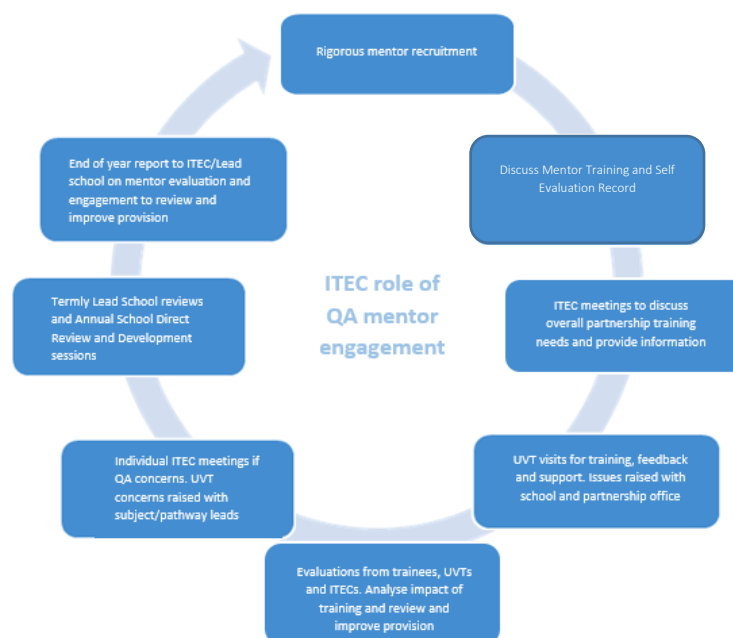


ITE COORDINATOR (ITEC)

The school's ITEC is responsible for managing the school's involvement with the University of Exeter in Initial Teacher Education (ITE), overseeing communication with the university and monitoring the quality of school provision for trainees. The ITEC oversees quality assurance, mentor recruitment, induction and support and FRAP completion; selection of Lead Mentors and Reflective Mentors is undertaken in line with the National Mentor Standards for ITE (2016). ITECs also oversee the Induction Programme and Professional Studies Programme in school which provides an opportunity to link theory, research and the taught curriculum with school-based practice. The ITEC should ensure that the Partnership Office receives an evaluation of the quality of university support for the school, in partnership, by completing the ITEC school-based work evaluation form. The outcome will enable the university to analyse the impact of training and to review and improve provision.



Links to National Standards for school-based ITT mentors *	<p>Be approachable, make time for the trainee, and prioritise meetings and discussions with them; Use a range of effective interpersonal skills to respond to the needs of the trainee; Offer support with integrity, honesty and respect; Use appropriate challenge to encourage the trainee to reflect on their practice; Broker opportunities to observe best practice; Support the trainee in accessing expert subject and pedagogical knowledge; Resolve in-school issues on the trainee's behalf where they lack the confidence or experience to do so themselves; Enable and encourage the trainee to evaluate and improve their teaching; Enable the trainee to access, utilise and interpret robust educational research to inform their teaching. Encourage the trainee to participate in the life of the school and understand its role within the wider community; Support the trainee in developing the highest standards of professional and personal conduct; Support the trainee in promoting equality and diversity; Ensure the trainee understands and complies with relevant legislation, including that related to the safeguarding of children Ensure consistency by working with other mentors and partners to moderate judgements; Continue to develop your own mentoring practice and subject and pedagogical expertise by accessing appropriate professional development and engaging with robust research.</p>
Induction	<p>Establishing the Community of Practice. Face to face or online training for new Lead Mentors, Reflective Mentors and ITECs on the theory and research underpinning the Exeter Model, and the curriculum. Theories of Mentoring introduced and linked to the mentor roles within the Exeter Model. Supported by videos on the Mentor Zone Online Meet and Greet with trainees prior to placement as a first induction to the school-based placement</p>
Training	<p>Annual ITEC Briefings to provide updates on Exeter Model and IDP developments Training, Development and Consultation (TD&C) sessions are held for school-based mentors and UVTs throughout the academic year. The focus of these sessions is decided on in the community of practice and the outcome of the self-evaluation documents against the National Mentoring Standards: in consultation between the partnership office, partner schools and the university. UVTs, mentors and university academic staff are invited to attend. Mentor engagement continues throughout the year via regular updates and through the Mentor Zone and Bulletins Annual School Direct Review and Development sessions Mentor Zone links to aspirational practice and research through Curriculum Blogs</p>
Evaluation	<p>ITEC meetings and Lead School Direct Reviews each term evaluate overall partnership training needs. Individual meetings are held if QA concerns Mentors evaluate induction and training to enable review and improvement Trainees evaluate university and school support UVTs evaluate mentor support against the National Mentoring Standards at the end of each placement ITECs evaluate university support</p>
Feedback	End of year report to ITEC/ Lead School on mentor evaluation and engagement to review and improve provision

	Feedback to the university forms part of the annual improvement plan
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