

Digital Marketing

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NASBTT

Session Objectives

- Understand the fundamentals of effective marketing tailored to teacher training recruitment
- Understand key digital marketing principles
- Understand your Unique Selling Proposition (USP) and how you articulate this in your marketing
- Explore the most effective digital channels for attracting prospective trainee teachers
- Understand how to use social media to market your organisation
- Understand persuasive copy and how to communicate effectively
- Understand how AI can support and enhance your marketing activity

Marketing Knowledge and Experience

Discussion point

- What is your level of marketing knowledge/experience?
- Are you actively hands on with marketing your organisation and offering?
- What are you biggest marketing challenges?

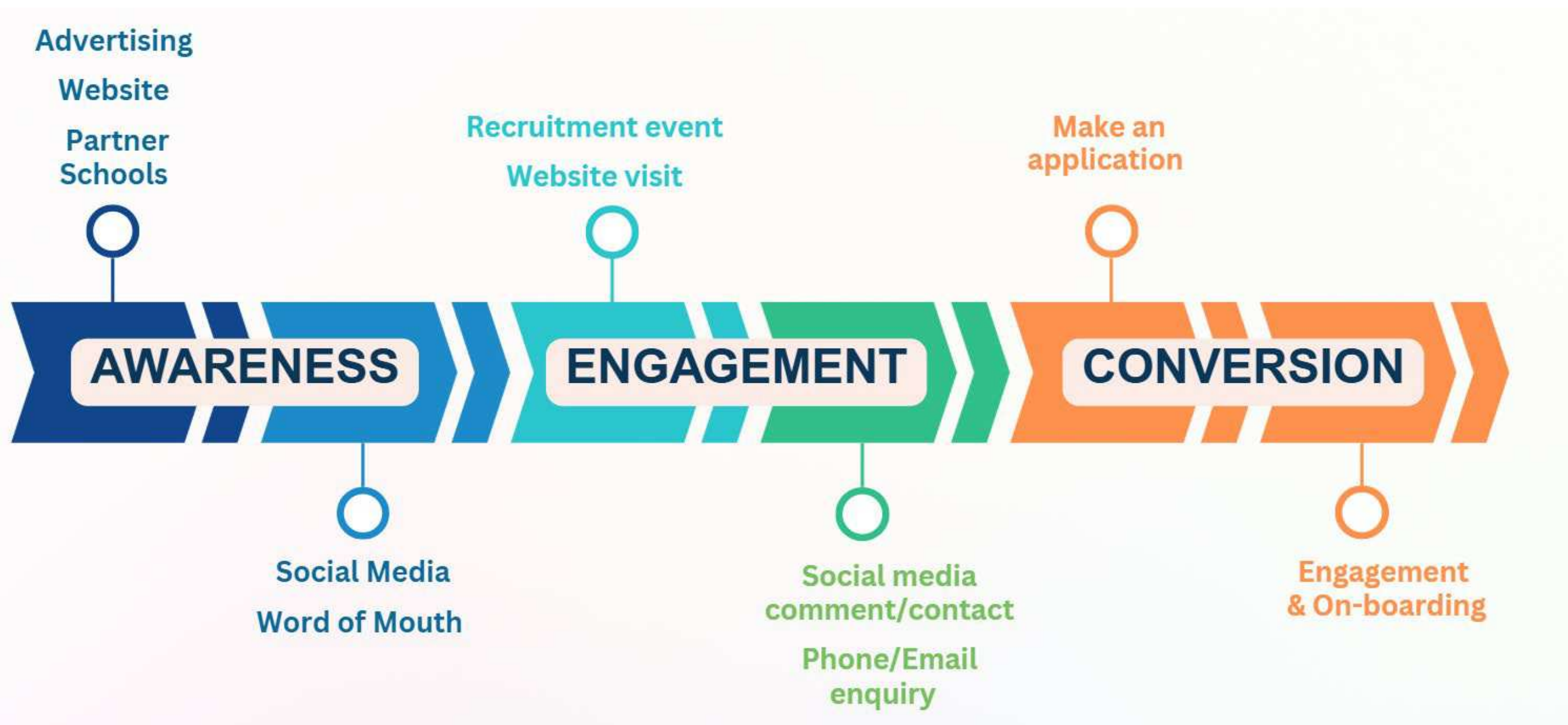
The ITT Recruitment Environment

“Non-Transactional Marketing”

This refers to an approach that goes beyond a simple (potentially one-off exchange). It is marketing that focuses on a **longer-term engagement** with potential teachers.

The ITT Recruitment Funnel

Teacher training recruitment funnel: from awareness to application



ITT Marketing

- **The recruitment cycle has changed** – it is now year-round.
- **You need to be visible and active 24/7, 365 days.**
- **Make every interaction count** – touchpoints matter.
- **Simplify the process** – clarity is everything.
- **Respond quickly** – people drop off when they are confused.
- **Build awareness early** – long before October.
- **Support career changers** – they need tailored messaging.
- **Recruitment is marketing** – not just admin.



Understanding Marketing Fundamentals

The core of marketing is identifying and understanding the needs and wants of your target audience.

This involves understanding the preferences, problems, behaviours and aspirations of your potential customers (applicants).

Marketing Foundations

Market research: Thorough market research is the foundation of effective marketing. It involves collecting and analysing data to gain insights into your target audience, competitors and industry trends.

Value proposition (USPs): Your value proposition is a clear statement that explains the unique benefits your product or service offers to customers. It should answer the question: “Why should customers choose you?”

Brand identity: Building a strong brand is essential for long-term success. It includes your brand name, logo and messaging that resonate with your target audience and create a memorable impression.

Customer relationship management: Building and maintaining positive relationships with customers is crucial to help in retaining existing customers, fostering loyalty and pride and in relation to reputation perceptions and PR.

Marketing Foundations

Metrics, analytics and ROI: Measuring the effectiveness of your marketing efforts is vital. Key performance indicators (KPIs), such as conversion rates and acquisition costs, evaluate your success and help to inform data-driven decisions (for example, where to advertise).

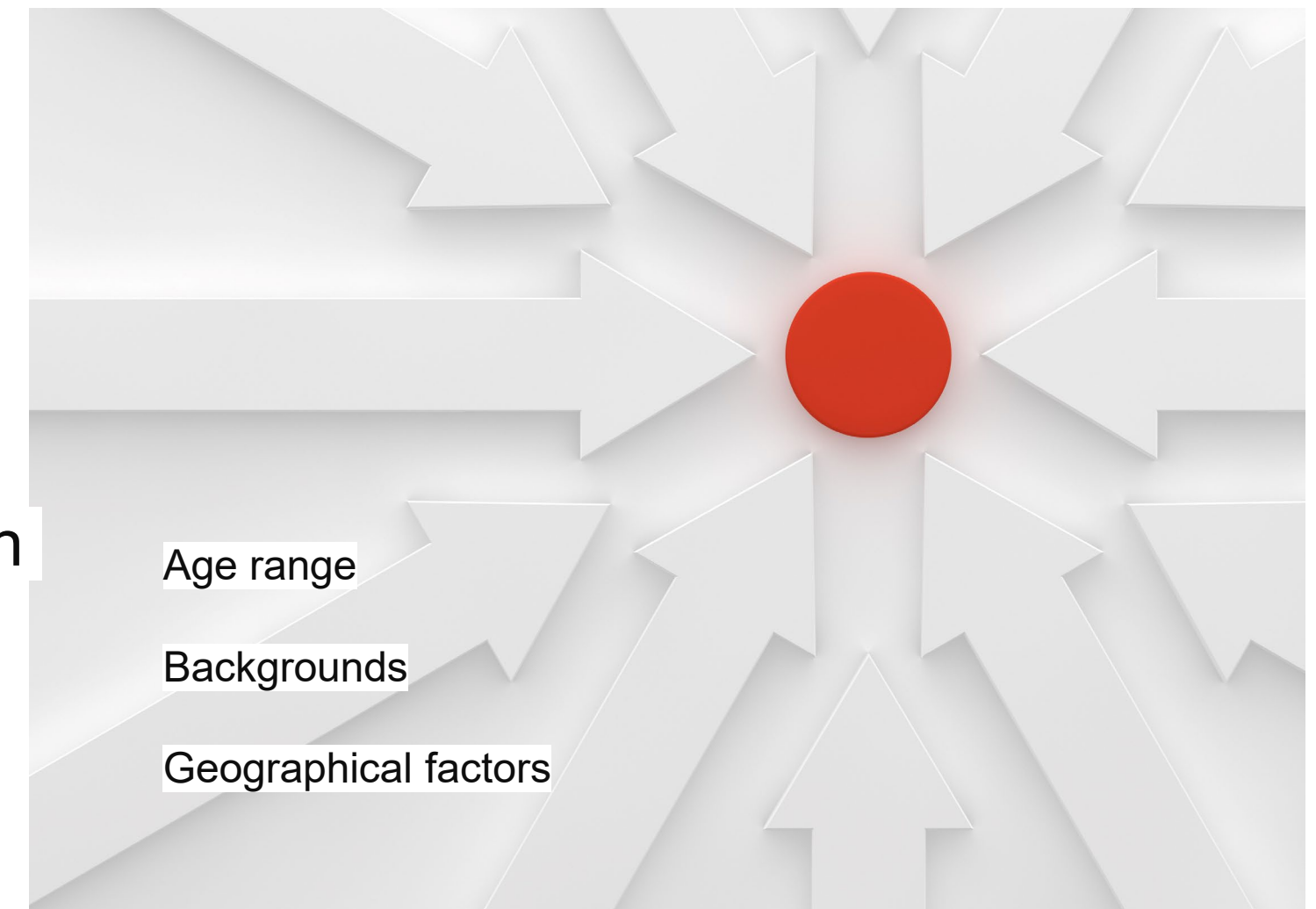
Ethical considerations: Marketing should be conducted ethically, respecting customer privacy and adhering to industry standards and regulations. (Think GDPR.)

Adaptability: The marketing landscape is constantly evolving with advancements in technology and changes in consumer behaviour. Marketers must stay adaptable and willing to adjust their strategies to stay relevant.

Integrated marketing: Co-ordinating various marketing channels and messages to create a unified and consistent brand experience is essential for effective marketing.

Identifying and Understanding Your Target Audience

- Market or audience segmentation.
- Not all customers are the same. It is vital to understand who you are marketing to.
- Market segmentation involves dividing your audience into smaller, manageable segments based on demographics, psychographics, behaviours and other factors. This is essential in tailoring marketing efforts to specific groups.
- If we know who they are, we can target them appropriately.



Understanding Your Audience

Discussion point

- How well do you understand your target audience(s)?
- How do you currently segment your audiences?
- Do you personalise your messaging?

Understanding Your Audience

- Generation Alpha (2010-2024)
- Generation Z (1995-2010)
- Millennials (1980-1994)

Grown up with the internet and mobiles.

- Generation X (1960-1979)
- Baby Boomers (1940-1959)

We all consume information in different ways.



Marketing Considerations

SWOT Analysis

- How are you perceived by potential applicants?
- What are your values?
- What are your Unique Selling Points (USPs)?
- Do prospective applicants understand your offering?
- Is your marketing reflective of your values and offering?
- Who are your competitors?
- What are your strengths?
- What are your risks and how do you mitigate against them?

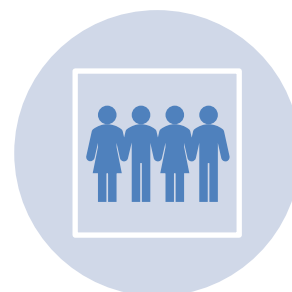
What are Your Marketing Objectives?



RAISE BRAND
AWARENESS



INCREASE SEARCH
RANKING



GROW SOCIAL MEDIA
COMMUNITY



DRIVE ENQUIRIES

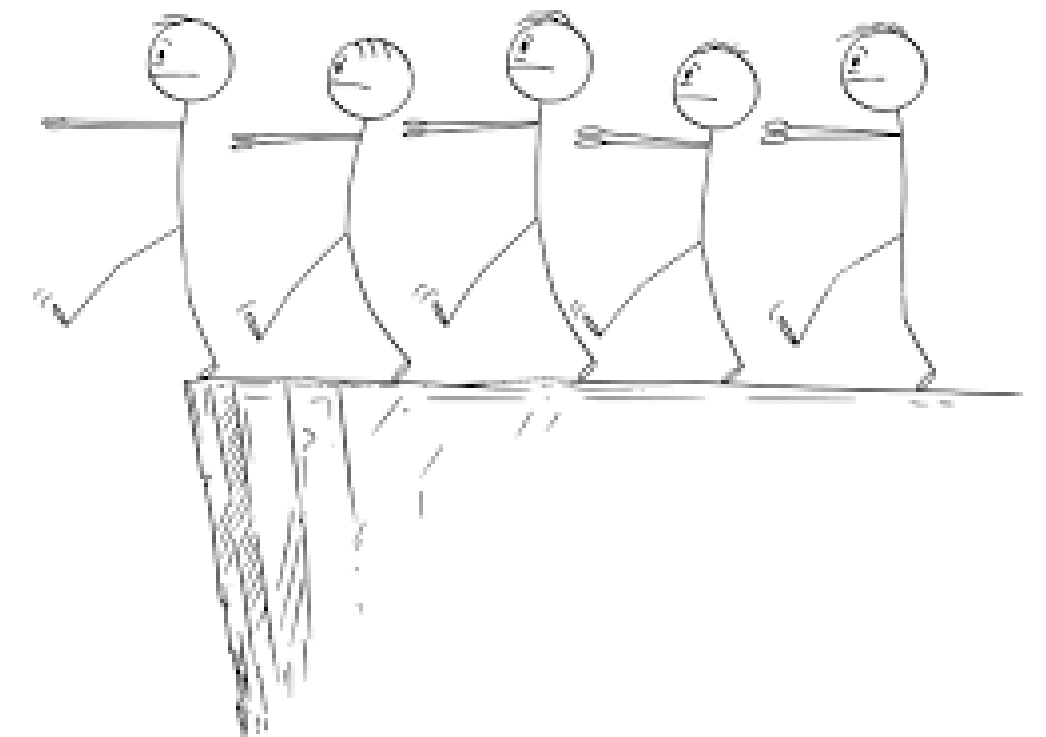
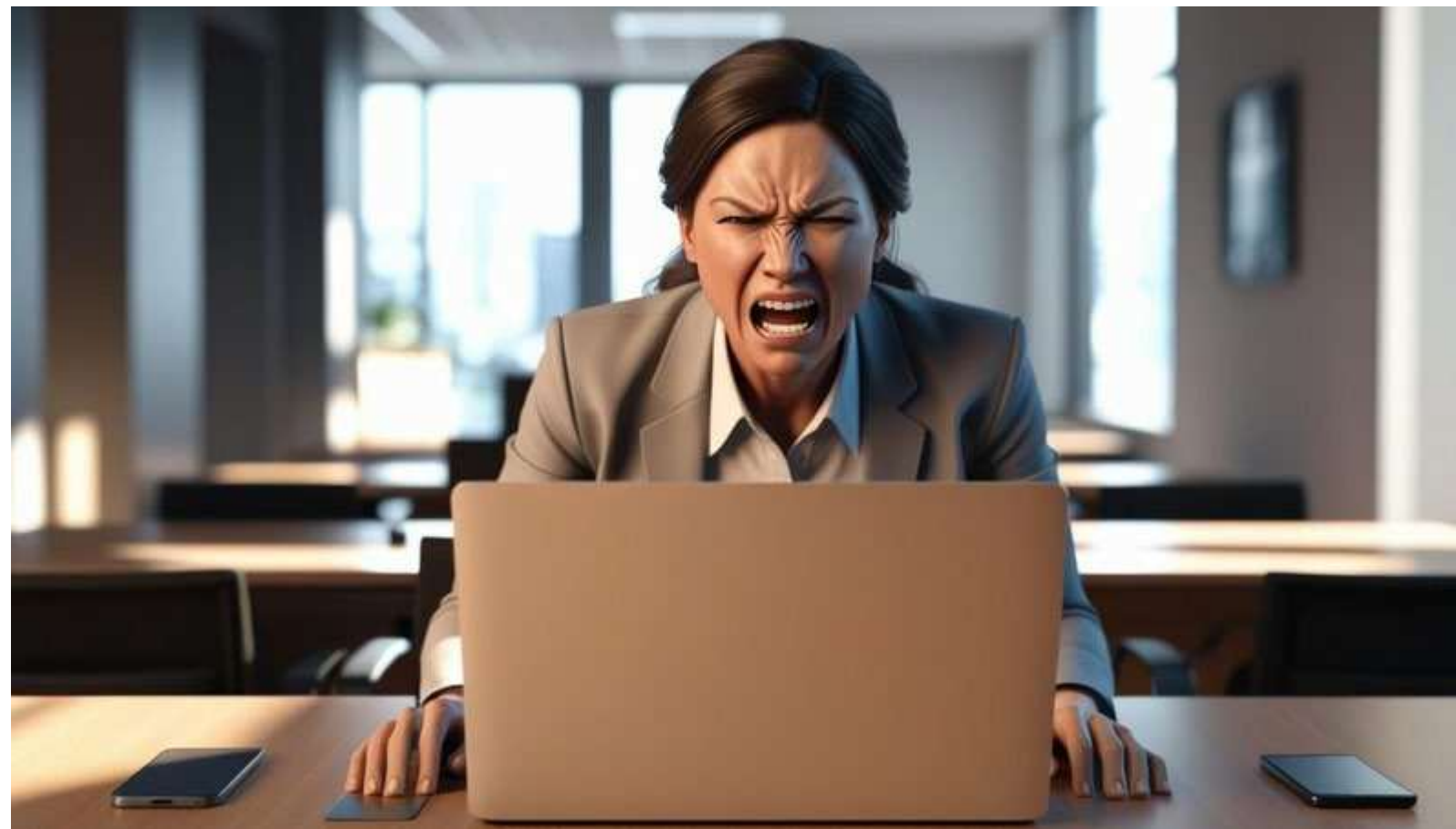


IMPROVE
PERCEPTION/REPUTATION



Your Website is Your Most Important Marketing Tool

You can have the best advertising in the world, but it will be ineffective if users have a poor web experience.



Your Website is Your Most Important Marketing Tool

- Define your website's purpose and goals.
- Choose the right platform and design.
- Simplify navigation.
- Create compelling content.
- Make it mobile-friendly.
- Optimise page load times.
- Include Calls To Action.
- Optimise your website for search engines.
- Monitor and improve your website's performance.

It is all about the Audience ...

- What is in it for me?
- Marketing content must meet a need or solve a problem.
- Remember to promote the results, as well as the product (the destination, in addition to the flight).
- Using your insights to create content (enquiries/questions).

Make Key Information Easy to Find

- Overview;
- Key highlights;
- Programme content;
- Entry requirements;
- Fees, funding and bursaries;
- Location;
- Placements;
- FAQs;
- Case studies;
- Programme staff;
- Careers and employability;
- Open events;
- Next steps – tell people how to apply.



Website Health Check

- Does it contain relevant information?
- Is it clear, concise and informative? (Consider using bullet points.)
- Is it up-to-date?
- Is it easy to navigate/find information?
- Is it responsive/mobile enabled?
- Does the user have a seamless experience?
- Does it have a clear Call To Action – ‘Find out more’, ‘Apply now’, ‘Attend an event’?
- Does it include case studies (peer-to-peer influencing)?
- Be mindful of the destination rather than the flight in your marketing efforts.
- Six monthly review.
- Mystery shopper.

Measuring What Matters

Understand how your audience uses your website

- Website visitors;
- Dwell time and page views;
- Bounce rate;
- Community growth;
- Engagement rates;
- Email signups;
- Enquiries;
- Open event registrations;
- Search ranking.



Discussion Point

Current Marketing Activities, Successes & Challenges

- What channels are you using to market your organisation/offering?
- What marketing activities have worked best for your organisation?
- What have you found most difficult when trying to reach prospective trainees?

Marketing Channels

Where should you be advertising and focussing your efforts, your budget and your time?

When deciding which media or channels to advertise your training programme, the following key factors should be considered:

- Objectives;
- Target audience;
- Channel suitability;
- Budget;
- Content format;
- Competitor activity;
- Organic presence and following;
- Timing and Frequency;
- Measurement and Analytics.

UK Internet Traffic

Top Internet Services in the UK (2024)

1. Google
2. Facebook
3. Apple
4. TikTok
5. Amazon Web Services (AWS)
6. Microsoft
7. Instagram
8. YouTube
9. Amazon
10. WhatsApp

Marketing Channels

Social media is a powerful tool for communication and engagement and a great tool to drive traffic to your website and increase engagement with prospective trainees/applicants and the wider community.

Managing social media pages and creating content is a crucial aspect of building and maintaining an online presence for organisations.

- Different platforms have different users and favour different types of content.
- Monthly active users (MAU) is a key performance indicator (KPI) used by social networking and other companies to count the number of unique users who have visited a site within the past month.



Marketing Channels

Discussion point

- Which platforms are you currently active on and why?
- Do you use more organic or paid approaches? Which is more effective?

Social Media Marketing

Average Daily Time Spent on Social Media (UK): 1 hour and 49 minutes per day across 6.4 platforms.

Social Media Users in the UK: 54.8 million, representing 79.0% of the total population.

Facebook Ad Engagement: The average cost per click (CPC) for Facebook ads across all industries is \$0.77.

Instagram Product Research: 61% of social media users turn to Instagram to find their next purchase/engage with a brand or organisation.

TikTok User Engagement: 46% of TikTok users engage with content on TikTok without distractions or using multiple screens at once.

Sources: We are social. Global Data Insights. Sprout Social. Embryo

CELEBRATING

25

YEARS

THE NATIONAL ASSOCIATION OF
SCHOOL-BASED TEACHER TRAINERS

Social Media Marketing

Platform	UK Monthly Active Users	Notes
Facebook	56.6 million	Accounts for 81.9% of the UK population; largest user group is aged 25-34.
WhatsApp	~48.4 million	Used monthly by 73% of UK internet users aged 16-64; most popular messaging app.
YouTube	56.2 million	Widely used across demographics; strong for video content marketing.
Instagram	33.4 million	Represents 48.2% of the UK population; majority of users are women.
TikTok	Over 20 million	Rapidly growing, especially among younger audiences.
Snapchat	23.9 million	Popular among younger users; maintains a strong presence.
X (formerly Twitter)	Estimated 20-25 million	Exact UK figures not specified; platform remains significant for real-time updates.
Pinterest	15.5 million	Users often seek inspiration for purchases and projects.
LinkedIn	42.7 million	Effective for B2B marketing and professional development.

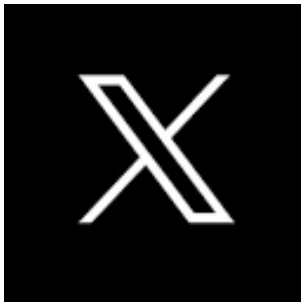
















The National Association of School-Based Teacher Trainers

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Organic vs Paid

Organic reach refers to the number of users who see your content for free on your social media channel by posting to your **page/profile/feed** through unpaid distribution – that is, without spending money to reach a specific audience.

- A marathon rather than a sprint;
- Focus on content;
- Time and effort intensive;
- Cost effective;
- Build a loyal community around your brand;
- Content that resonates with users based on their interests;
- High engagement rates.

Paid reach consists of the users who see your posts as a result of paid advertising. Unlike organic posts, paid ads allow you to target an audience.

- Simple and easy to mobilise;
- Reach a large audience;
- Advanced targeting options;
- Even the smallest brands can make a big impact;
- Budget-friendly advertising options;
- Retargeting.



Benefits for Organisations

Awareness - Reach potential trainees in untapped demographics – make them aware that you exist.

Build Connections (not transactional marketing) - Showcase the authentic experience of teacher training, increasing trust and relatability.

Drive Traffic - Direct interested viewers to website or information events.

Showcase Impact - Share real-life success stories from trainees and alumni (chances are your trainees are on TikTok).

Be genuine - Use TikTok to emphasise your USPs – inclusivity, support for neurodiverse trainees, personalised approach.

Best Practice for Social Media Advertising

Be Authentic - Use relatable, real-life stories instead of overly polished content.

Call to Action (CTA) - Clearly direct viewers to apply, visit your site or attend an event.

Give an advertisement **sufficient time** - 30 days (at least).

This timeframe allows enough time for the ad to gather meaningful data while minimising the impact of short-term fluctuations

Make content accessible - Include captions, accessibility for all, including neurodiverse candidates.

If appropriate

Incorporate humour. Engaging, light-hearted content performs better on TikTok.
Leverage trends: Incorporate trending hashtags, sounds or formats to boost visibility.

Successful Social Media Marketing

- Knowledge of your audience.
- Brand identity.
- Content strategy.
- Analytics.
- Regular activity.
- Inbound approach (be human).

Social Media Marketing Plan

- Choose your platforms.
- Set goals and objectives.
- Report and adjust.
- Create diverse and engaging content.
- Stay consistent.
- Participate, assist and engage.
- Plan your content.



Questions



Post Session Tasks

SWOT Analysis for Your Marketing

Task: Complete a SWOT analysis (Strengths, Weaknesses, Opportunities, Threats) of your current marketing.

Output: One-page summary with headline points and 1-2 actions to take forward.

Audience Segmentation Mapping

Task: Identify your key audiences (e.g. career changers, new graduates, neurodiverse candidates) and list what messages and platforms suit each best.

Output: Segmentation table with "Audience / Needs / Platform / Messaging ideas".

Website Health Check

Task: Use the checklist from the presentation to assess your current website.

Output: Score yourself (red/amber/green) on clarity, mobile-friendliness, calls to action and accessibility.

Social Media Campaign Review

Task: Review your current social media activity to promote an open day.

Output: Platform(s), headlines, content types (video, testimonial, Q&A), posting schedule and basic calls to action.

Consumption of Marketing and Compelling Copy

How People Read Online

- **Only 16% of users read word-for-word.** (Jakob Nielsen)
- **79% scan a new web page instead of reading.** (Jakob Nielsen)
- **Average human attention span: 8 seconds.** (Microsoft)
- **80% of users read the headline only.** (Ogilvy)
- **Users read 50% of the content only on pages under 111 words.** (Jakob Nielsen)
- **Most users only read about 20–28% of the words on a typical web page.** (Jakob Nielsen)
- **Users also spend time on layout, navigation and images—not just text.** (Jakob Nielsen)



Understand Your Audience

- **“What’s in it for me?” Speak to their goals:** “Will this help me change careers, find purpose, make a difference?”
- **Assume no prior knowledge** – but never patronise.
- **Answer the inner cynic:** “Is this really worth the time, stress, and money?”
- **Focus on outcomes, not just process:** “In one year, you’ll be standing in front of your own class.”
- **Write for scanners** – Use headers, bold text and bullet points to make your message digestible.
- **Tell them what to do next** – “Book now”, “Join the open day”, “Talk to a teacher”. Clarity drives action.
- **Make it human:** Use real stories, not just facts.
- **Anticipate confusion** – If you don’t say it simply, they’ll bounce.



Why It Matters: Features vs Benefits vs Outcomes

What is a Feature?

A feature is what the programme includes — the facts, tools or structures provided.

Example: Weekly one-to-one mentoring.

What is a Benefit?

A benefit is how that feature helps the trainee. It connects emotionally or practically.

Example: You always have someone to guide you – you are not alone.

What is an Outcome?

An outcome is the measurable or tangible result. It is the transformation or achievement.

Example: You graduate confident and classroom-ready.



Why this matters in recruitment

- Features alone do not inspire action. Benefits speak to emotion. Outcomes build trust.
- Together, they help potential applicants picture their future clearly.
- This approach makes your offer both persuasive and personal.

What You Get – From Day One to Qualified Teacher

Personalised Support

- **Feature:** 1:1 mentoring, regular feedback and wellbeing check-ins.
- **Benefit:** You are never on your own – your journey is guided and supported.
- **Outcome:** Graduate confident and classroom-ready, with a clear sense of your strengths.

Real Classroom Experience

- **Feature:** 120+ days of in-school placements starting from week one.
- **Benefit:** Learn by doing, not just watching — build real-world teaching confidence.
- **Outcome:** Graduate with hands-on experience and a portfolio schools want to see.

Career-Ready in 12 Months

- **Feature:** QTS awarded in one full-time year.
- **Benefit:** Fast-track into a secure, respected career.
- **Outcome:** Qualify by July and start earning as an Early Career Teacher in September.

Future-Proof Training

- **Feature:** Ongoing access to job networks and ECT career support.
- **Benefit:** You are not left behind after training – we help with what comes next.
- **Outcome:** 90%+ of our trainees secure teaching roles within three months.

Use “You” More Than “We” – Put Your Reader First

“You” vs “We”

Write like you are speaking to one person. The reader and their needs come first. Using “you” is warmer and more engaging than focusing on “we”.

Why this matters:

- “You” speaks to the reader’s goals, needs and emotions.
- “We” shifts focus to your organisation — use it sparingly.
- Balance both, but lead with your reader.



“Focus on what **they’ll get out of it, not on what **we** put into it.”**
— Ann Wylie, writing coach

Personalisation tip:

Personalisation can be powerful – but only if it is accurate. If you cannot get it right, do not use it.

Task - How could this copy be improved?

Hogwarts SCITT has delivered Initial Wizard Training (IWT) to trainee Wizard Teachers since 1253 and gained the exemplary awards of QWTT (Quality Wizard Teacher Training) and DDfMM (Dumbledore Distinction for Magical Mentorship) from the MoM (Ministry of Magic). We give our trainees personal attention which makes this a great place to learn and we pride ourselves on the personal approach. We know there is no such thing as a “typical wizard”, so we do not provide a one-size-fits-all course. We will help Trainee Wizards to grow and become proficient Wizard Teachers because our Technical Ability Wizard Specialist programme (TAWSP) was recognised by the MoM as excellent practice and delivery.

What would make this copy more engaging for a trainee teacher?

- Can you spot any overused “we” statements?
- Which bits are features — and how could you turn them into benefits?
- Where could you say “you” instead?
- Is the tone inspiring or institutional?



Task – You vs We

Before (“We”-led):

Hogwarts SCITT has delivered Initial Wizard Training (IWT) to trainee Wizard Teachers since 1253 and gained the exemplary awards of QWTT (Quality Wizard Teacher Training) and DDfMM (Dumbledore Distinction for Magical Mentorship) from the MoM (Ministry of Magic). **We** give our trainees personal attention which makes this a great place to learn and we pride **ourselves** on the personal approach. **We** know there is no such thing as a “typical wizard”, so **we** do not provide a one-size-fits-all course. **We** will help Trainee Wizards to grow and become proficient Wizard Teachers because our Technical Ability Wizard Specialist programme (TAWSP) was recognised by the MoM as excellent practice and delivery.

After (“You”-led):

You will receive **personalised support** from Hogwarts SCITT the moment **you** start **your** teacher training. There’s no such thing as a typical wizard, so **your** course is **tailored to your strengths, interests and experience.**

You will benefit from our **flexible programme**, which is recognised as “excellent” by the Ministry of Magic. With over 750 years of valuable experience in training wizard teachers, **you will** be **guided every step of the way** to grow into the confident, capable wizard teacher **you** aspire to be.

Like many of our successful graduates, **you will** find Hogwarts SCITT “a great place to learn” — and the perfect place to **start your teaching journey.**

Why the “You”-led version is stronger:

- ✓ Focuses on what the trainee gets, not what the provider has done;
- ✓ More relatable and personal — speaks directly to the reader;
- ✓ Highlights outcomes and emotional reassurance;
- ✓ Easier to skim-read and understand benefits quickly;
- ✓ Uses clearer, more engaging language (no acronyms!)



Use Social Proof – Let Your Trainees Tell the Story

Why Stories Matter More Than Stats:

- People buy with emotion, then justify with facts;
- If we haven't done something ourselves, we rely on others who have;
- Social proof builds trust and reduces uncertainty.

Why Case Studies Work:

- They are relatable, personal and feel honest;
- They shift the tone and pace of your copy, adding depth;
- They can be stories, short videos, testimonials or quote graphics;
- Make them shareable, visual and easy to find online

Remember: “Facts tell. Stories sell.” Use both.



“Training to become a Teacher is the best decision I have ever made. I love my job.”

Lisa Jones – 2021 Trainee

How to Tell a Powerful Trainee Story

1. Starting Point – Why They Chose You

- What motivated them to go into teaching?
- Why did they choose your provider?

2. The Journey – Real Challenges and Support

- What challenges did they face?
- How did your programme help them overcome those challenges?
- What experiences stood out most?

3. Looking Ahead – Impact and Advice

- What did they learn?
- What advice would they give to others?
- What are their future plans?



The Hero – The Trainee



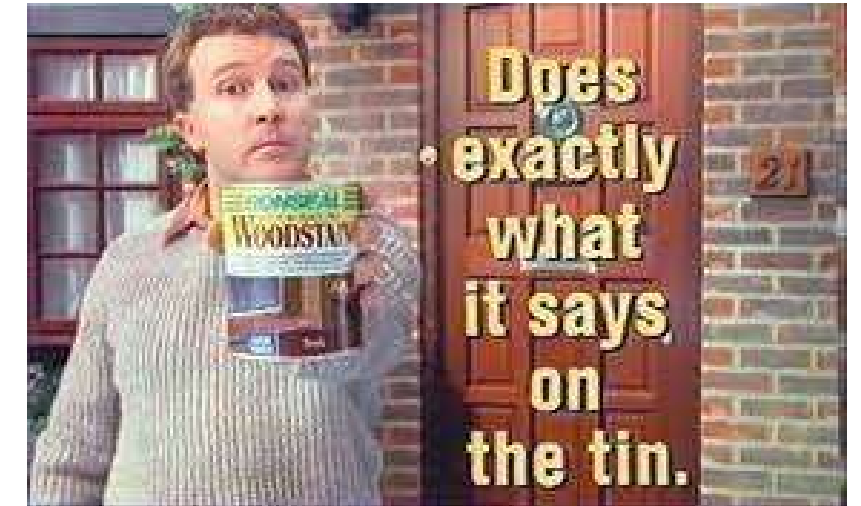
The Mentor – You

The Heroes Journey - protagonist (the hero) embarks on a journey, faces challenges, meets their mentor, transforms and returns changed. It was metaphor was first outlined by Joseph Campbell and now commonly used in marketing.

Writing Headlines That Get Noticed

Headline Tips Checklist:

- What is in it for the reader?
- Keep it concise (5-10 words);
- Use action verbs (e.g. “Discover”, “Start”, “Master”);
- Be specific – avoid vague language;
- Trigger curiosity – ask a question or hint at value;
- Highlight benefits clearly;
- Include relevant keywords (for clarity and SEO);
- Make it emotional – use feeling-led language;
- Test and refine;
- Optimise for the platform (e.g. social vs web);
- Use confident, punchy language;
- Use formats like “How to ...” or “X tips for ...”.



A Great Call to Action Gets Clicked

Many websites fail to include a clear next step — don't make that mistake.

A strong CTA tells the reader:

- What to do (e.g. “Join our open day”);
- How to do it (e.g. “Click to book your place”).

Keep it short, specific and action-led.

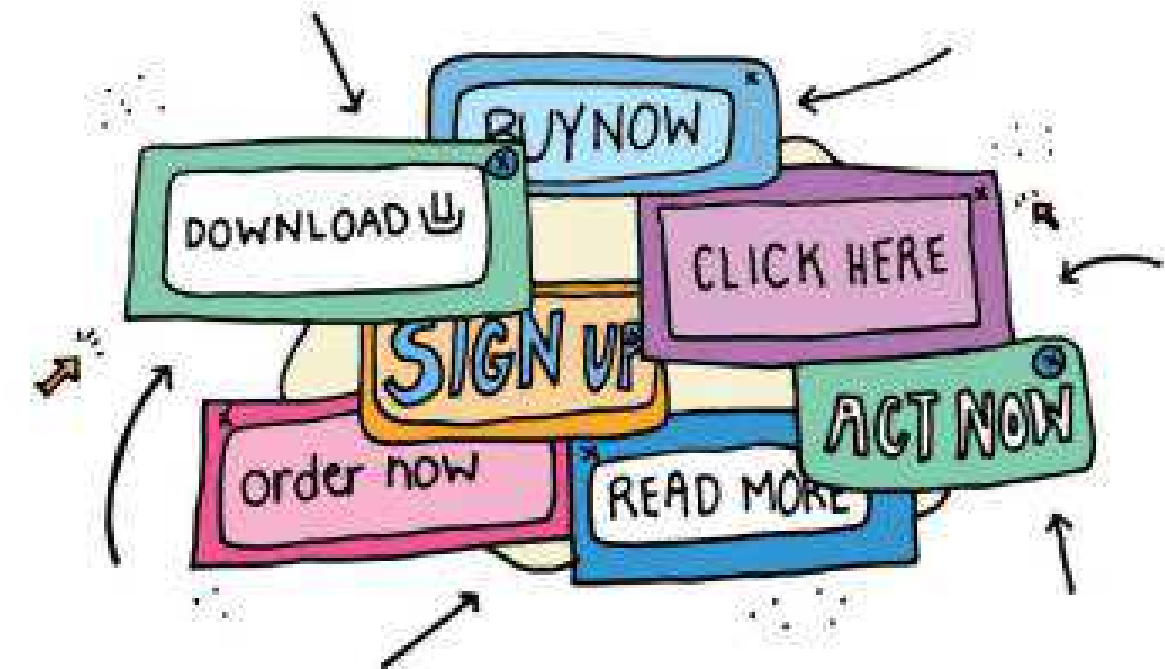
Make it stand out with colour, placement and design.

