



Initial teacher training (ITT) reform //

Mentoring

Spring 2024

Northamptonshire
Teaching School Hub

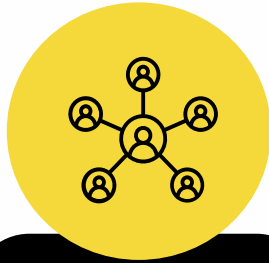


Recap - What does the ITT reform mean for schools? //

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



Mentoring requirements – September 2024 //

- Minimum of 90 minutes a week of mentor support
- New mentors to have access to 20 hours of mentor training
- Experienced mentors e.g. those mentoring ECTs, can have a reduced number of hours (to prevent duplication)
- Subsequent years mentors to have 6 hours of refresher training
- DfE Funding is available to support mentoring - £876 when the full 20 hours training has been completed
- Schools working with more than one provider will need to completed 20 hours of training **per provider**

Teacher training is not possible without school placements.

We know that many schools view supporting the training of the next generation of teachers as part of their professional purpose. As well as supporting their own school recruitment needs, by providing school placements, schools enable the pipeline of new teachers to the profession.

What can funding be used for? //

- The funding available is in addition to placement funding (paid by provider)
- The funding will help towards the cost of teachers being away from the classroom while they train
- Funding can be used for:
 - Paying for someone to take over lessons while the teacher is training
 - Paying for someone to teach if a teacher takes time off in lieu of training
 - Overtime payment to the teacher, if they are training outside of normal working hours (teacher workload should be considered in such cases)
 - Paying for any costs that come from reducing the teacher's other responsibilities, so they have time to train
- Funding can be accessed for schools that offer ITT placements and have mentors working with trainees who started their training between 1st September 2024 and 31st May 2025

Funding will depend on how many hours the teacher has spent training to be a mentor.

How to claim the funding //

- Schools will be able to claim this funding at the end of the 2024/25 academic year and will be paid in arrears between September 2025 and January 2026. When schools make a claim, DfE may ask for evidence of:
 - A mentor's employment at the school
 - Arranging placements at their school for ITT trainees
 - The hours of initial mentor training.
- For a school to claim this funding, the mentor must:
 - Undertake up to 20 hours of initial mentor training
 - Mentor at least one trainee
- Mentor training typically will commence at the start of the academic year or during the preceding summer term, and in many cases, will be spread across the year.
- Not all mentor training has to be completed before mentors can begin to support trainees. Providers operating in your area will be able to give more detail on how their mentor training programme will work.
- More information on how to apply will be available for schools from Spring 2024.
- For further information on ITT Reform funding is available from the [published guidance](#). For specific information of funding available to schools, is available on page 16.

Mentor training //

- All ITT courses to meet the new quality requirements from September 2024
- Training will help mentors understand:
 - What is involved in the mentor role and the skills they need
 - The ITT core curriculum framework and its underpinning evidence
 - The ITT curriculum which the trainee will be following
- The allocation of the 20 hours (example)
 - 6 hours attending a full-day conference delivered by ITT provider
 - 10 hours asynchronous training accessed by mentors in their own time and synchronous training delivered through online twilights
 - 4 hours of placement specific support and training by the ITT provider during support visits

Training modules for the asynchronous training for experienced mentors, can be selected from the wide range of training modules available. There will be a requirement for new mentors to work through some compulsory modules.

Recognition of prior mentor training //

- Each provider locally is currently assessing how trained mentors supporting ITT students in 2024 may reduce the required 20 hours of training.



For example, an ECT trained mentor who has completed 2 years of mentor training, if supporting an ITT trainee in 2024 may only need to complete 10 hours of ITT mentor training (e.g. 1 day Conference and a reduced programme of asynchronous training with provider)

Schools should contact their ITT providers for further information.

