



Initial teacher training (ITT) reform //

Why and how to get into ITT?

Spring 2024

Northamptonshire
Teaching School Hub

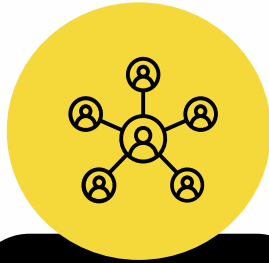


Recap - What does the ITT reform mean for schools? //

Following the reforms, from September 2024 there will be new quality requirements for all ITT courses. These include:



Mentoring – minimum of 1.5 hours of mentor time per week for trainees and mentor training requirements



A more strategic role for Teaching School Hubs in ITT, so that they can support their local school networks to be involved



Intensive Training and Practice (ITAP) is a new element which must be part of all ITT courses



Golden thread of professional development for teachers at every stage of their career //

The golden thread is ensuring that schools get the well-trained teachers that they need to ensure high quality teaching in schools.

Schools play a critical role in this golden thread of professional development.

Trainee teacher

Initial Teacher Training

All courses offered by accredited ITT providers are aligned to a mandatory Core Content Framework (CCF), which sets out a minimum entitlement for all trainee teachers

Early Career Teacher

Early Career Framework

After achieving qualified teacher status (QTS), all early career teachers (ECTs) are entitled to 2 years of development support and training based on the Early Career Framework (ECF)

Experienced teacher

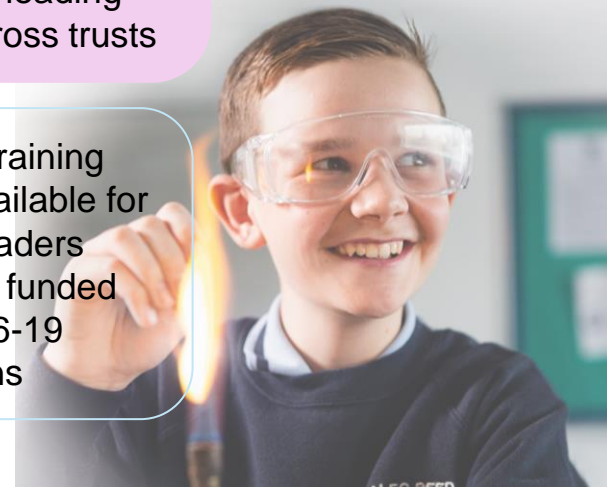
National Professional Qualifications

A suite of training programmes is available for teachers and leaders at all levels, from those who want to develop expertise in high quality teaching practice, to those leading multiple schools across trusts

3-year structured package of support

Evidence base independently assessed and endorsed by the Education Endowment Foundation

Partially funded training scholarships are available for teachers and leaders employed in state funded schools and 16-19 organisations



Why should schools get involved in ITT? //

Reasons to get involved

- Schools can develop their own teachers and get the well-trained teachers they need to ensure high quality teaching in schools
- Enhanced knowledge and understanding of the latest evidence on what makes good teaching for both the trainee and experienced teacher
- Mentors have access to the latest evidence base of effective teaching, that can be embedded into wider school teaching practice and continuous school improvement
- Time is freed up for the experienced teacher during the latter part of the training period, therefore providing time for the experienced teacher to focus on other things i.e. planning, preparing pupils for SATs and exams
- Schools can employ their trainee once they have gained QTS (during the summer term 2025)
- Build school capacity through mentor development and growing expertise
- New ideas being brought into school and shared with colleagues
- Reflective practice – mentoring requires experienced teachers to reflect and share their practice which can be very motivating
- Mentor involvement can help to retain good staff
- Networking events for the trainee and the experienced teachers offer development opportunities which breakdown feelings of isolation especially for teachers working in small schools where they may be the only person teaching a particular aspect of the curriculum

School perspective: Supporting school recruitment //

‘In our school, involvement in Initial Teacher Training (ITT) has been a valuable resource for several key aspects of our educational ecosystem. Firstly, we've effectively utilized our participation in ITT to recruit new teachers.’ – *Urban/Inner city junior school*

‘It enables us, as a school to observe professional behaviours and conduct, as well as the obvious classroom teaching and helps us in our quest when recruiting. We have employed two ITT students over the past couple of years, as they have learnt their trade in our setting, and it has been a seamless transition into their years as ECTs and beyond.’ – *2-form entry, urban primary school*

‘Being part of the ITT Provider means we have the opportunity to 'grow our own' teachers by hosting several trainees each year who are then appointed as ECTs. By placing several trainee teachers in the school, it allows us to make recruitment decisions early in the year and proactively plan two terms ahead. As these teachers have been trained within the school environment, they are already familiar with the school's culture, policies, and expectations. This can lead to a more seamless integration into the school's teaching staff.’ – *Large secondary academy*