Repeat it across pages, emails and social posts.

Measure performance — track what is working by testing then refining.

Examples:

“Apply now”, “Download our guide”, “Chat with a recent trainee”, “Book your place”.



Write Like a Human - Keep It Clear, Bold and Simple

Cut the jargon – say what you really mean.

Use plain English – be clear, not clever.

Keep sentences short – one idea at a time.

Vary rhythm – mix short and longer sentences.

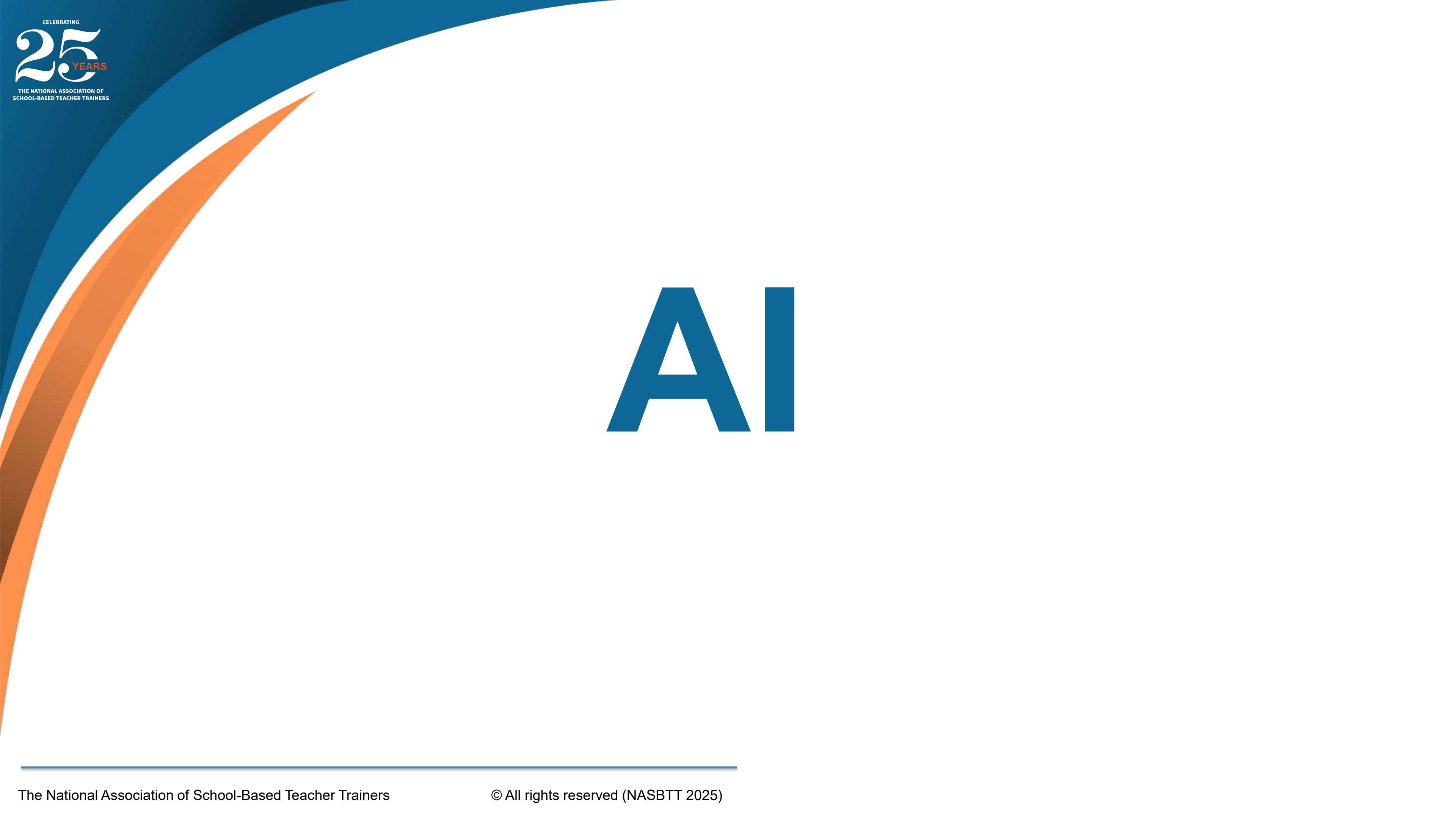
Edit ruthlessly – remove anything that does not help the reader.

Avoid hedging – make strong, confident statements.



Layout Techniques for Better Readability

- **Fixing Points:** Highlight keywords or phrases using bold, CAPITALS, underline or colour to help skim-readers absorb key messages.
- **Impact Boxes:** Place a single, compelling takeaway (CTA or summary) in a box at the top — if they read nothing else, this sticks.
- **Short Paragraphs:** Keep blocks of text brief (2-3 sentences). Dense paragraphs feel overwhelming on screen.
- **White Space:** Let your content breathe. Avoid cluttered layouts — empty space helps guide the eye.
- **Headlines and Subheadings:** These guide navigation. Use clear, benefit-led headlines and make them larger than body text.
- **Bulleted and Numbered Lists:** Easy to scan, one point per bullet and only number when there is a logical order
- **Hyperlinks:** Use descriptive text like “Download our course guide” instead of “Click here”.
- **Mobile Responsiveness:** Assume your audience is reading on a phone. Test mobile layout.
- **Images and Multimedia:** Use photos, infographics or short videos to break up text and reinforce your message visually. Faces and real-life scenes perform well.
- **Interactive Elements:** Add polls and quizzes if possible. These increase engagement and time-on-page.
- **Alignment and Fonts:**
 - Left-aligned text is easier to read online than full justification;
 - Choose sans serif fonts (like Arial or Verdana) for clarity;
 - Use serif fonts sparingly — and avoid decorative styles for body text.



AI

What is AI? A Quick Introduction

- **AI = Artificial Intelligence** – software that mimics human thought, learning or creativity.
- **It is evolving rapidly** – GPT-4 launched in 2023, new tools appear monthly.
- **Major players:** OpenAI (ChatGPT), Google (Gemini), Anthropic (Claude), Microsoft (Copilot).
- **Generative AI** can write, design, code, translate, summarise and more.
- **AI is not futuristic anymore** – it is already changing how we work.
- **Enhance strategy** – not lose control to automation,



Discussion Task

- **What AI tools are you using — and how?**
- **What's working well?**
- **What challenges have you faced?**
- **What would you like to explore next?**

Key Principles for Using AI Effectively

Pick one tool per task — and use it consistently (e.g. ChatGPT for writing, Canva AI for visuals).

Treat AI like a brilliant apprentice — it is clever, fast, knows everything except your goals, brand or tone.

AI lacks empathy and nuance — it mimics, it does not feel or understand.

Start with your objective — do not chase the wow; solve a problem.

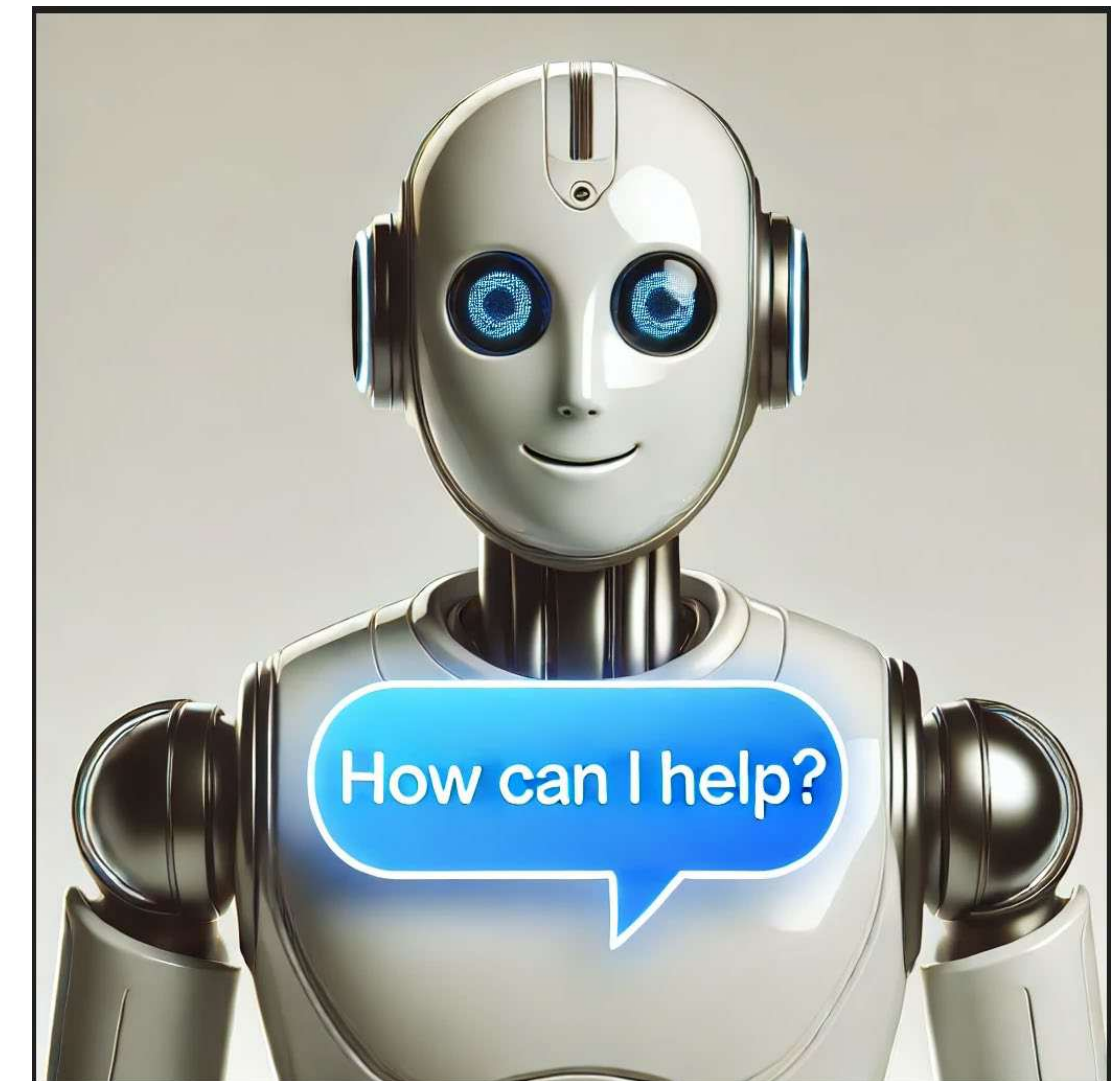


Image created using ChatGPT

The 4 Bs of AI to Watch For

Bizarre – Sometimes it is wildly wrong or makes things up (hallucinates).

Borrowed – Content is “original” but drawn from patterns of past data.

Biased – Trained on human content = inherits human prejudice.

Banal – AI feeds off AI = sameness, clichés, surface-level content.



Struggles with fingers, eyes, random limbs

Fi create a realistic photograph of a male superhero who can fly



Fi create a realistic photograph of a group of politicians having a discussion



Strategic Uses of AI in Teacher Training Marketing

Spot patterns in enquiries and application data faster.

Use AI to segment audiences and tailor messaging (e.g. career changers vs graduates).

Brief AI to draft messaging frameworks, tone-of-voice guides and content calendars.

Analyse performance — summarise what is working and why.

Free up team capacity to focus on creative and relational work.



Image created using Adobe Firefly

Using AI in Your Digital Marketing

- **AI can support** copywriting, social media, email, design and more
- **Use tools like** ChatGPT, Jasper, Grammarly, Canva AI and Descript
- **Great for idea generation, rewording, and drafting content faster**
- **Saves time and improves consistency across platforms**
- **You still need to review, humanise and personalise** - AI is the helper, not the writer

Prompt Engineering – How to Talk to AI Tools

- **Give it a role:** “You are a marketing assistant for a teacher training provider”
- **Be specific:** audience, tone, format, purpose (e.g. “social caption for career changers”)
- **Add constraints:** “Max 100 words”, “friendly tone”, “use bullet points”
- **RACE** – Role (who you are) Action (What I want you to do) Context (background info to help you do the job) Execute (what do I want you to create, format, parameters for the job)
- **Test and refine:** don’t expect perfection — rephrase and re-prompt
- **Combine prompts:** Use follow-ups to ask for revisions, examples, rewrites
- **Examples of effective prompts:**
 - “You are a digital marketing strategist for an ITT provider. Write 5 Instagram captions to promote our open day to career changers over 30.”
 - “Write a 3-paragraph welcome email for someone who registered interest in becoming a teacher. Keep it warm and encouraging.”
 - “Summarise this 500-word blog post into 3 key points and a CTA for LinkedIn.”
 - “Create a persuasive campaign plan to attract career changers in STEM subjects”

Creating Simple Videos – Using AI

PROMPT: “Create a high-energy, engaging 10-15 second TikTok video script to recruit career changers into teaching. The video should hook viewers in the first three seconds, highlight the impact of teaching and end with a strong call to action (e.g., attending an Open Day). Keep the tone inspiring and relatable, addressing people who may not have considered teaching before. Include on-screen text and audio cues for maximum engagement.”

 [Upbeat, motivational background music]

 [Scene 1 – Fast-paced montage of people in different jobs looking uninspired (office desk, staring at screen, commuting).]

 On-screen text: *Feeling stuck in your career?*

 [Scene 2 – Cut to a classroom: A teacher high-fives a student, another smiles while explaining something.]

 On-screen text: *Ever thought about teaching?*

 [Scene 3 – Quick clips of real classroom moments: Laughter, student “lightbulb” moment, teacher enjoying their day.]

 Voiceover: *Make a real difference. Every day.*

 [Scene 4 – Confident person scrolling on phone, seeing “Ultimate Teacher Training” Open Day info.]

 On-screen text: *No experience? No problem. We’ll train you!*

 [Scene 5 – Smiling teacher walks into school, excited students greet them.]

 On-screen text: *Your new career starts here!*

 [Final scene – Call to action: Website + Open Day details on screen.]

 Voiceover: *Sign up for our Open Day now – link in bio!*

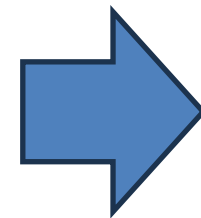
Creating Simple Videos – Using AI

PROMPT: “You are an expert copywriter working for an organisation called Ultimate Teacher Training who recruit teachers to the profession and provide personalised training which puts trainee wellbeing first. You need to put together a ten second TikTok advert to advertise your Open Day. Your target market is people looking for a change in career that may have never considered teaching. Write succinct copy for a TikTok advert that makes them think about becoming a teacher, why they should train with Ultimate Teacher Training and how to find out about the Open Day. Suggest the type of videos we can include.”

-  **Stuck in a job that doesn't inspire you?**
 **Make the switch—become a teacher!**
At **Ultimate Teacher Training**, we put **you** first with:
-  Personalised support
 -  Well-being at the heart of training
 -  A clear path to a rewarding career
 -  **Join our Open Day** – Find out more! Tap the link in bio 
-  **Video Ideas:**
-  Fast cuts: Office life vs inspiring classroom moments
 -  Text pop-ups: “Dreading Mondays?” → “Make a difference instead!”
 -  Testimonial clips: Career changers who now love teaching.
 -  Call-to-action: Animated text “Link in bio—your future starts here!”

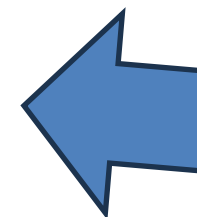
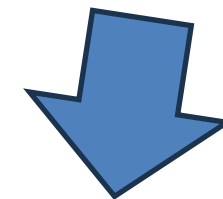
Using AI to Refine

PROMPT: “You are an expert copywriter. You need to write ten headlines to persuade your audience to change their career and become a teacher. Do not make the headlines too long as they will appear in short videos and need to catch attention.”



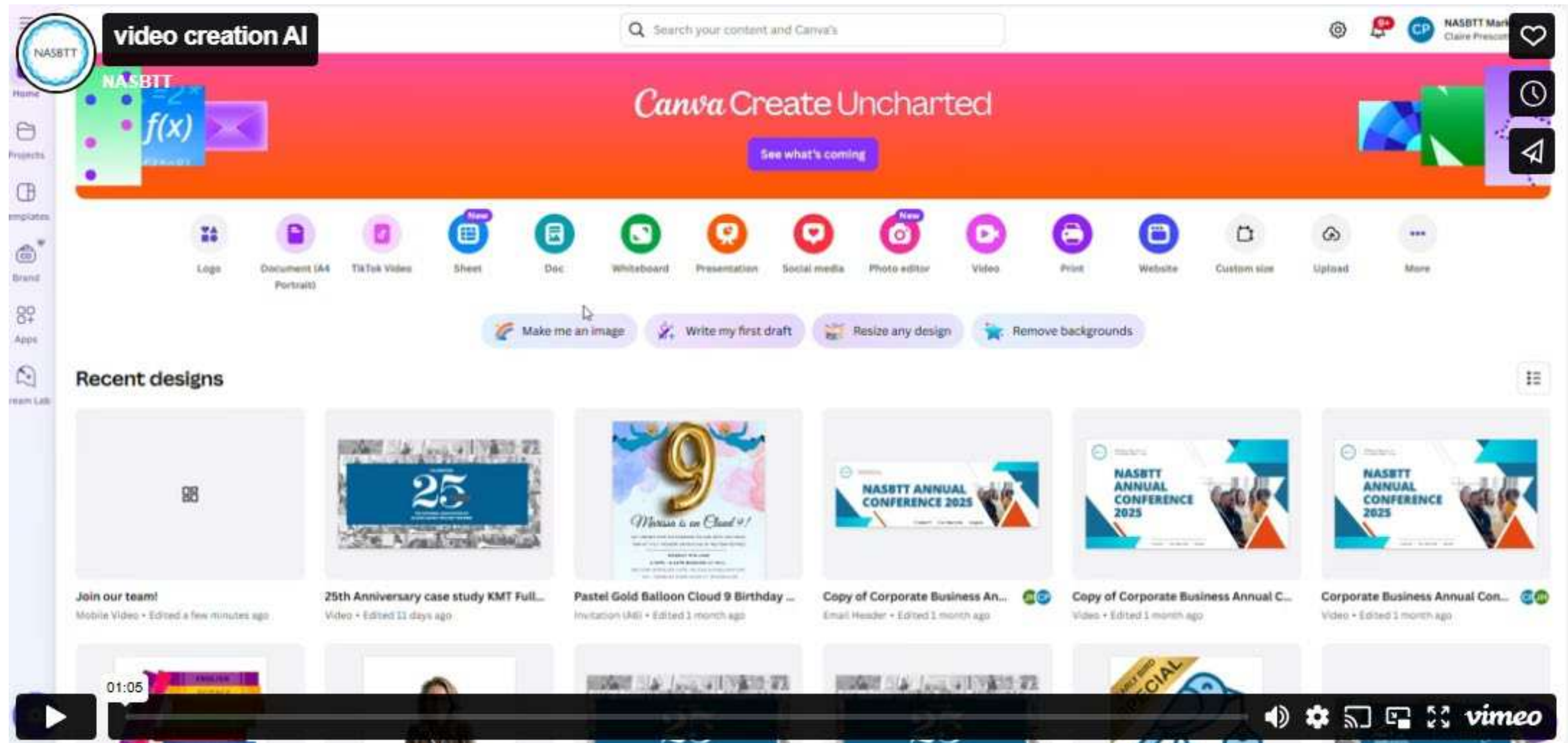
- Teaching changes lives – are you ready?
- Your skills could shape the future – become a teacher!
- Teachers don’t just work – they inspire!
- Make a real impact – step into teaching!
- The world needs great teachers – could that be you?
- Teaching: The career that builds futures!
- Inspire the next generation – become a teacher!
- Great teachers change the world—start your journey today!
- A career with purpose – teaching makes a difference!
- Help students thrive – train to teach!

- Stuck in a job you don’t love? Teach instead!
- Your skills could change lives – become a teacher!
- Dreading Mondays? Try teaching!
- Make the switch – teaching needs you!
- Same old job? Time for a career with purpose!
- Teaching: More than a job, it’s a legacy!
- Your next career move? The classroom!
- Teach. Inspire. Make a difference.
- A job that matters – become a teacher!
- Ready for a career that excites you?



PROMPT: change this to emphasise the importance of teaching

Creating Simple Videos – Using AI



<https://vimeo.com/1081810879/dc48711e83>

AI Tools for Digital Marketing

- **ChatGPT / Claude** – Drafts copy, generates ideas, refines messages.
- **Jasper AI** – Marketing-focused AI writing tool for teams.
- **Grammarly** – Polishes grammar, tone and clarity.
- **Canva AI (Magic Write)** – Visual design with smart content tools.
- **DALL·E / Adobe Firefly** – Create unique AI-generated illustrations and images.
- **Descript / Synthesia / Pictory** – Edit or generate videos from script or audio.
- **Surfer SEO / Frase** – Helps optimise content for search engines.



Questions

Reflection – Your Next Steps

- **What stood out most to you today?**
(Maybe a principle, a tool or a new way of thinking?)
- **What's one thing you will try differently in your marketing approach?**
- **Set a quick win:**
What will you action this week — even if it's small?

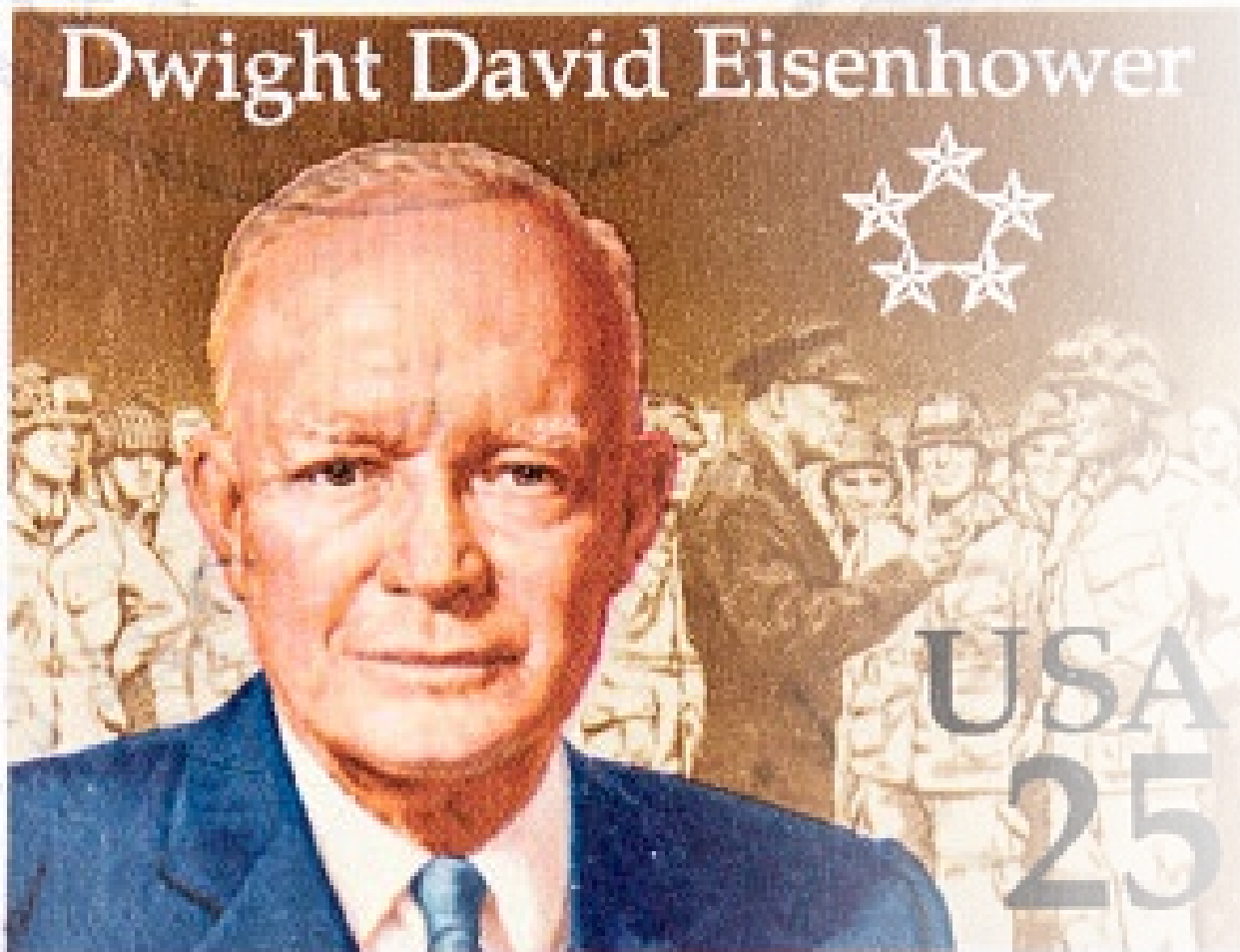
A close-up photograph of a chessboard with a black king and a white pawn in focus. The background is a soft, out-of-focus gradient. A white banner with blue text is overlaid at the bottom.

Strategic Planning and Risk Management

Learning Outcomes

- To reflect on development, improvement and strategic planning in your organisation
- To consider the factors that drive effective planning processes for ITT providers
- To consider the nature of risk management in ITT provision





‘In preparing [for battle] I have always found that plans are useless, but planning is indispensable.’

The Eisenhower Matrix

	URGENT	NOT URGENT
IMPORTANT	QUADRANT 1 IMPORTANT AND URGENT	QUADRANT 2 IMPORTANT BUT NOT URGENT
NOT IMPORTANT	QUADRANT 3 URGENT BUT NOT IMPORTANT	QUADRANT 4 NOT IMPORTANT AND NOT URGENT

Strategic Planning and the Eisenhower Matrix

1) Important and Urgent Tasks

These are the tasks that require your immediate attention. At the same time, these urgent crises and deadlines can also help you advance long-term goals and move projects forward. (*Application deadlines, deadlines for permission to recruit, etc.*)

2) Important But Not Urgent

These are the tasks that do not have a pressing deadline but will help you accomplish the long-term aim. Unfortunately, these are also the tasks that we tend to postpone in favour of activities we perceive as urgent. (*Professional training and development, taking the time to read policy briefings, understanding the political landscape, large documents and research outcomes, etc.*)

3) Urgent But Not Important Tasks

These activities require your immediate attention but do not help you achieve your long-term goals. Most emails and phone calls fall under this category. The problem with these tasks is that people often think that they are important. And it is easy to see why. Most of them are tangible and have immediate results. But here is the hard truth: while you are saying yes to every request that comes your way, thinking you are accomplishing so much, you are not. You are, in fact, sabotaging your progress and success. (*Responding to emails, phone calls, etc.*)

4) Tasks That Are Neither Urgent Nor Important

More often than not, these activities are time wasters. They do not require your immediate attention, nor do they help you achieve your long-term goals. In fact, they often distract you from your long-term target. (*Social media rabbit holes, distractors, repeated conversations, etc.*)

What are your current planning processes?

- 1) What plans does your organisation produce?
- 2) What is the focus? (e.g. development, improvement, strategic expansion/diversification)
- 3) What drives the planning process?
- 4) Who writes the plans?
- 5) Who is involved in the planning process?
- 6) Who determines what format they should take?
- 7) Do you follow a MAT/school structure or create your own?
- 8) How are they reviewed, how often and by whom?
- 9) What headings do you consider within the plan?
- 10) How far forward does the strategic plan look? 1 year? 3 years? Longer?

Horizon Scanning

- National and local recruitment needs and trends
- Local context
 - Competitors and collaborators
 - ‘Movers and shakers’
 - Link to national policy context: what are the drivers?
- National policy context
 - New quality requirements
 - ITT Core Content Framework
 - Ofsted framework (revised from 2025)
- National political context
 - Government
 - Economy
- Opportunities
 - What is missing? What is the need? What expertise can you offer? Do you need?
 - New markets: international, undergraduate, etc.

National Data

- DfE data and statistics
- Jack Worth
- John Howson
- NASBTT's Weekly ITT News Summary

Strategic Developments – Some Considerations

- Central personnel
- Training and development
- Time dedicated to strategy (not operation)
- Expertise – centrally and in partnership
- Quality and quantity
- Engagement from schools
- Flexibility and contingency
- Practicalities and logistics – space, placements
- Attitudes to risk
- Understanding the difference between an opportunity and a distractor
- Understand the market: do your research

The Strategic Planning Process



Risk Management

Questions for paired discussions

- Is the strategy accompanied by a risk register?
- Who determines the appetite for risk?
- Who identifies potential risks and how are these risks communicated?
 - To the board? To staff? To other stakeholders?
- How are risks identified and how are they rated for seriousness/importance?
- What key risks have you identified and how do you mitigate against them?
- Risk does not necessarily mean a negative – taking risks can lead to rewards. Does your risk register also identify opportunities?

PESTLE – An Approach to Risk Identification

- P for Political
- E for Economic
- S for Social
- T for Technological
- L for Legal
- E for Environmental

<https://www.cipd.co.uk/knowledge/strategy/organisational-development/pestle-analysis-factsheet>



Utilising Recruitment Data

In this session we will:

- Look at where we can find useful data relating to recruitment
- Discuss some of the implications of the current data and trends for providers to be aware of
- Consider what the market is telling employers it wants and how we can try to accommodate those needs

Sources of information

ITT Census

- Only tells you information from previous years, so not 'live' data
- Useful to see wider trends
- Likely to inform more strategic thinking than day-to-day changes

ITT Census 2024/25

Recruitment census data

Total new entrants to ITT

27,836

(up 6% from 26,376 in 2023/24)

Postgraduate total new entrants to ITT

23,107

(up 8% from 21,411 in 2023/24)

Undergraduate total new entrants to ITT

4,729

(down 5% from 4,965 in 2023/24)

Percentage of ITT recruitment postgraduate target reached

88%

for Primary subjects (down from 94% in 2023/24)

Percentage of ITT recruitment postgraduate target reached

62%

for secondary subjects (up from 48% in 2023/24)

ITT Census 2024/25

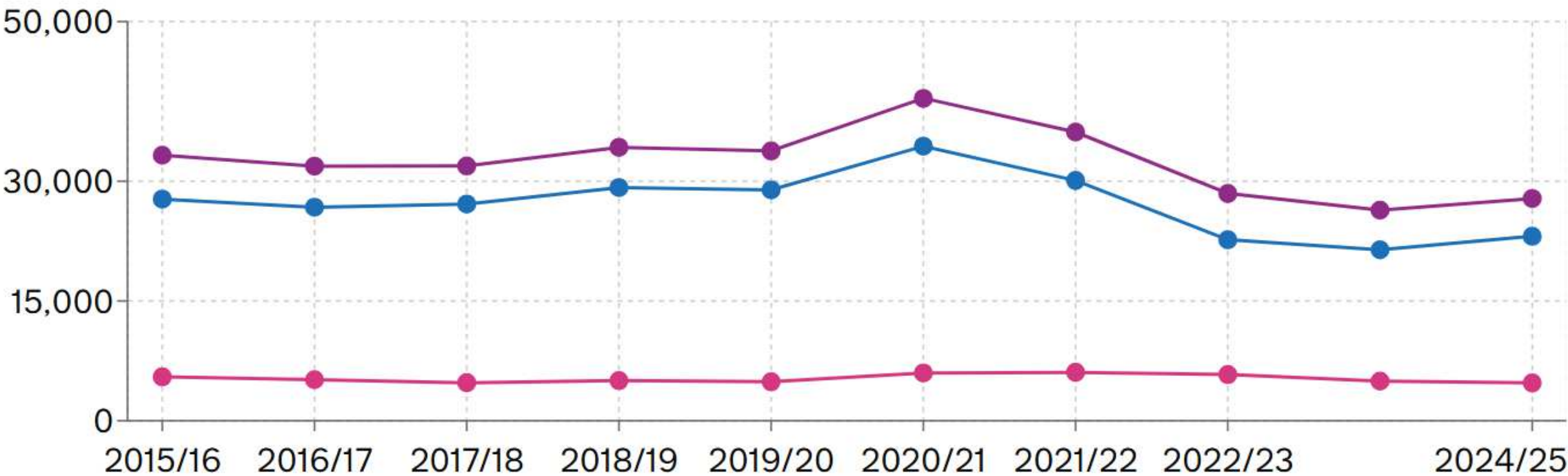
Historical data and trends



ITT Census 2023/24

Historical data and trends

There were 23,107 new entrants starting postgraduate ITT in 2024/25, an increase (8%) on 2023/24.



Historical data and trends

There were 23,107 new entrants starting postgraduate ITT in 2024/25, an increase (8%) on 2023/24.

