

**School-led and school-based ITT**

The Secretary of State for Education announced a series of policies relating to initial teacher training (ITT) at the National College’s Annual Leadership Conference in June 2012. These policies build on those set out in the ‘Training our Next Generation of Outstanding Teachers – Implementation Plan’ and continue to place schools and quality at the centre of ITT.

‘We need to make sure that our very best educators are at the heart of training our next generation of teachers’ Secretary of State June 2012

This will be achieved by a number of means, including :

* an increased emphasis on training teachers in schools with maximum use of expert practitioners to complement the work of ITT trainers based in HEIs and SCITTs
* more schools involved as partners with ITT providers
* a growth of SCITT provision
* Teaching Schools becoming accredited providers
* the expansion of Teach First
* the introduction of School Direct (salaried) and School Direct (fee paying)

Many ITT providers are reviewing their provision, programme design and staffing deployment to enhance collaboration and coherence across school and centre-based work. The publication of the revised Framework for Inspection (June 2012) places an increased focus on Partnership – the Framework should be read in conjunction with the prompts below. Equally, providers should ensure that sector-generated guidance that is developed with the Teaching Agency, and policy updates from the TA’s Improving Content in ITT Division (eg. SSP, Behaviour) are fully integrated into all programmes and routes.

The following questions are not exhaustive, but offer a starting place or review of practice for providers to assist them in building on partnership with schools in securing high quality training and outcomes. They are specifically given to potential new providers as they prepare bids for accreditation, and to EBITT providers that are considering offering fee-paying ITT provision from 2013. Existing providers may also find these useful as prompts in their on-going review or reconfiguration of aspects of provision.

The outcomes of such reviews will inform ITT Providers’ Improvement Plans and will necessarily feed into the ITT SED – and ultimately should be reflected in inspection discussions.

**1. Recruitment & Selection**

How do schools:

* Take the lead in the design and development of a recruitment strategy?
* Actively participate in the recruitment of trainee teachers through, for example:
  + advertising on the school’s website;
  + various meetings of the school alliance/cluster;
  + local media advertising;
  + communications with community such as faith groups;
  + attendance at recruitment fairs?
* Make a significant contribution to the recruitment of trainees in secondary shortage subjects, and/or primary subject specialisms, and/or men into primary, and other under-represented groups?
* Take the lead in the design and development of the selection process for applicants to the programme/s?
* Take the lead in the selection of candidates through:
  + school-based selection procedures, including opportunities for candidates to undertake assessed work with pupils;
  + using pupil voice panels
  + organising and conducting candidates’ interviews;
  + making suitability judgements of candidates including judgements about their suitability and capacity to teach, their aptitude for teaching, and their potential to meet the relevant standards for QTS?
* Contribute to judgements of candidates’ degree relevance?
* Contribute to GCSE equivalence judgements, and any arrangements for equivalence testing?
* Determine the employment needs of schools within the partnership or region to inform the selection of potential teachers through the School Direct (salaried) and fee-paying programmes?
* Consider the selection and subsequent employment of potential trainees that might meet the needs of a group or cluster of schools, to support timetabling of specialisms or particular expertise across schools?
* Assist ITT providers in determining their requests for the allocation of training places?
* Contribute to decisions on determining the skills, knowledge and expertise of potential trainees on emerging and new programmes such as the Subject Specialist Primary ITT Programme (SSPIP) in Mathematics – and how these will be assessed at interview and selection stages?
* Engage with opportunities for potential trainees to test their appetite for teaching through, for example, the TA’s School Experience Programme?
* Talent spot and recruit the trainees they want for School Direct?
* Specifically identify individuals from ITT programmes for school experiences as potential road testing for NQT appointments?