How are we helping schools regionally? //

- The Teaching School Hub is working collaboratively with all local ITT providers to support schools.
- We have a dedicated webpage for schools – sharing details of local ITT providers, the routes into teaching they offer and a list of their mentor training dates.
- We know from the DfE survey that many schools support ITT placements from multiple providers, so we are helping schools to access the information needed to manage the new ITT training requirements with **each** provider
- As a group we are working strategically to develop a regional Mentor Passport which means some ITT mentor training can be recognised across providers

Information for schools

www.northamptonshireteachingschoolhub.org/traintoteach

Train to Teach Northants

Local ITT providers in Northamptonshire

Northamptonshire has a rich offer of ITT providers several other local providers of Initial Teacher Training operate as well as our SCITT PGCE with QTS. As a Teaching School Hub our role is to support the collaboration between local providers of teacher development.

We are delighted to lead and collaborate with local experts to Teach Northants

- 5Wells Development Hub - Primary Teaching Apprenticeship
- Northampton Teacher Training Partnership (NTTP): One year full-time secondary (11-16) teacher training course (QTS and PGCE)
- University of Northampton - Primary PGCE (5-11) with QTS PGCE 5-11 School Direct
- Grand Union Teacher Training Partnership - Accredited SCITT
- Greenwood Academies Trust: School Direct PGCE – Primary & Secondary

In this section

[Train to Teach Northants](#)

[ITT Reforms](#)

[Train to Teach Northants | ITT Providers in Northamptonshire](#)

Benefits of Mentoring //

Mentor

- ✓ Enhanced professional learning and opportunity to develop their professional skills
- ✓ Enhanced knowledge and understanding of the latest evidence on what makes good teaching
- ✓ Opportunities for CPD available from providers and within the school/MAT network as a result of being a mentor to trainees

Mentee

- ✓ Improved teaching practices and enhanced professional learning and development
- ✓ Supports trainees in developing professional skills supporting teacher development, also linked to career development opportunities.
- ✓ The role of the school-based mentor is pivotal to the success of ITT placements

School

- ✓ Mentors have access to the latest evidence base of what works in teaching, that can be embedded into wider school teaching practice and continuous school improvement
- ✓ Schools supported to build mentor pathways into their career mapping.

Research taken from:

National Institute of Teaching - Mentoring and coaching trainee and early career teachers: Conceptual review, published Nov 2022
Schools' Experiences of Hosting Trainees and Employing Newly Qualified Teachers; CooperGibson research, published 2019



School perspectives: Benefits of mentoring for the school //

‘As many ITT mentors have also been ITTs/ECTs with us, we have developed a group of strong mentors who follow a consistent approach to the role. As our mentors have all experienced what a strong mentor looks like, they are then able to continue this and maintain the same strong standards in school. As a result, mentors realise the importance of giving time to their trainees and supporting them, especially in the early weeks of a placement. By investing this time to support their trainees, mentors are then able to experience the dividends of this as trainees feel comfortable and supported.’ – Inner city, *all-through school*

‘It is important to not understate the value and opportunities that being a mentor brings to a more experienced teacher. Some of our mentors have been asked to be included on interview panels to help recruit new trainee teachers and they have spoken about how this CPD has been very useful in preparing them for a middle or senior leadership role within the school’ – *Large, urban secondary school*

‘Initial Teacher Training does not only have a positive impact from the perspective of the trainee, but it also offers a wide range of professional development opportunities for current members of staff wishing to advance their own careers. Experienced staff members can become mentors, support tutors, and even facilitate during the trainee’s professional studies days; opportunities that could be the difference between retaining that staff member or them moving onto another school for greater opportunities or even different sectors entirely.’ – *Large primary school academy*

School perspectives: Benefits of mentoring for the school //

‘Mentoring allows teachers the opportunity to pass on their expertise within the school, giving praise and building confidence around school, as well as giving clear, manageable areas of development with ‘next steps’ – *Inner city, all-through school*

‘Within the school, we look at utilising the strong training that ECTs have received [with external providers] and within school CPD to train ECTs at the end of their second induction year. By upskilling, investing and developing mentors from strong ECT 2s, it enables the school to continue to develop a cycle of strong mentors, middle leaders and the next generation of Senior Leaders.’ – *Inner city, all-through school*