			2015/16	2016/17	2017/18	2018/19	2019/20	2020/21
Entrants	Total	Number of trainees	33,261	31,896	31,909	34,243	33,799	40,377
		Percentage of trainees	100%	100%	100%	100%	100%	100%
	Postgraduates	Number of trainees	27,761	26,749	27,146	29,215	28,917	34,394
		Percentage of trainees	83%	84%	85%	85%	86%	85%
	Undergraduates	Number of trainees	5,500	5,147	4,763	5,028	4,882	5,983
		Percentage of trainees	17%	16%	15%	15%	14%	15%
Target	ITT Recruitment	Number of trainees	29,787	29,176	30,847	32,226	33,090	30,952
		Percentage of trainees	93%	92%	88%	91%	87%	111%

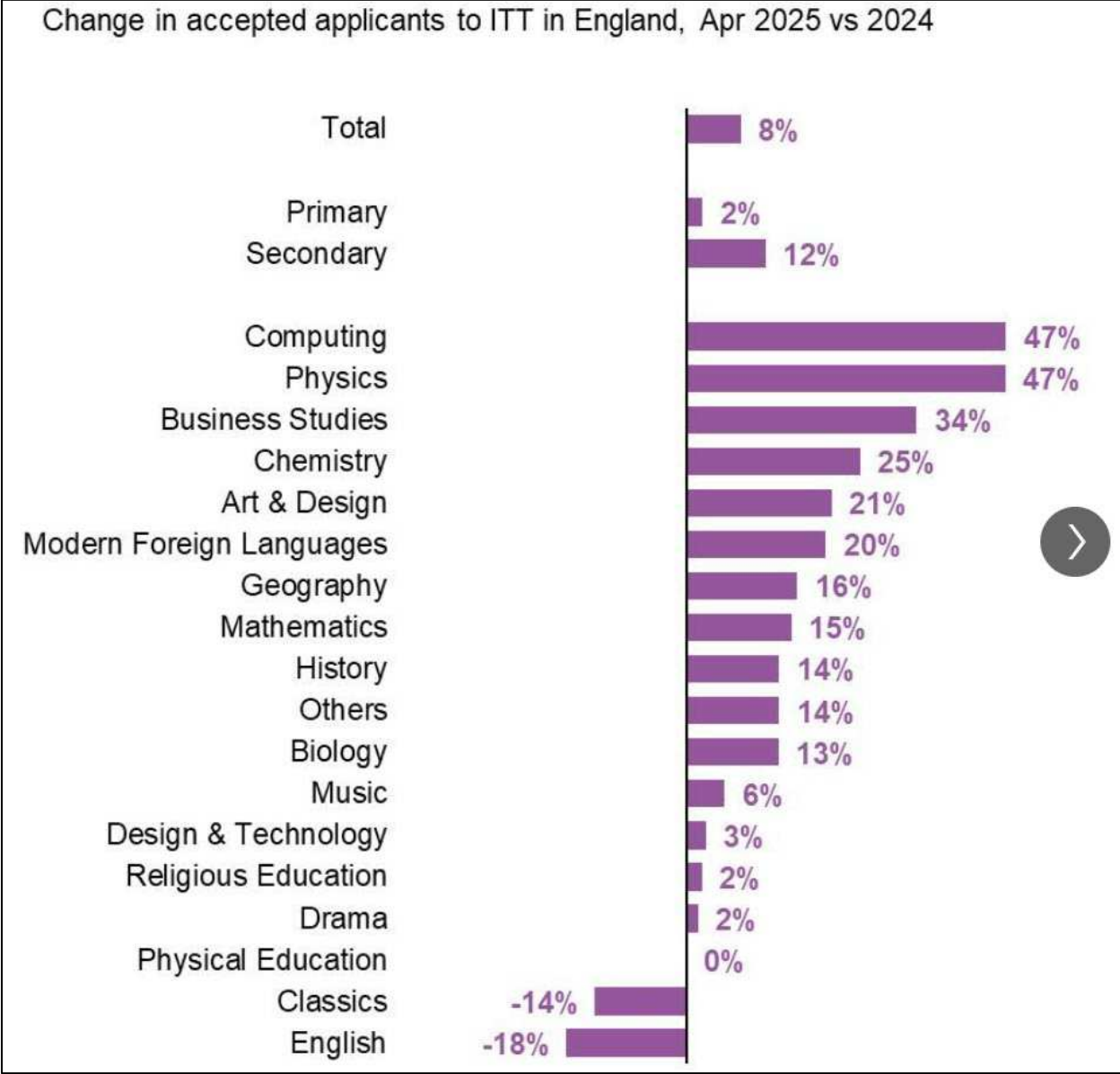
Sources of information

Jack Worth NFER

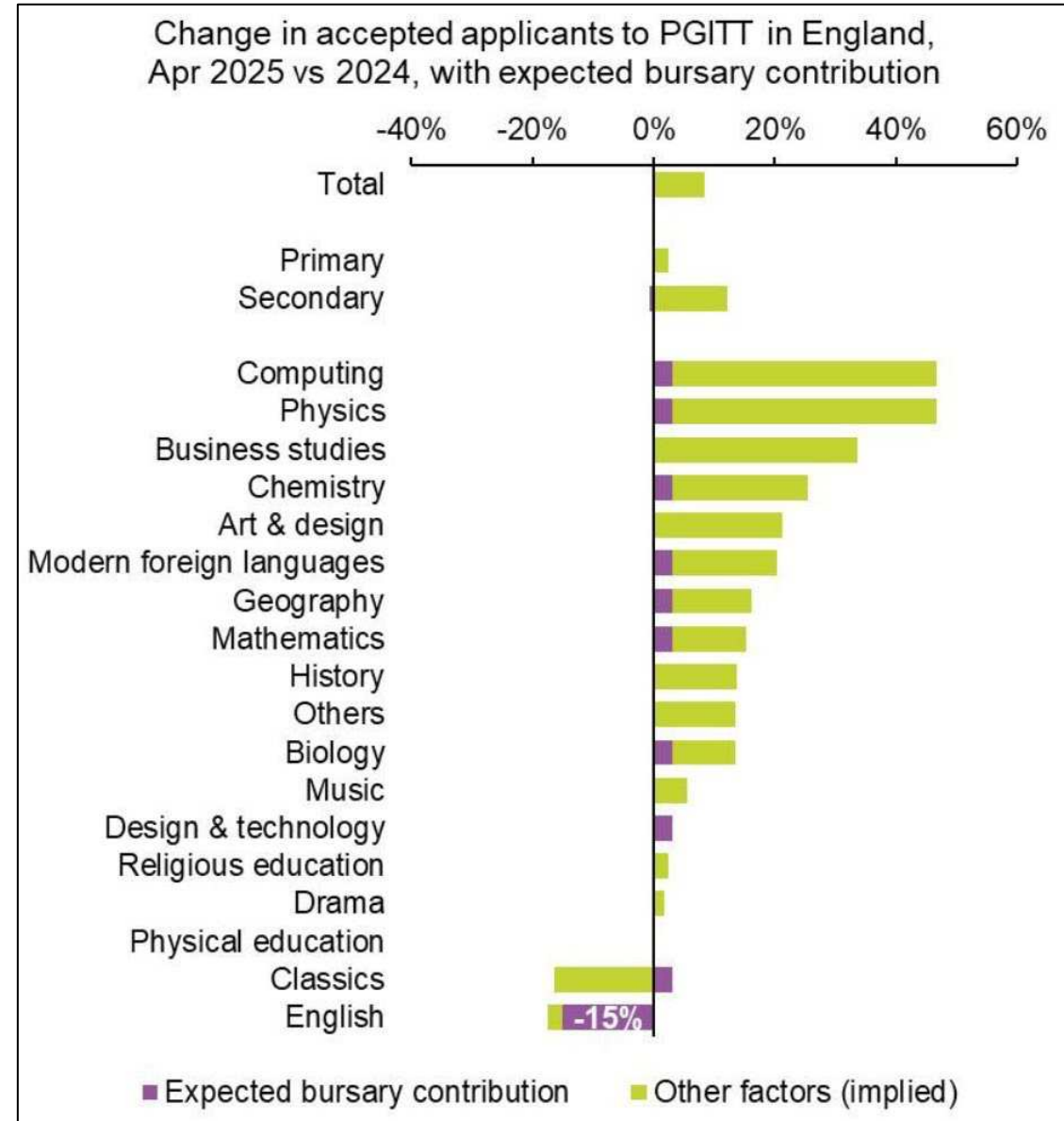
- Regularly updates the sector on current trends
- Breaks data down into subject and phase
- Compares the data to previous years

[@JackWorthNFER](#)

Current
circumstance

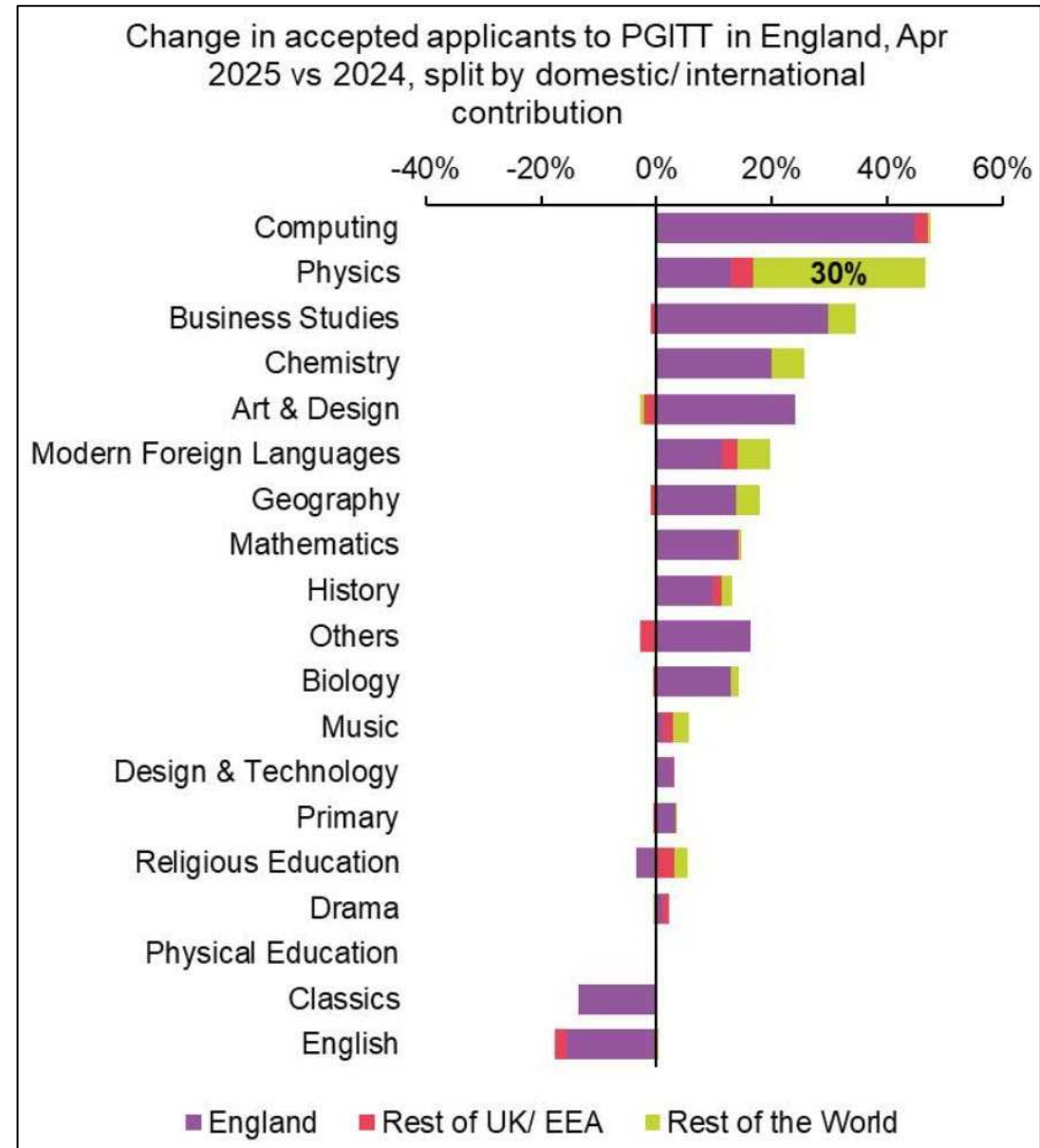


Current circumstance

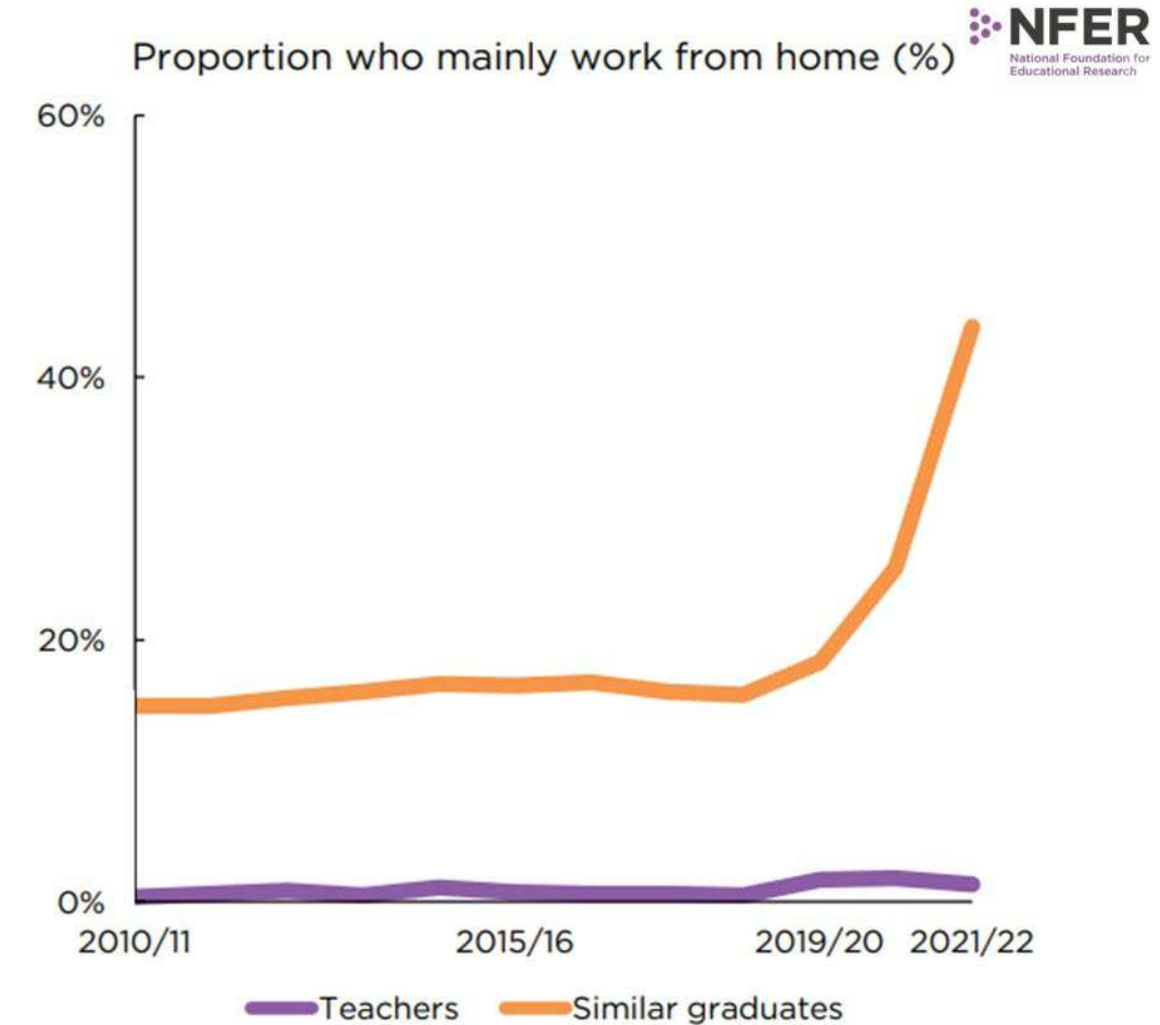


Current circumstance

Effective ITT Leadership and Management

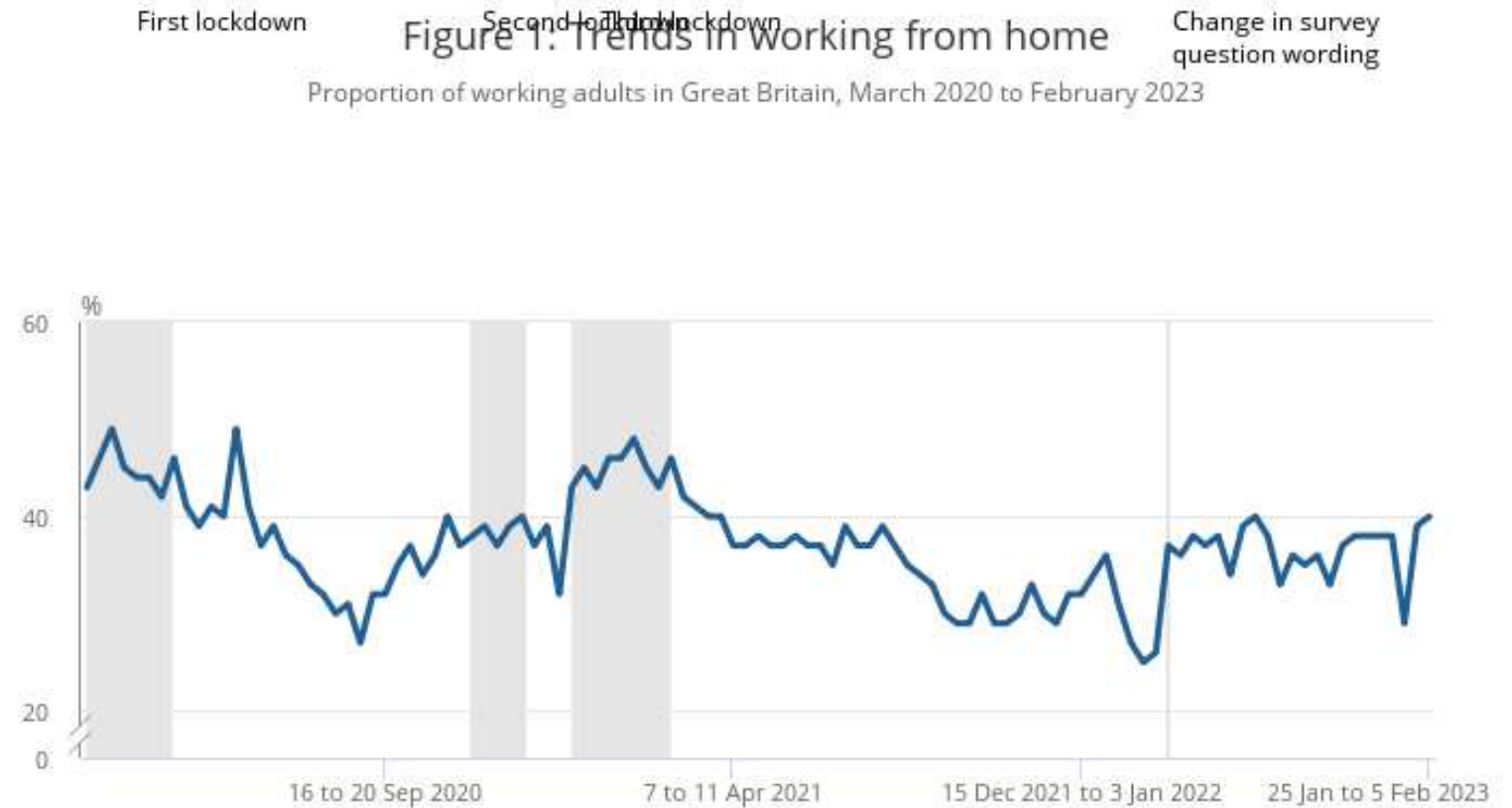


Current circumstance



Source: NFER analysis of Labour Force Survey data.

Current circumstance



Source: Office for National Statistics (ONS) – Opinions and Lifestyle Survey (OPN)

What are the implications?

- What are you doing now to support the programme in three years' time?
- What extra work are you doing to recruit potential applicants?
- Which areas have you not yet explored?
- Do you have a marketing plan that is reviewed and assesses impact?
- Are you looking at data to tell you what potential applicants want?
How are you gathering that data?
- How can you use your alumni to support you?

What will you focus on?

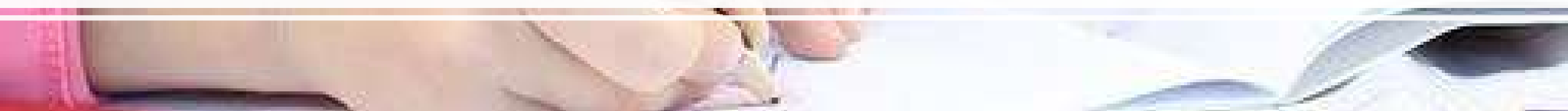
Consider what the needs of your current and potential trainees are.

- How are you meeting those needs?
- How are you showing potential applicants that you will meet their needs?
- If you are growing, how do you know the numbers will exist to support that growth?





Placement Schools



Placement schools

The most fragile part of the ITT ecosystem

FIRST
PRINCIPLES



Demand on placement schools is increasingly significant

- Two placement schools **minimum** per trainee
- Contrasting experiences
 - Age range
 - Pupils of different backgrounds
 - Different approaches to teaching, school organisation and management (consider what this means for schools within one trust)
- **Programme design** must allow for a minimum of 120 days in school
- Expectation of mentor capacity and expertise
- **ITT provider's responsibility** to ensure mentors have appropriate capacity and expertise
- Schools in a category not excluded (additional risk assessment needed)
- Wholly or mainly in England
- (Additional demand, depending on the model you adopt, for Intensive Training and Practice placements)

Placement schools

FOR
DISCUSSION



- How do you anticipate your placement needs for the subjects, phases and numbers you anticipate recruiting?
- Do other providers in your region work with the same schools? What does that mean for them and you?
- How do you secure sufficient placements of high enough quality which also meet these needs?
- What challenges do you face and how do you approach solving them?
 - Sufficient expertise in shortage subjects
 - School capacity (particularly around mentoring)
 - The challenge of Key Stage 1 placements
 - Key Stage 5 subjects and age ranges
 - A science or the sciences?
- Do you have sufficient relationships established with schools? How do you secure and strengthen these?
- Do you recruit to placements you have or recruit and then find placements? Which is the riskier strategy?
- When do you place 'cross phase' placements?
- What about salaried/apprenticeship routes?
 - Additional challenges to consider

Placement schools

FOR
DISCUSSION



Mentoring

- Increasingly difficult for providers to organise
- What is the focus of your training? Performative elements that allow systemic approaches to thrive or developmental to support trainee and mentor progress?
- What creative opportunities are there to break from a traditional model and introduce something innovative?
- Have you discussed your options with your strategic group(s) and partnership schools?

Placement schools

PRACTICAL CONSIDERATIONS



- Do **not** underestimate the challenge
- Invest time and resource into building relationships – play the ‘long game’
- Know your ‘market’
- Plan carefully how you will recruit, inform, educate and quality assure placements
 - Delicate balance
 - Requires diplomatic skill!
- Leverage of existing connections wherever possible
- Build secure and mutually beneficial relationships with other providers (professional respect)
- Ensure you have a wide range of school types, sizes, locations, contexts, etc.

Pause and reflect

Questions?



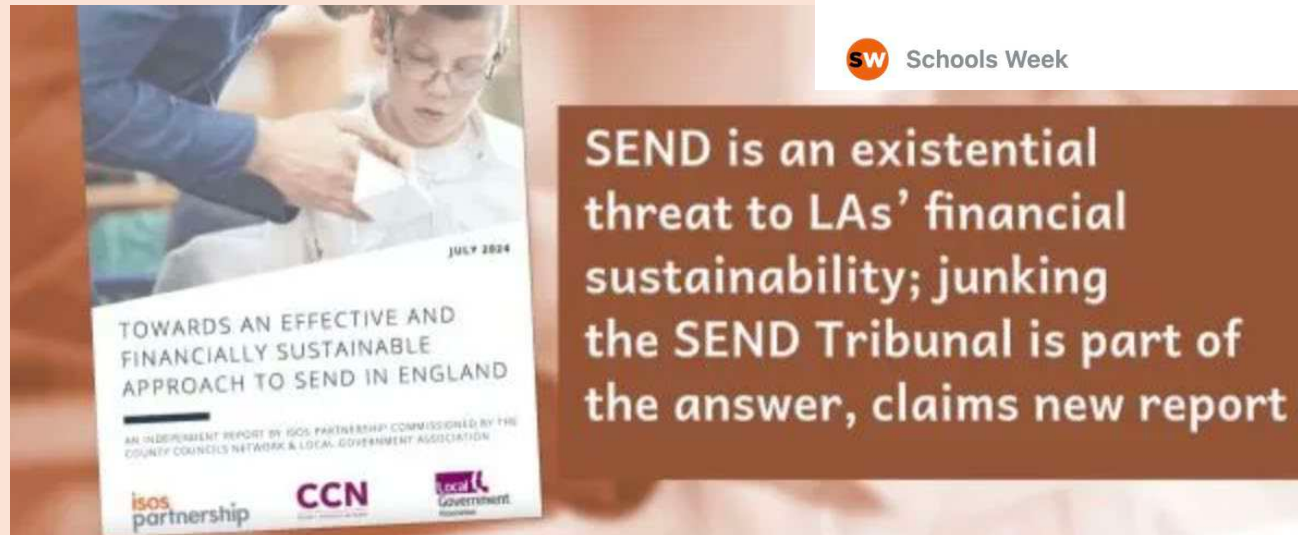
SEND Crisis.... SEND Emergency.....a bloody big problem!



SEND: DfE finally considers pupil impact of safety valve scheme

Move comes three years after controversial cost-cutting scheme was launched

SW Schools Week



“bold reform” to improve inclusivity and expertise in mainstream education for pupils with special educational needs and disabilities (SEND)



FEAR

INSIDE OUT

The challenge and the opportunity

Trainee Teachers come into the profession with a passion and ambition to make a difference to *all* pupils.

ITT Providers and School Mentors share those same goals.

Reviews of ITT consistently suggest inadequate preparation of new teachers to support pupils with SEND.

The challenge

Trainee Teachers come into the profession with a passion and ambition to make a difference to *all* pupils.

ITT Providers and School Mentors share those same goals.

Recent reviews of ITT continually suggest inadequate preparation of new teachers to support pupils with SEND.

The way the system looks at this issue needs re-framing. This will always be the case if we don't address wider systemic issues.

We need to think and work differently

This isn't a SEND crisis, it's an education crisis. Now let's fix it

Our approach to SEND has been wrong, writes Margaret Mulholland, but here are five ways to make it right

3rd October 2024



This is what improving whole-school inclusion looks like

Improving schooling for pupils with SEND needs a systemic approach, says Margaret Mulholland, but shining examples show it can be done

1st November 2024



Can 2025 bring a radical rethink of how we consider SEND?

What would it take to create a truly fair education system? It needs to go beyond 'brave school leaders', argues Margaret Mulholland
13th January 2025, 6:00am



Why effective adaptive teaching means changing our focus

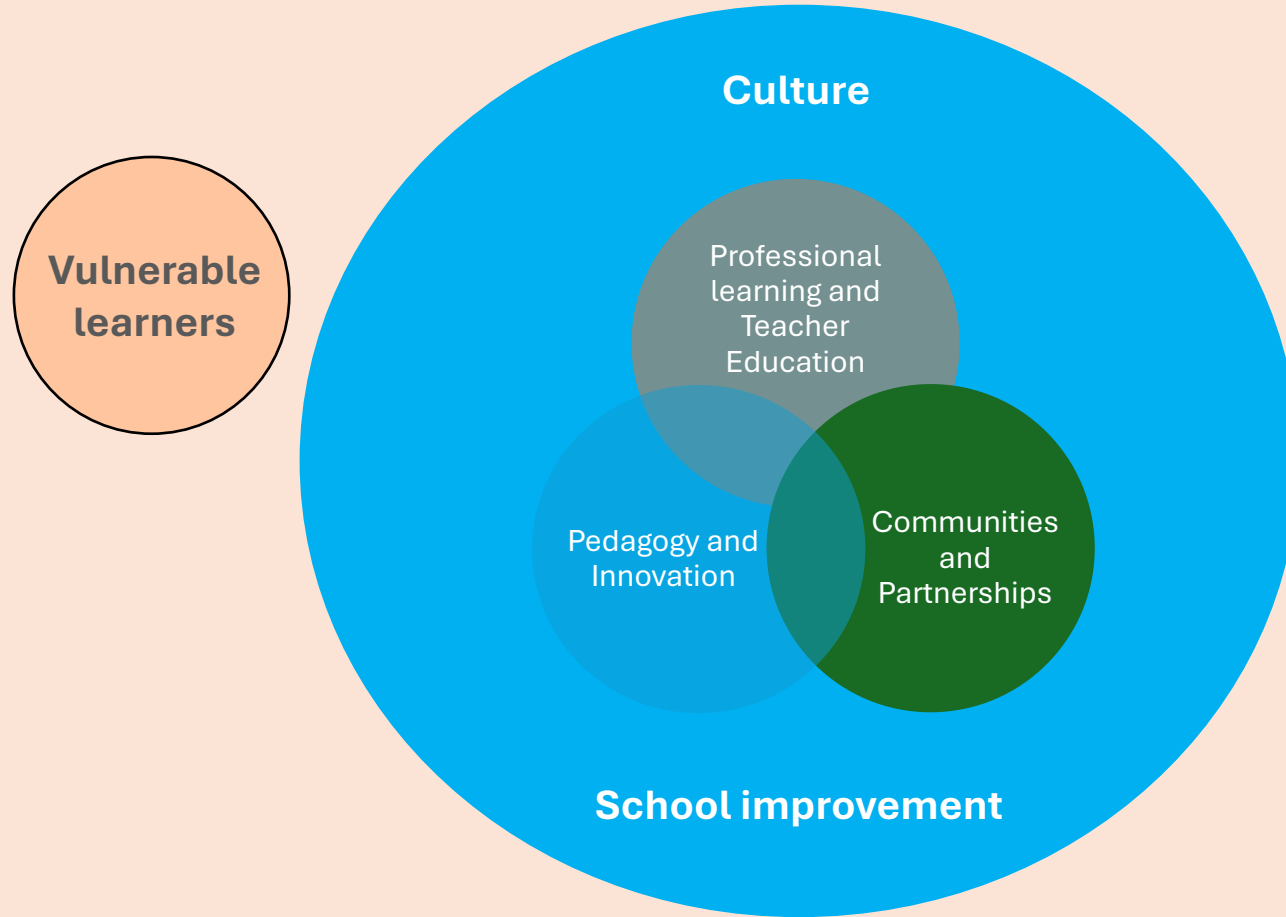
With an increased focus on adaptive teaching, it's time to radically reconsider where our lessons are aimed, argues Margaret Mulholland

12th December 2024

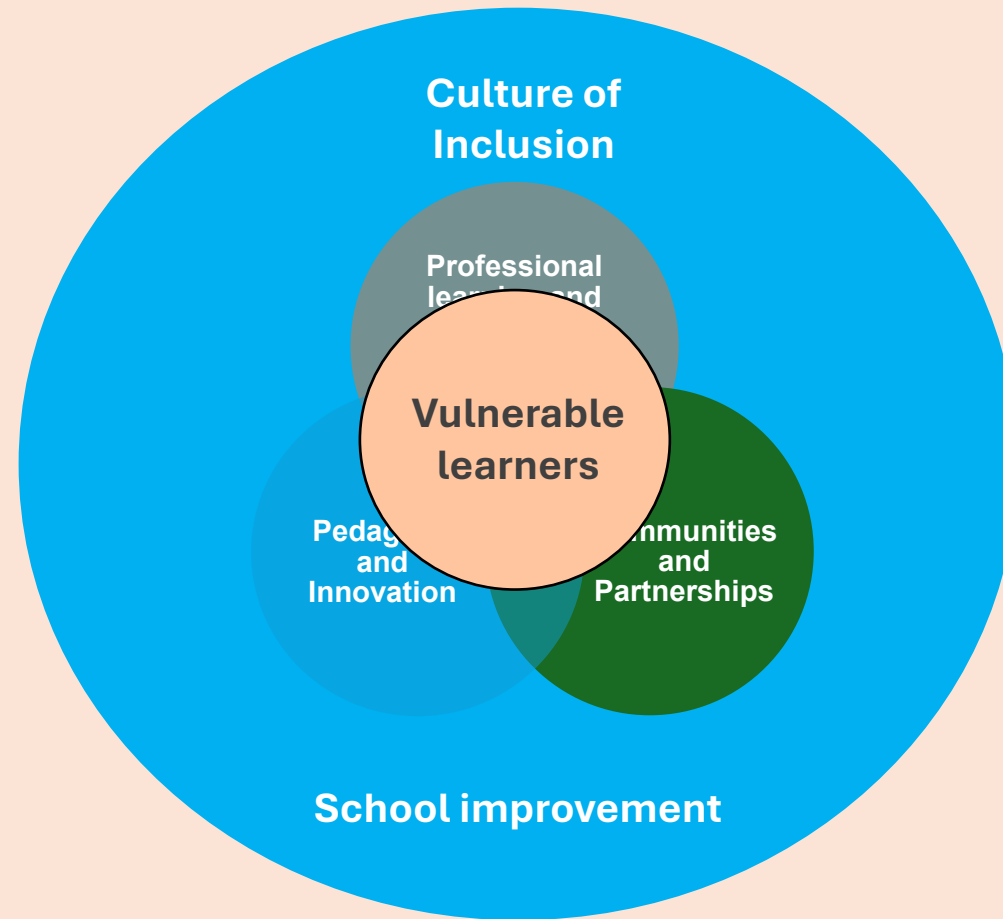


We need to situate SEND within the wider education system

Historically



The change that is underway in schools



for far too long.....

....SEND provision has been the bolt on, the bit at the end, 'them', the difficulty, the excuse, the context, a dividing line, the reason why not.

In **world class provision** it is the primary purpose, the ultimate enabler, the north star, the key success measure, the why for every teacher and for every leader.

How do we teach everyone?

“The challenge here, of course, is that changing what teachers do in their classrooms is extremely difficult because classrooms are extremely complex places.

Teachers need to keep a strong focus on their instructional objectives, must respond to their instructional and other needs, manage classroom behaviour, keep a focus on equity and do this in real time when there is literally no time to think.

If we are to realise the power of short cycle formative assessment to improve student achievement, we need to understand how to help teachers in changing their classroom habits”

Dylan William

Why do we need a new approach?

The Carter Review

If we expect all teachers to be teachers of SEND then we must provide adequate training

ITT research

ITT curriculum design that embeds the teaching of SEND, can extend capacity in the teacher workforce

Strengthening pedagogy

By teaching to the typical, we deny trainees the empowering skill of teaching to the margins

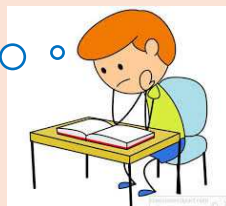
How much SEND Training did you have on your PGCE?

I only had two afternoon lectures on SEND and we did one assignment

I didn't learn to plan lessons with SEND pupils in mind

The SENCO doesn't have time to train me as an NQT

"What's wrong with me?"



Each time we focused on a new area of the curriculum we were taught to consider pupils who would struggle. Shown how to increase access. Looked at chunking, scaffolding, cueing, retrieval..

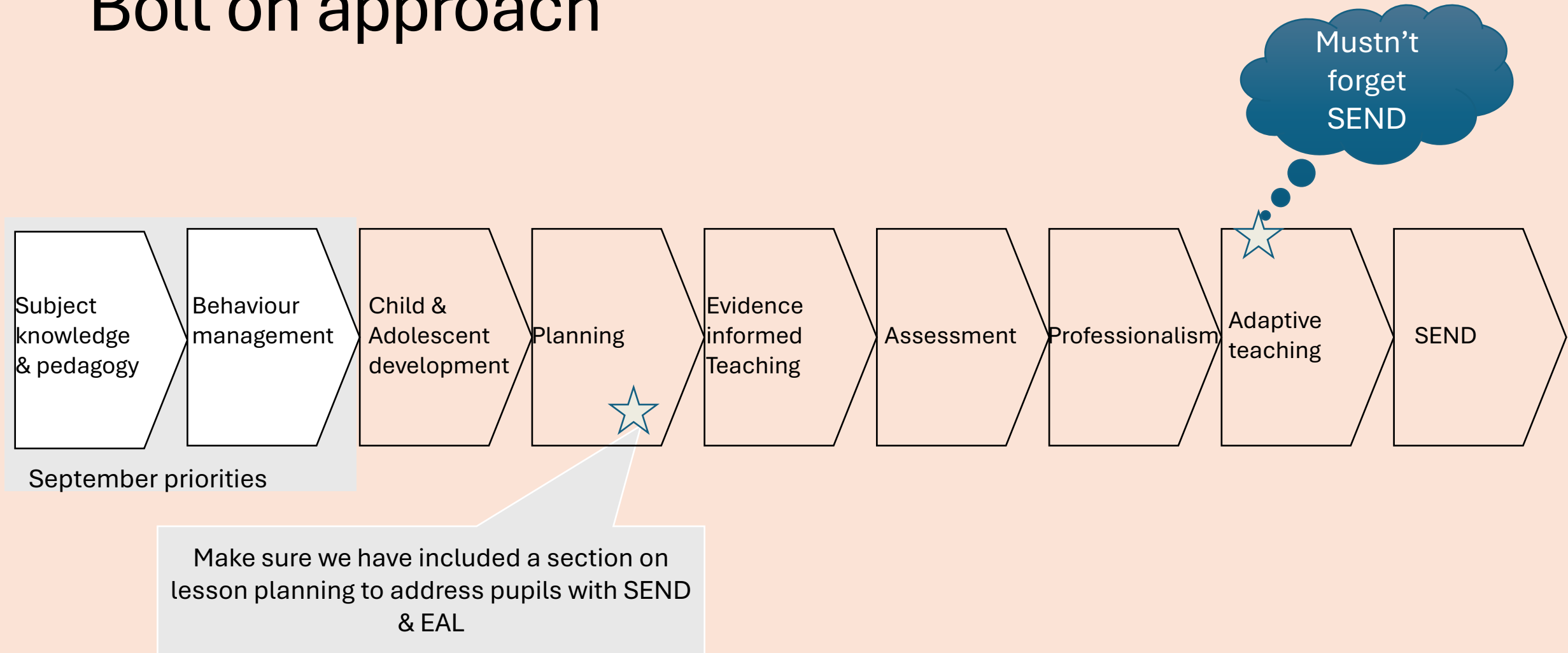
We weren't taught about SEND pupils separately on my ITT course. We continually considered those with or without SEND who might get stuck.

We practiced noticing skills, so we could quickly identify learners in difficulty. Then we would try a different approach. We learnt to adapt.

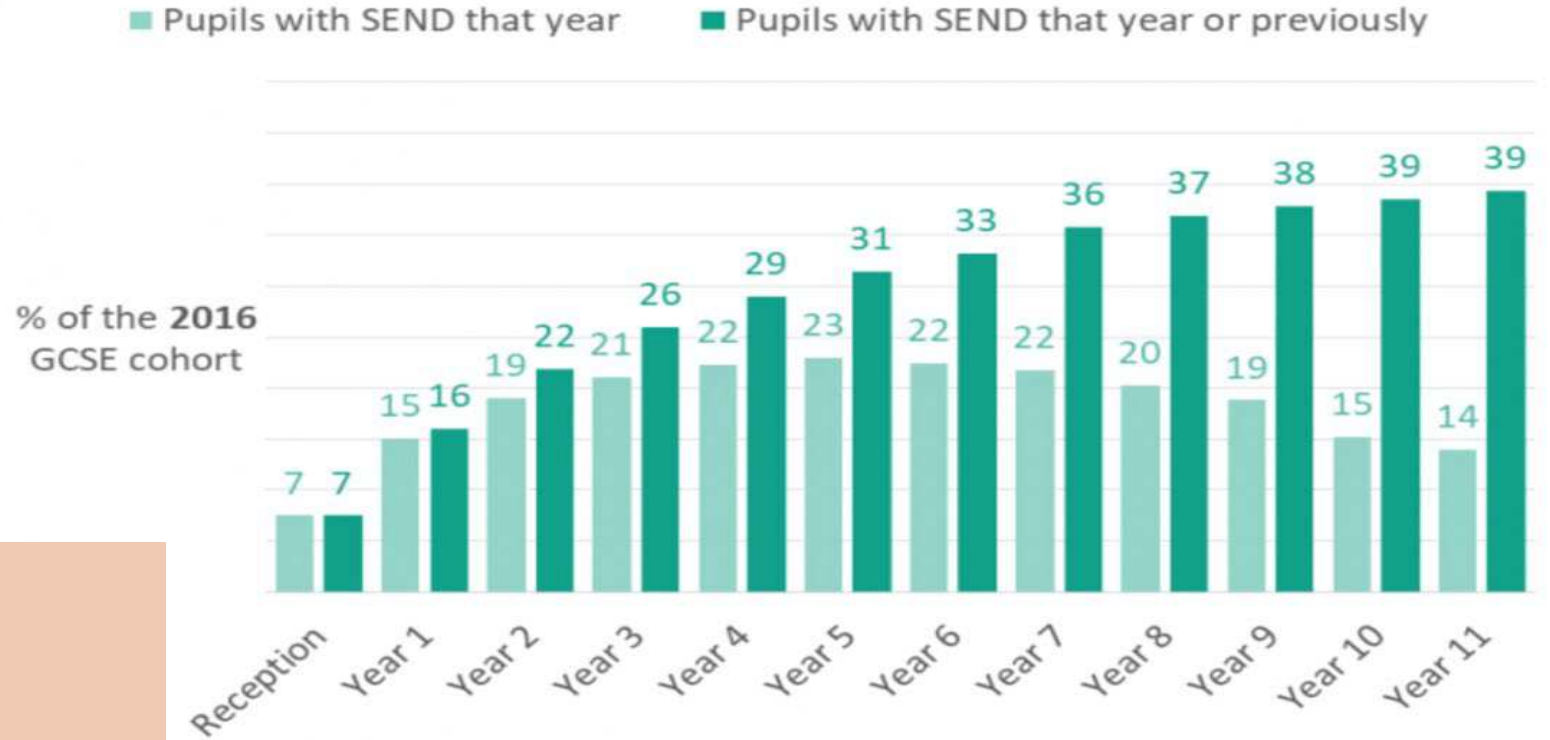


"Just look at what I can do!"