**2. Programme design**

How do schools take the lead in the design and delivery of the training programme to achieve high quality outcomes, including:

* Contributing to the overall shape of the programme(s)?
* Contributing to the design and development of programme handbooks?
* Shaping and supporting any academic elements of the programme such as PGCE or undergraduate assignments, and masters-level engagement?
* Providing physical resources for the delivery of the programme such as teaching spaces, ICT/VLE capacity, seminar, research and other self-study facilities?
* Shaping and contributing to the training content of the programme/s relating to, for example, subject and curriculum knowledge, pupil assessment, behaviour management, teaching early reading, SEN, and EAL?
* Discussing with the provider specific and local needs that emerge from curriculum analysis and emerging curriculum policy and direction from a national perspective?
* Encouraging the use of identified expert practitioners from schools in delivering elements of the programme(s)?
* Sharing with the ITT provider the expertise on a school / individual level so that programmes can be adapted to maximise this resource?
* Ensuring that expectations from the Teaching School action plan cohere with the ITT provision?
* Considering the appropriateness and need for enhancement tracks for groups or individual trainees – for example Primary ‘with’ SEN(D) specialism or Behaviour etc; Secondary subject specialism ‘with’ a subsidiary subject or aspect specialism?
* Ensuring the integration of emerging materials and supporting documentation from national tutor events / sector developed guidance into school-based delivery and centre-based delivery of provision, eg. Phonics, Behaviour, SEN(D), Physics, Computer Science?
* Considering the integral and important involvement of Special Schools, PRUs and Teaching Schools in programme design discussions and delivery?
* Considering the option of becoming a permanent base for identified groups of trainees from an HEI to be trained and assessed?

**3. Training and Assessment**

How do schools take the lead in the training and assessment to achieve high quality outcomes, including:

* Coaching and mentoring trainees?
* Clarifying and developing the understanding of school-based staff in their role as tutors?
* Promoting a school-wide understanding of the nature and development of ITT programmes, and the standards for QTS?
* Supporting trainees in demonstrating evidence against the standards for QTS including, for example, supporting the development of a portfolio of evidence?
* Determining the balance of the range of training activities that take place including, for example, teaching, mentor support, taught sessions and seminars?
* Shaping and contributing to the training content of the programme/s relating to, for example, subject and curriculum knowledge, pupil assessment, behaviour management, teaching early reading, SEN, and EAL?
* Making a distinctive contribution to the training of specialists in secondary shortage and primary subjects/specialisms?
* Contributing significantly to judgements of trainees’ evidence of meeting the standards for QTS, and the recommendations of trainees for the award of QTS?
* Moderating QTS judgements?
* Making a distinctive contribution to meeting trainees’ individual training needs?
* Making a significant contribution to school improvement?

**4. Management and QA**

How are schools:

* Developing a shared understanding of the potential mutual benefits of working with trainees for school improvement, CPD and raising children’s achievement?
* Involved in the distribution of and decisions regarding financial resources across all elements of the training provision?
* Represented on Strategic/Management Boards and committees?
* Involved in the development and refinement of the Partnership Agreement, securing their lead role in programme design and delivery?
* Contributing to the quality assurance of provision and securing improvements in all aspects of provision?
* Involved in any academic aspects of the programme including, for example, validation and revalidation committees or designing, setting and assessing assignments?
* Contributing to recruitment and retention strategies, including NQT monitoring?
* Managing the development needs of all staff involved in ITT?
* Making a significant contribution to improvement planning, including contributing to annual provider self-evaluation processes, such as the completion of the SED?
* Involved in the preparation for Ofsted monitoring and/or inspection visits?
* Involved in decisions regarding staffing – and to what extent are schools and providers considering short and long term joint appointments/deployment of staff across centre-based and school-based contexts?
* Involved in influencing the dissemination to the partnership/cluster of outcomes from trainee reviews and impact studies in areas of national importance like phonics, Behaviour, Primary Mathematics, SEN(D), and secondary science specialisms?