‘We have not only welcomed trainee teachers but also provided continuous support and guidance to mentors who have been instrumental in nurturing these trainees over several years. Furthermore, our school recognizes the potential for career development among experienced teachers through ITT. These educators have taken on roles as mentors and have become experts in various elements of ITT. They work alongside trainees from different year groups, showcasing their expertise and leading trainee development. To guarantee mentors can effectively perform their roles, we allocate additional time outside of the classroom, often drawing from Planning, Preparation, and Assessment (PPA) time.’ – *Urban/Inner city junior school*

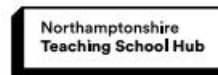
School perspectives: Benefits of mentoring for the school //

‘Because we value the experience of our ITT students, we ensure the mentor is carefully selected and given time to support the trainee. They access any training provided by the course providers and complete the paperwork/meetings with tutors etc.’ – *2-form entry, urban primary school*

‘We have some members of staff, who are experienced in mentoring, and they enjoy supporting the development of others. It supports their own career development, and they say they learn things from others, so find new ways of teaching and adapting through the eyes of their students, too.’ – *2-form entry, urban primary school*

‘Schools welcome the opportunity for mentors to visit their trainee whilst on their cross-phase second school experience. This supports trainees to reflect on what they have learned and are applying to their new school and enables the mentor to continue to see the trainee’s development outside of their own setting. Mentors frequently comment on how powerful this is, enabling them to be ‘context free’ and not entrenched in the knowledge of the class/cohort.’ – *Initial Teacher Training Provider*

‘The ITT Provider allows our teaching team to develop valuable mentoring experience and the training provided has been applied to working with other stakeholders. Having mentors able to visit other schools to see their trainees on placement has been invaluable; in Spring 2 a teacher is always telling me about a fantastic piece of practice they will be stealing from what they have observed!’ – *Large primary school academy*



The mentoring curriculum – Examples of NASBTT modules for asynchronous training //

Introducing level modules

* Curriculum collaboration +

* DEI: celebrating identity +

* Deliberate practice +

* Difficult conversations +

* Embedding research +

* Effective pastoral care +

Embedding level modules

Race & education +

* CCF key evidence bases +

* Coaching: personal growth +

* Cross-curricular literacy +

* Expert coaching modelled +

* Inclusion: DEI +

Refining level modules

* Coaching as appraisal +

* Coaching: provision wide +

* DEI: curriculum content +

Embedding research +

What does high quality mentoring look like? //

- Dedicated mentoring time for trainee and mentor (example)
 - 60 minutes timetabled time
 - 30 minutes timetabled time during tutor period
- 60 minutes used to reflect on teaching and general practice
- 30 minutes used for a professional conversation i.e. reviewing targets based on the Teachers' Standards, setting of new targets linked to an artifact (e.g. lesson observation, lesson plan)
- Other activities which can take place:
 - Planning adaptive teaching
 - Joint observations along with a discussion about the lesson
 - Delivery of subject knowledge
 - Sequencing of lessons and activities
 - Resourcing teaching and learning
- Mentoring sessions may involve the following staff - mentor, subject specialist, lead mentor
- Mentoring needs to be flexible to enable identified issues to be addressed

The role of the Lead Mentor //

- This may differ from provider to provider but all lead mentors
 - provide support across placement schools
 - support school-based mentors and play a key role in their training and development
 - support assessments in consultation with the school-based mentor
 - provide quality assurance, rigour and consistency

Trainees need to experience a breadth of experiences throughout their training by working with a range of teachers. As the training progresses and the amount of teaching the trainee undertakes increases, time can be freed up for the school's staff.

ITT Core Content Framework //

The core curriculum has been designed to support trainee development in 5 core areas – behaviour management, pedagogy, curriculum, assessment and professional behaviours.

The core curriculum is divided into 8 sections which correspond to the Teachers' Standards.