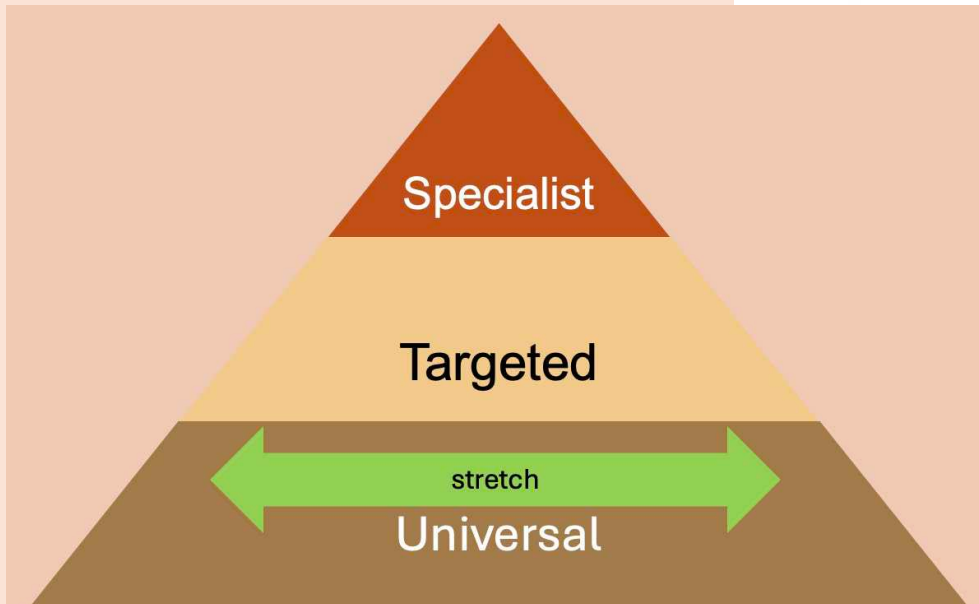
Bolt on approach



‘Ever SEND’ is 40%

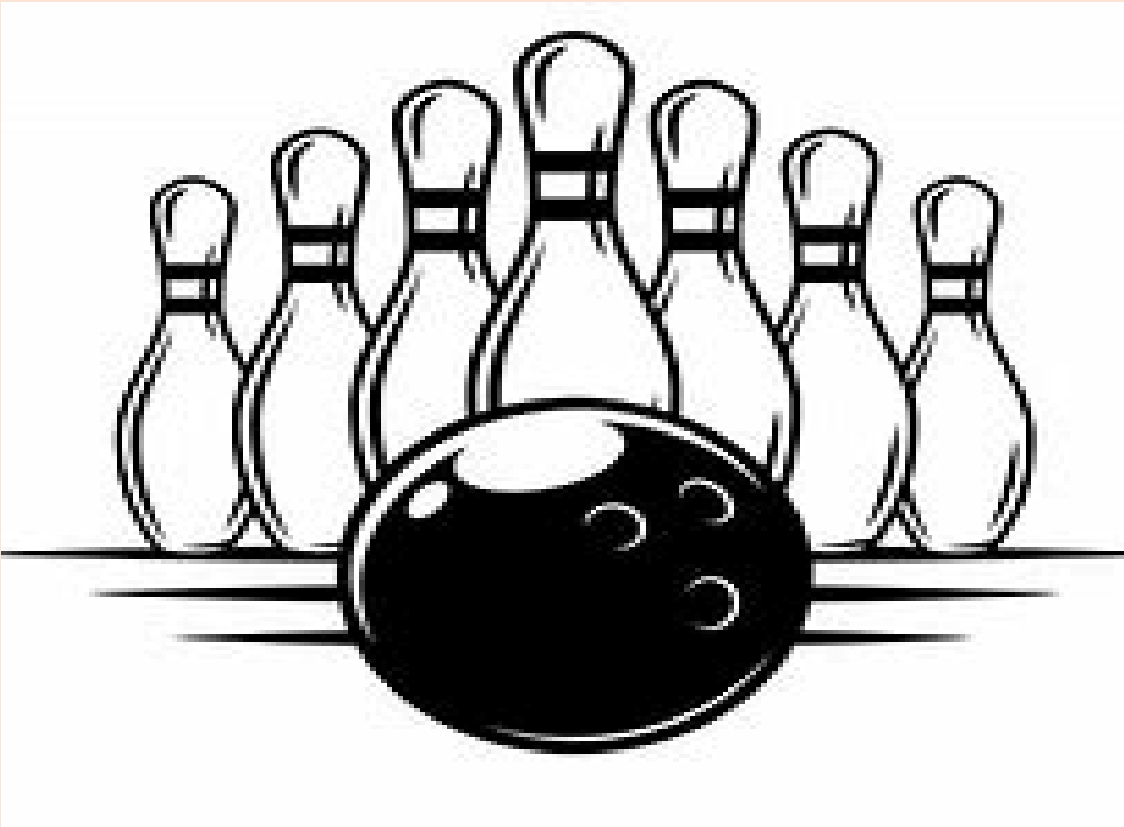


EPI: Prevalence of SEND: school year snapshots versus cumulative ever identified (Hutchinson2017)

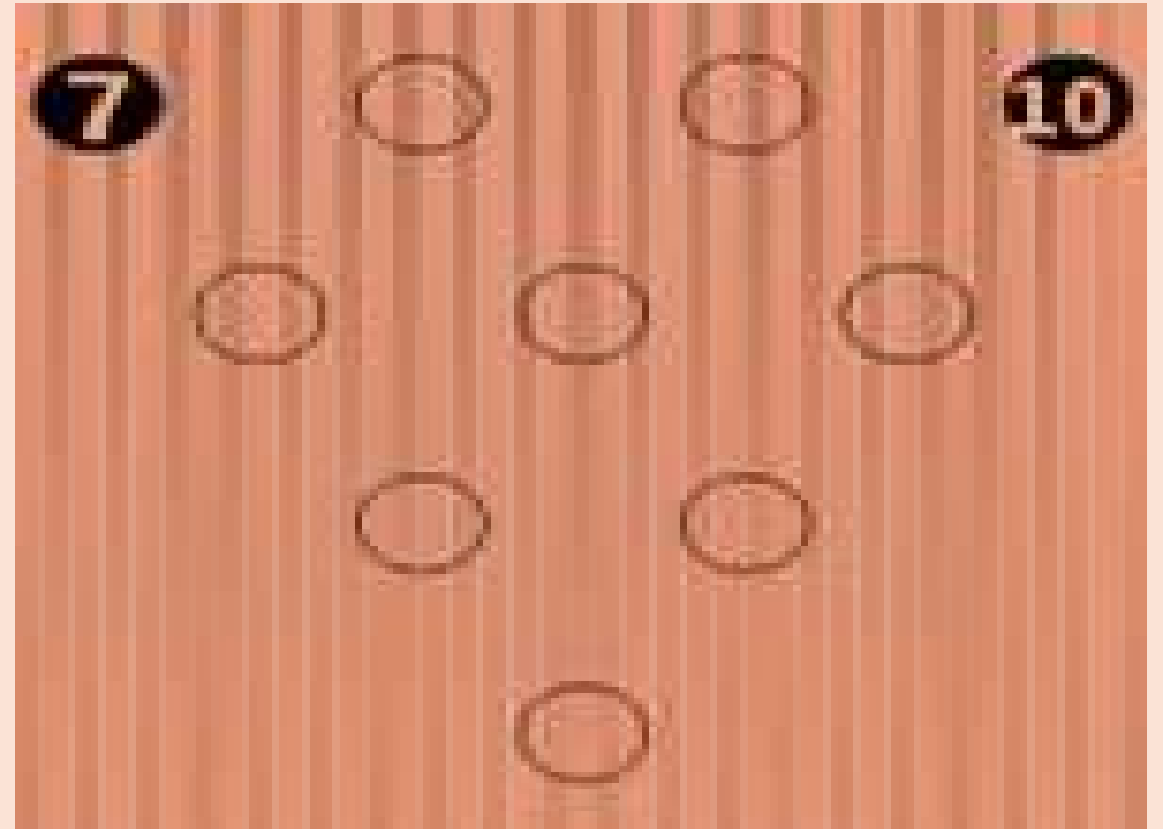


What is good for SEND pupils, is good for everyone

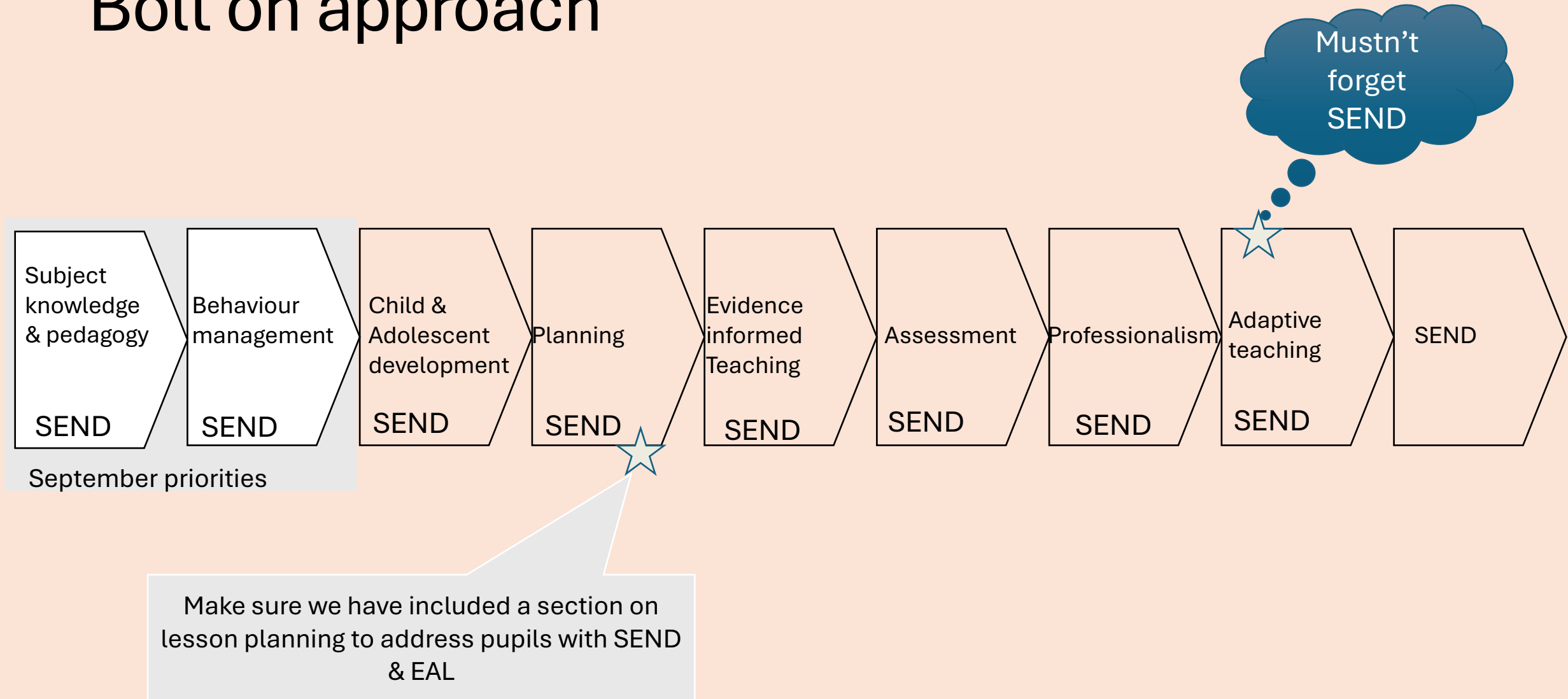
Now



Next

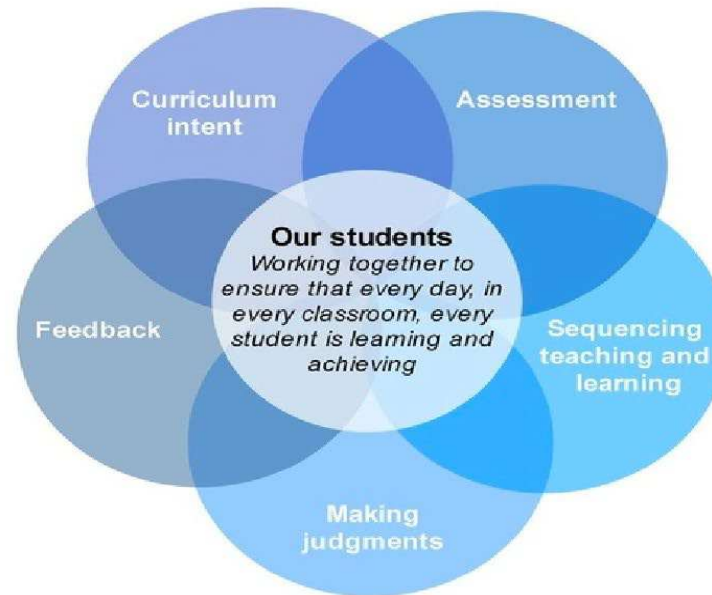


Bolt on approach



Built in not bolted on

Build in those who find learning difficult



Section 5 Adaptive Teaching - Learn that:

High quality teaching for all pupils, including those with SEND, is based on strategies which are often already practised by teachers and which can be developed through training and support.

The ITTECF is another step forward for inclusive teaching

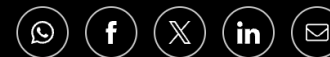
Changes to the early-career framework are putting pupils with additional needs at the heart of teacher training, say contributors to its reform



Margaret Mulholland
SEND and Inclusion Policy
Specialist, ASCL

Simon Knight
Joint Headteacher, Frank
Wise School

🕒 30 Jan 2024, 12:54



💬 See discussion

Section 5 Adaptive Teaching - Learn that:

High quality teaching for all pupils, including those with SEND, is based on strategies which are often already practised by teachers and which can be developed through training and support.

These 2025 ITTECF adjustments create space for better opportunities to explore SEND practice

The ITTECF is another step forward for inclusive teaching

Changes to the early-career framework are putting pupils with additional needs at the heart of teacher training, say contributors to its reform



Margaret Mulholland
SEND and Inclusion Policy
Specialist, ASCL

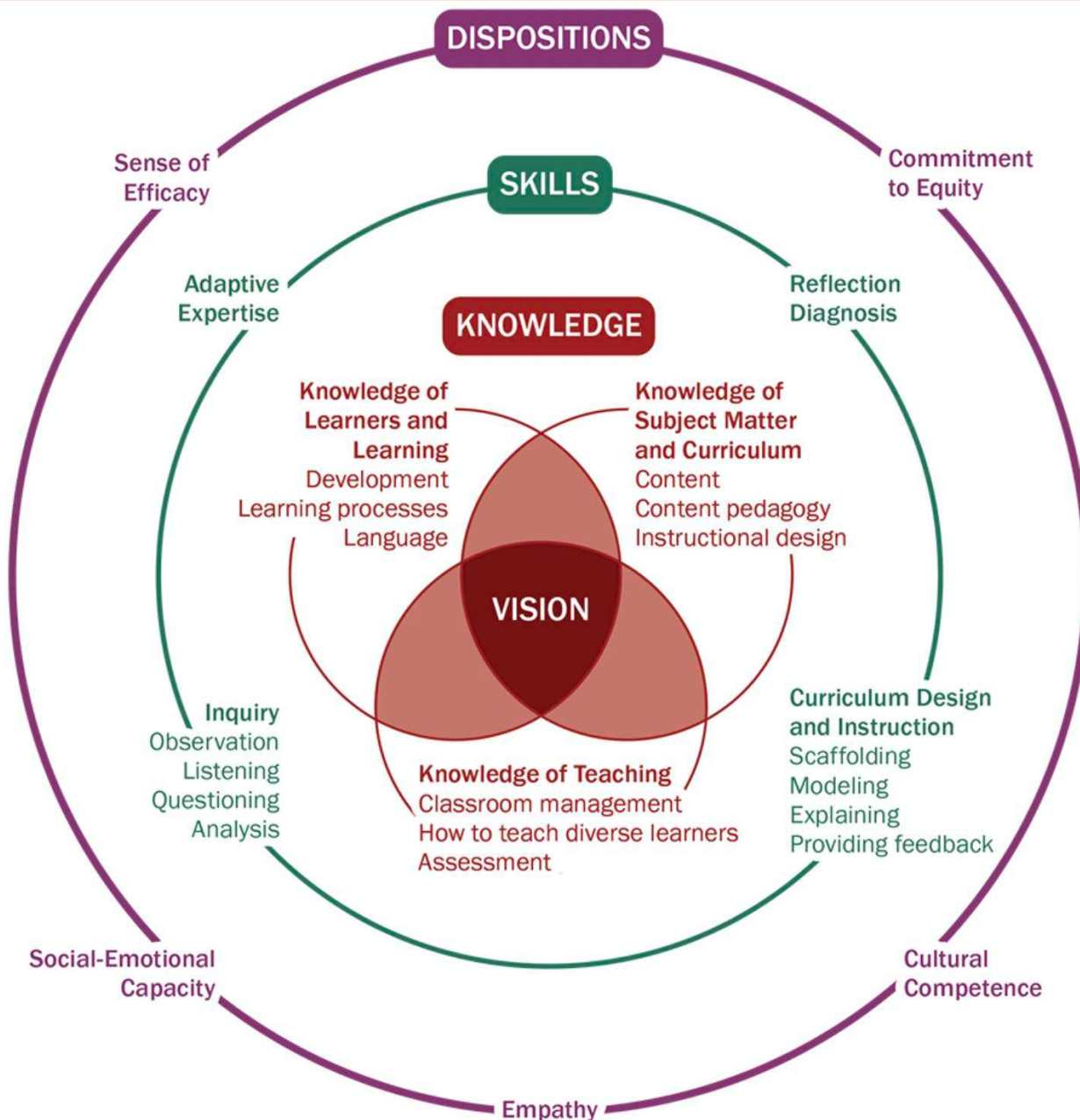
Simon Knight
Joint Headteacher, Frank
Wise School

🕒 30 Jan 2024, 12:54



[See discussion](#)

What teachers need to know and be able to do..



Darling-Hammond, L., Flook, L., Schachner, A., & Wojcikiewicz, S. (with Cantor, P., & Osher, D.). (2021). Learning Policy Institute. <https://doi.org/10.54300/859.776>

Teacher Standard 8

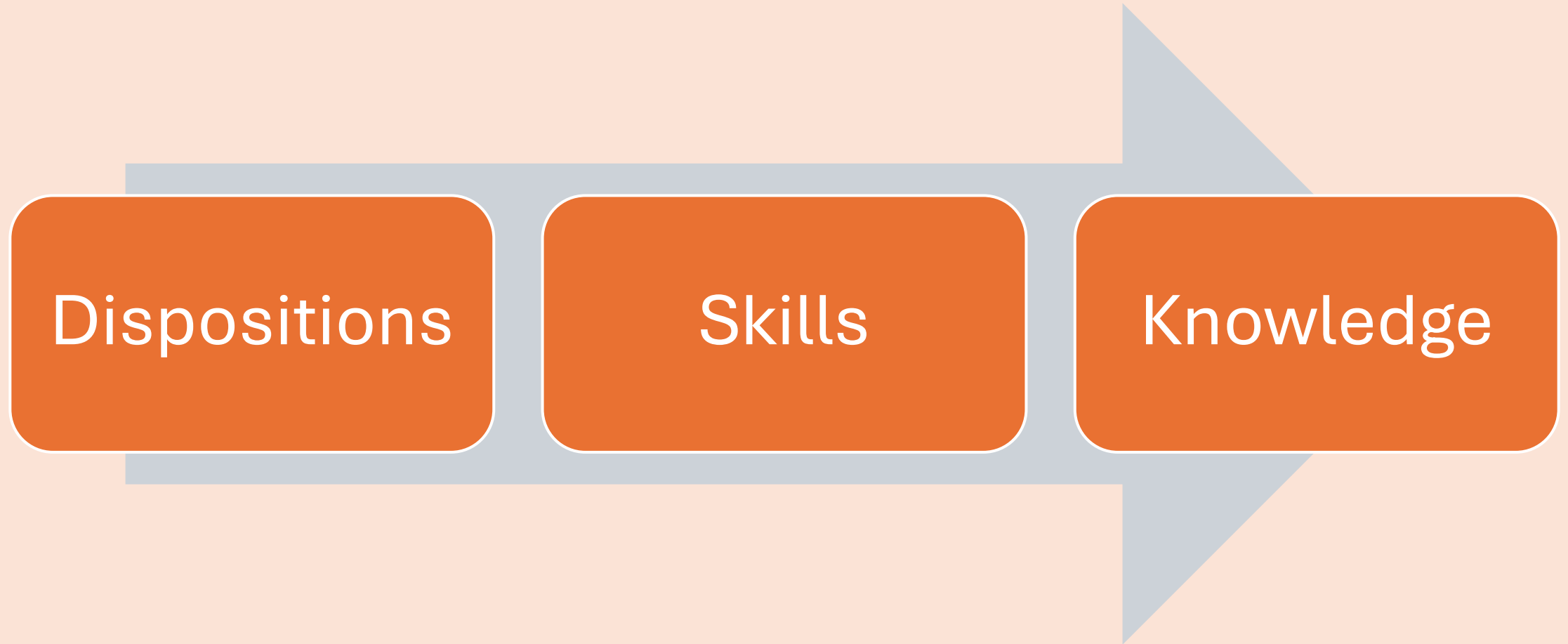
Professional Behaviours (Standard 8 – Fulfil wider professional responsibilities)

Learn that...	Learn how to...
1. Effective professional development is likely to be sustained over time, building knowledge, motivating staff, developing teaching techniques, and embedding practice. 2. Reflective practice, supported by feedback from and observation of experienced colleagues, professional debate, and learning from educational research, is also likely to support improvement. 3. Teachers can make valuable contributions to the wider life of the school in a broad range of ways, including by supporting and developing effective professional relationships with colleagues. 4. Building effective relationships with parents, carers and families can improve pupils' motivation, behaviour and academic success. 5. Teaching assistants (TAs) can support pupils more effectively when they are prepared for lessons by teachers, and when	Develop as a professional, by: a) Engaging in professional development focused on developing an area of practice with clear intentions for impact on pupil outcomes, sustained over time with built-in opportunities for practice. b) Strengthening pedagogical and subject knowledge by participating in wider networks and as part of the lesson preparation process. c) Seeking challenge, feedback and critique from mentors and other colleagues in an open and trusting working environment. d) Engaging with research evidence by accessing reliable sources, seeking support for how findings can inform practice, and monitoring the impact of applications. e) Reflecting on progress made, recognising strengths and weaknesses and identifying next steps for further improvement. Build effective working relationships, by: f) Contributing positively to the wider school culture and developing a feeling of shared responsibility for improving the lives of all pupils within the school. g) Seeking ways to support individual colleagues and working as part of a team. h) Communicating with parents and carers proactively and making effective use of parents' evenings to engage parents and carers in their children's schooling.

Teacher Standard 8

Learn that...	Learn how to...
TAs supplement rather than replace support from teachers. 6. SENCOs, pastoral leaders, careers advisors and leaders and other specialist colleagues also have valuable expertise and can ensure that appropriate support is in place for pupils. 7. Engaging in high quality professional development can help teachers improve. 8. Teacher attitudes towards inclusion and SEND are a key determinant in the school experience of pupils with SEND. 9. Research evidence can vary in its level of reliability, which is determined by how the research was conducted and other factors that might introduce bias, such as the level of independence. High quality research communicates methods and limitations transparently.	i) Working closely with the SENCO and other professionals supporting pupils with additional needs, making explicit links between interventions delivered outside of lessons with classroom teaching. j) Drawing on guidance from expert colleagues, sharing the intended lesson outcomes with teaching assistants ahead of lessons. k) Ensuring that support provided by teaching assistants in lessons is additional to, rather than a replacement for, support from the teacher. l) Knowing who to contact with any safeguarding, or any pupil mental health concerns. Manage workload and wellbeing, by: m) Using and personalising systems and routines to support efficient time and task management. n) Understanding the right to support (e.g. to deal with misbehaviour, or support pupils with SEND). o) Collaborating with colleagues to share the load of planning and preparation and making use of shared resources (e.g. textbooks). p) Protecting time for rest and recovery and being aware of support available to support good mental wellbeing.

Influencing whole school behaviours – building culture

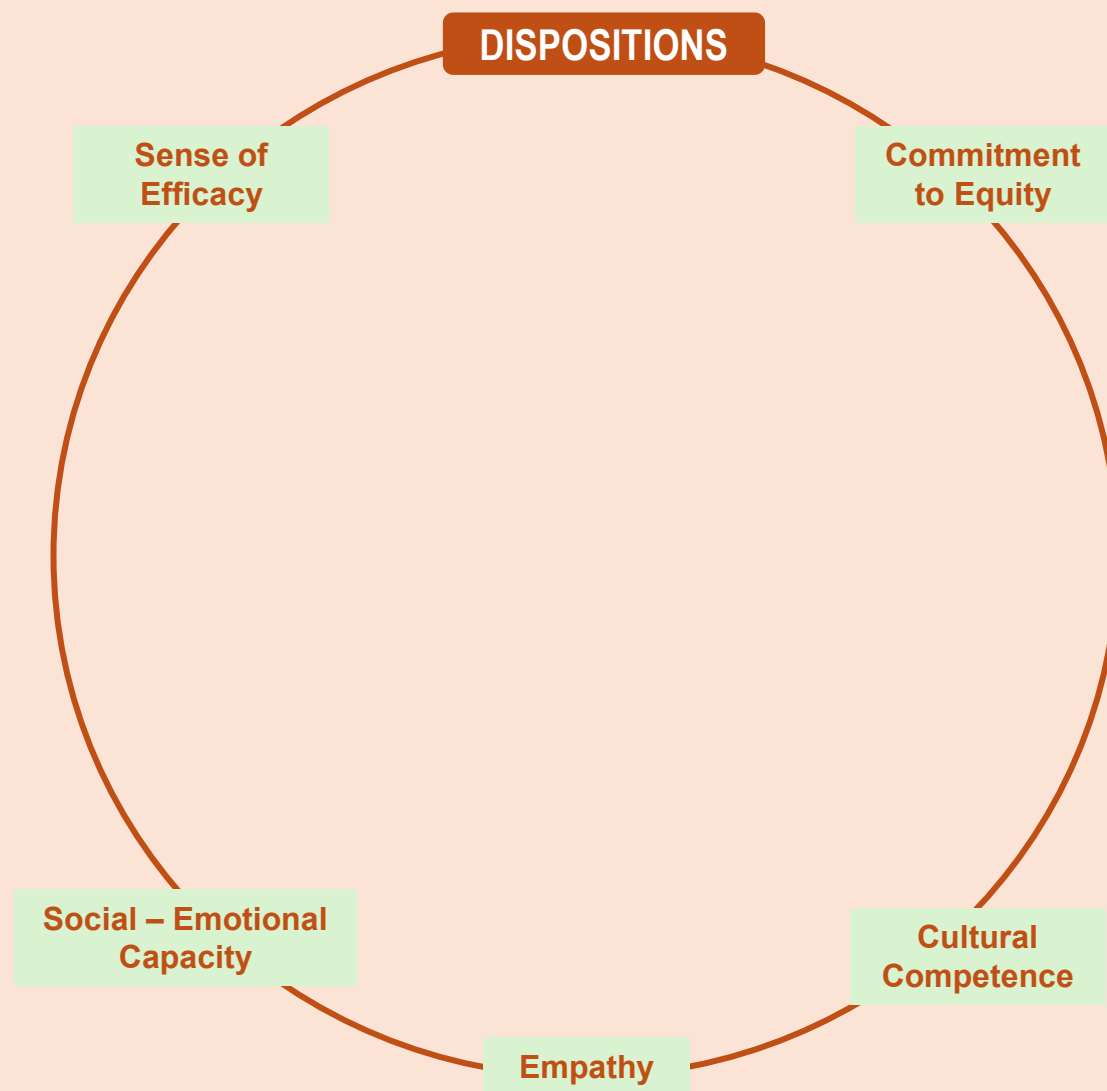


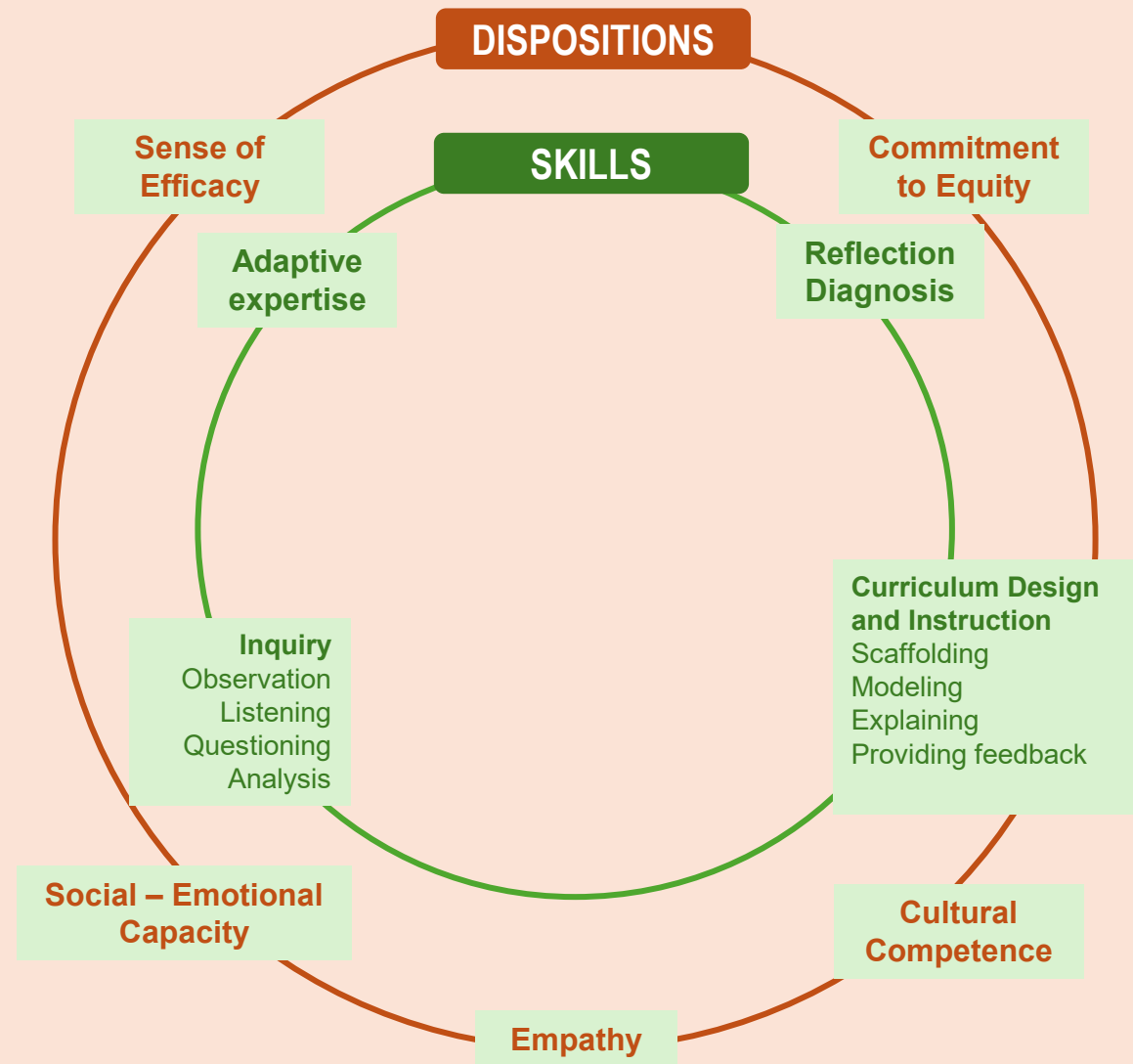


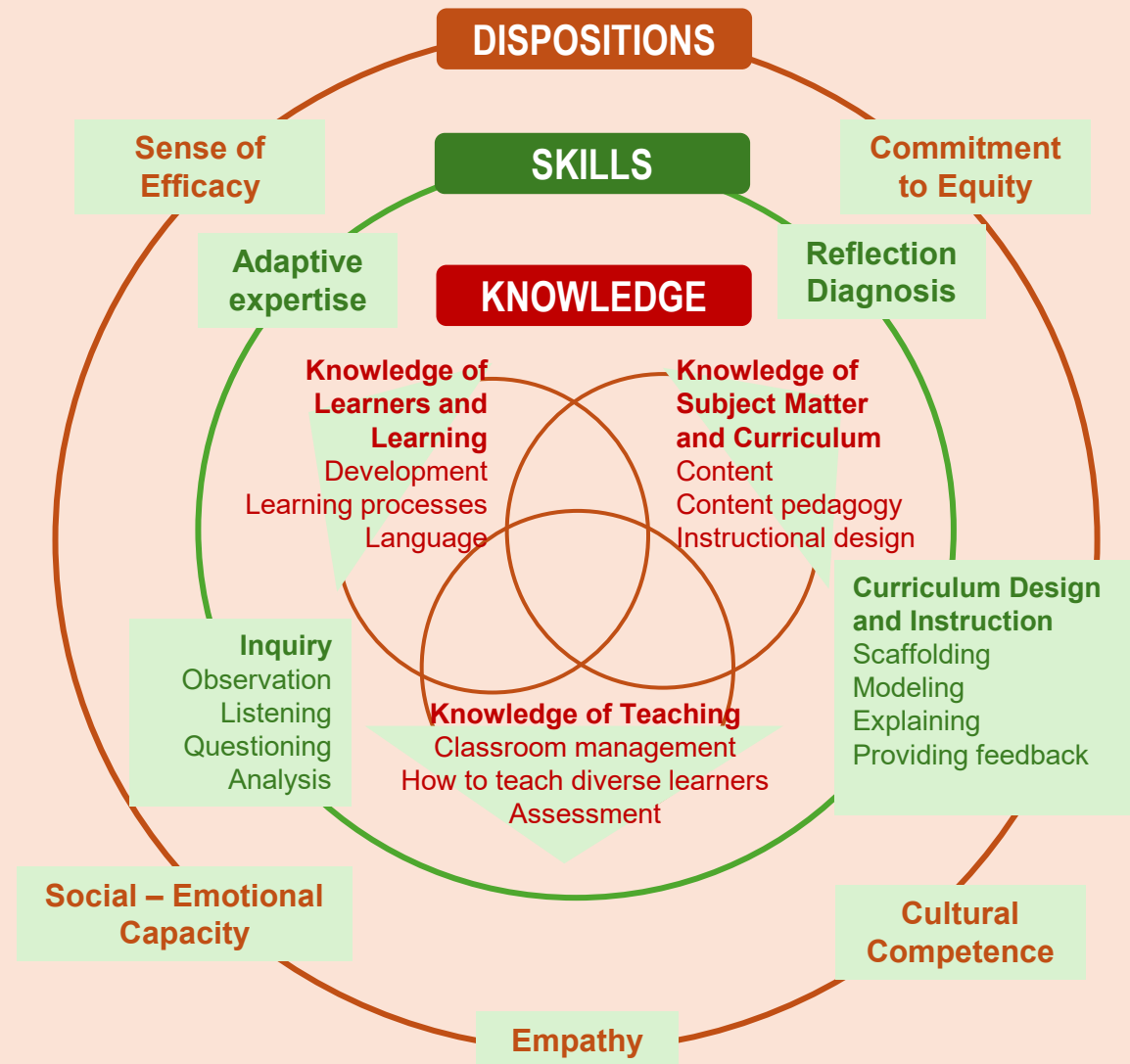
Automated behaviours that we've learned from experience.

