the system. During tutor time, after Period 5 on Tuesdays, Wednesdays and Thursdays, you will give out notices and deal with the unexplained absences for your tutor group. It is your duty to remind the students that they must provide reasons for all absences from school. Any letters for such absences must be passed onto the Student Advisor for your year group. You may also be expected to give out detentions for a set number of late marks (lates at the beginning of the morning and afternoon). Any such detentions should be written on pink slips and put into a tray in the staffroom.

Your tutor group will attend one **Year** and one **House** assembly per fortnight. (These assemblies alternate in line with the Week 1 and 2 rotations on the teaching timetable.) You must accompany and supervise your group from the tutor base, during the assembly and back to the tutor room.

Duties:

Whether or not you are a tutor, you will be attached to a **Year Team** and each of these has a designated duty day. On such a day you will be required to do a **break time** duty (10.40-10.55) either inside or outside of the school building. You will also do a **10 minute** duty either **before or after school**. The Year Leader will notify you of these.

Meetings:

There are regular meetings of Year groups, Action Groups, Faculties and there are Full Staff meetings once a term (see the school calendar for timings). All of these meetings take place within directed time and therefore attendance at them is **compulsory**.

Parents' Evenings:

These are arranged by **year group** (see Key Dates). You are expected to attend them when you teach a class in the particular year group whose evening it is. The students will ask you for appointments. Please do try to stick to the **5 minute time slots** as parents main source of annoyance is actually being kept waiting rather than what is said!

Your Entitlements

The Professional Tutor has the following Roles and Responsibilities:

- Manage Student Teachers' learning about different aspects of schooling beyond the classroom
- Developing Student Teachers' attitudes towards their learning about the profession generally and Kingsdown specifically
- Establish and develop Professional Studies programme which is tailored to the individual needs of the Student Teacher beyond the classroom

- Assessing Student Teachers' professional competence and attitudes beyond the classroom
- Encouraging Student Teachers' participation in extra-curricular activities and the wider aspects of being a teacher beyond the classroom
- Monitor timetables of Student Teachers
- Supervise Educational Study- suggesting possible tasks to undertake
- Mark Educational Study
- Prepare Student Teachers for tutorial work
- Help to make the Student Teachers feel part of the school
- Availability for Student Teachers to consult on problems and issues that arise- beyond the remit of the mentor
- In charge of the team of Mentors
- Complementing the mentors with personal support
- Quality control of team of mentors
- Monitoring and evaluating the ITT work
- Work in partnership with the various higher educational institution
- Dealing with problems in relationships between Student Teachers and other staff
- Contribute to Practice of Teaching reports and references for job applications

Your Mentor has the following Roles and Responsibilities:

- Has primary responsibility for the Student Teacher
- Work with the trainee through collaborative teaching, observations, feedback and discussion
- Manage trainee learning about teaching (working with the higher education institution, involving the department's expertise and classes)
- Assessing trainee's classroom teaching, their ability to reflect on and evaluate their lessons (therefore both formative and summative assessment)
- Personal support for the Student Teacher
- Student Teacher's timetable (including the classes given, time to meet the Professional Tutor and the weekly meeting with the Mentor to set and review objectives for development and examine progress on the Professional Development Portfolio)
- Subject expertise in order to assist with lesson delivery, knowledge imparted in the lesson and the precise planning of the trainee's lessons (until trainee is more confident)
- Making Student Teachers effective classroom practitioners who are self-evaluating and self-developing
- Meet with Professional Tutor to discuss trainee's progress regarding the QTS Standards
- Ensure Professional Tutor has copies of each formal lesson observation on the trainee

Resources:

- Each department has a code for the photocopier in the staffroom. Your Head of Department will inform you of the number.
- Any multiple copies should be done through the Reprographics Technician, Julie Dixon. Please give her plenty of time to carry out your requests.
- As a technology college, there are a high number of computers available (e.g. in the Virtual Learning Centre and Learning Resource Centre) for teaching using IT.
- There are a number of rooms with interactive whiteboards.
- You can borrow fiction and non-fiction books from the Learning Resource Centre.