- High expectations
- How pupils learn
- Subject and curriculum
- Classroom practice
- Adaptive teaching
- Assessment
- Managing behaviour
- Professional behaviours

The core curriculum relates to the Teachers' Standards and it is the responsibility of individual providers to design curricula appropriate for the subject, phase and age range that the trainees will be teaching.

ITT Mentoring – Key Takeaways //

- Minimum of 90 minutes a week of mentor support
- New mentors to have access to 20 hours of mentor training
- Experienced mentors e.g. those mentoring ECTs, can have a reduced number of hours (to prevent duplication)
- Subsequent years mentors to have 6 hours of refresher training
- DfE Funding is available to support mentoring - £876 when the full 20 hours training has been completed
- Schools working with more than one provider will need to completed 20 hours of training **per provider**

Next Steps //

- Consider timetable requirements for mentoring in 2024-2025
- Approach your ITT Provider(s) for information about mentor training
- Build funding for mentor training into your Financial planning for 2024-2025 and consider how you will utilise £

Mentoring flyer //



Growing tomorrow's teachers for Northamptonshire schools

ITT Mentoring 2024 //

What are the requirements for mentoring from September 2024?

- The DfE's expectation is that ITT mentors complete 20 hours of training and CPD. The initial 20 hours will be followed with 6 hours of 'top-up' training each year.
- The mentor training programme must feed into the wider ITT curriculum to comply with Ofsted expectations for ITT providers.
- Each trainee receives an entitlement of 1.5 hours per week of mentoring support.
- Local ITT providers have been working on a clear strategy for mentoring across the region.
- NTSH are currently identifying ways of unifying the mentor training with our ITT partners to develop an offer which limits the impact on mentor workload.

What are the benefits?

- Mentor development leads to wider workforce development and great teaching across a school.
- Formal recognition and accredited pathway for your ITT mentors regionally.
- Contributing to the growth and development of the profession and to create a future pipeline for teachers by growing your own.
- Contributing to the wider system by providing additional opportunities for staff.
- Establishing a clear training route for staff considering the mentor role.
- Improving mentoring contributes to improved outcomes for trainees and pupils.
- Improving the recruitment and retention of staff.
- Recognition of prior mentor training may reduce the 20 hours e.g. ECF mentors.
- DfE funding of £876 per mentor who mentors at least 1 trainee and completes 20 hours of training paid in arrears and is additional to the normal amount your school is paid for hosting a trainee.
- Schools can also receive payments for any mentor training which falls under the 20-hour limit, e.g. 10 hours of training = £438.

What will the school need to do?

- Enable ITT mentors to access the training requirements to be DfE compliant.
- Consider feeding mentor training and development into your school's staff development plan and performance management processes.
- Build mentor development and the time for mentors to support trainees into financial forecasting and the school budget.
- If you have concerns about the commitment to supporting mentors and trainee teachers, contact your ITT provider for further assistance.

If you would like to know more, please contact your Teaching School Hub team
✉ itt@northantstshub.org // ☎ 01536 397013 // [click here to visit our website](#)



6 HOURS

attending a full-day conference across multiple dates which is approved, designed and delivered by local ITT providers.

10 HOURS

asynchronous training accessed by mentors in their own time and synchronous training delivered through online twilights.

4 HOURS

placement specific support and training by the ITT provider.

May vary by provider

The Teaching School Hub has produced a series of information leaflets around the ITT reforms.

These are available on the Northamptonshire Teaching School Hub under the 'Train to Teach' link.



For more information, visit //

www.northamptonshireteachingschoolhub.org/traintoteach

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

Northamptonshire
Teaching School Hub

Key Dates | Summer Term //

Hello@northantsTSHub.org

01936 397013

Date	Event
Monday 10 June, 2- 4:30pm	ECF Lead & Induction Tutor Event – September Readiness
Monday 24 June	DfE Portal Opens – register new ECTs starting Sept. 2024
Thursday 4 July, 9:30-4:30pm	ECT2 Conference
Tuesday 9 July, 5:00 – 6:30pm	ECT2 Celebration Event