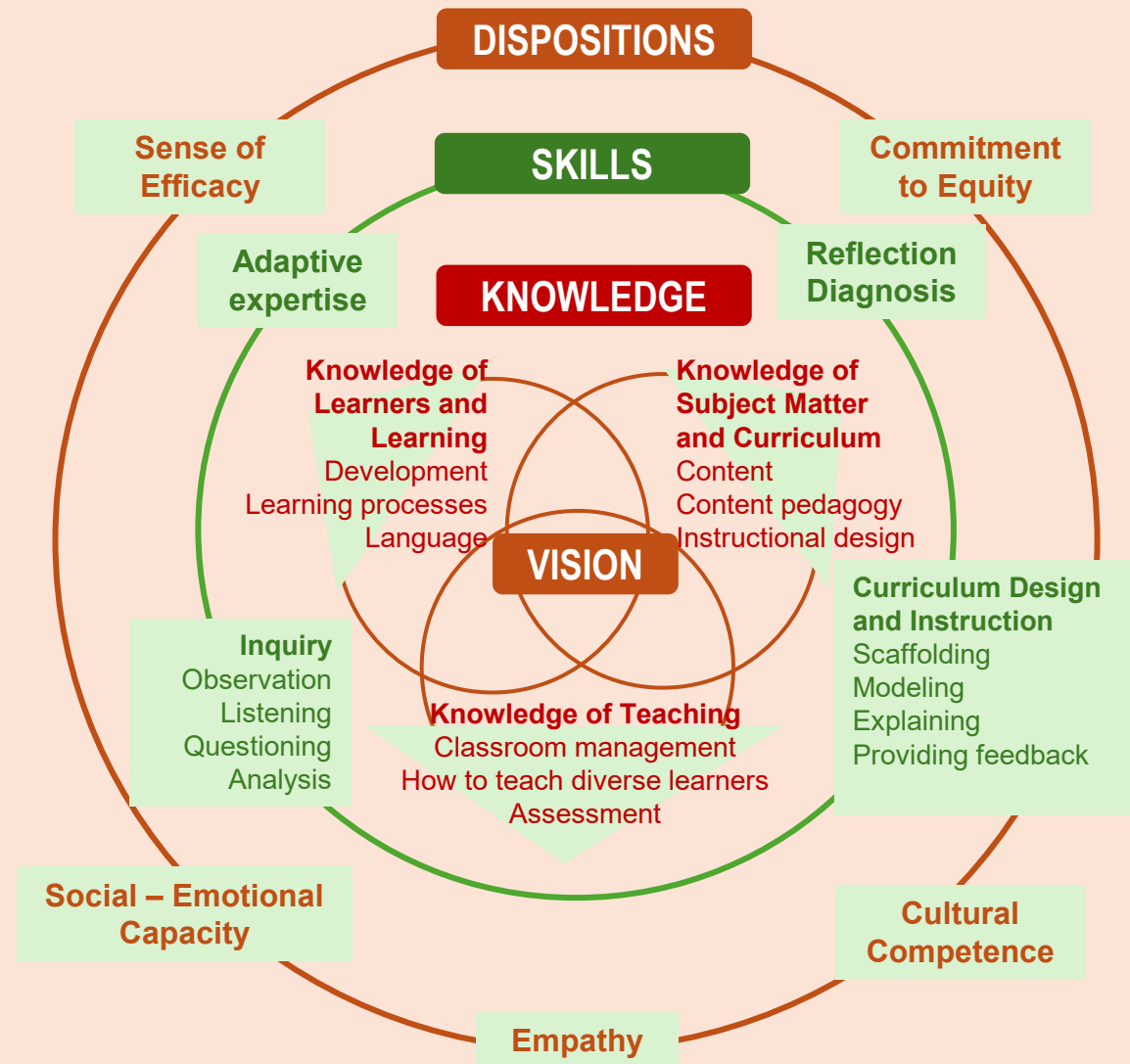
Small habits can have a surprisingly powerful impact

What teachers need to know and be able to do...

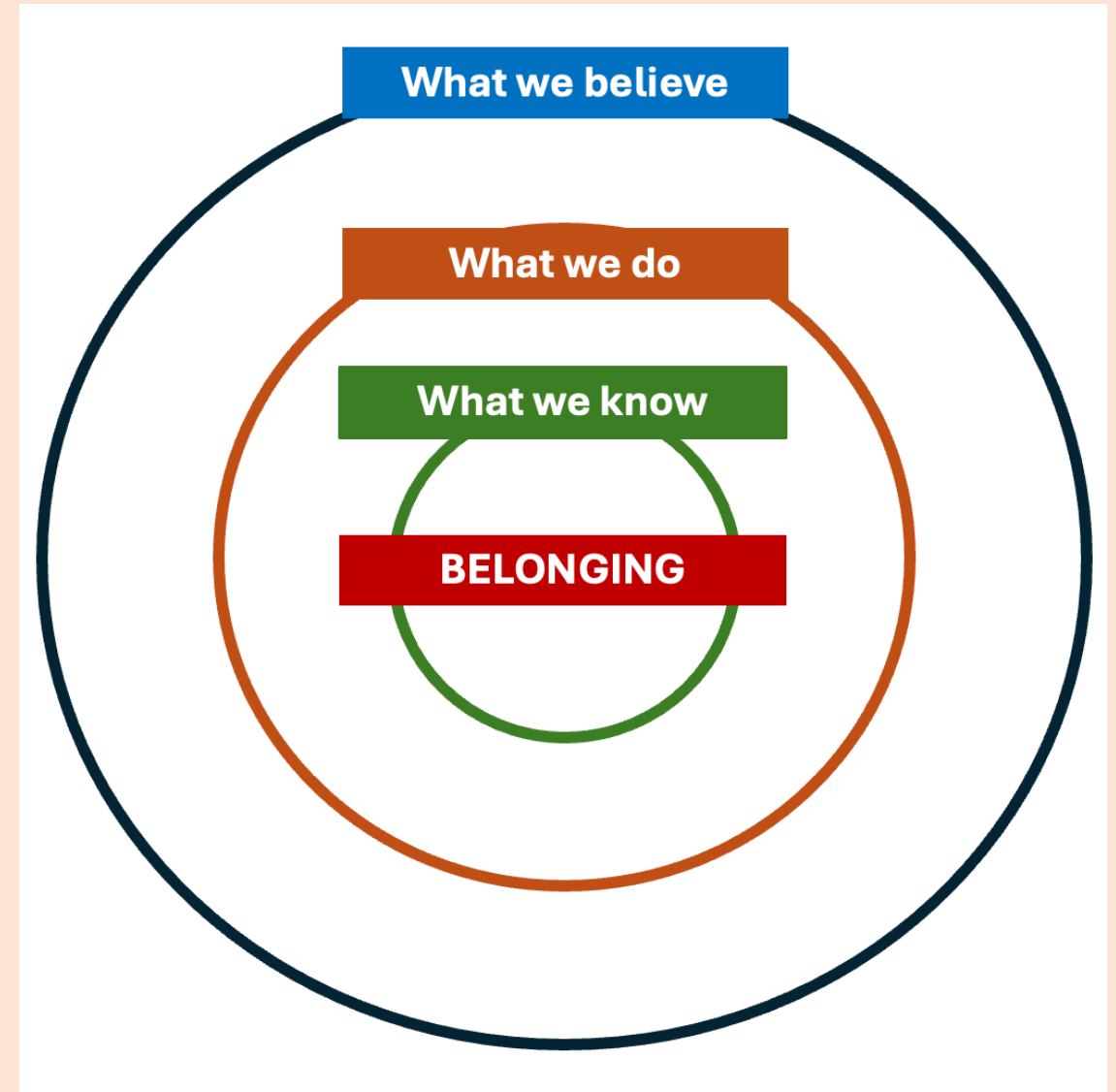
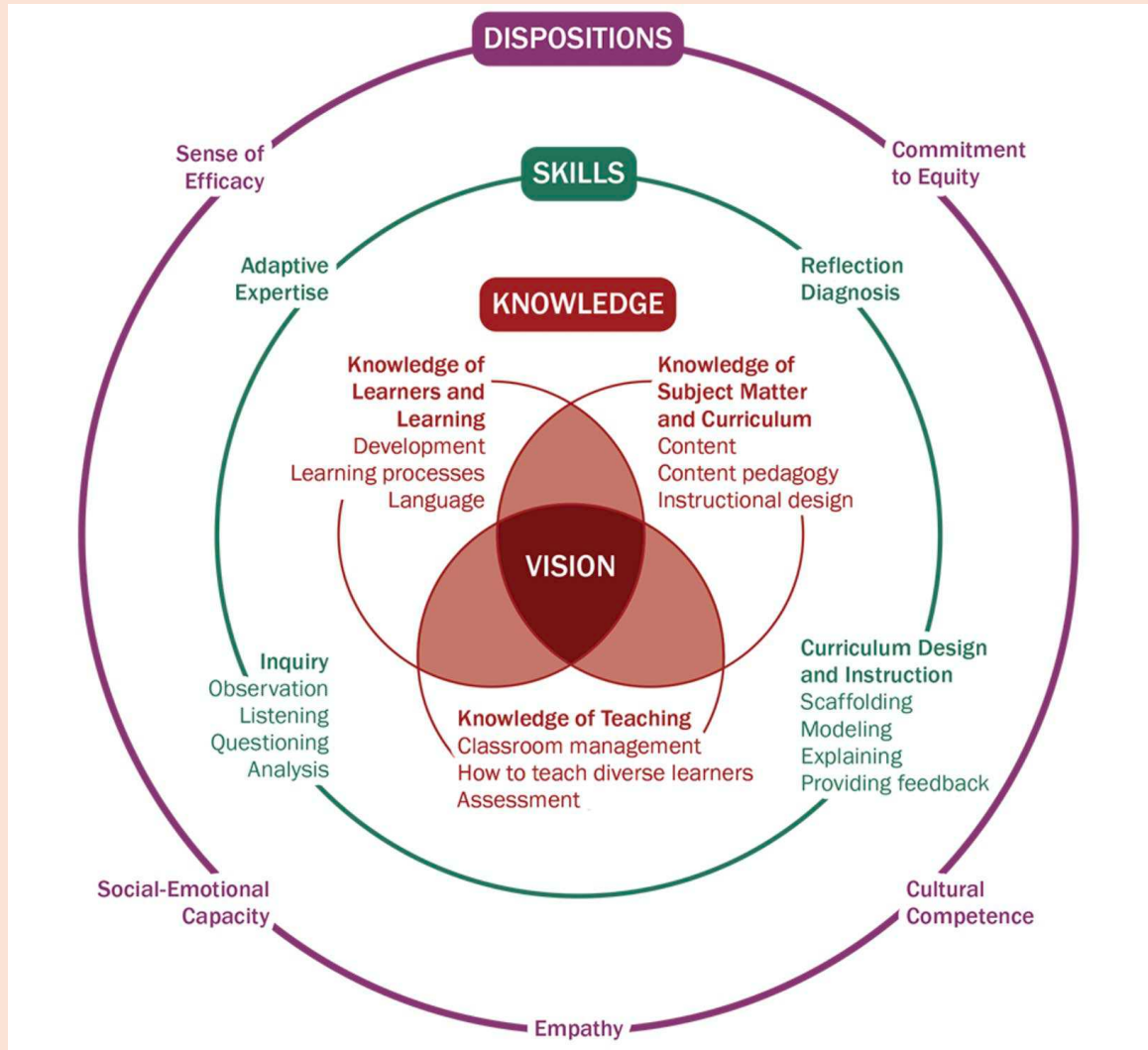








To be effective educators....

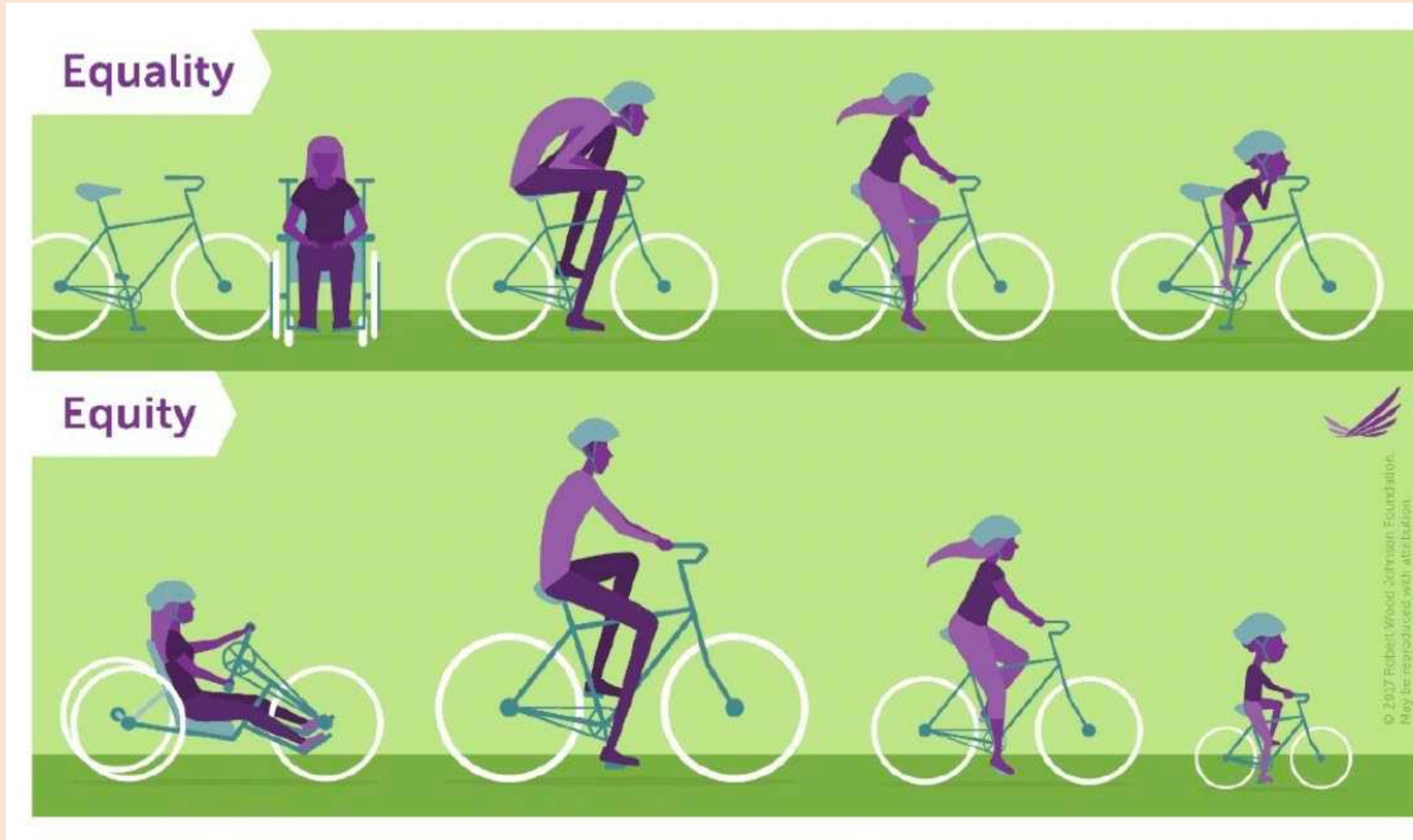


What does inclusion mean to you?

Film or book?

A single word to replace inclusion?

What's the language of inclusion we are using?



Importance of defining inclusion

Inclusion is.....

1. Children with SEND in mainstream schools
2. Children who experience difficulties with access to the curriculum
3. Children who experience difficulties with access to school
4. Children who require additional and different support
5. Schools that admit children with SEND
6. Schools that have a good SENCO
7. Schools that work to identify and plan for children on the margins
8. Teachers that are adaptive.
9. Teachers that consider children who require additional help.
10. Teachers who plan with children who have SEND or barrier to learning in mind.
11. Local areas and communities that find a place for a child with SEND
12. Local areas and communities that place plan for children with SEND as a priority to be placed in the most successful school.

Are you an inclusive school/provider?



‘In our schools, many students can’t reach the pedals.’ ©Pixel-Shot/Shutterstock

Johnson Foundation

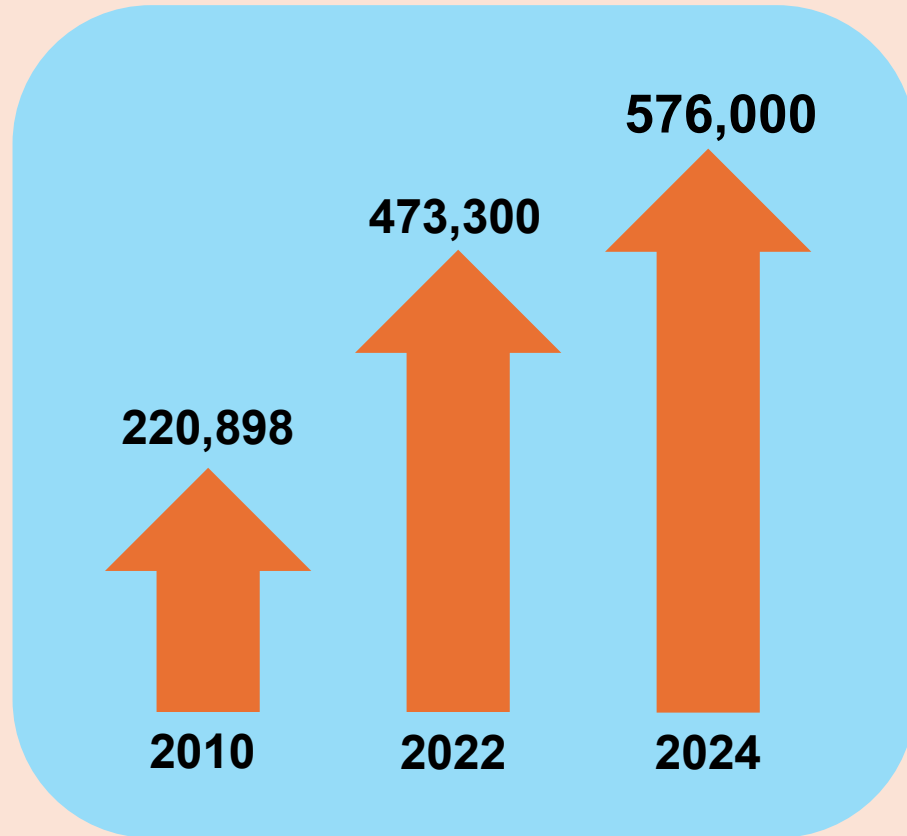
Why is this essential?

‘A new generation of children with complex learning needs, who do not fit neatly into an understandable category.’

Professor Barry Carpenter



2024: SEND needs continue to rise.
EHCP inflation now at 11% (up from 9% 2023)



Total children with an active EHCP

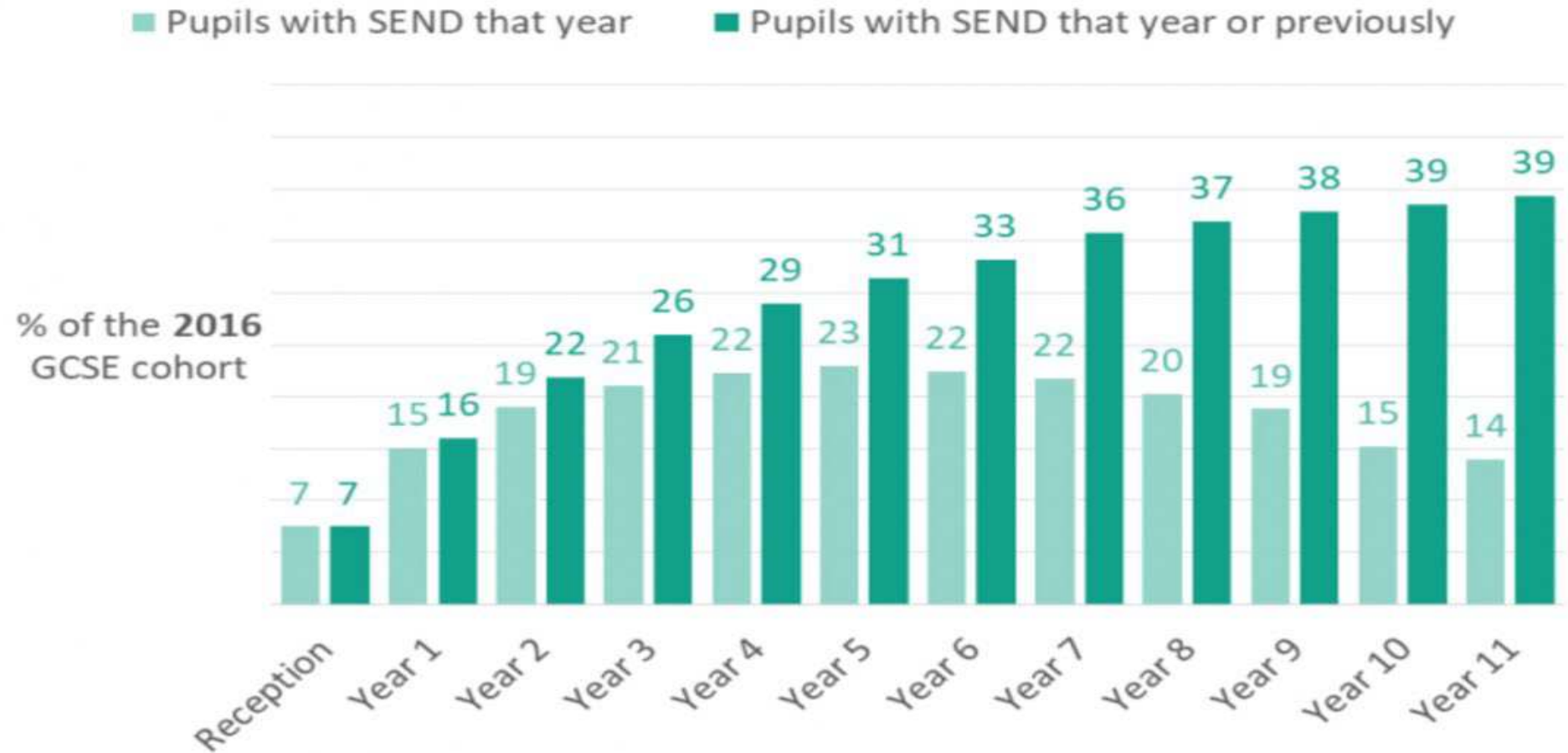
18.4%
children have SEND

4.8%
had an EHCP as of Jun 24

13.6%
on SEN Support

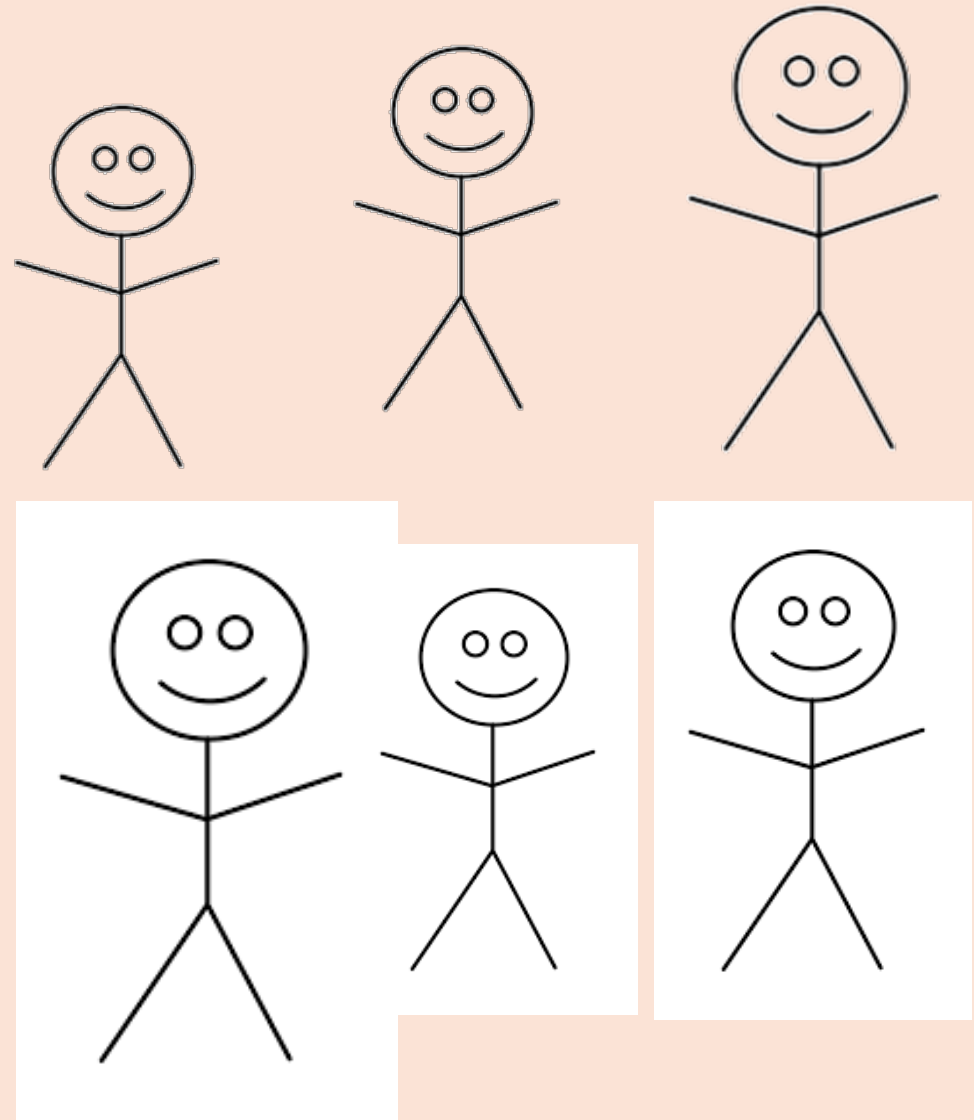
18.4% = 1,673,205 children

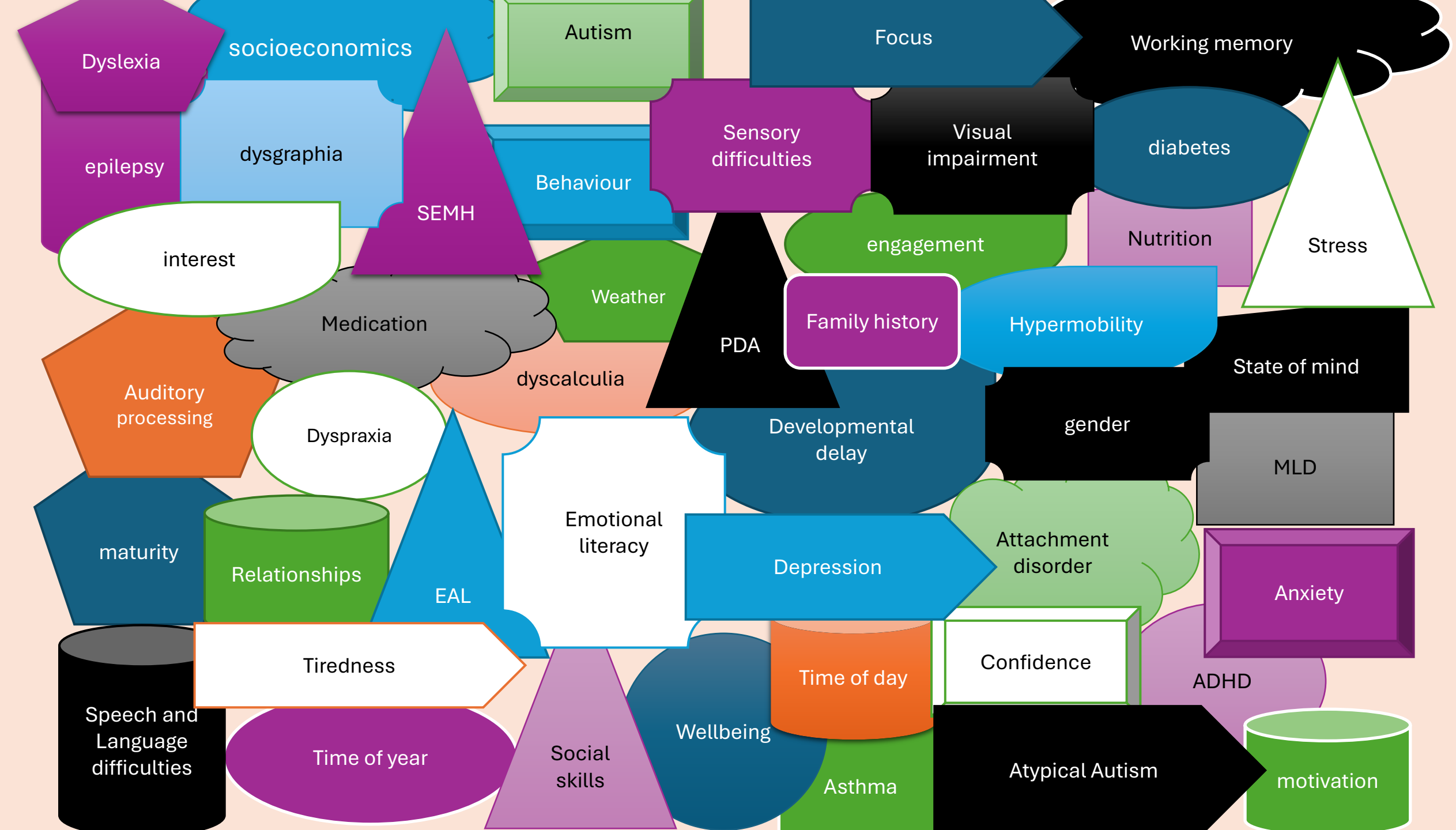
Who are we talking about...



How can that work
in our school?

Start with
our learners







Research into **teacher perceptions**...

1. **Supportive of the principles** of inclusive education
2. **Anxious** about working with an increasingly diverse range of learners
3. **Believe they lack specialist skills** and knowledge to meet the needs of certain learners
4. **Lack confidence** in their developing professional judgement

(reported by Florian & Black 2011)

Labels can limit expectations



Labels no longer define need

We need new language
to capture the
experience of learners

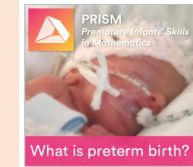
Co-existing
Overlapping
Interlocking
Unique and changing learning patterns
Compounding
Co-occurring needs



Preterm Birth Information for Education Professionals

Welcome to the Preterm Birth Information for Education Professionals home page. These five learning resources have been developed to improve your knowledge and confidence in supporting prematurely born children in the classroom.

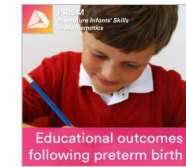
Please navigate through the resources by selecting each image below.



1. What is preterm birth? → [opens in new window]

Learning outcomes:

- To define preterm birth
- To understand that the more preterm a baby is born, the greater the risk of developmental problems later in life



2. Educational outcomes following preterm birth → [opens in new window]

Learning outcomes:

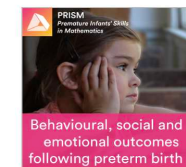
- To understand that children born preterm are at risk of special educational needs and poor academic attainment
- To identify which school subjects children born preterm are most likely to struggle with



3. Cognitive and motor development following preterm birth → [opens in new window]

Learning outcomes:

- To understand that children born preterm may have difficulties with IQ, processing speed, working memory, and hand-eye coordination
- To understand how these difficulties may impact on learning



4. Behavioural, social and emotional outcomes following preterm birth → [opens in new window]

Learning outcomes:

- To understand that children born preterm may be withdrawn, anxious, and inattentive, and have difficulties developing relationships with their peers
- To understand that children born preterm don't tend to be disruptive so their needs may be overlooked in the classroom

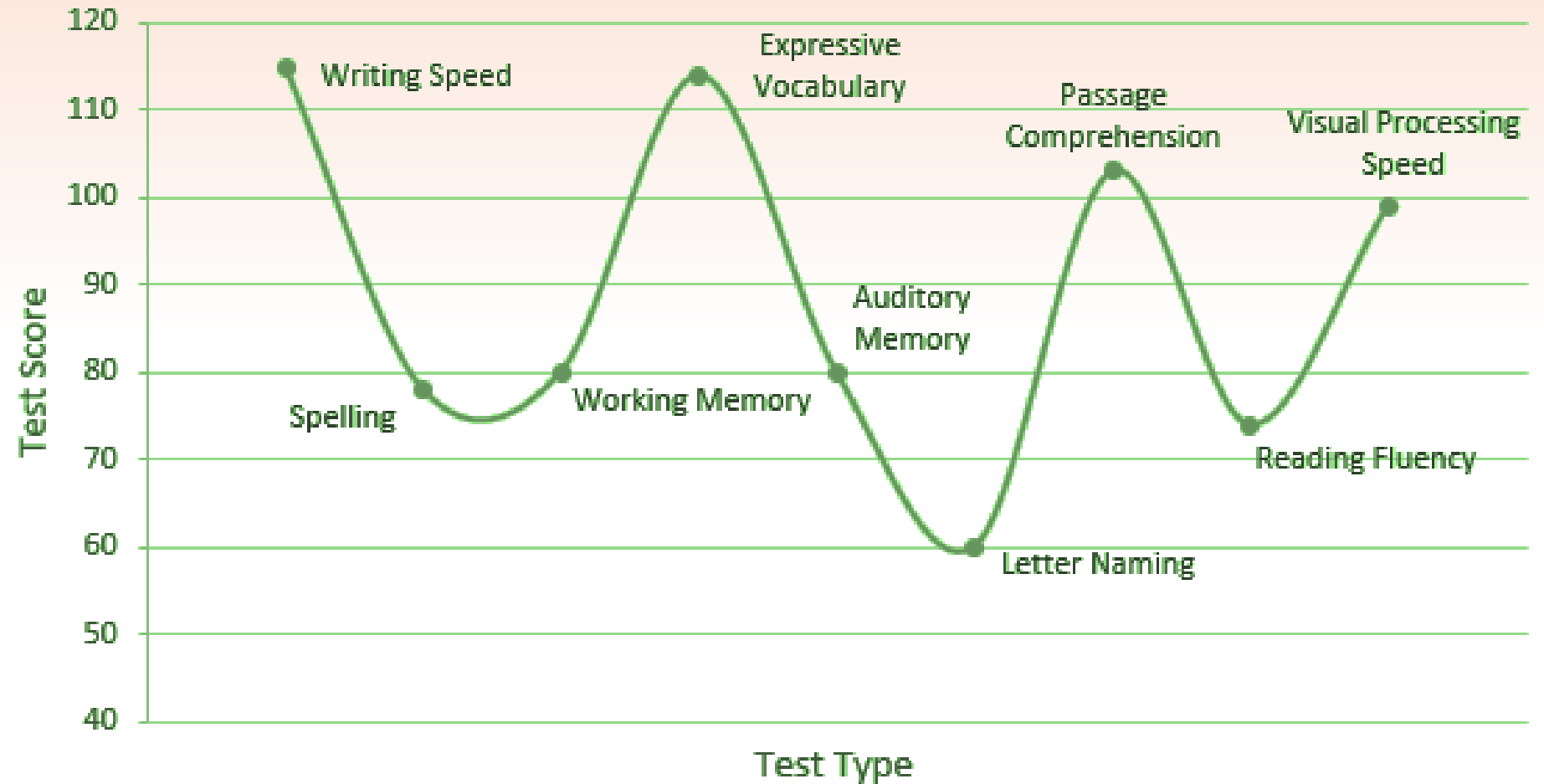
Co-occurrence, overlapping, co-existing...

- **1 in 5** people with Dyslexia have DCD (Kaplan, 1998)
- **3 in 10** people with Dyslexia have ADHD (Germano and Gagliano, 2010)
- **1 in 2** people with DLD/SLI have Dyslexia (Snowling, 2000)
- **1 in 3** people with ADHD have DCD (Gillberg, 1998)
- **1-2 in 4** people with ASC have ADHD (Handen, 2015)
- **4 in 5** people with ASC have DCD (Cacola, 2017)
- **1 in 2-3** people with DLD have DCD (Archibald, 2008)
- **41%** of people with DLD have ASC (Georgitsi, 2021)

Spiky or 'jagged' profile



Dyslexic Spiky Profile



What we believe

How do we respond
to complex learners?



“

A problem?

An opportunity?

What we believe

How do we respond
to complex learners?



Fear

A problem?

Difficulty

Burden

Tricky

An opportunity?

Dilemma

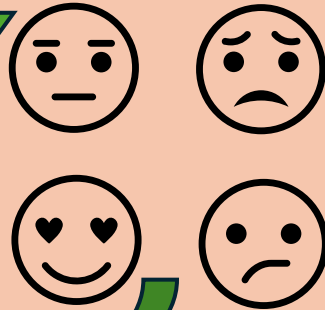
Complex

THOUGHTS



What we think influences how we act and how we feel.

