

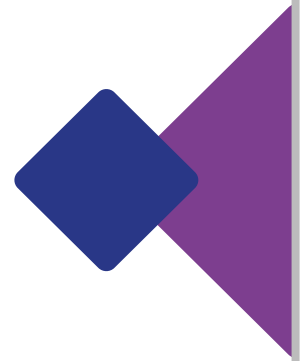
CASE STUDY:

BENEFITS OF SCHOOLS ENGAGING WITH ITT

Four ITT case studies from
our local schools –

CALDERDALE AND
KIRKLEES TEACHING
SCHOOL HUB

Initial Teacher Training (ITT)



WHITCLIFFE MOUNT (SECONDARY SCHOOL) –

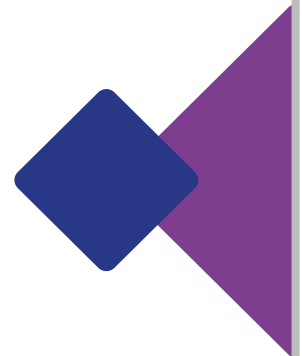
LARGE URBAN SECONDARY SCHOOL:

Our Academy strapline, “Together, We Are Proud to be Our Best,” is a strong ethos that runs through our whole staff and student population. This creates a supportive, professional environment that allows everyone to thrive and improve. We see supporting new teachers as a key part of this ethos and, as such, we have been involved with the Calderdale and Kirklees Teaching School Hub for many years and have developed a strong working relationship with them and their other host schools.

Our collaboration with the Hub has led to numerous positive experiences. Most recently, one of our teaching assistants, with aspirations of becoming a teacher, applied for a teacher training course through the Hub. She was successful and left the school to continue her development as a Geography teacher. After completing a very successful first placement, she re-joined our team for the second placement, Geography ITT. She had made remarkable progress during her 3 months away from the Academy and was a very strong teacher, who worked diligently to continue honing her practice. Towards the end of the academic year, she applied for, successfully, a permanent job within our Academy, where she continues to be supported as an ECT. She speaks very positively of the experience throughout her time at Whitcliffe Mount and with the Hub, saying that she felt continuously supported and learned a lot from her placements as an ITT.

“ It is important to not understate the value and opportunities that being a mentor brings to a more experienced teacher.”

While the work we do with ITTs is important to continue to develop the next generation of teachers, it is important to not understate the value and opportunities that being a mentor brings to a more experienced teacher. Through the Hub, we have been able to improve the quality and consistency of our mentors and they speak highly of the training and support they receive to be able to facilitate the programme. 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.



NETHERHALL LEARNING CAMPUS

(JUNIOR SCHOOL) – URBAN / INNER CITY

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. 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.

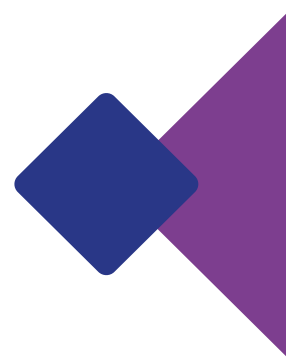
Furthermore, our school recognizes the potential for career development among experienced teachers through ITT. These educators have taken on roles as mentors and have become experts in various elements of ITT. They work alongside trainees from different year groups, showcasing their expertise and leading trainee development. To enhance this process, we ensure they receive support from another school mentor, especially when dealing with challenging conversations, setting expectations, and monitoring progress, particularly during critical assessment periods.

“*These educators have taken on roles as mentors and have become experts in various elements of ITT.*”

Mentor time allocation is another aspect we've carefully considered. 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. In addition, mentors are encouraged to attend relevant Continuing Professional Development (CPD) sessions, sometimes in exchange for our school's CPD, and they receive mentorship guidance and backing from our Headteacher and Senior Leadership Team (SLT).

Our engagement in ITT has also opened doors to invaluable local networks and collaboration with ITT providers. The provider offers comprehensive training and resources, ensuring students from the ITT program are well-prepared, and maintain strong communication, meeting deadlines and providing support.

