



Aberdeen City LNCT Agreement

Code of Practice for Student Placement in Schools Aberdeen City Council

Context

Aberdeen City Council is committed to providing high-quality education for children and young people. Key to this is employing teachers of the highest calibre and supporting their ongoing professional development. Initial teacher education is just the first step in a teacher's career, with clear links to induction and early career support. Implicit within "A Teaching Profession for the 21st Century" is the responsibility for all teachers to contribute to the education and training of new teachers. The GTCS standards also recognise the obligation on the profession to support new teachers in attaining these standards. While it is recognised these expectations may increase demands on staff and schools, all arrangements will be with reference to SNCT conditions of service. The Council works closely with schools and universities to ensure effective partnerships in teacher development.

Student Placements

- All primary schools and secondary departments are expected to support placements for student teachers.
- In exceptional circumstances, the Chief Officer Education and Lifelong learning may grant exemption from placements for specific terms to schools.
- The Council monitors placements to ensure fairness and may provide extra support to schools with higher placement loads or struggling students.
- Placement allocation is coordinated with universities by the Student Placement Coordinator.
- Schools must ensure that safeguarding and child protection procedures are upheld at all times. Student teachers must not be placed alone with pupils in non-visible areas.

Student Placement – Code of Practice

- It is expected that all schools and secondary school departments/faculties will regularly offer placements to student teachers.
- Requests for exemption must be justified in writing and submitted to the Student Placement Co-ordinator.
- School experience is planned jointly by the school and university, with clear roles for staff and with reference to the guidance issued by the University.

- Placements should focus on the development of practical teaching skills to support classroom management and curriculum delivery.
- The structure of placements should match the student's stage of development.
- The Student Placement Co-ordinator will provide a link with the universities on behalf of the authority.
- Schools should ensure clarity of responsibility of teachers, principal teachers and senior management with respect to student teacher placements. At all times, the statutory duty of care remains with the qualified teacher and school leadership. Student teachers cannot be held legally responsible for the supervision of pupils and this should be reflected in how they are supported in school.
- Students should be welcomed and treated professionally by all school staff; welcome packs and orientation meetings are recognised as good practice and schools are encouraged to ensure that this happens
- All students, regardless of their training year, should be valued equally.
- Schools must apply university guidance to ensure consistent application of GTCS Standard for Provisional Registration.
- Students should have regular feedback sessions with mentors, focusing on GTCS standards. This feedback should be timely, evidence-based, and aimed at improvement, with mentor teachers playing a key role in assessment. Where concerns arise about a student's capability or conduct, any "solo" teaching must cease and concerns must be reported to SLT and the university with a view to providing greater support for the student.
- Decisions about increasing student teaching responsibilities should be based on the mentor's assessment of the student's progress and effectiveness in the classroom. Any decision must be in line with university requirements and criteria.
- Staff involved with student teachers should attend pre-placement meetings and have the time and resources to carry out the mentoring role.
- University staff must inform schools of any concerns about a student's progress as this may influence decisions about the length of time the student could be in charge of groups or a class. The mentor teacher must be made fully aware of the issues and have the opportunity to discuss these with SLT.
- Student teachers must not be used for class cover under any circumstances. Mentor teachers must not be reallocated to cover duties during student teaching.
- A course requirement for the university will be that the student takes a class without the mentor teacher being physically present in the classroom. Where university course requirements include solo teaching, this may only occur

when the qualified teacher remains immediately available in a nearby location known to the student as it is understood that this teacher retains overall responsibility for the class and must be able to respond quickly to requests for assistance from the student. . A risk assessment must be completed before any student teacher is placed in front of a class. It should take account of behavioural needs, ASN, subject risks, and emergency procedures. The RA should then be fully discussed and shared with the student teacher prior to commencement of teaching groups or classes.

- Mentoring duties must be included in school Working Time Agreements and must not increase teacher workload beyond contractual limits.