FEELINGS



How we feel influences how we act and how we think.

ACTIONS



What we do influences how we think and how we feel.

Schools are striving to improve

Adaptive Teaching Language and Culture

Shared language changes what we value and what we do.

	Potentially negative	Positive rephrase
1	Work	Learning
2	Have to do ...	Can we...
3	Bottom 20%	First 20%
4	Make corrections	Make improvements
5	Can't do it	No such thing as can't, can't do it yet
6	Incorrect answer	Not quite, let's figure this out
7	Yes but ...	Yes and ...
8	Marking: instead of crosses	Marking: use . Children to use . for peer marking too
9	Child: I'm not having a good day	Staff response: I understand, let's talk about it together
10	Pre-teaching	Pre-learning
11	Homework	Home Learning
12	Naughty	Let's look at the choices you are making
13	Seeking attention	Needing attention



Language that developing teachers use?



Deficit language



Strengths based language

What do trainees need to know?

Knowledge

- Principles of inclusivity
- Four areas of the SEND code of practice
- Graduated approach methodology
- Theory of expertise/adaptive skill
- Ideas of determinism or Bell curve philosophy
- Child development
- Benefits and limitations of diagnostic labels
- Differentiation - strengths and challenges
- Inclusive pedagogy
- Complex SEND case studies

Attitudes

- I can teach all pupils
- All pupils are different
- Ability not disability
- Curiosity about how children learn
- Learning is rarely linear
- Recognising when children find it hard to progress our job is to 'clear a path'
- See challenges as a teaching opportunity
- Adapt teaching rather than change the pupil in order to reach learning goals
- Concept of expert = knowing your pupil

ITTECF Changes 2025

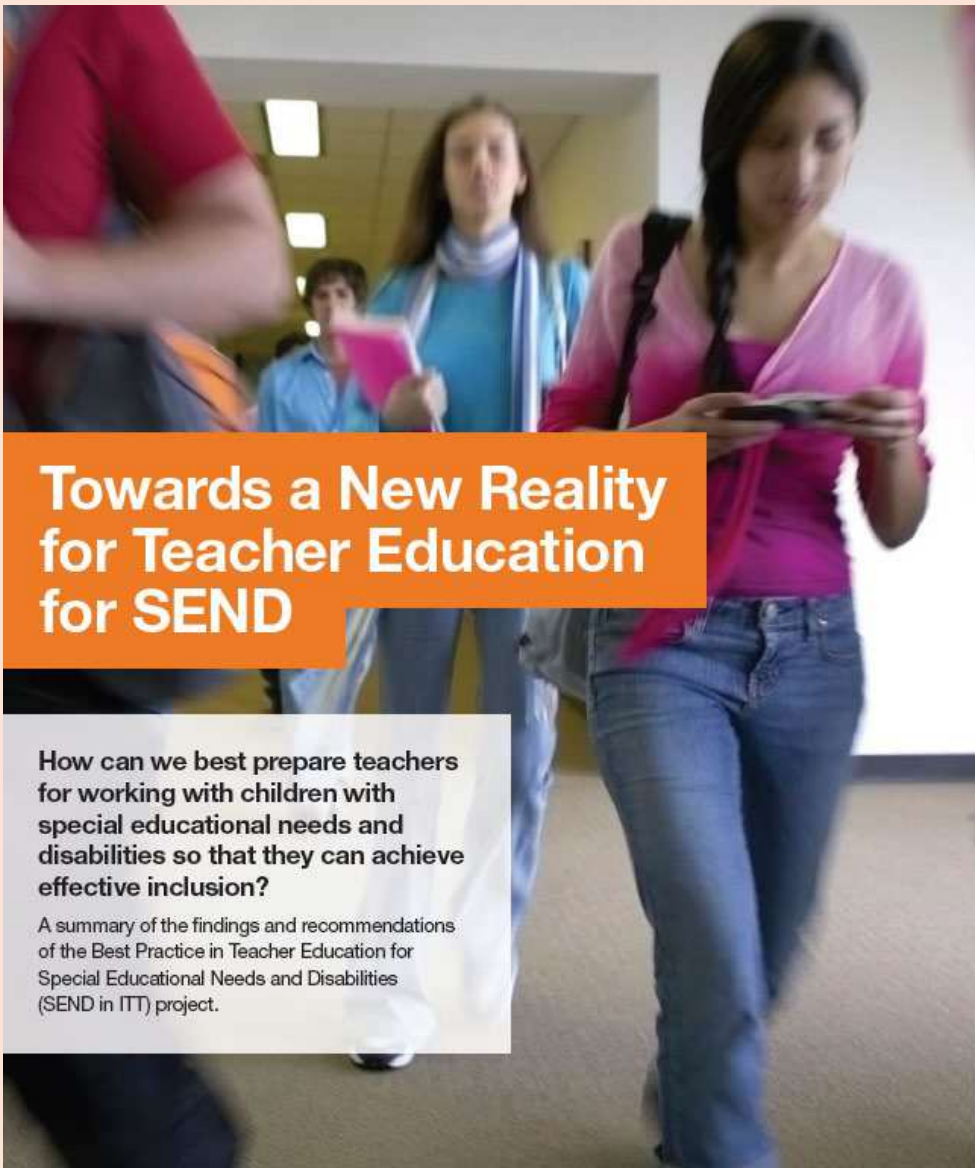
- Where is SEND referred to explicitly
- Where are the gaps?

How do we teach everyone?

“The challenge here, of course, is that changing what teachers do in their classrooms is extremely difficult because classrooms are extremely complex places.

Teachers need to keep a strong focus on their instructional objectives, must respond to their instructional and other needs, manage classroom behaviour, keep a focus on equity and do this in real time when there is literally no time to think.

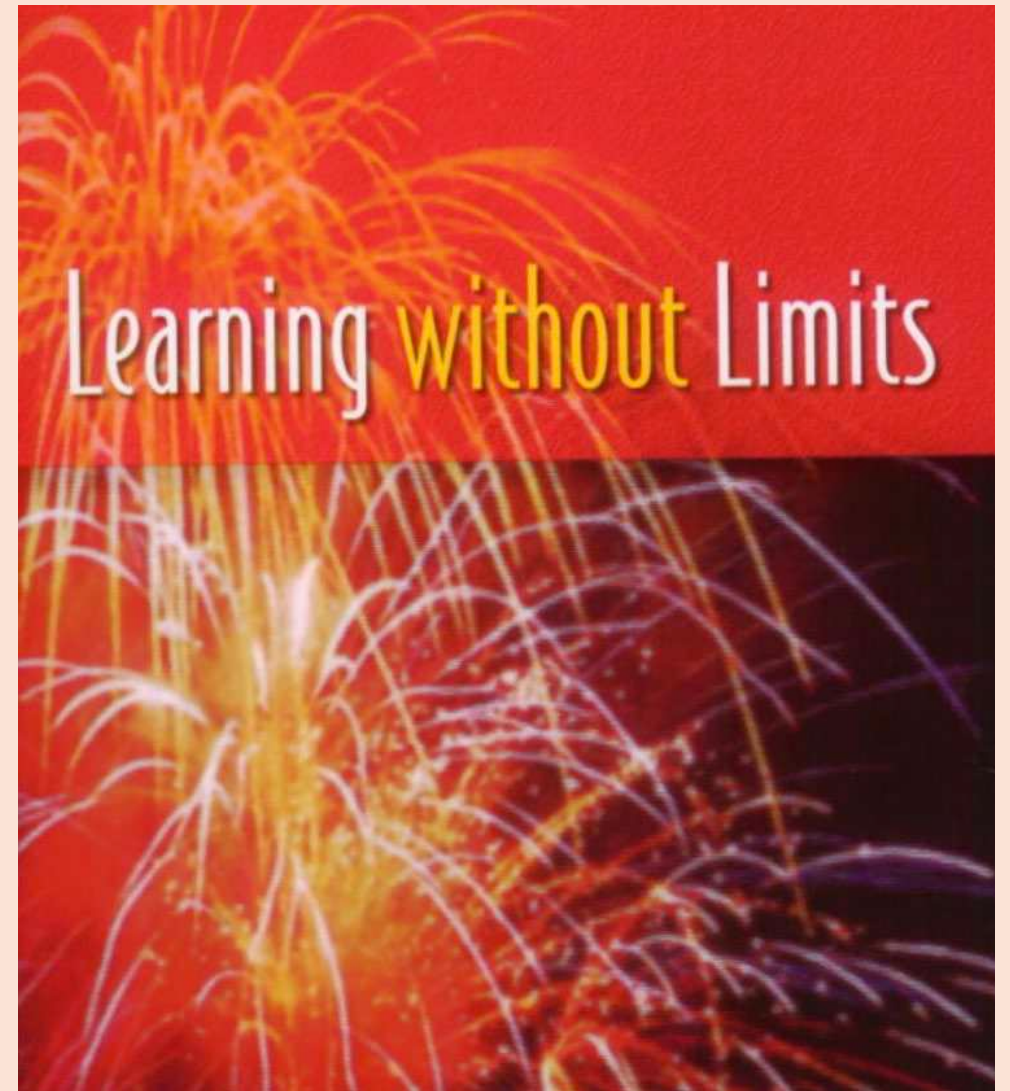
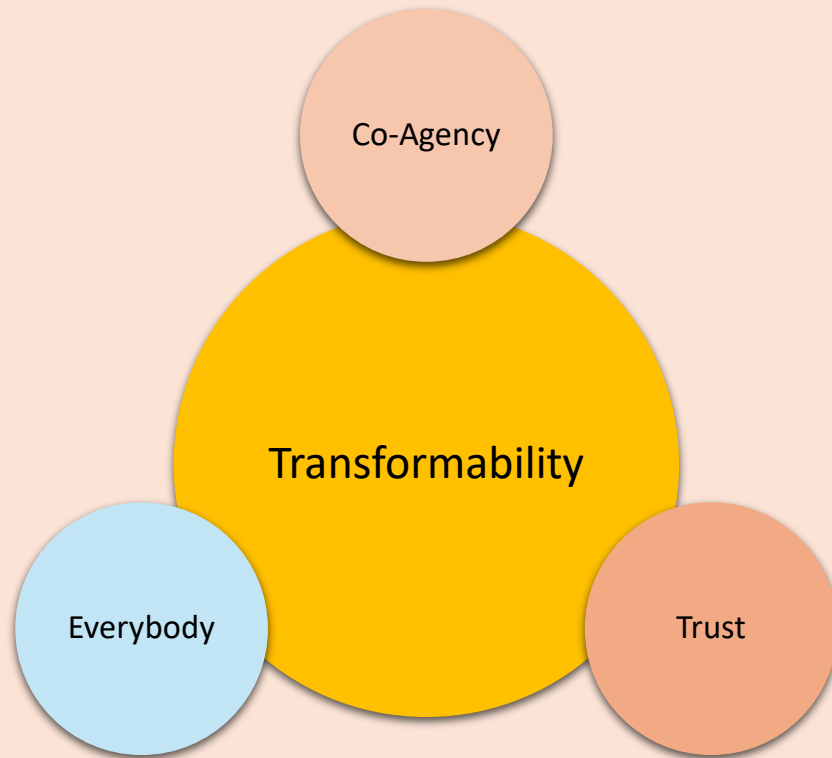
If we are to realise the power of short cycle formative assessment to improve student achievement, we need to understand how to help teachers in changing their classroom habits” *Dylan William*



Towards a New Reality for Teacher Education for SEND

**How can we best prepare teachers
for working with children with
special educational needs and
disabilities so that they can achieve
effective inclusion?**

A summary of the findings and recommendations
of the Best Practice in Teacher Education for
Special Educational Needs and Disabilities
(SEND in ITT) project.

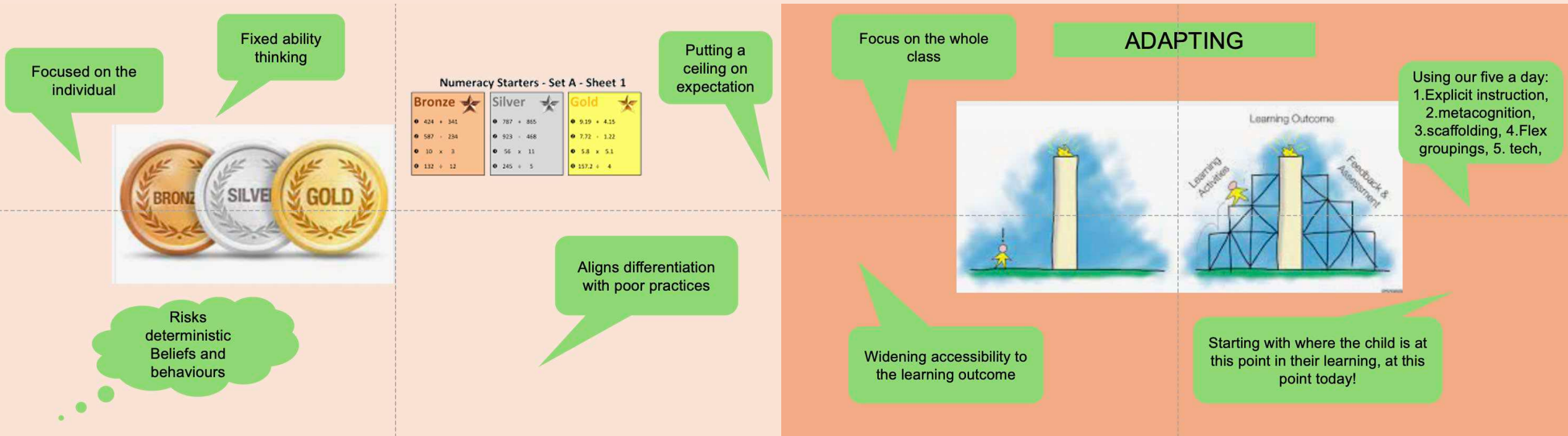


Sue Hart (2004) Identifying characteristics of an inclusive pedagogy – informing the work of Florian & Black (2012)

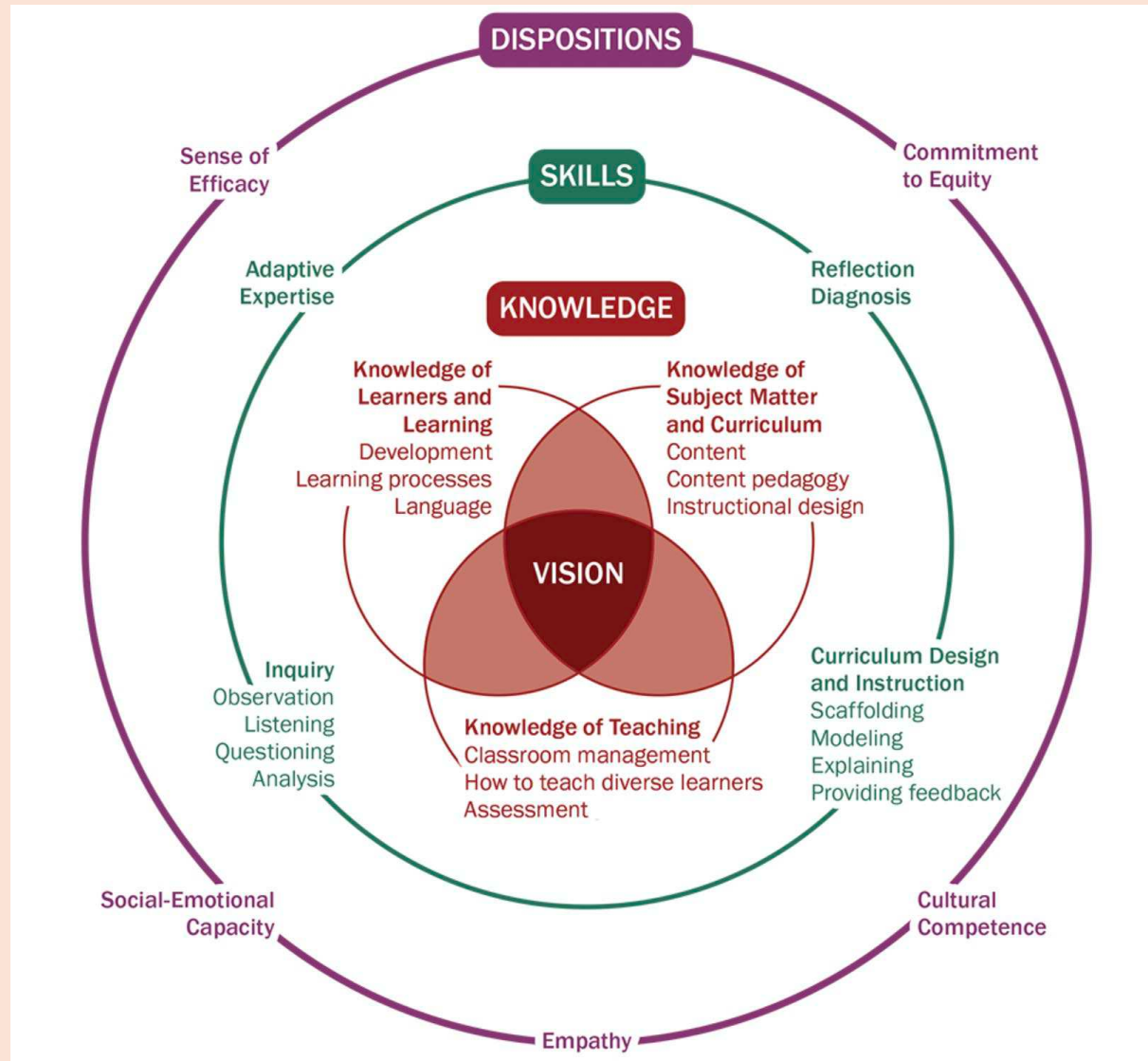
A significant focus on....



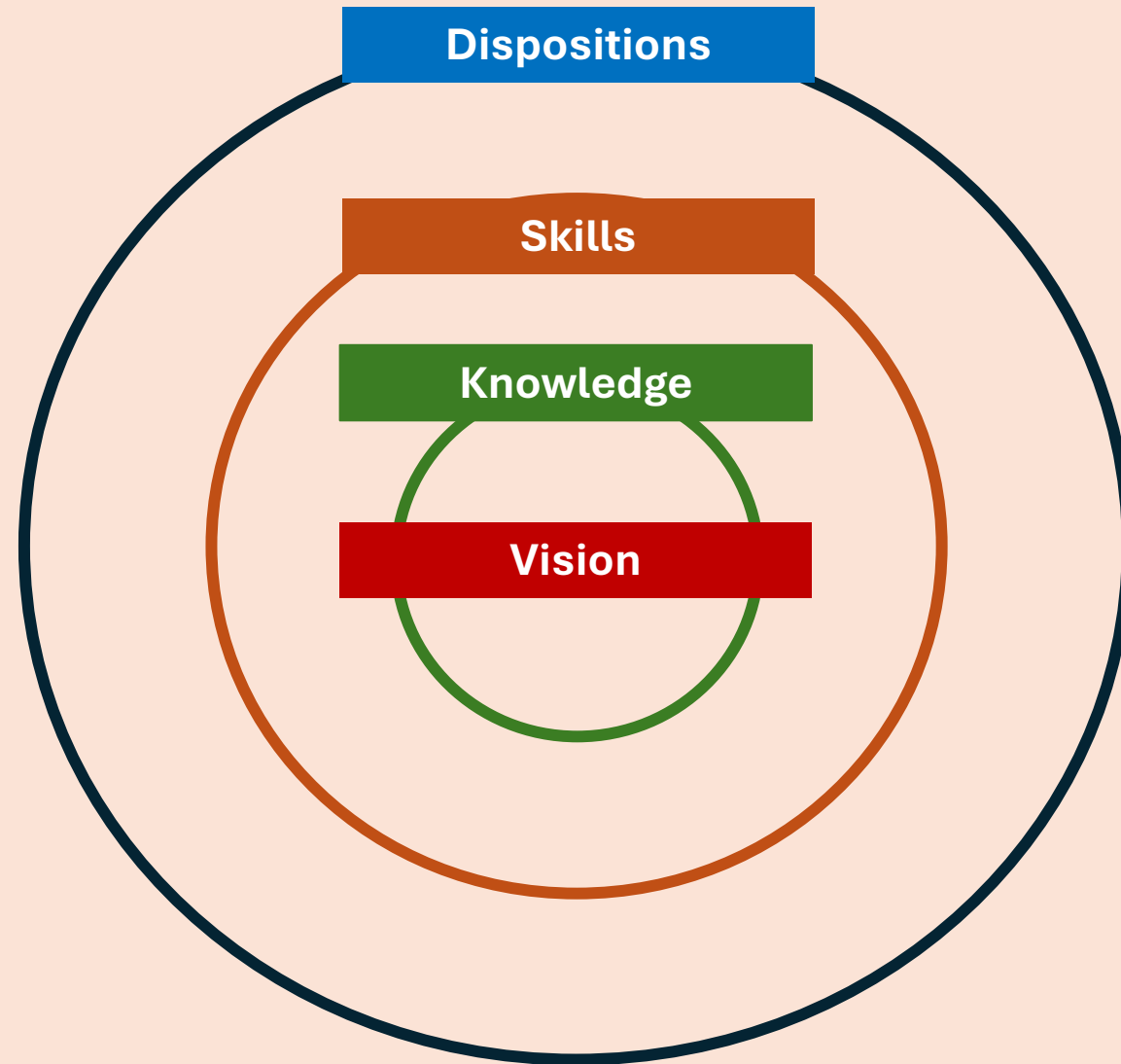
Moving from differentiation to adaptive teaching



What do educators need to know and be able to do?

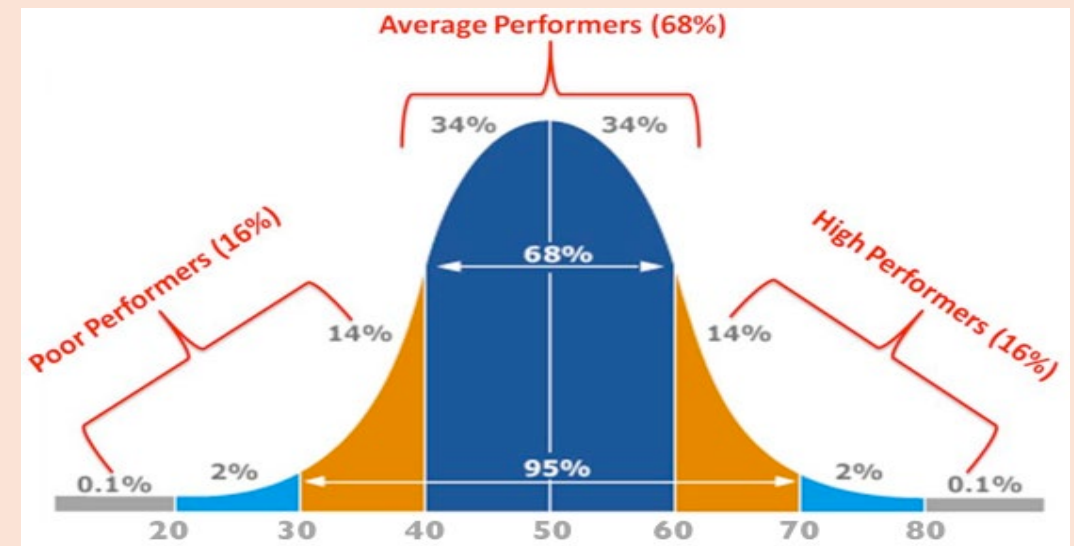


Darling-Hammond, L., Flook, L., Schachner, A., & Wojcikiewicz, S. (with Cantor, P., & Osher, D.). (2021). *Educator learning to enact the science of learning and development*. Learning Policy Institute. <https://doi.org/10.54300/859.776>.



Traditional approach to inclusion: Most and Some	Inclusive pedagogy: All
<i>Manifest in terms of inclusion:</i> Individual tasks are differentiated according to learners' identified ability levels. The teacher seeks advice from learning support staff about the appropriateness of tasks/ materials for students identified with special educational needs. The teacher selects 'more able' students in each group to lead group tasks. Students work on individual tasks deemed appropriate to their assessed ability levels. Classmates support students with 'additional needs' for both individual and group activities. A learning support assistant works alongside one student, identified with social emotional and behavioural difficulties (SEBD), to facilitate his collaboration in the group.	<i>Manifest in terms of exclusion:</i> Students see that individuals are set different tasks according to teacher's assessment of their ability. They notice that 'clever' students are chosen to lead group activities. Some students are perceived as needing help from their classmates, whilst others are perceived as being able to provide that help, thus reinforcing (and sometimes limiting) expectations about different learners. Opportunities for peer collaboration for the student identified with SEBD are restricted by the presence of an adult in the group. Individual tasks are allocated collaboratively by students through group discussion of their collective skills and knowledge. Group tasks are undertaken collaboratively, including the organisation of the tasks. The teacher fosters a classroom community which encourages all students to work collaboratively, and to value everyone as a resource for learning. Students are encouraged to take risks with their learning, within a supportive group and class environment. Learning support staff are a resource for any individual student or group requesting help. The teacher uses group collaboration to encourage the development of positive peer relationships amongst all learners, (including a student identified with SEBD). The teacher models collaborative learning through her classroom relationships with colleagues

(Adapted from Black-Hawkins and Florian, 2012)



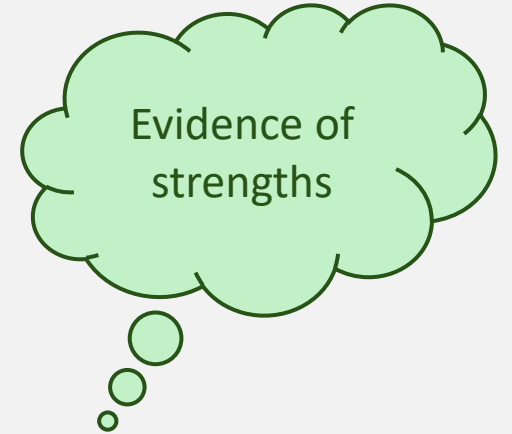
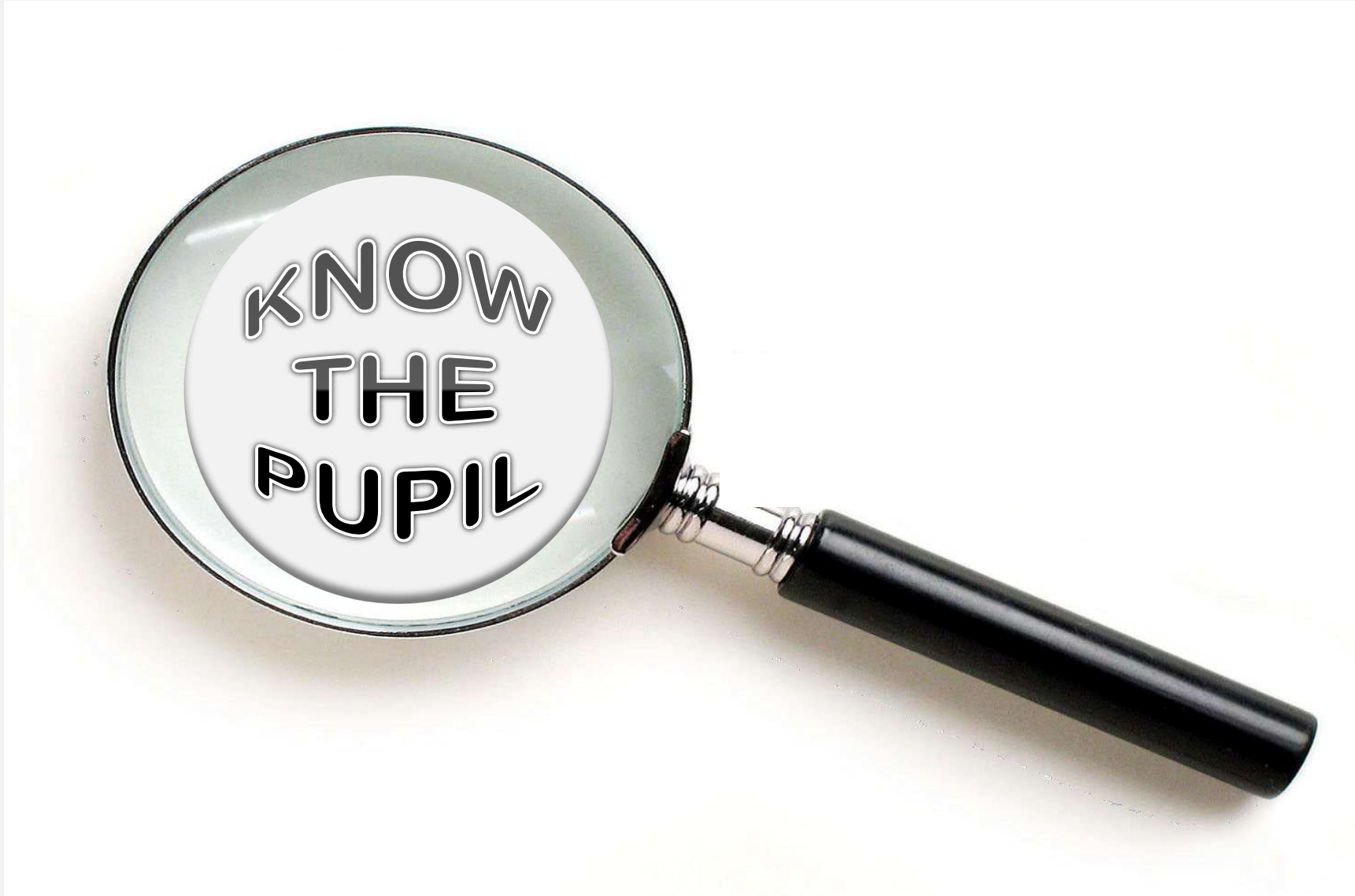
Directly challenges the bell curve 'model of ability'

Inclusive pedagogy

'...requires a shift in teaching and learning from an approach that works for most learners existing alongside something 'additional' or 'different' for those (some) who experience difficulties, towards one that involves the development of a rich learning community characterised by learning opportunities that are sufficiently made available for everyone, so that all learners are able to participate in classroom life...'

Florian, L. & Black-Hawkins, K., (2011) BERJ, Vol. 37, No.5, pp. 813–828

Be an expert in your pupils, not their labels



assessment not
assumption



SEND: And the art of detection

(The Professional 2018)

The importance of inquiry and adaptation

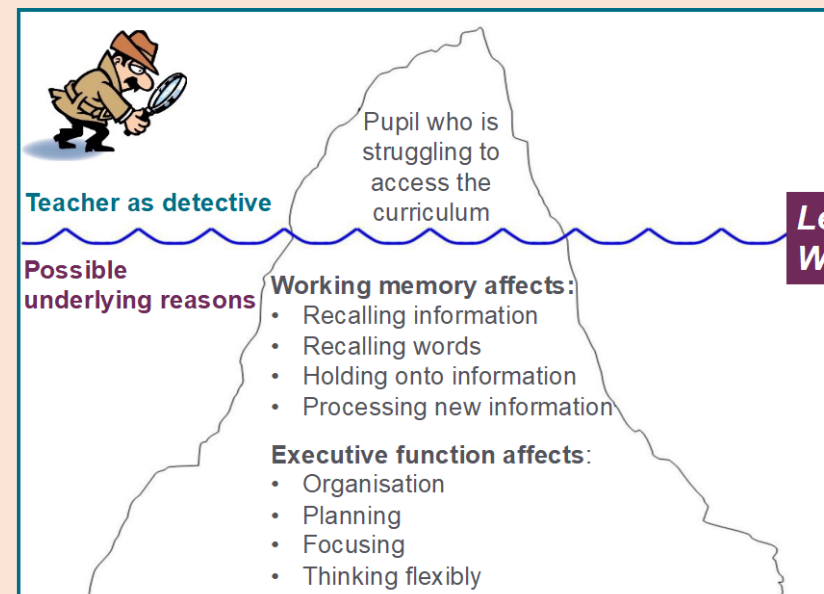


The art of detection

Thinking like a detective is a deliberate methodology for inclusive teaching. It takes time to build the fuller picture of our pupils, seeking new information along the way from wide lines of enquiry. Consulting with colleagues (a teacher mentor, parents, the SENCO) adds breadth and depth to the investigation.



The SEND Lens

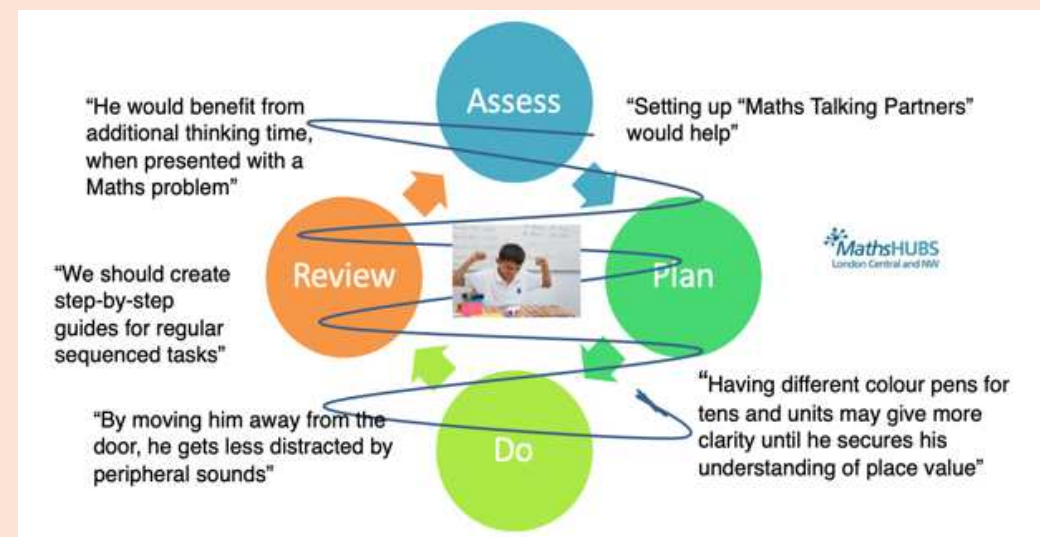


*Let's look closer.
What's going on here?*

Iceberg detectives



Spiral of enquiry (Timperley et al)



Mathematics example

Adopt an inquiry approach

*Teachers become students of the pupils they teach,
learning everything they can about the child or young person.*



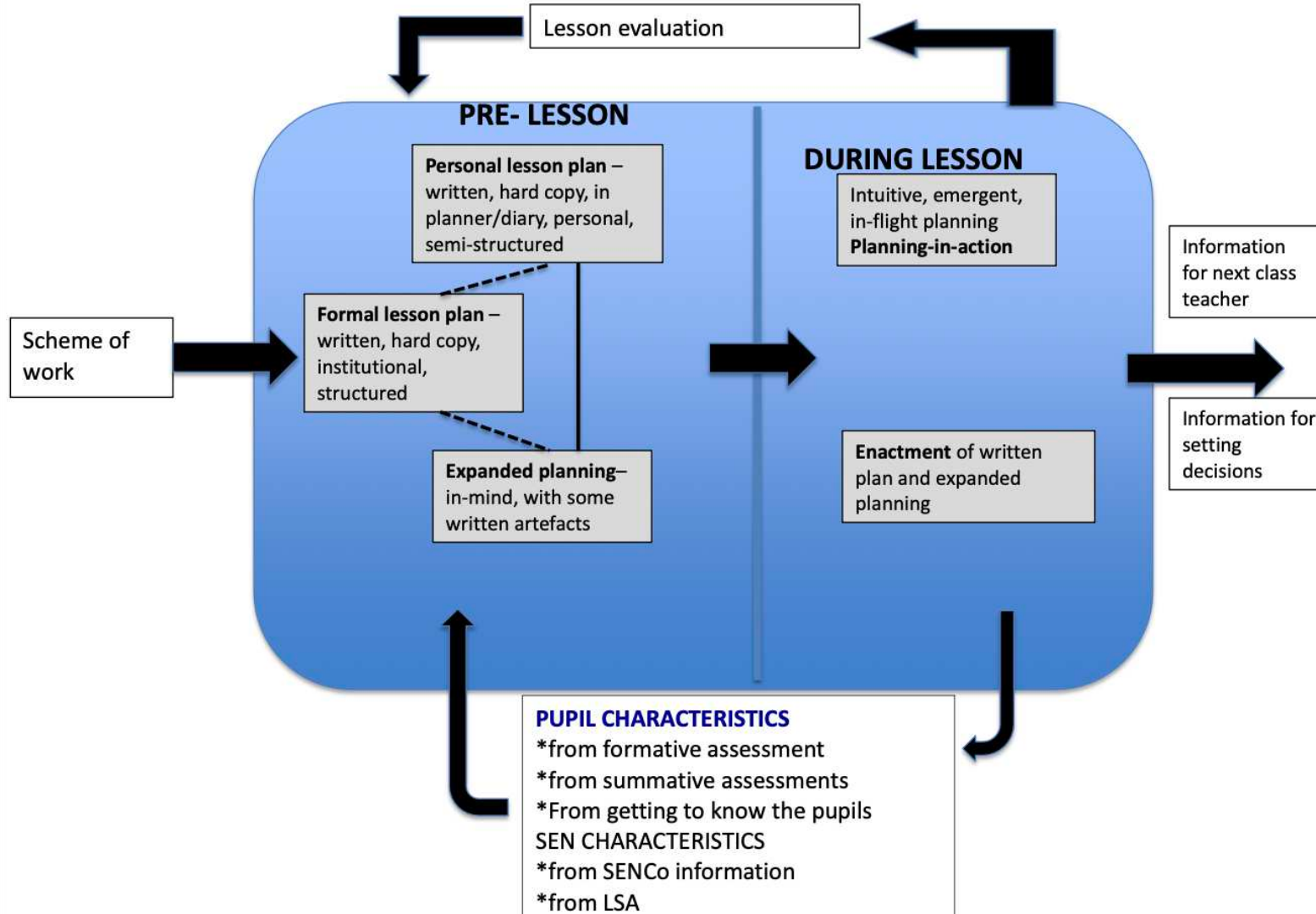
In order to adjust and adapt teaching to accommodate different starting points of learners, use formative assessment strategies to inform planning and teaching, moment-to-moment.