Lastly, 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.



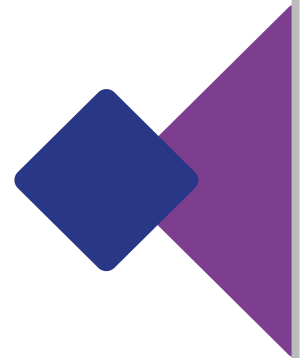
ROYDS HALL (THROUGH SCHOOL) – INNER CITY SCHOOL

Royds Hall values the commitment and skills of the trainees we have taken from Calderdale and Kirklees Teaching School Hub. 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 Royds Hall, 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.

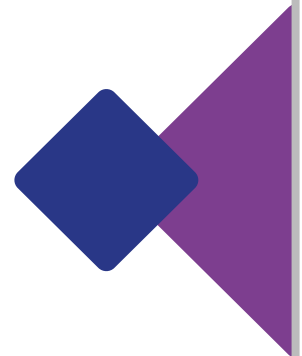
“ By upskilling, investing and developing mentors, it enables the school to continue to develop a cycle of strong mentors, middle leaders and the next generation of Senior Leaders.”

The school is consistently looking at upskilling and training teachers at all stages of their careers, with NPQs, bursary posts within the school and opportunities to become mentors. 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’. Within the school, we look at utilising the strong training that ECTs have received via Steplab, the Ambition Institute 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.



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.

By being a part of a Multi Academy Trust, and a wider network of schools within the Teaching School Hub, it has been helpful to receive guidance from familiar names and faces that have been collaborated with over a number of years for ITT, ECF and NPQs. A real positive of this is that as a school we can share best practice across schools and take ideas from other schools. For example, we have shared how, as a school, we provide ITTs with clear termly, twilight CPD plans based on quality assurance from staff voice to support trainees throughout each placement.



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WHITECHAPEL COE (PRIMARY) – 2 FORM ENTRY, URBAN PRIMARY 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.

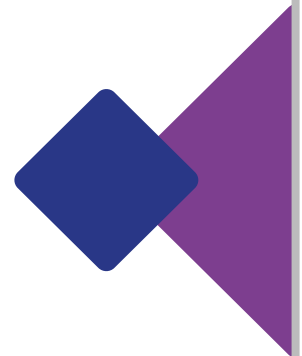
It also enables us, as a school to observe professional behaviours and conduct, as well as the obvious classroom teaching and helps us in our quest when recruiting. We have employed two ITT students over the past couple of years, as they have learnt their trade in our setting, and it has been a seamless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

“ We have some members of staff, who are experienced in mentoring... 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.”

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.

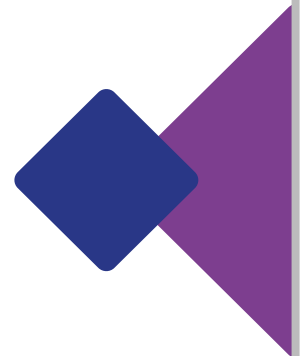
Because we value the experience of our ITT students, we ensure the mentor is carefully selected and given time to support the trainee. They access any training provided by the course providers and complete the paperwork/meetings with tutors etc.

We also don't fill over our capacity. Whilst we would like to support as many students as possible, we don't commit to placements, if we haven't got the right mentors or cohort of children. We want the experience for all to be as positive and successful as possible, therefore think carefully about where to place and who to place with.



KEY TAKEAWAYS

1. Schools and trusts that engage in Initial Teacher Training by providing placements to trainees often retain their trainees as ECTs, supporting recruitment and ensuring new recruits are aligned with their values and ethos.
2. Mentoring provides an excellent development opportunity for experienced teachers.
3. Engaging in Initial Teacher Training supports a school or trust-wide approach to professional development from trainees through to senior leaders.



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The Teaching School Hubs Council (TSHC) are supporters, advocates, and facilitators for the national network of teaching school hubs in England.

