

The trainee teacher

Trainees are not expected to be competent teachers until towards the end of their training, and they need to experience the agonies and triumphs of learning to teach, preparation and planning, organising work, evaluating and assessing in a supportive and challenging school environment. The course has been designed so that trainee teachers gradually take on more responsibility - for the percentage of time and the number of pupils taught, for planning units (schemes) of work and lessons, and for assessing pupils and setting targets for them. From the start, trainee teachers have a major responsibility for their own learning and progress.

A summary of our expectations of trainee teachers follows:

- Trainee teachers are expected to attend all taught sessions where the partners have agreed attendance with be at University in the Faculty and carefully read all the information they are given to prepare themselves for the course.
- Trainee teachers must attend timetabled tutorials in the Faculty and prepare for these as appropriate.
- Following the initial Subject Audit, trainee teachers should work towards meeting their agreed targets and accumulate appropriate evidence.
- Trainee teachers should file their Professional Development Profile in a loose-leaf ring binder and systematically accumulate evidence from a range of sources towards the achievement of Standards.
- Trainee teachers should complete the Professional Development Profile tasks as required, print out their responses and submit them as evidence against the relevant Standards.
- Trainee teachers must demonstrate that they are meeting the Standards for Personal and Professional Conduct (Teachers' Standards, Part Two, DfE 2012), and follow guidelines for the professional behaviour expected by schools. They should:
 - arrive in plenty of time, not just as the bell goes; good **attendance and punctuality** facilitate a calm and well-focused start and help establish the right working environment
 - be well **organised**; plan ahead
 - act in a **professional** manner in all areas of the school; be particularly mindful of the need for **confidentiality**, using tact and diplomacy
 - seek and act upon **advice**, trainees are not expected to know everything but are expected to ask
 - set **cover work** for the classes they would have been teaching, if they are not in school
 - be **flexible**
 - dress appropriately, observing and following **dress codes**; some body piercings are not welcome and can be dangerous in crowded corridors
 - become familiar with school **routines, procedures and policies**
 - be able to **negotiate** appropriate learning opportunities for themselves
 - keep **up to date** with their subject

- be responsible for their **dealings with pupils**; pass information on; **be accountable**
 - observe **safeguarding protocols** and be aware of the dangers posed by **social networking sites** and other **new technologies**. (See Section F, New Technologies – a health warning)
 - work well in a **variety of teams**, contribute and take their turn; attend all appropriate **meetings** (pastoral, subject, staff, parents)
 - **communicate** clearly and appropriately with pupils and adults
 - maintain a **sense of humour** and proportion
 - develop healthy and appropriate **working relationships** with pupils and staff
 - learn to **defuse** difficult situations; maintain a wide view, and avoid confrontation
- Trainee teachers must follow the requirements for school experience in relation to medium and short term planning (units of work and lesson plans). Units must be signed by subject mentors before trainees can begin teaching.
 - Trainee teachers are responsible for ensuring that their School Experience File conforms to University requirements (see B16 – B17), is kept up-to-date, and is available for scrutiny by university tutors and school mentors at all times.
 - Trainee teachers are responsible for generating and collating evidence of their achievement against the Teachers' Standards, keeping their Professional Development Profile up to date, and presenting it to mentors regularly for verification and, where appropriate, grading. The Profile should also be available for scrutiny by university tutors and school mentors at all times.
 - Trainee teachers must be aware of the requirements for each placement and negotiate an appropriate timetable which must include weekly timetabled training with mentors.
 - Trainee teachers should act upon advice given and targets set by mentors and tutors.