The quality of this knowledge for teaching is important. The better a teacher's detective work, the better informed their teaching will be.

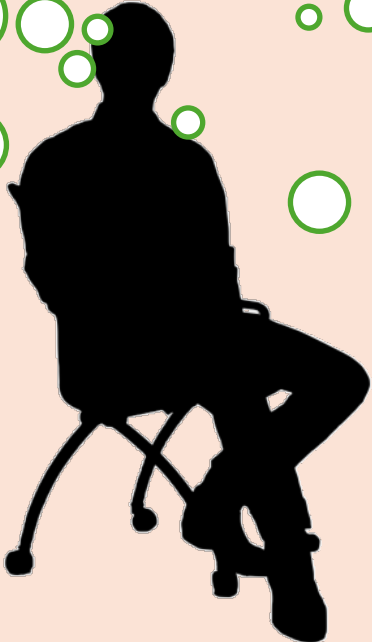
Observing pupil's learning and engagement across the school day, e.g. in the classroom, playground, school gate, school trip, lunch club, is a powerful way of enhancing professional knowledge.

By being attentive and open to seeing what children and young people know and can do, teachers can learn from them.

Figure 4: model of lesson planning for including pupils with SEN



Identifying those who struggle in my classroom takes practice



Katie is so strong in class discussion but she consistently struggles to get her ideas on paper.

Sajid has trouble transcribing what's on the whiteboard.

I like to have fun with Year 9 but Josh just can't calm down afterwards and risks spoiling it for everyone. He doesn't seem to notice the others are frustrated by this.

Amelie is so studious but never quite interprets the homework correctly.

SLCN

Physical
Disability

SEMH

Dyspraxia

Vision
Impairment

Hearing
Impairment

Dyslexia

Acquired
Brain Injury

Dyscalculia

ADHD

Down
Syndrome

Autism

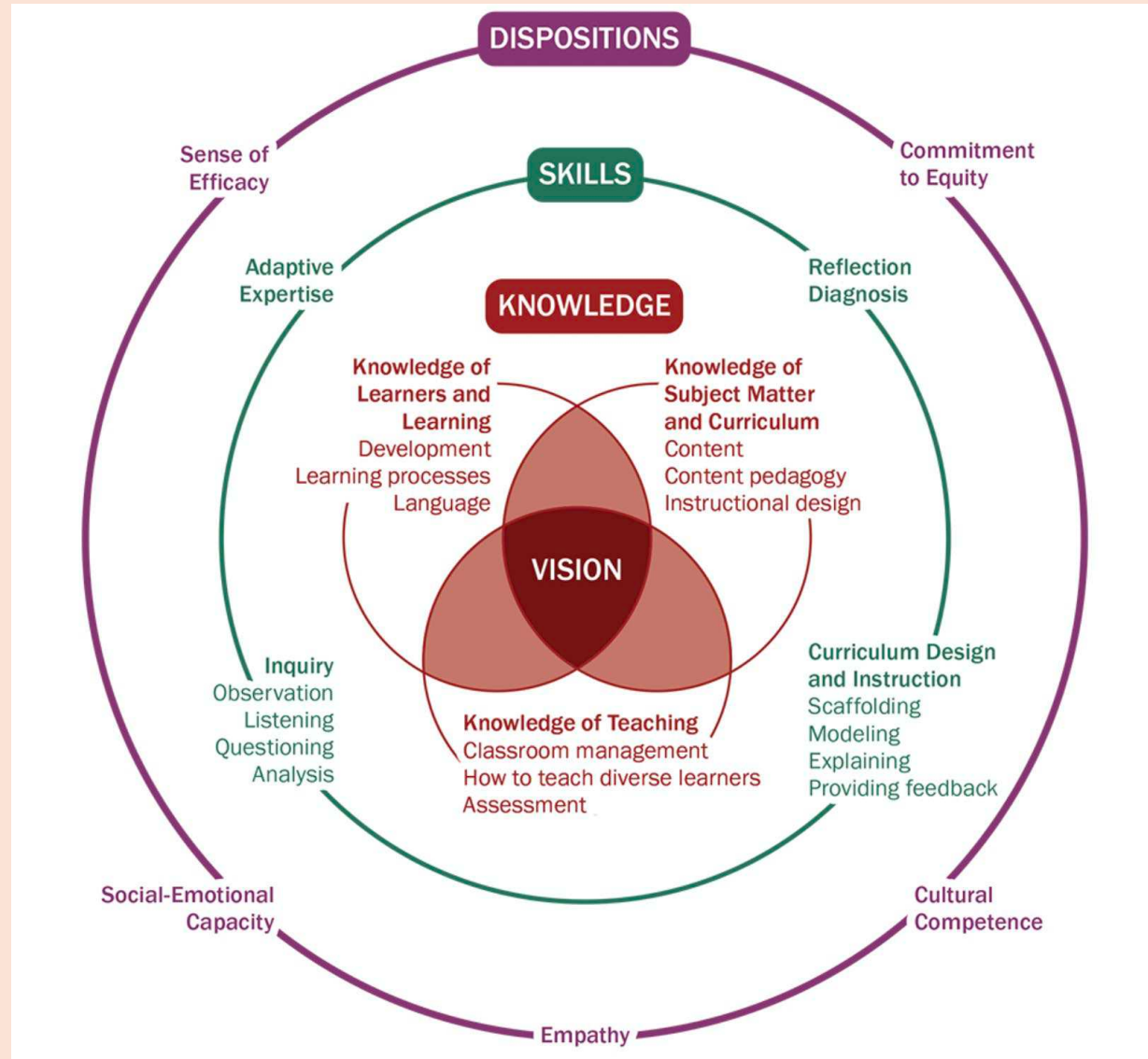
Condition Specific Videos – Recommended Strategies

Acquired Brain Injury	ADHD	Autism	Down's Syndrome
- Allow frequent breaks, so there is time for the brain to catch up on the learning, and re-establish the focus it needs. - Communicate and follow routines - Provide sheets that outline what will happen in the lesson (<i>child voice: If you give these to everyone, I don't feel different.</i>) - Minimise tasks that are non-essential, e.g. copying, <i>this uses processing capacity. Give child a handout with the information they are going to learn</i> - Provide opportunities for pre-learning concepts and keywords, <i>this helps pathways in the brain process information more quickly</i> - Use repetition - Provide opportunities for over-learning - Break down instructions and explanations so that they are simple and clear - Provide interventions for social participation, e.g. mentoring or buddy schemes - Provide behavioural interventions to support organising, planning and managing impulsivity - Promote a strengths-based approach – celebrate every progress made and their strengths, skills and interests - Work collaboratively with parents/carers, <i>communicate clearly and regularly, parents are the experts on their child.</i> - Be flexible, adapt to the child's needs - Remember, every child is different.	- Get to know the child, talk with the child to find out what their strengths, interests, and individualised strategies that can help them - Check in with pupils at the beginning of the lessons - Provide sheets that outline what will happen in the lesson - Break down learning into manageable chunks - Organise teaching environment to minimise distractions - Frequent check ins - Use of timers - Model language of executive function (<i>I'm having a hard time, I need to take a break for a minute.</i>) - Preferential seating - Movement breaks, give pupils a chance to stop, chat, move around - Use graphic organisers/writing frames - Provide opportunities for mentoring - Sensory breaks and objects (e.g. fidgets) - Trust your teaching assistant – TAs have knowledge and a lot of ideas. - Provide short term rewards/motivation to support focus, and lessen rewards over time as the pupil develops the ability to self-manage - Have patience - Prioritise emotional regulation strategies such as mindfulness, circle time and deep breathing	- Get to know the child, know their strengths and interests - Classroom environment – prevent overstimulation in displays or materials on the table - Maintain a clear routine, talk through changes to the day - Proactive planning - Visual supports – visual timetables, now/next boards - Use of sensory objects - Allow extra processing time for tasks - Accept that everything is not going to go perfectly - Have a Plan B - Movement breaks - Use a 5-point scale for emotions - Provide a personal workspace - Communicate regularly with parents – use a communication books to talk about how things went at home/school, with pictures - Functional assessments of behaviour - Mean what you say and say what you mean – avoid metaphors, sarcasm – use clear, concise language - Intervention: Attention autism (joint attention building) - Intervention: Colourful semantics	- Develop rapport – get to know the child - Modify curriculum as necessary - Model tasks - Visual support - Makaton - Parents know their child best – talk to the parents about the child and their experiences - Communication book with pages of symbols grouped by themes/topics to help with vocabulary - Be patient – you might have to try a few things before something works - Work with your teaching assistants – <i>ensure TAs do not jump in, allow children to do things for themselves</i> - Pencil grips - Assistive technology - Repetition - Opportunities for over learning - Break tasks into smaller chunks - Simplify language - Practical activities - Establish and maintain routines - Use of 'brain breaks' - Allow extra 'thinking time' - Direct teaching re: community – stranger danger, appropriateness

Autism	Dyslexia	ADHD	Perceptual Reasoning Difficulties	Language Delays	Anxiety
Visual timetable Explain changes in routine Clear expectations Chunked, dual coded instructions Behaviour specific praise Preteaching Use of scripts for problem-solving Movement breaks Worked examples/ manipulatives / memory aids Extra time to complete tasks Preferential seating	Chunked, dual coded instructions Behaviour specific praise Opportunities for overlearning Preteaching Movement breaks Worked examples/ manipulatives / memory aids Extra time to complete tasks Avoid copying from the board Preferential seating	Visual timetable Explain changes in routine Clear expectations Chunked, dual coded instructions Behaviour specific praise Opportunities for overlearning Preteaching Use of scripts for problem-solving Worked examples/ manipulatives / memory aids Extra time to complete tasks Preferential seating	Explain changes in routine Chunked, dual coded instructions Behaviour specific praise Opportunities for overlearning Preteaching Use of scripts for problem-solving Worked examples/ manipulatives / memory aids Extra time to complete tasks Preferential seating	Visual timetable Chunked, dual coded instructions Behaviour specific praise Opportunities for overlearning Preteaching Worked examples/ manipulatives / memory aids Extra time to complete tasks Avoid copying from the board Preferential seating	Visual timetable Explain changes in routine Clear expectations Chunked, dual coded instructions Behaviour specific praise Preteaching Use of scripts for problem-solving Movement breaks Worked examples/ manipulatives / memory aids Extra time to complete tasks Preferential seating



What do educators need to know and be able to do to support all learners?



Like soldiers in battle, teachers must be adaptable

In complex operational environments that are ever-changing and unpredictable, the researchers argue that practitioners need to be both skilful in carrying out the routine aspects of their work and able to adapt effectively in unexpected or novel situations (Hoffman, 1998).

The ability to react to unfamiliar challenges in the classroom, particularly relating to pupils' complex needs, should be central to teacher development – not just a bolt-on, (argues Margaret Mulholland Tes 2019)

My interest in this area was piqued by a UK Ministry of Defence training literature study (Ward et al) that describes learning adaptive skill as the sine qua non of expertise.



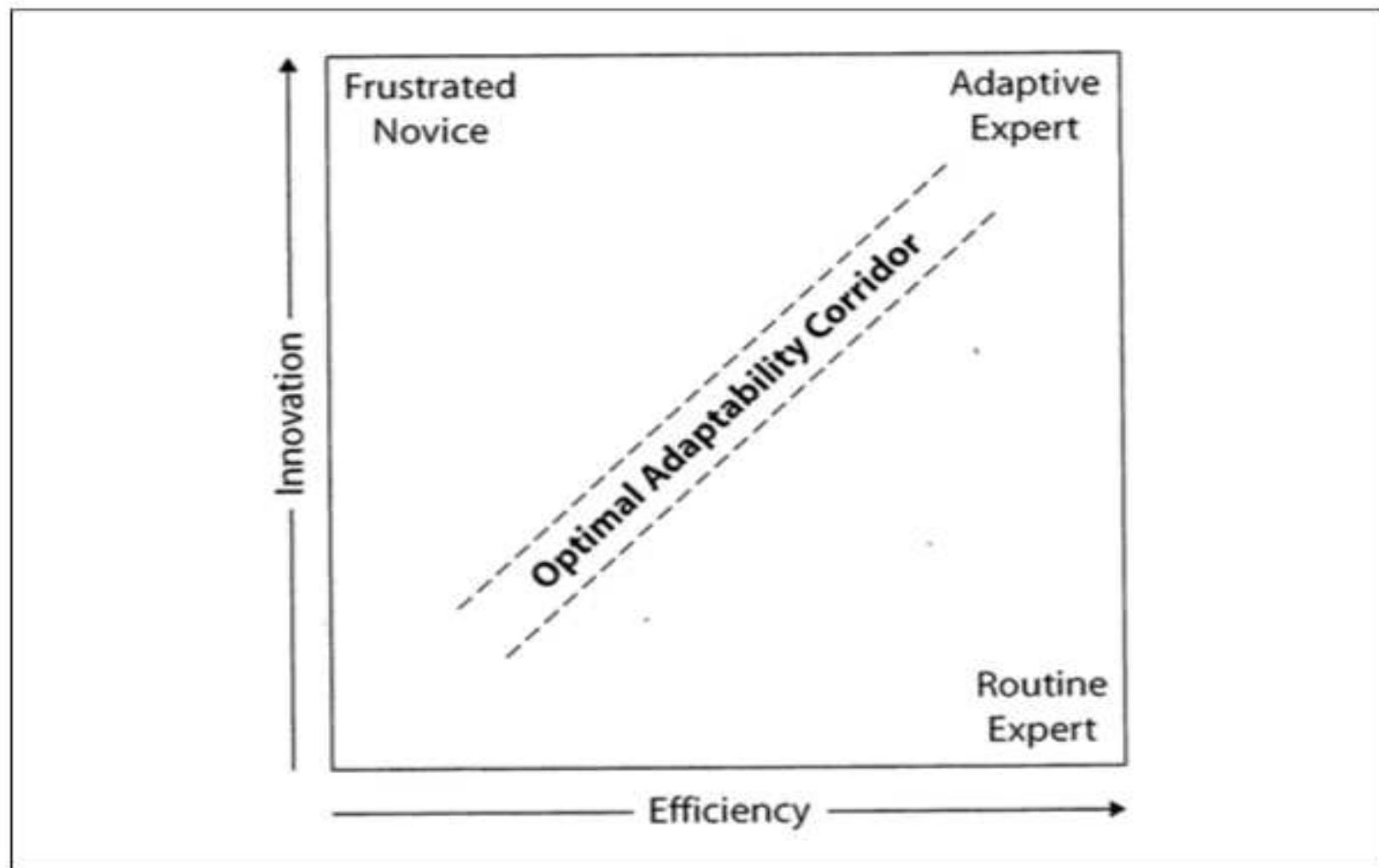


Figure 1. The trajectory toward adaptive expertise balances efficiency and innovation via the optimal adaptability corridor.

Source. Reprinted from Bransford, Derry, Berliner, and Hammerness (2005, p. 49) with permission.

Developing adaptive expertise in teaching

```
graph TD; A[Developing adaptive expertise in teaching] --> B[Adaptive Mindset]; A --> C[Cognitive and Metacognitive Habits]; A --> D[Adaptive Problem Solving]; A --> E[Teacher to Teacher collaborative learning and coaching];
```

Adaptive Mindset

how teachers understand and position themselves as learners

Cognitive and Metacognitive Habits

how teachers monitor their learning and performance and reason about practice

Adaptive Problem Solving

how teachers transfer knowledge and skills to solve new and ill-structured problems

Teacher to Teacher collaborative learning and coaching

how teachers learn from one another

¹ Hatano, G., & Inagaki, K. (1986). Two courses of expertise. In H. Stevenson, H. Azuma, & K. Hakuta (Eds.), *Children development and education in Japan* (pp. 262-272). New York: Freeman.

² Hammerness, K., Darling-Hammond, L. E., & Bransford, J. with Berliner, D. Cochran-Smith, M. McDonald, M. & Zeichner, K. (2005). How teachers learn and develop. In L. Darling-Hammond & J. Bransford (Eds.), *Preparing teachers for a changing world: What teachers should learn and be able to do*, (pp. 358-389). San Francisco: Jossey-Bass.

Think like a detective

Ivar Fahsing is a senior detective and associate professor at the Norwegian Police University College in Oslo. By comparing the problem-solving behaviours of experienced detectives to those of the novice, he recognised that trainees needed to be taught early how to think like their more experienced colleagues, rather than adopt rigid procedures that fail to take account of variable contexts.

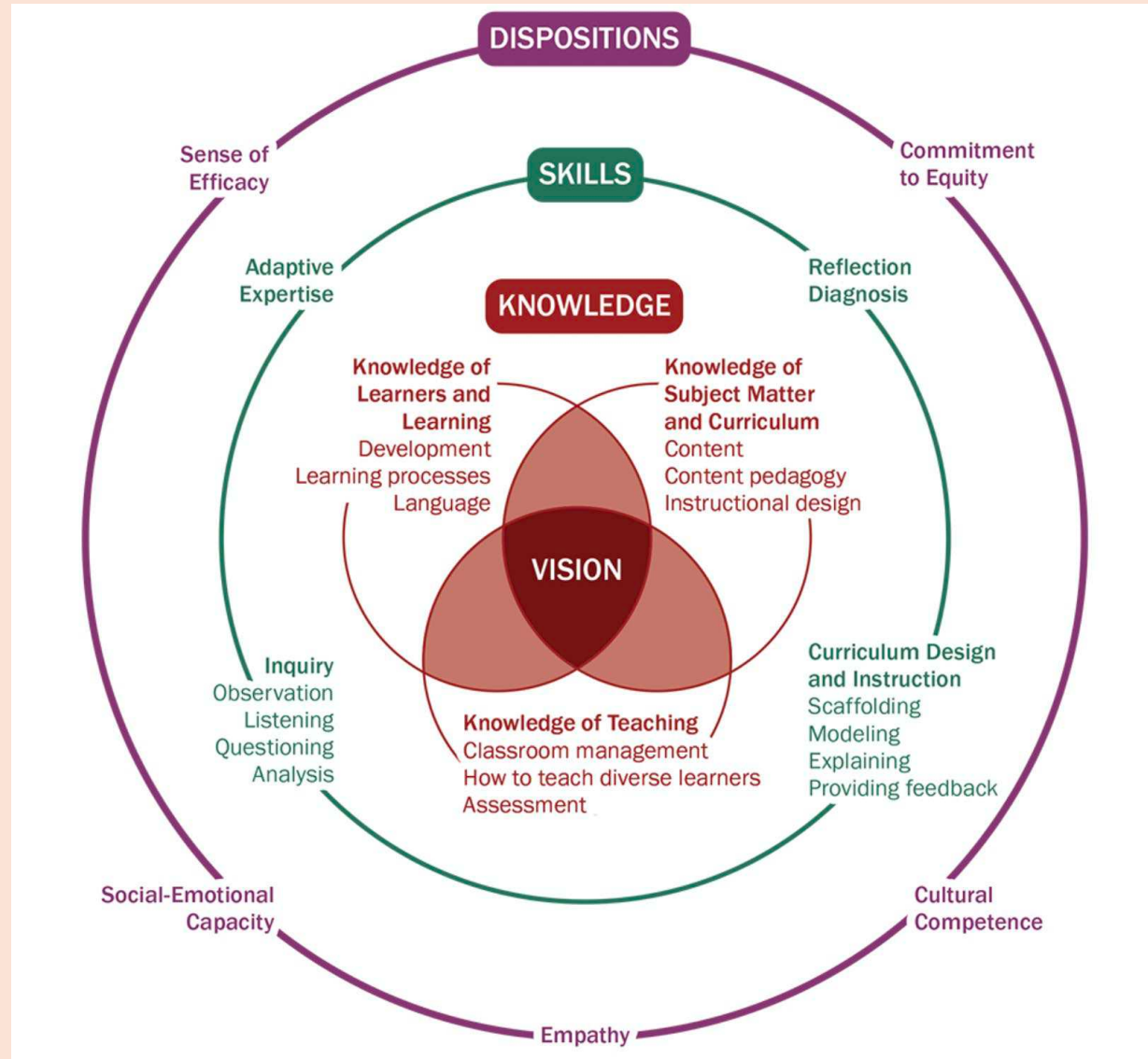
This is highly applicable to the classroom, where teaching is a complex, multi-faceted problem-solving challenge. Like expert teachers, expert detectives think about how they think.

Fahsing's research suggests the need to teach metacognitive skills explicitly. His trainees learn not only to employ **deductive reasoning** - reasoning on the basis of known facts - but also **abductive logic**, the cognitive process of identifying the best possible explanation, in the absence of complete knowledge, for a given set of observations.

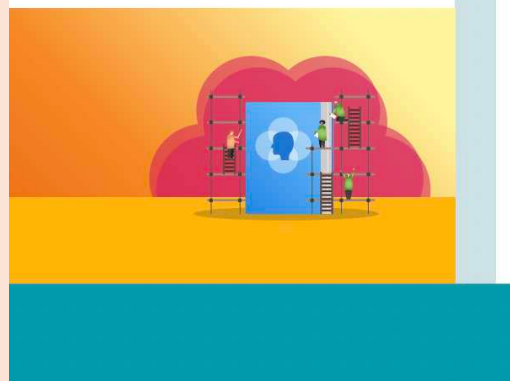
This chimes with Hanato's research (2005) into **adaptive metacognition**, and how teachers benefit from learning how to confront complex problems from the beginning. The teacher 'detective' can gather evidence of pupil learning and wellbeing from moment to moment, using **multiple micro assessments**, looking for patterns, without jumping to conclusions.

As Fahsing points out, the best detectives step back and challenge their own quick fit judgements. By being an active listener, curious and patient, a good teacher will 'keep digging'. And by doing so we find out how best to help our pupils learn.

What Do Educators Need to Know and Be Able to Do?



ITT Resources



Curriculum resources

Teacher Handbook: SEND



Embedding inclusive practice

What to we aim to achieve?

By rethinking teaching SEND as *central* to teaching practice, we fundamentally grow the capacity of the teaching profession in a dynamic and systemic way.

If we get this right, there is a real opportunity to strengthen quality teaching. And by doing this well, we can ensure all pupils with SEND become recipients of good teaching.

The fundamental questions

ITT Providers

How do we prepare trainees to teach ALL pupils?

Mentors:

How do I support trainees to teach ALL pupils?

Trainee Teachers:

How do I develop the knowledge to teach ALL pupils?

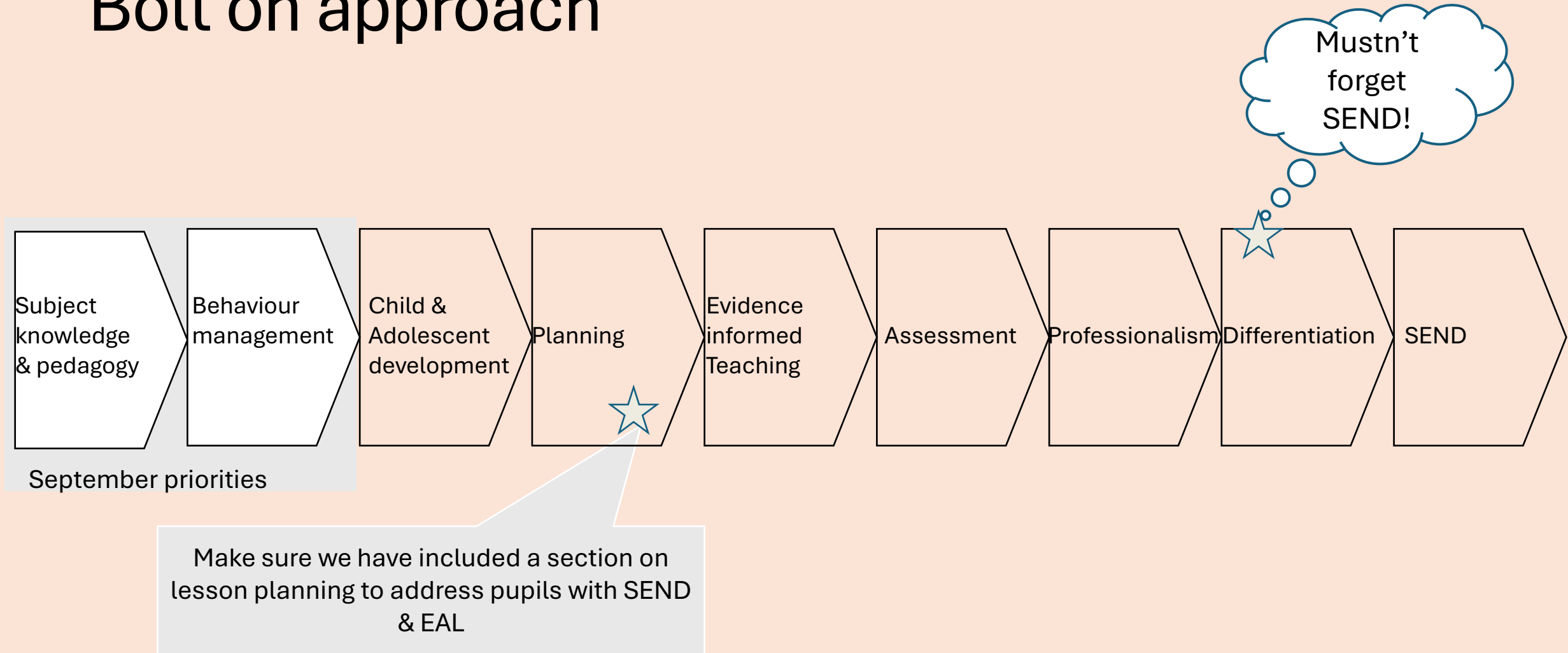
Trainee Teachers come into the profession with a passion and ambition to make a difference to *all* pupils.

ITT Providers and School Mentors share those same goals.

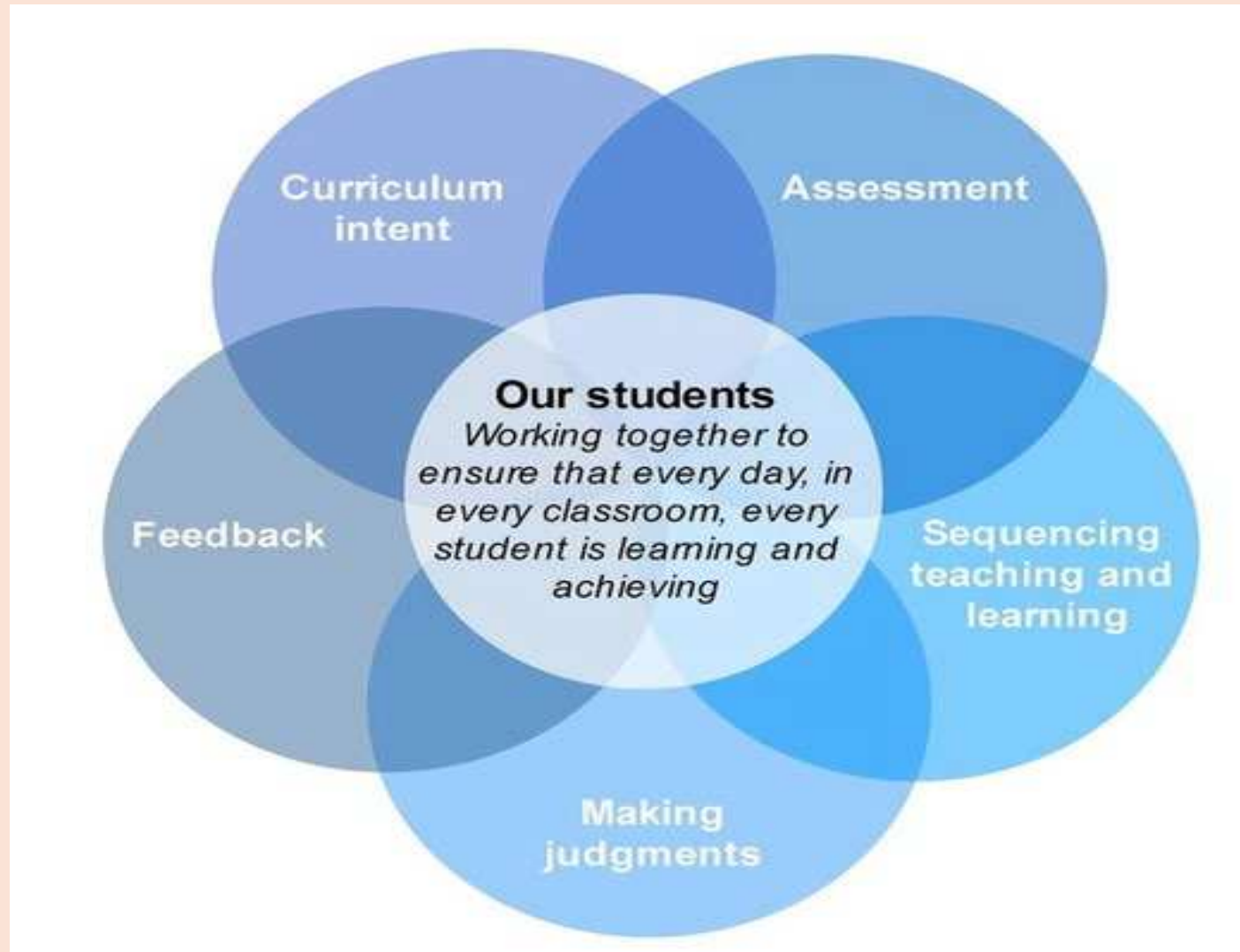
The challenge we face is that effective teaching of pupils with SEND is too often described as inadequate.

The way the system looks at this issue needs re-framing.

Bolt on approach



Built in, not bolt on



Build in those who find learning difficult

Built in not bolted on

Inclusive pedagogy

“the strategy”

Adaptive teaching

“the approach”

ITT Resource pack

“the tactics”

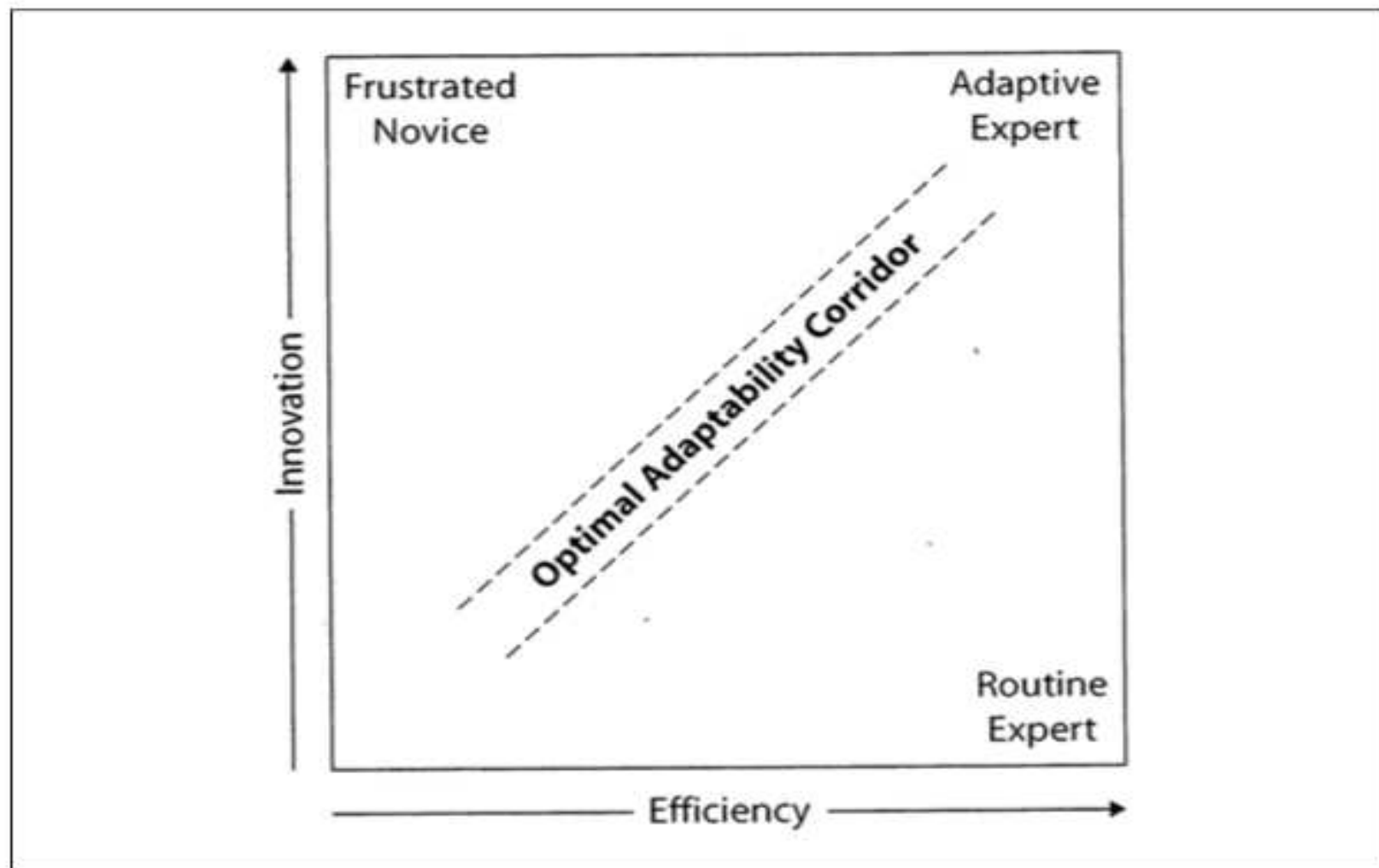


Figure 1. The trajectory toward adaptive expertise balances efficiency and innovation via the optimal adaptability corridor.

Source. Reprinted from Bransford, Derry, Berliner, and Hammerness (2005, p. 49) with permission.