School perspective: Enriching staff development //

‘While trainees are training within our school, they also bring many advantages. Trainees, although in teaching terms may appear as ‘novices,’ working towards the goal of becoming expert adaptive teachers, bring with them a wealth of experience in many different areas that can be utilised in various ways around the school, through extracurricular activities or even peer-to-peer support. This also supports building capacity to offer more opportunities for the children to build their cultural capital.’ – *Large primary school academy*

‘Hosting trainees is an essential element of our recruitment and retention culture. By welcoming these highly motivated and well-prepared individuals into our school community, we are able to work alongside the ITT provider to provide rigorous training in evidence-based teaching methods, supported by our expert teacher mentors. Our staff are enriched by the opportunity to share their knowledge and refine their own skills as they guide each trainee.’ – *Secondary school*

School perspective: Investing in trainees //

‘Our school collaborates closely with the ITT provider to ensure that trainee placements align with the needs of both the trainee and the school. We specify the year groups where we can effectively support trainees, such as Year 6 placements, ensuring a harmonious match that benefits all parties involved.’ – *Urban/Inner city junior school*

‘As an ITT placement school, we have always invested time in our students and included them in everything we do. They are integrated into the staff room, are invited to staff meetings and CPD and treated as one of our staff members. We feel that by doing this, they are immersed in the full experience of day-to-day life in schools. This supports professional working and the extra things that teaching involves and ensures students don’t have any illusions about the profession.’ – *2-form entry, urban primary school*

School perspective: Case study //

‘We have been fortunate enough to work with strong trainees who have gained employment and remained at the school in a range of subjects including Science, English, History, Music and Art amongst others. As a school, it has been encouraging to see the rapid progress that teachers in their early years have made throughout their training year and into their ECT years. One example of a trainee who has developed rapidly throughout his placement, and subsequent employment at our school, was a History ITT. He joined us for his second placement and demonstrated strong resilience through being a reflective practitioner. As a result, during his training year, he was able to deliver and share best practice with the entire staff body – demonstrating the confidence he has built and grown throughout his training year. He was able to take on a permanent position within the History department and worked in the immediate weeks following the completion of his ITT year. He is now a valued member of the History department, consistently contributing on a department level. The managing mentor/induction tutor in school will be looking to give him experience throughout the coming years of observing and delivering feedback with the view to becoming a mentor and sharing his expertise in the future.’

- Inner city, all-through school

ITT Providers based in Northamptonshire //



Routes into Teaching available locally:

- BA Undergraduate – Primary
- PGCE - Primary
- SCITT – Primary and Secondary
- Assessment Only – Primary and Secondary
- Teacher Apprenticeship – Primary
- Specialist Maths, Physics and MFL training – Secondary
- Early Years

All ITT Provider details:

www.northamptonshireteachingschoolhub.org/
Traintoteach

Funding for ITT trainees (Secondary) - Bursaries //

Trainees may be eligible for a bursary or scholarship if the teacher training course leads to qualified teacher status (QTS). These are tax-free amounts of money the trainee receives to train in certain subjects. They do not need to be paid back. Trainees cannot receive a scholarship or a bursary if they are on a salaried teacher training course.

The bursary or scholarship will be paid in a minimum of 10 equal monthly instalments over the duration of the course by the teacher training provider.

The following amounts apply if the teacher training course starts between September 2024 and July 2025.

Subject	Bursary	Scholarship
Art and design	£10,000	
Biology	£25,000	
Chemistry	£28,000	£30,000
Computing	£28,000	£30,000
Design and technology	£25,000	
English	£10,000	
Geography	£25,000	
Languages (French, German and Spanish only)	£25,000	£27,000
Languages (all other languages, including ancient languages)	£25,000	
Maths	£28,000	£30,000
Music	£10,000	
Physics	£28,000	£30,000
Religious education	£10,000	

Further details about scholarships and bursaries can be accessed using the link below:

<https://getintoteaching.education.gov.uk/funding-and-support/scholarships-and-bursaries>



How can schools get involved in ITT? //

What are the requirements?

- For all teachers in all phases to undertake placements in their chosen key stage and a consecutive key stage e.g. Key Stage 3 and 4.
- From September 2024, trainees must experience 4 weeks of Intensive Training and Practice as part of their initial teacher training programme.
 - Most experiences must take place in schools.

How can schools get involved?

- Complete the DfE Survey to indicate areas of interest and expertise
 - Offering main school placements
 - Offering contrasting school placements
- Offering other experiences e.g. a special school, alternative education or specialist provision, pupil referral units, and mainstream schools with SEN resource units.
 - Offering opportunities for trainees to implement Intensive Training and Practice
 - Providing mentoring for trainees
 - Contribute to delivery of ITT programme



What is Intensive Training and Practice (ITAP)? //

Intensive Training and Practice (ITAP) is a new element which must be part of all ITT courses.

Intensive Training and Practice is not part of the ITT placement, although placement schools may wish to support Intensive Training and Practice too. Other schools can also be involved in supporting Intensive Training and Practice.

