

Ysgol Aberconwy



Initial Teacher **Education**

POLICY DOCUMENT NO: 24

ISSUE NO: 5

THIS POLICY HAS BEEN APPROVED BY THE FULL GOVERNING BODY

Signed:

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LT Link : AU

POLICY ON INITIAL TEACHER TRAINING

1. RATIONALE

Ysgol Aberconwy is an enthusiastic participator in partnership arrangements because it believes that it is the professional duty of schools to help train new teachers and because it recognises that involvement in initial training should contribute to the improvement of the school's performance. Therefore, the school must

- welcome and value associate teachers
- plan the arrangements it makes to train and support them
- provide appropriate resources
- appoint and induct a Principal mentor and Subject mentor(s)
- take opportunities to liaise with HEI's and neighbouring partnership schools in order to maintain high and consistent standards of support and assessment
- ensure that the experience of training teachers is reviewed so that the lessons learned help to improve both the performance of the school and the trainee teacher
- use it as an essential component in the development of the school as a learning community.

The school's work with associate teachers is thus the responsibility of the whole school community.

2. GUIDELINES

2.1. A principal mentor and subject mentors have been appointed

- the former to manage the experience of associate teachers and the latter to manage subject-based training, teaching experience and assessment according to the guidelines published by HEI's.

2.2. Criteria and processes for assessment of work undertaken as part of the programme will be specified, discussed, and used co-operatively for the benefit of the student and the school

- the criteria will be based on the [Professional Standards for Teaching and Leadership](#) issued by the Welsh Government
- the assessment programme will include written notes on observed teaching assessed written work, including self-evaluation and regular reviews of progress with the principal mentor at which the associate teacher's performance and the quality of the school experience will be discussed
- every opportunity will be sought to undertake assessment co-operatively with staff of HEI's and to integrate with college-based assessment.
- assessment will be undertaken on the assumption that its prime purpose is to improve teaching and learning
- associate teachers and school staff will use the Career Entry Profile through the pebble pad portal at designated points in the year

2.3. Associate teachers will be welcomed and inducted to their role in accordance with the school's and Caban policy on the induction of new teachers

- associate teachers will be offered opportunities to meet senior staff, departmental staff, non-teaching staff at the earliest opportunity
- associate teachers will be provided with all relevant documentation, including the school handbook, schemes of work, timetable information and departmental handbooks
- associate teachers will be invited to attend all relevant school activities, including staff meetings, parents' evenings, INSET, and extra-curricular activities
- associate teachers will be thoroughly inducted into the teaching of the school, including briefings on teaching and learning styles and observation of lessons
- a one week induction period is offered in placement one and a flexible induction in placement two depending on the needs of the associate teacher
- a weekly 'well-being' meeting is held with the associate teachers and the principal mentor which is discussion based

2.4. Appropriate resources will be provided for the training arrangement

- departmental resources are accessible to associate teachers
- the school recognises that mentors will undertake their duties at the most appropriate times, and not necessarily within designated 'formal' sessions, although one formal weekly meeting must be held every week and records kept
- there will be a weekly meeting with the principle mentor

2.5. Associate teachers' work will be monitored systematically so that the school's contribution to their professional development may be improved, and so that any issues needing special attention are identified promptly.

- the principle mentor will meet with subject mentors to review the work of associate teachers and to moderate judgements of teaching competence
- proposals for improving the school's management of experience for associate teachers will be identified
- the principle mentor will observe lessons as appropriate and based on the Caban policy (50% of associate teachers in any one placement)
- opportunities will be taken for school staff to liaise with other partnership schools and HEIs to discuss and develop assessment procedures.

Workload Impact Assessment

1. Workload Impact Assessment

This workload impact assessment considers whether the updated Initial Teacher Education Policy (Issue 5, 2026) introduces any **new or additional workload demands** on teaching staff, support staff, school leaders, or governors when compared with the previous Initial Teacher Training Policy (Issue 4, 2024).

The assessment considers both the **routine operation of the partnership arrangements** and any specific mentoring or assessment responsibilities.

2. Nature of Policy Change

The updated policy reflects:

- Terminology changes from *Initial Teacher Training* to *Initial Teacher Education*
- Alignment with partnership language (including reference to Caban policy)
- Clarification of mentoring structures (Principal Mentor rather than Senior Mentor)
- Adjustments to induction arrangements (flexible induction model rather than fixed two-week induction)
- Reference to the PebblePad portal for Career Entry Profile

The policy does **not introduce new statutory duties**, nor does it extend the school's participation beyond existing partnership expectations.

The underlying commitment to supporting associate teachers remains unchanged.

3. Impact on Teaching and Support Staff

The updated policy:

- does not increase the number of formal meetings required beyond the existing expectation of weekly mentor meetings
- does not introduce additional formal assessment documentation beyond partnership requirements
- clarifies that mentors may undertake duties flexibly rather than within a fixed professional studies programme

The move from:

- a mandatory two-week induction period to
- a one-week induction (placement one) and flexible induction (placement two)

represents a **potential reduction in structured induction workload**, allowing responsiveness to need rather than blanket provision.

The removal of the formal "professional studies weekly programme" reduces central coordination demands.

Assessment:

- ➡ No additional routine workload impact on teaching or support staff.
 - ➡ Some elements may reduce structured delivery burden compared with the previous policy.
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4. Impact on Leadership and Governors

The policy:

- maintains the expectation of a Principal Mentor and Subject Mentors
- maintains moderation and quality assurance processes
- clarifies observation expectations (50% of associate teachers per placement under Caban policy)

There is no increase in governance oversight or reporting requirements.

Leadership responsibilities remain consistent with existing partnership commitments.

Assessment:

- ➡ No material increase in leadership or governance workload.
 - ➡ Responsibilities reflect established partnership expectations rather than new policy-generated duties.
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5. Equality and Fairness Considerations

The policy:

- continues to ensure structured mentoring and regular review
- includes weekly well-being meetings with the Principal Mentor
- allows induction flexibility based on associate teacher need

The flexible induction model may support better individualisation and reduce unnecessary workload burden on mentors and departments.

No disproportionate workload impact is identified in relation to protected characteristics.

6. Conclusion

This workload impact assessment concludes that the updated Initial Teacher Education Policy:

- does not introduce additional routine workload
- does not extend mentoring or assessment obligations beyond existing partnership requirements
- introduces greater flexibility in induction arrangements
- maintains existing quality assurance processes

Overall judgement:

- ➡ No adverse workload impact identified.