



## **Care and Learning Service**

### **Highland Local Negotiating Committee for Teachers**

**LNCT Agreement no. 22  
(revised June 2017)**

**Student Teacher Placements  
Policy**

**THE HIGHLAND COUNCIL**  
**CARE AND LEARNING SERVICE**  
**Student Teacher Placements Policy**

**1. Introduction**

- 1.1 The importance of good quality student teacher placements is widely recognised as an essential part in developing the skills of new teachers. Courses of initial teacher education depend on this element of the training process to enable students to reach the Standard for Provisional Registration (SPR). These quality learning experiences can only take place with effective collaboration between Teacher Education Institutions (TEIs), local authorities and schools.
- 1.2 The teaching unions fully recognise that it is incumbent on teachers in post to participate actively in the education and training of the next generation of teachers, and that this responsibility is implicitly recognised within *A Teaching Profession for the 21<sup>st</sup> Century*.
- 1.3 With the current increased numbers of students undertaking initial teacher education courses and the consequent increased demand for student placements, there is a need to continue to improve the co-ordination, provision and quality of student teacher placements. The development of local authority Student Placement Co-ordinators (SPC) has given local authorities a much more focussed role in the student placement process. This, in turn, requires clearly defined roles and responsibilities for TEIs, local authorities and schools.
- 1.4 The purpose of this policy is to summarise the key responsibilities of TEIs, the local authority and schools.

**2. Teacher Education Institution responsibilities**

**TEIs will:**

1. Ensure that appropriate vetting / Disclosure Scotland procedures are in place for all students.
2. Provide the Student Placement Co-ordinator and schools with accurate information about placement dates and placement requirements.
3. Provide the Student Placement Co-ordinator and schools with access to Programme Handbooks and single page summaries of the requirements for each placement.
4. Facilitate liaison between TEI tutors and school mentors, via pre-placement meetings where possible.
5. Specify stages required for each primary placement.
6. Provide schools with the names of students due to visit or start a placement, ideally at least 10 days prior to the relevant date, although exceptional circumstances may lead to shorter notification.
7. Provide Student Placement Co-ordinators with as much notice as possible of additional / amended placement requests.
8. Prepare student teachers appropriately for school placements:  
Primary student teachers will have a working knowledge of pedagogy and the curriculum level for placement.  
Secondary student teachers will have a working knowledge of pedagogy, CfE levels and SQA subject guidelines for the placement.

9. Promote the use of GTCS Standards for Registration and the Professional Values. This includes being receptive and responsive to advice from schools, being fully prepared for classes and being punctual.
10. Offer variety and balance of placement experience.
11. Co-ordinate the training and deployment of tutors, including local authority associate tutors, who conduct placement visits.
12. Liaise in the first instance with the designated member of school staff who has responsibility for the progress of individual students during school experience placements, and engage with the school at an early stage where there are concerns from the school regarding a student placement.
13. Inform the school of details of any areas of concern that they have regarding the student teachers progress which may have arisen from previous placements.
14. Where there are perceived difficulties the TEI will liaise timeously with the senior manager of the school.

### **3. Local Authority responsibilities**

#### **The Local Authority will:**

1. Ensure that all teachers are fully aware of the local authority's commitment in supporting student teacher placements.
2. Identify an officer with responsibility for co-ordination of student placements – the School Placement Co-ordinator.
3. Meet and liaise with staff from TEIs and other local authorities in order to ensure an equitable allocation of student teachers amongst all partner local authorities.
4. Co-ordinate the gathering of information from schools regarding student placement capacity and appropriateness of placements.
5. Co-ordinate requests from all TEIs requesting student placements in Highland schools.
6. Allocate students to Highland schools on an equitable basis, based primarily on school roll but also considering other relevant factors.
7. Act as a conduit of information flow between TEIs and schools with regard to initial placement offers, changes to placement offers, additional placement requests, etc.
8. Ensure that teachers are supported by offering relevant professional learning e.g. coaching and mentoring on an annual basis.
9. Evaluate the student teacher placement.
10. Keep under review the funding from SEED for the post of Student Placement Co-ordinator.
11. Be mindful of individual school circumstances that require 'opt out' facility for placements.
12. Consider an enhanced level of support to schools which receive numerous student teacher placements, or where the school is supporting a student teacher who requires extra support.

### **4. School responsibilities**

#### **Schools will:**

1. Undertake to host student placements, reflecting the professional expectation that primary schools and secondary departments will offer student placements each year, throughout the school year.
2. Identify, and update the Student Placement System with details of the designated promoted member of staff within the school who has responsibility for student placements.
3. Liaise with the Student Placement Co-ordinator with regard to the number of placements available each session and particular circumstances which may affect placements requiring to 'opt out'.
4. Ensure teaching staff are aware of placement requirements as identified in the single page summary sheet. Designated member of school staff should be familiar with and have access to the TEI Programme Handbooks.

5. Provide appropriate induction to the school for the student teacher.
6. Provide adequate/meaningful time for consultation between teachers, students and tutors i.e. as part of the working time agreement.
7. Ensure that the student teacher has access to all relevant school resources, and has opportunities to experiment with a variety of teaching methods.
8. Be welcoming and open to student teachers' ideas where they make a positive contribution to learning and teaching.
9. Ensure that the student teacher is aware of, and works within, key school policies such as behaviour management and curriculum.
10. Provide accurate, formative feedback to the student teacher on professional performance, including planning, preparation and assessment.
11. **Complete reports on student teacher for TEIs within the relevant timescales.**
12. Liaise at an early stage with TEI staff when there are concerns regarding a student teacher, particularly where a student is in danger of failing a placement. See **Appendix for agreed process to identify and support schools to raise issues with the student in the first instance and then TEI if necessary.**
13. Be receptive to feedback from TEIs about the student placement.

#### 5. School staff responsibilities

- 5.1 Role of designated senior manager is to ensure that school staff and student teacher are supported throughout the placement and to liaise with both local authority and TEI. This will include where it has been noted that the student teacher is having difficulties. The senior manager should ensure whole school induction and discuss the general life and work of the school with the student teacher. The senior manager should also ensure that adequate time is made available to allow members of staff involved with student teachers to carry out tasks associated with a student placement including time for the end of placement report to be completed in collaboration between senior manager and staff member.
- 5.2 Role of member of staff with responsibility for the department, or class with whom the student teacher has been placed is to mentor the student while on placement, to offer advice, accurate and timely feedback and guidance which may involve observations across the school and to liaise with the designated senior manager regarding evaluation throughout the placement, including, at an early stage, where there appear to be concerns regarding the student teacher.
- 5.3 Where there are perceived difficulties school staff will follow the protocol – see Appendix and liaise fully with the TEI.

Signed on behalf of the Council

Signed on behalf of the Teachers' Side

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 Designation    Joint Secretary LNCT  
 Date             23 June 2017

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 Designation    Joint Secretary LNCT  
 Date             23 June 2017

## Process for Evaluating Progress of Student Teacher on School Placement

This chart has been created to help student teachers and school mentors to review regularly on progress alongside the weekly meetings. Any concerns raised by student or school should be directed towards the university directly and without delay.