Intensive Training and Practice will intensively focus on analysing evidence of pivotal aspects of teaching, putting this into practice immediately, and receiving immediate focused feedback on this practice.

It is not the responsibility of schools to design and deliver the Intensive Training and Practice; this is a course requirement fulfilled by the accredited ITT provider.

The trainee will receive 4 weeks of Intensive Training and Practice over their ITT course (this is 6 weeks for undergraduate ITT courses). This may be split in to 1-week blocks and only some of this time will be spent in school for structured observation and deconstruction of expert practice, rehearsal and live practice, followed by immediate structure feedback.

Intensive Training and Practice topics will be pivotal or foundational elements of classroom practice that all teachers need, irrespective of context. For example, behaviour management as a topic would be too broad, but a focus on how setting classroom routines can support behaviour management would be appropriate.

Support available for schools //

What support is available for schools?

- Support from your local ITT Provider is available for the trainee and mentor in the form of a Lead Mentor
 - Mentor training programme
 - Trainee training sessions
 - Funding for hosting a placement
 - Funding for mentoring/mentor training
- **Contact your local ITT Provider to explore the support they are providing.**

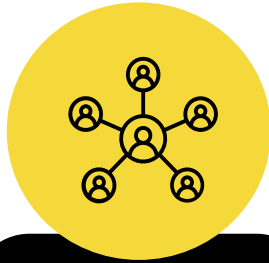


Potential funding for schools //

There are 3 potential funding streams for school supporting ITT:



Main Placement Funding
This will depend on the ITT Provider you are working with



Mentor Training
For the full 20 hours of mentor training £876 or £43.80 per hour. Shorter periods of training are paid pro rata



Intensive Training and Practice (ITAP) delivery
This will depend on the ITT Provider you are working with



School perspective: Next steps //

- Carry out a staffing analysis to see if there are any members of your existing staff who you would like to support through initial teacher training e.g. an unqualified teacher, a teaching assistant, a librarian, a volunteer
- Decide whether you are able to offer one or more of the following:
 - Main school placement
 - 2nd school placement or other school experiences
 - ITAP experiences
- Access the new resources on our website to provide you with further information

Contact your ITT Provider or TSH who will be able to provide relevant information including:

- ✓ The different ways to be involved in ITT
- ✓ Information on accredited ITT providers within the area
- ✓ The new ITT reforms and requirements due to be implemented from September 2024 and what that means for you, including the new Intensive Training and Practice opportunities for trainees

Train to Teach Northants Resources //

Information for Schools - Spring 2024

TRAIN TO TEACH NORTHANTS
Growing tomorrow's teachers for Northamptonshire schools

Logos: Northamptonshire Teaching School Hub, GRAND UNION, 1 Skills Development Centre, Hatton, NO N, GREENWOOD ACADEMIES TRUST, nttp, National Modern Languages

Why should primary schools get involved in Initial Teacher Training? //

What are the requirements?

- For all trainee teachers in all phases to undertake placements in their chosen key stage and a consecutive key stage e.g. Early Year Foundation and Key Stage 1 or Key Stage 1 and Key Stage 2.
- From September 2024, trainees must experience 4 weeks of Intensive Training and Practice as part of their initial teacher training programme.
- Most experiences must take place in schools.

How can schools get involved?

- Offering main school placements
- Offering contrasting school placements
- Offering other experiences e.g. in a special school, alternative education or specialist provision, pupil referral units, and mainstream schools with SEN resource units
- Offering opportunities for trainees to implement Intensive Training and Practice
- Providing mentoring for trainees

Reasons to get involved

- Schools can develop their own teachers and get the well-trained teachers that they need to ensure high quality teaching in schools
- Involvement provides a golden thread of professional development for teachers at every stage of their career, from initial teacher training through early career development and an experienced teacher with access to leadership programmes
- Additional support is provided at key times of the year e.g. second placement trainees provide excellent support during SATs assessments
- New ideas being brought into the school and shared with colleagues
- Mentoring requires experienced teachers to share their practice which can be very motivating
- Involvement in initial teacher training can help to recruit and retain good staff. If you have a really good member of the support staff with a degree - why not support them as a trainee teacher?

Support for schools

- Support from your local ITT Provider is available for the trainees and the experienced teacher/mentors
- Funding for the hosting of a placement
- Funding for mentoring

If you would like to know more, please contact your Teaching School Hub team:
ITT@northantshub.org
 01536 397013

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Why should secondary schools get involved in Initial Teacher Training? //

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Look on the Northamptonshire Teaching School Hub website to view the resources available or contact your local ITT Provider to find out more about their provision.



Questions?

www.northamptonshireteachingschoolhub.org/traintoteach

Offer a trainee teacher placement - **GOV.UK** (www.gov.uk)

Northamptonshire
Teaching School Hub