Advice

When you take over the teaching:

- Make your expectations clear, set high standards of work and behaviour and not let them slip. It is a crucial time when pupils will be testing you out to see how you react to situations.
- Try to be calm and assertive even when you feel pressurised.
- Be polite, confident, firm and fair in all your dealings with pupils.
- Don't be afraid to ask for help and guidance from your mentor, Head of Department or any other member of staff.

Planning/Recording:

- Make sure you have a plan for each lesson. When you are being observed, you must use the standard **Kingsdown School lesson plan or a one given to you by your Subject Tutor/Leader**.
- This lesson plan needs to be completed fully and this, along with your reflections, can be used as evidence for the QTS Standards.
- Record pupil attendance and the marks given for their work.
- Work needs to be marked regularly and promptly recorded in your planner.
- Set **homework** regularly and in accordance with the Homework timetable and ensure that you record what work has been set and any pupils failing to complete it. Each Faculty has a **marking policy**: make sure you adhere to it.

Dealing With Problems:

- Try to tackle it by defusing the issue
- Write blue slips to the Head of Department or tutors so they know what's happening
- If there is a persistent problem, consult with your Head of Department
- If the problem is a pastoral problem, consult with the Year Leader
- If detentions are given make sure they are justifiable. Whole class detentions hardly ever are! To set one: pink slips in the staffroom are filled out, placed in a tray in the staffroom and a letter is posted home. The detention is sat by the student a few days later.

- Above all, follow the schools disciplinary procedure regarding sanctions for behaviour

Contacts with Parents:

- Apart from Parents' Evenings, I would strongly **advise against** making direct contact with parents. The letters home regarding detentions should be sufficient.
- Unless you are totally prepared with evidence to support your point of view, any telephone or face-to-face contact may merely serve to exacerbate the situation. It would be better to allow your Mentor or Head of Department to deal with such situations.

Personalised Learning:

- Increasingly, you should be able to produce lessons which allow all students to access the curriculum. They should be able to utilise their own learning styles, make use of their multiple intelligences and to learn independently.
- Also, the material in your lessons needs to promote tolerance and reflect our changing society regarding issues such as gender, race, religion, disability and sexuality.

<h2 style="margin: 0;">Professional Tutor Sessions 2011-12: School A</h2>

Block 1: Participating

Date	Week	Topic	Staff
5/10/11	2	Inclusion- SEN/G and T	A Merk/ A Sedgwick
12/10/11	1	Behaviour Management- rewards and sanctions	S Lowe
2/11/11	1	Lesson planning, observations and the Standards	R Cook
9/11/11	2	ECM and Child Protection	S Lowe
16/11/11	1	AfL and marking policy	R Cook
23/11/11	2	Tutoring and PSHE Educational Study Progress	Student Advisor/ R Cook

Initial Teacher Training: Evaluation Form

To help Kingsdown School's programme for Initial Teacher Training for the future I would be most grateful if you would spend a few minutes filling in answers to the following questions:

Title of Initial teacher Training Course:

Dates of course: From To

Subject Trained in:

What are your views on the content and suitability of the Initial Teacher Training Handbook?

What are your views on the content and suitability of the Professional Studies programme with your Professional Tutor?

Mentoring:

What were the features of the support you received that you were most pleased with?

In what ways could the role of the Mentor be improved?

Professional Tutor:

What were the features of the support you received that you were most pleased with?

In what ways could the role of the Professional Tutor be improved?

In what other ways could Kingsdown School have helped with your experience of Initial Teacher Training?

In the spaces provided, on a rating of 1 -5 (5 being the most positive/highest) please evaluate the following:

A meeting with my subject mentor was arranged for each week during the time in my Home School.

These meetings provided an opportunity to identify my strengths and areas for development.

The meetings helped me to bring theory and practice together.

I was given appropriate opportunities to develop my teaching skills.

I was given regular written and oral feedback on my teaching.

I was strongly encouraged by my subject mentor to evaluate my teaching experience.

I was set challenging and appropriate personal targets by my subject mentor.

I was supported in compiling my Professional Development Portfolio.

Staff in my Home School ensured I was aware of how I should deal with Child Protection issues.