**Considerations for the involvement of PRUs and Special Schools in ITT partnerships**

**The Teaching Agency encourages all providers to fully engage with PRUs and Special Schools as partners in the construction, delivery and strategic management of ITT partnerships. The nature of provision in PRUs and Special Schools is clearly different – but there are similar principles that apply to ensure that ITT programmes are both compliant and take into consideration specific matters that pertain.**

**The following non-exhaustive list of questions is given to assist providers in establishing and embedding relationships and quality programmes that are fit for purpose and maximise opportunities for trainees and schools.**

**It is crucial that providers take note of the guidance, materials and emerging advice from the TA’s ‘Improving Content in ITT’ Unit where the SEN(D) and PRU teams are located.**

* Have you reviewed the Special School / PRU’s latest Ofsted report? Is it at least good overall? Are there issues raised in the report that are relevant to the potential involvement of the PRU in your ITT partnership?
* Have you discussed with the PRU the distinctive contribution that it might make to ITT provision, including the nature of the trainee experience?
* What contribution to other elements of provision might Special School/ PRU staff make?
* What opportunities might there be for joint staff appointments or creative deployment of staff between the Special School/PRU and the provider?
* To what extent will the staff engage in the co-designing of materials and assessment opportunities for trainees following a potential ‘with SEN/PRU’ specialism, but also for the wider cohort of trainees?
* Are the senior staff of the PRU/Special School represented on the Strategic Management Board of the ITT provider?
* Have you considered how the PRU and its staff might contribute to the recruitment and selection of trainee teachers?
* How will you amend your partnership agreement to reflect the distinctive contribution of the PRU to your ITT provision? What funding will the PRU receive?
* What are the training and development of needs of PRU staff? How will mentors be trained? Do all those who are potentially involved in ITT provision have qualified teacher status (QTS)?
* Will all trainees have a teaching experience in the PRU, or just a selection? If only a selection, how will they be selected?
* How will you tailor the experience to meet individual training needs? Have you considered the potential risks to some trainees, and what mitigations are in place?
* How will trainees link the experience to their achievement of the standards, and how will they record evidence of their developing skills and achievements?
* Are there any curriculum issues to consider, such as pupils being taught the curriculum of a previous Key Stage, or pupils disapplied from the curriculum?
* How will the experience in the Special School /PRU link with other priority aspects of provision (such as behaviour, SEN(D), phonics, primary mathematics)
* How will you quality assure and review this aspect of your provision? What will you report on the SED? What additional or specific elements of Quality Assurance might be needed in the short term?
* What formative and summative tools will you use to evaluate and compare the trainees’ experience both in terms of perception and outcomes, competence and confidence in these settings?
* How will the experiences cohere with the taught elements of the programme, and to what extent is the design of the programme taking into account block and / or serial experiences in the Special School / PRU.
* What specific and additional considerations need to be discussed for School Direct (Salaried) provision?
* Is there agreement across the partners and with trainees of the purpose and expected outcomes of the experience?
* How will progress and impact of trainees’ work and progress towards the standards be tracked across the mainstream school and the PRU /Special school?
* Have you scoped and delivered the training needed for subject leaders/mentors supporting trainees undertaking teaching experiences in a Special School /PRU?
* Does your mainstream programme of ITT cover generic aspects of high quality teaching and learning in sufficient depth to ensure trainees are aware of the implications of working with children and young people who are working significantly below national expectations sometimes with significant additional needs and a range of barriers to learning?
* Does the preparation of trainees, ITT staff and mentors ensure they understand the need for the effective use of teaching assistants and other often multiple highly skilled and specialist staff in the classroom as interveners in the learning of children and young people ?
* Where appropriate, have trainees the requisite knowledge and understanding of issues related to residential provision?
* Have you ensured that trainees and ITT staff have received sufficient guidance on how to keep safe and keep children and young people safe in a special school environment where learners have complex needs and unpredictable behaviour ?
* Have trainees been sufficiently prepared for working /contact with parents and families of children and young people with complex needs?

**Contact details :**

**Jeff Williams**

**Head Accreditation & Performance Unit**

[Jeff.williams@education.gsi.gov.uk](mailto:Jeff.williams@education.gsi.gov.uk)

[Ta.inspection@education.gsi.gov.uk](mailto:Ta.inspection@education.gsi.gov.uk)

Ta.[accreditation@educatation.gsi.gov.uk](mailto:accreditation@educatation.gsi.gov.uk)