

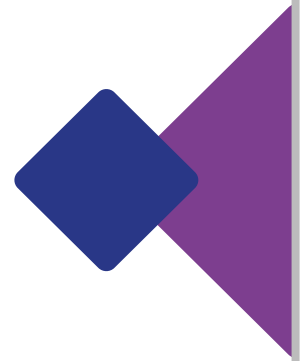
CASE STUDY:

NEXT STEPS ON SCHOOL ENGAGEMENT IN ITT FOR TSHS

SAFFRON TEACHING
SCHOOL HUB

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*ITT recommendation 10:
School engagement*



WHAT WAS THE SITUATION?

As we outlined in the recent TSH ITT webinar, Saffron TSH works with 8 other TSHs in the East of England collaboratively on ITT.

Alpha, Alban, Chafford-Hundred, Cambridge and Peterborough, Chiltern, Julian, Unity, and Inspiration TSHs meet half termly to review our strategic approach to ITT and share out roles and responsibilities on any collaborative work.

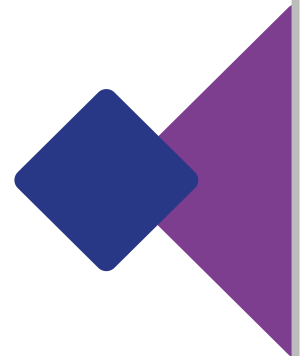
Since September we have completed several ITT activities outlined below to audit ITT engagement in our area in a strategic and time efficient way. We were keen to avoid multiple requests for data from our ITT providers and wanted to ensure we had the most accurate data set before contacting cold schools about engaging. We were also keen that we communicated carefully with ITT providers, and that they understood and were brought into the process. Ensuring strong existing relationships with the ITT providers in our region has helped this process.

We are now thinking about what next. Clearly, the data exercise is just the start and once we know which schools are not engaged in ITT, we need to work with them to understand any barriers and encourage engagement in ITT without promising too much in the current recruitment landscape. We also need to consider how we communicate our new knowledge on engagement back to our ITT providers and work with them collectively on these barriers as a region.

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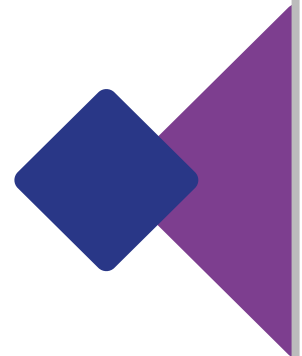
WHAT WAS YOUR GOAL?

1. To understand the complete picture of ITT engagement in our TSH region. In what ways are schools engaging that might not be hosting placements? We know ITT engagement can be varied.
2. To understand where the barriers are for schools to engage in ITT and if there are common themes emerging.
3. The mapping exercise needed to be clear and systematic to ensure all ITT providers and Heads could engage but did not feel overwhelmed and opt out.
4. Explore how TSHs can work together on data collection and next steps to limit workload and overlap.



WHAT DID YOU DO?

1. Employed an ITT administrator to work on ITT engagement data collection and follow up work.
2. Met as a group of TSH Directors to plan a strategic and collaborative approach to engagement mapping.
3. Met all ITT providers in our region to explain the new role of TSH and outline our request for ITT school engagement data, offering reassurance.
4. Created a version of the DfE spreadsheet with some additional questions to help us understand engagement and barriers to better engagement. We also created a data sharing agreement at the request of some ITT providers. This was sent to all ITT providers across all 9 TSHs to complete only once and then filtered for each TSH region. *National ITT providers were approached separately and asked for data for our region only.*
5. Sent a letter and MS form to all schools in each TSH area asking them about their ITT provision and cross checked this data with the ITT providers, picking up on any gaps and following up with cold schools.
6. Defined school engagement barriers based on the data returned.
7. Wrote to all Heads to explain the new role of the TSH in this ITT space to deal with any misconceptions and confusion.
8. We are now creating two packs to send to schools who are not engaged in ITT once we have processed the data. One, which highlights the benefits of school engagement in ITT (we intend to use the DfE school's comms pack and add our own messages). Two, a second pack that will look at each of the defined barriers to ITT engagement for schools and outline a case study showing a potential solution to this specific barrier. *Barriers such as small rural schools, mentor capacity for training, lack of knowledge of ITT funding and routes, new leadership etc.*
9. 1:1 meeting offered to all schools who are not engaged in ITT with the Saffron ITT team.
10. Produced an overarching brochure on the benefits of teaching in the East of England and a list of all ITT providers and their high-level offers, including national providers, to give Heads an informed choice.



WHAT WAS THE RESULT/ NEXT STEPS?

The intention is to measure impact through non-engaged schools engaging in ITT going forward and by having a much more accurate picture on ITT engagement in our area.

Sharing information with our ITT providers to ensure we work collaboratively and creatively on any barriers.

Linking all this up with any other recruitment and retention work the TSH is undertaking.

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CHALLENGES AND SUCCESSES

Challenge

ITT provider concern around how the data would be used.

How did you overcome it?

1:1 meeting to reassure and explain the process and a data sharing agreement created with the TSH for those who wanted to use this.

Challenge

The DfE ITT engagement spreadsheet does not always ask the questions we wanted to know the answer to.

How did you overcome it?

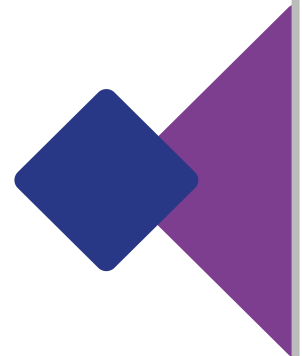
We added columns to our internal version of the engagement spreadsheet to capture other ways schools are involved in ITT and to elicit specific barriers.

Challenge

How to reach cold schools once the data set is in.

How did you overcome it?

Use of newsletter, targeted emails and ITT engagement pack and barrier case studies, alongside mapping all ITT providers in our region to ensure Heads have all the information they need to engage in the future.



QUESTIONS TO CONSIDER

1. What have you done to ensure your ITT engagement data set is as robust as it can be? How have you used both providers and schools for this?
2. How have you mapped all the ITT offers in your TSH region, including national providers? How could you help Heads make informed choices? How do you keep this process equitable across all providers?
3. What next? How will you follow up with non-engaged schools? What support will you offer them and how will you track the impact of this?

LINKS

TSH Delivery Handbook (v1 Sept 23)
pages 14-16 and p36

The EEF Implementation Guidance Report (2019)

https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/implementation/EEF_Implementation_Guidance_Report_2019.pdf?v=1699918453

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