Developing adaptive expertise in teaching

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graph TD; A[Developing adaptive expertise in teaching] --> B[Adaptive Mindset]; A --> C[Cognitive and Metacognitive Habits]; A --> D[Adaptive Problem Solving]; A --> E[Teacher to Teacher collaborative learning and coaching];
```

Adaptive Mindset

how teachers understand and position themselves as learners

Cognitive and Metacognitive Habits

how teachers monitor their learning and performance and reason about practice

Adaptive Problem Solving

how teachers transfer knowledge and skills to solve new and ill-structured problems

Teacher to Teacher collaborative learning and coaching

how teachers learn from one another

¹ Hatano, G., & Inagaki, K. (1986). Two courses of expertise. In H. Stevenson, H. Azuma, & K. Hakuta (Eds.), *Children development and education in Japan* (pp. 262-272). New York: Freeman.

² Hammerness, K., Darling-Hammond, L. E., & Bransford, J. with Berliner, D. Cochran-Smith, M. McDonald, M. & Zeichner, K. (2005). How teachers learn and develop. In L. Darling-Hammond & J. Bransford (Eds.), *Preparing teachers for a changing world: What teachers should learn and be able to do*, (pp. 358-389). San Francisco: Jossey-Bass.

What do trainees need to know?

Knowledge

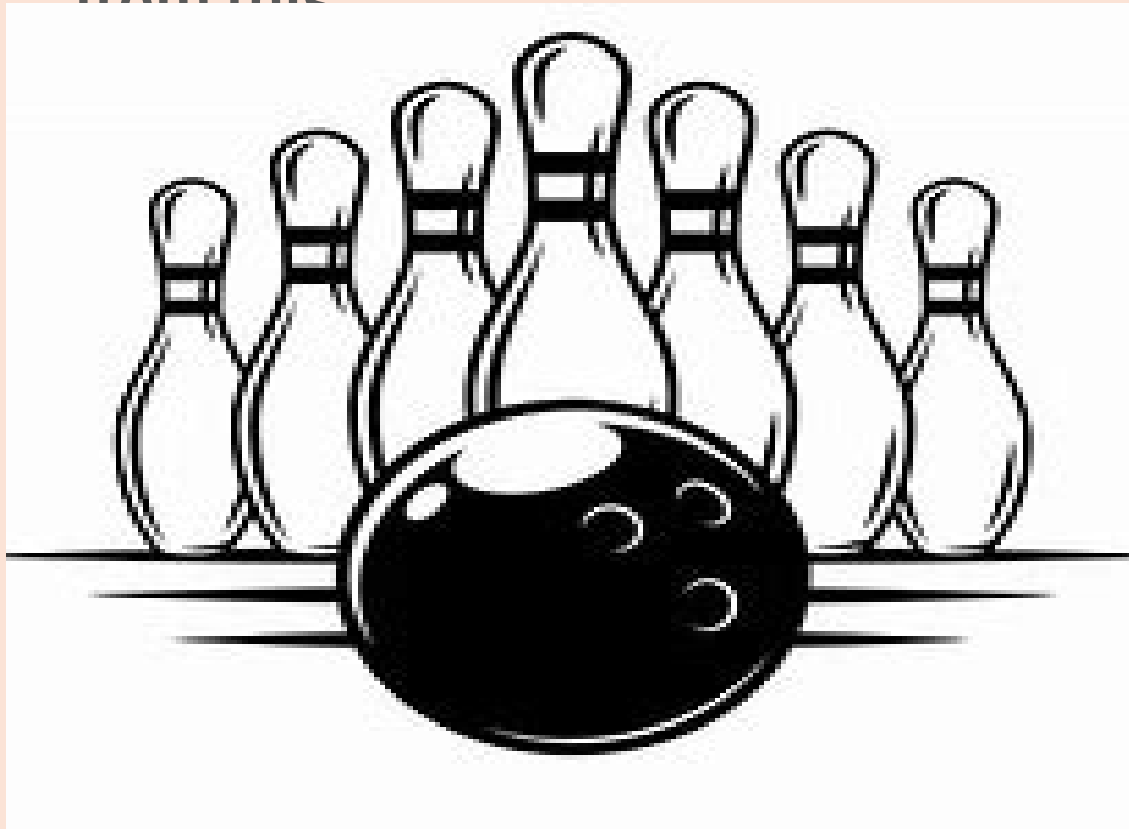
- Principles of inclusivity
- Four areas of the SEND code of practice
- Graduated approach methodology
- Theory of expertise/adaptive skill
- Ideas of determinism or Bell curve philosophy
- Child development
- Benefits and limitations of diagnostic labels
- Differentiation - strengths and challenges
- Inclusive pedagogy
- Complex SEND case studies

Attitudes

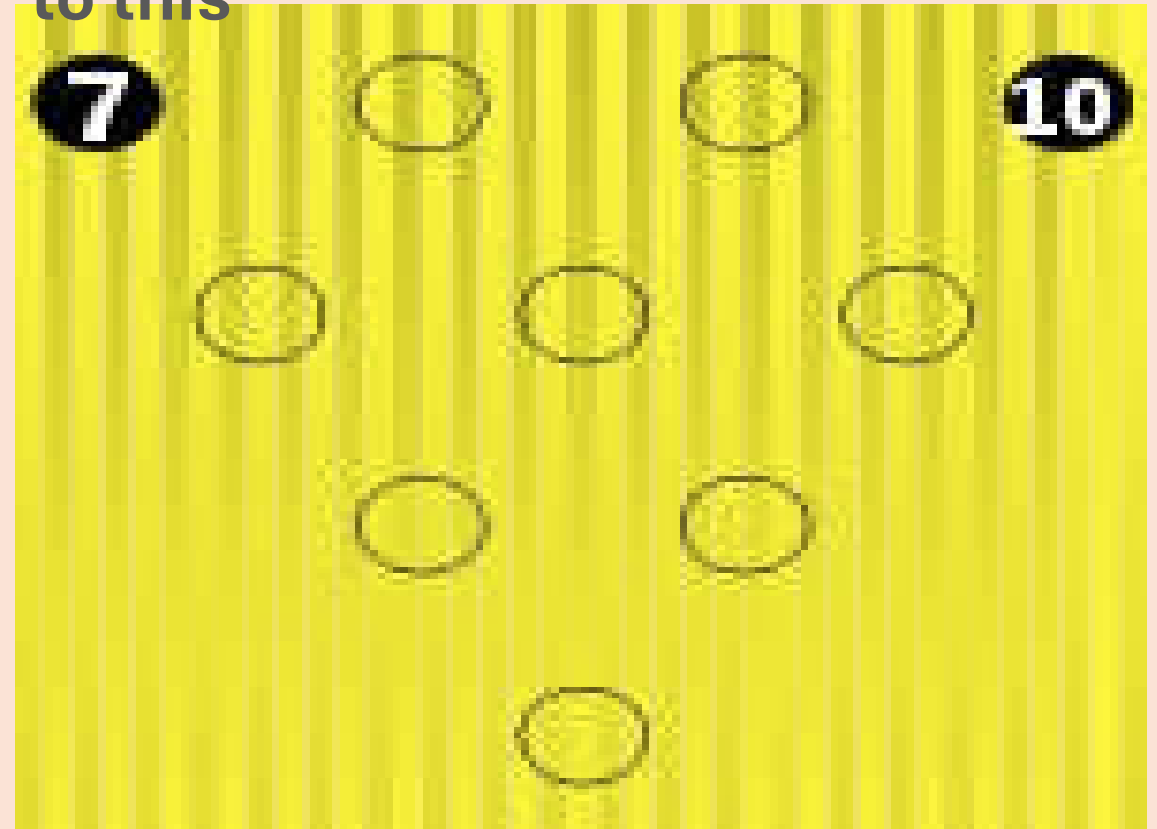
- I can teach all pupils
- All pupils are different
- Ability not disability
- Curiosity about how children learn
- Learning is rarely linear
- Recognising when children find it hard to progress our job is to 'clear a path'
- See challenges as a teaching opportunity
- Adapt teaching rather than change the pupil in order to reach learning goals
- Concept of expert = knowing your pupil

What is good for SEND pupils
is good for everyone

from this



to this



Examples

Adaptive teaching for inclusion

Spiral of inquiry
Social, Physical, Cognitive
Behaviours & Communication

Scenario
1

Scenario
2

Scenario
3

Scenario
4

Scenario
5

Scenario
6

Scenario
7

Scenario
8

Scenario
9

Scenario
10

Noticing

Classroom
Environment

Language
For learning

Assessment &
Feedback

Co-learning with
experts

Behaviours we
encourage

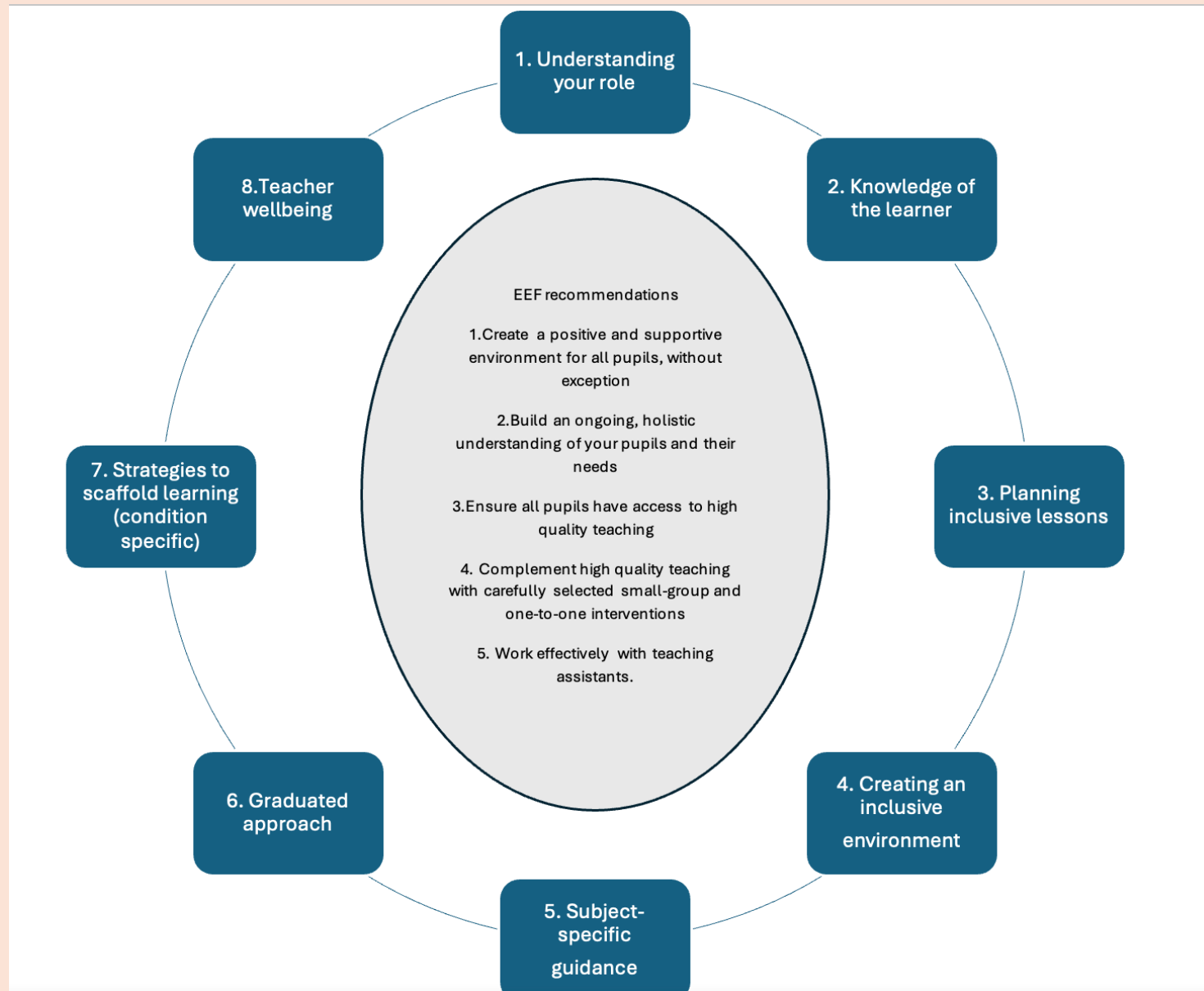
Habits of inclusive teachers

Mentor
Guide

Trainee
Guide

ITT
Provider
Guide

Wider
Reading





KNOW
THE CHILD

A magnifying glass with a black handle and a silver-colored frame. The lens is clear and contains the text "KNOW THE CHILD" in a bold, black, sans-serif font. The magnifying glass is positioned diagonally, with the handle pointing towards the bottom right. The background is a solid light beige color.

I view pupils with learning difficulties as *my* responsibility

I see challenges as learning opportunities

I can adapt my teaching in response to my pupils

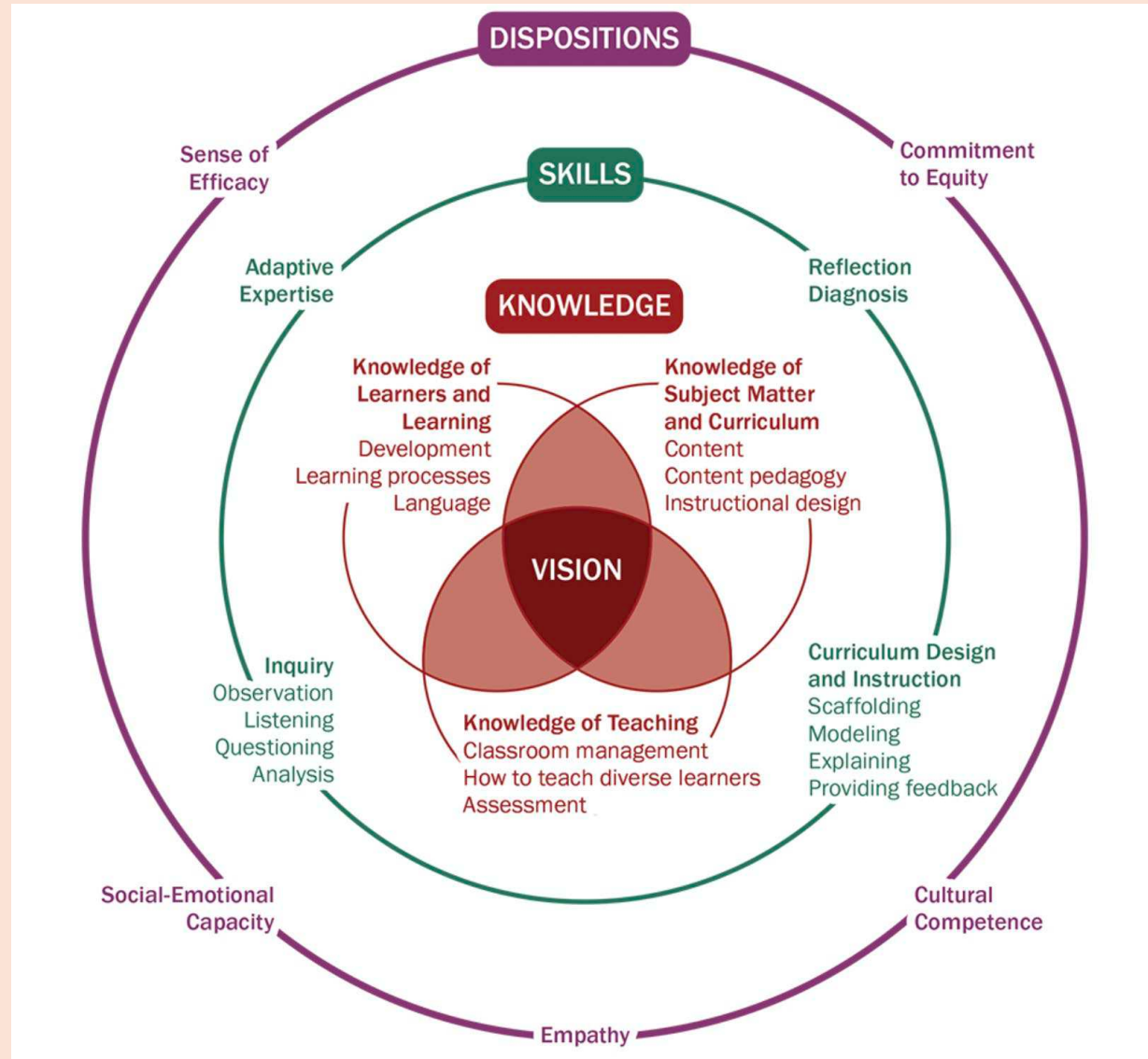
Identifying inclusive habits

I situate myself as a learner of my own pupils

I recognise that the exact same strategy can be simultaneously inclusive and exclusive

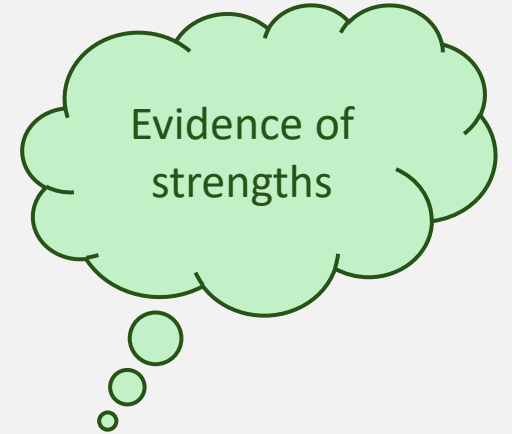
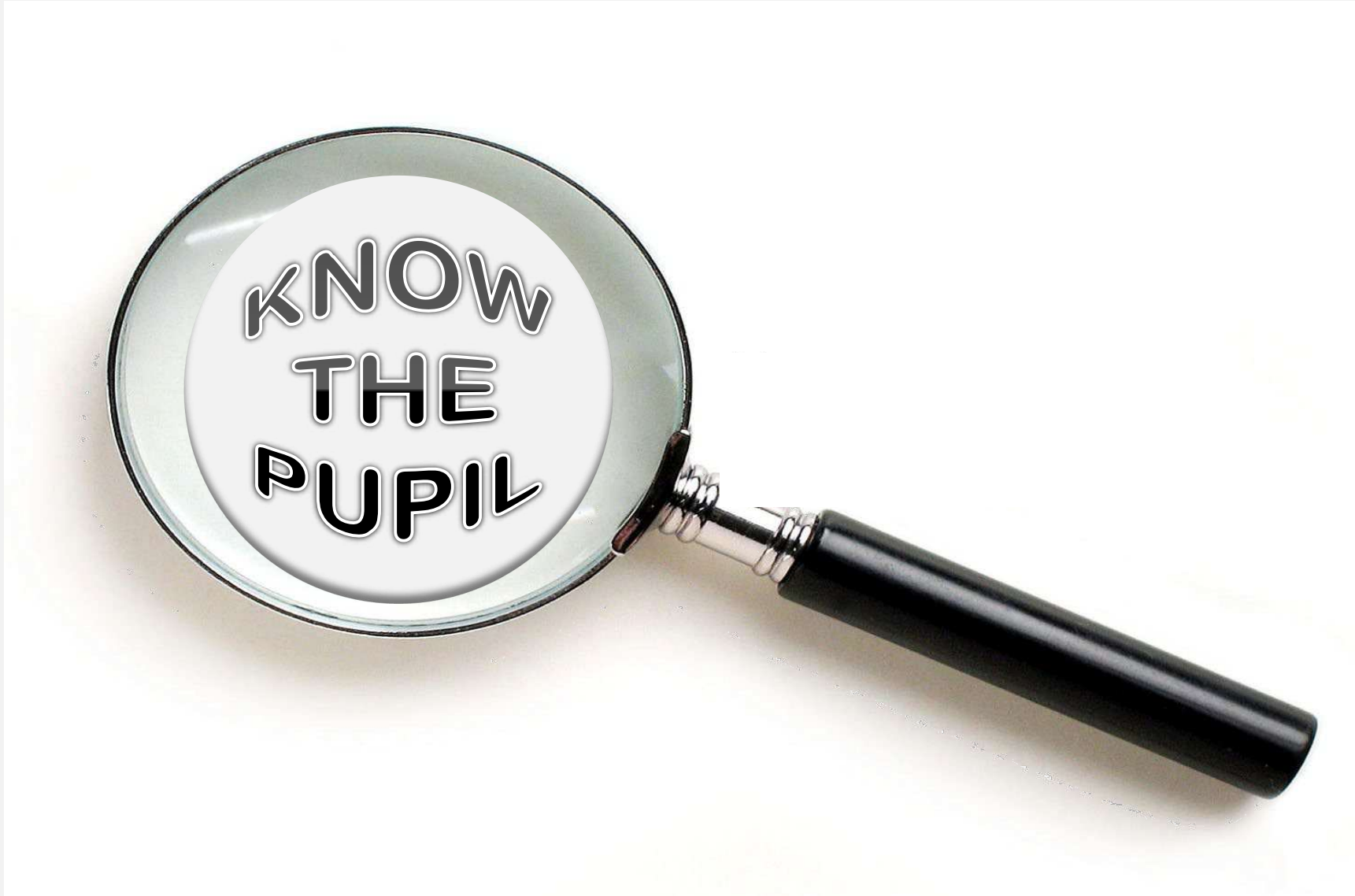
I have faith in my learners

What do educators need to know and be able to do?



Darling-Hammond, L., Flook, L., Schachner, A., & Wojcikiewicz, S. (with Cantor, P., & Osher, D.). (2021). *Educator learning to enact the science of learning and development*. Learning Policy Institute. <https://doi.org/10.54300/859.77>

Be an expert in your pupils, not their labels



assessment not
assumption





ITT Funding

Overview of Funding Streams and Main Cost Centres



Learning Outcomes

- To understand the funding streams for Initial Teacher Training
- To consider the fixed and variable costs for providing ITT programmes



Income and Expenditure

In your delegate pack:

- Jot down all sources of revenue (income) and expenditure (costs) for your provision.



Funding Streams

- Tuition fees
- SDS/apprenticeship training fees
- AO fees



Tuition Fees

- How is the funding distributed?
- PGCE fee? What are you getting for your money?
- 'Top slice' to MAT?
- Placement fee to the school?
- Does anything go to the mentor?
- Programme overheads?
- Contingency reserves?



SDS/Apprenticeship Training Fee

- How much is charged to the employing school for the training programme?
- Who is the fee paid to?
- What is the service level agreement?
- What needs to be covered from within the fee?



AO Fees

- What do you charge?
- Fixed or variable?
- Who pays?
- What is provided for the fee?



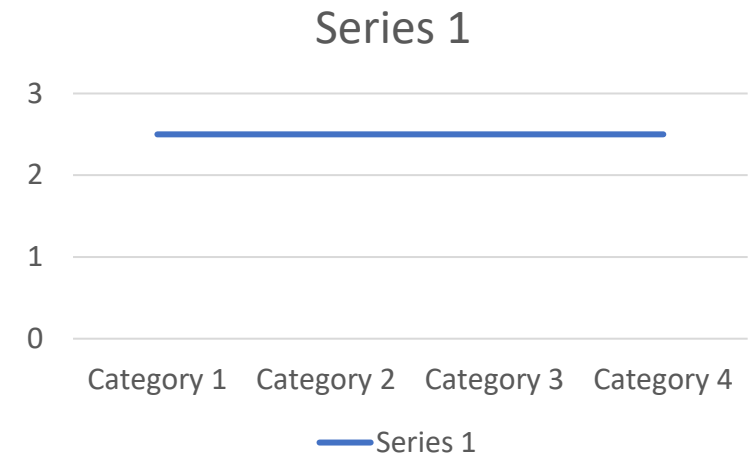
Funding Streams

- What else?



Cost Centres

- Fixed cost
 - Office costs – building rental
 - Staff salaries/wages
 - Running the central provision
 - Central resources – books, ebooks, subscriptions
 - Training room furniture
 - IT support
 - Reprographics
 - Advertising
 - Marketing
 - What else?



Variable Costs

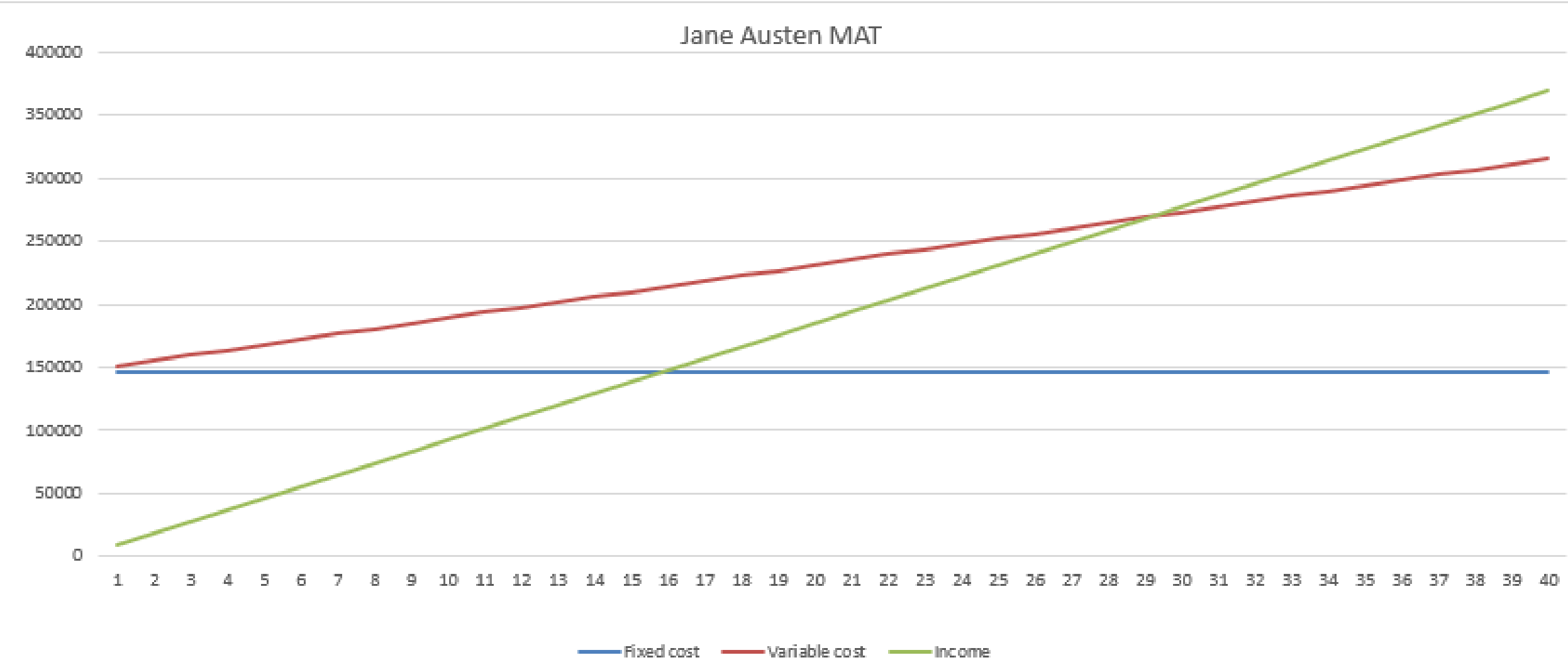
– dependent on number of trainees

- Professional Tutors
- Mentors
- QA programme
- What else?



Balancing the Budget ...

- Do you know how many trainees on each of your programmes and routes are needed to balance the books?
- Does one programme 'carry' the others? If so, what happens if there is a change in policy/unexpected decline in numbers?
- With typical attrition (if this is a new provision assume 10%), what would be your financial position?
- Do you have any financial reserves to fall back on?
- Who are your financial underwriters? (If the programme runs at an in-year deficit, how deep are their pockets?)



Reserves

Operational reserves

Within each financial year, you need to calculate your in-year operational surplus on your “core” business which is teacher training. This becomes your operational reserve.

If you are running at an in-year loss, where is this deficit going to be made up from?

What does your Partnership Agreement state about the off-setting of in-year losses?

Strategic reserves

After a few years of operation, you may have built up a carry forward surplus on your core business and this can be used to absorb a deficit budget for a year or more.

It is prudent to ring-fence some of your operational reserve as a strategic reserve or “rainy day fund”.

Discussion

- How do you currently manage your reserves?
- What are your policies on managing in year surplus/deficits?
- What do you consider a healthy strategic reserve?



Procurement and Tendering

In this session we will:

- Identify the key principles of procurement and tendering
- Design an invitation to tender



Procurement and Tendering

According to gov.uk [procurement law for schools](#):

- Your procurement policy should set out what low, medium and high value means;
- Under £10,000 (low value) – buy from ‘catalogues’
 - Compare similar products and prices and choose the supplier offering best value;
- Between £10,000 and £40,000 (medium) – get at least 3 quotes;
- Over £40,000 up to public procurement threshold (high) – advertise a contract and run a buying process;
- Over Public Procurement Threshold (currently £214,904) – run process compliant with Procurement Act.

The values are for single items or groups of items, which must not be disaggregated artificially.

Procurement and Tendering

In your delegate pack:

Evaluate which items from your own budget fall within each of the recommended categories.



Procurement and Tendering

Now in your group:

Consider the team brief on designing an invitation to tender.



Mentor Training and Development



Mentors

- Professional network of skilled mentors;
- Observation, reflection, deconstruction and feedback;
- Closely aligned to trainee curriculum;
- Even with potential removing of funding, still an expectation of high-quality mentoring and training.

What are the provider's responsibilities? (our summary)

C2.5 ensure that all trainees have access to expert mentors to support the delivery and practice of training.

- Establish a professional network of well trained and expert mentors;
- Ensure trainees have access to mentoring expertise, including subject and phase-specific (minimum 1.5 hours per week);
- Ensure observation, reflection, deconstruction and feedback take place throughout the year in line with the components of the ITT curriculum;
- Have partnership agreements and quality assurance arrangements in place with placement schools to ensure that all mentors have the time, resources and the support of their school to discharge the requirements of their role;
- Ensure mentors are supported throughout training;
- Consider prior learning of individual mentors;
- Sequence training such that mentors have completed sufficient training to give them the required knowledge, skills and understanding of the ITT curriculum to support the trainee with the relevant parts of the ITT curriculum at any given time.

Well-trained and expert mentors

- Clear understanding of a mentor's role and skills;
- ITT Core Content Framework (ITTECF from September 2025);
- Your ITT curriculum;
- Evidence base underpinning these;
- Coherence between centre and school-based activities;
- Purposeful practice;
- High-quality feedback;
- Subject and phase-specific expertise.

What activities should be undertaken?

- Observation (*of and with*);
 - Reflection (*self and supported*);
 - Model and exemplify (*own and signposting to others*);
 - Deconstruction (*of own and others*);
 - Purposeful practice (*low stakes and live*);
 - Feedback (*informed, targeted, consistent and actionable*).
-
- Through lens of subject and phase;
 - Aligned with CCF (ITTECF from September 2025);
 - Sequenced to ITT curriculum.

A framework of teacher education pedagogies

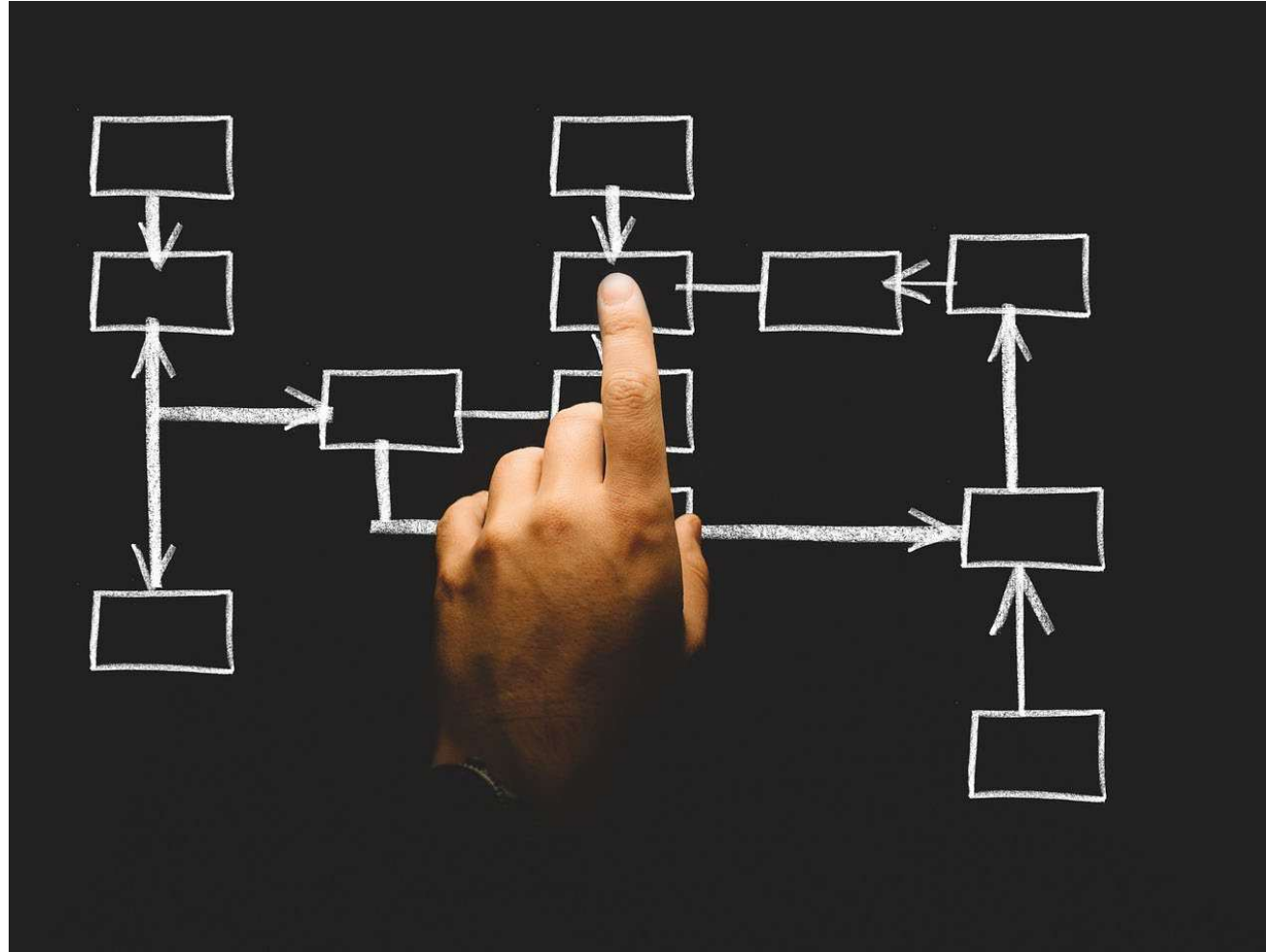
INTRODUCE	ANALYSE	PREPARE	ENACT	ASSESS
<i>Learning about the theory of teaching and learning.</i>	<i>Using representations to analyse expert teaching.</i>	<i>Using approximations to practice and get feedback.</i>	<i>Receiving support to apply learning in the classroom.</i>	<i>Tracking trainees' growing knowledge and skills.</i>
e.g. Lectures	Lesson observations	Instructional rehearsals	Instructional coaching	Lesson observations
Seminars	Video deconstructions	Scenario planning	Team teaching	Classroom artefacts
Assigned readings	Classroom artefacts	Role plays	Small group teaching	Quizzes
Podcasts	Lesson transcripts	Case studies	Co-planning	Portfolios
Interviews	Expert modelling	Digital approximations	Lesson study	Approximations
Framework informed by: Grossman, P. (2018) (ed.). <i>Teaching Core Practices in Teacher Education</i> . & TeachingWorks (2022). <i>Teacher Education Pedagogies</i> . University of Michigan. [URL]				

- Professional conversations.
- What else?

Discussion 1: Communicating with schools



Mentor training models: an overview



In a nutshell ...

- No 'one size fits all';
- Range of approaches within and between providers;
- Many providers are reviewing this year;
- Best advice: keep talking to one another!

Designing mentoring programmes

- Timing
 - Front loaded, staggered or interleaved?
 - When is it likely to have most impact on a mentor's ability to support the trainee?
 - When might it be most immediately implemented in practice?
 - What can be 'taught' once and what needs to be revisited?

Designing mentoring programmes

- Location:
 - Synchronous or asynchronous?
 - How do you monitor?
 - In-person or remote?
 - Benefits and drawbacks?

Approaches

- Structured and provider-specific;
- Regional cohesion;
- 1/3, 1/3, 1/3;
- Only taught, synchronous catch-up;
- All taught, asynchronous catch-up;
- Blended learning;
- Elements of choice;
- Asynchronous only.

In a nutshell ...

- **What** will you deliver?
- **When** will you deliver it?
- **How** will it be delivered for maximum impact?
- **So what?** How will you know it is working?

Discussion 2: Your current approach



Final questions and comments



Lead mentors

- Can be an individual or a team with:
 - ‘advanced level of ITT knowledge and expertise’.
- Lead role in:
 - Curriculum design and implementation;
 - Mentor training;
 - ITaPs.
- Minimum time requirements (30hrs + 12hrs training).
- Funding for 2025?

Role of the lead mentor

- *oversight, supervision, and quality assurance of other mentors;*
 - *design and delivery of training for other mentors;*
 - *close working with trainees during Intensive Training and Practice, and design of such elements;*
 - *oversight of trainee progress through the year and identification of interventions or modifications where required.*
-
- *NB – funding contingent on these roles*

Expert lead mentors

- *“The lead mentor/mentor leadership team must have particular expertise in the evidence base for effective initial teacher training, including programme design and content selection.”*
- Much of same content as mentors but in further depth:
 - Clear understanding of a mentor’s role and skills;
 - ITT Core Content Framework (CCF) (ITTECF from September 2025);
 - Your ITT curriculum;
 - Evidence base underpinning these;
 - Coherence between centre and school-based activities;
 - Purposeful practice;
 - High-quality feedback;
 - Subject and phase-specific expertise.

Specific circumstances

- A lead mentor may be employed by the accredited provider, a lead partner or a school. Accredited providers must pass on the funding in a way which reflects how responsibilities are shared.
- If a lead mentor leaves part way through a role, funding can still be claimed for them. Additional funding cannot be claimed for a replacement.
- Trainees are included in the 1:25 ratio if:
 - They deferred in the previous year and return in 2024/25 for any amount of training;
 - Start in 2024/25 but then defer.

Discussion 3: Who are your lead mentors?





Designing mentoring programmes

- Who is/are the lead mentor(s)?
 - Will impact type of training and approach you take:
 - Is 'taught' content appropriate/achievable? Who will deliver it?
 - If not, how will you track and monitor hours/ensure quality in a different way?
 - If so, similar considerations as with general mentors ...
- Timing
 - Front loaded, staggered or interleaved?
 - When is it likely to have most impact on a lead mentor's ability to support the trainees and other mentors?
 - When might it be most immediately implemented in practice?
 - What can be 'taught' once and what needs to be revisited?
- Location:
 - Synchronous or asynchronous?
 - How do you monitor and/or record hours spent?
 - In-person or remote?
 - Benefits and drawbacks?

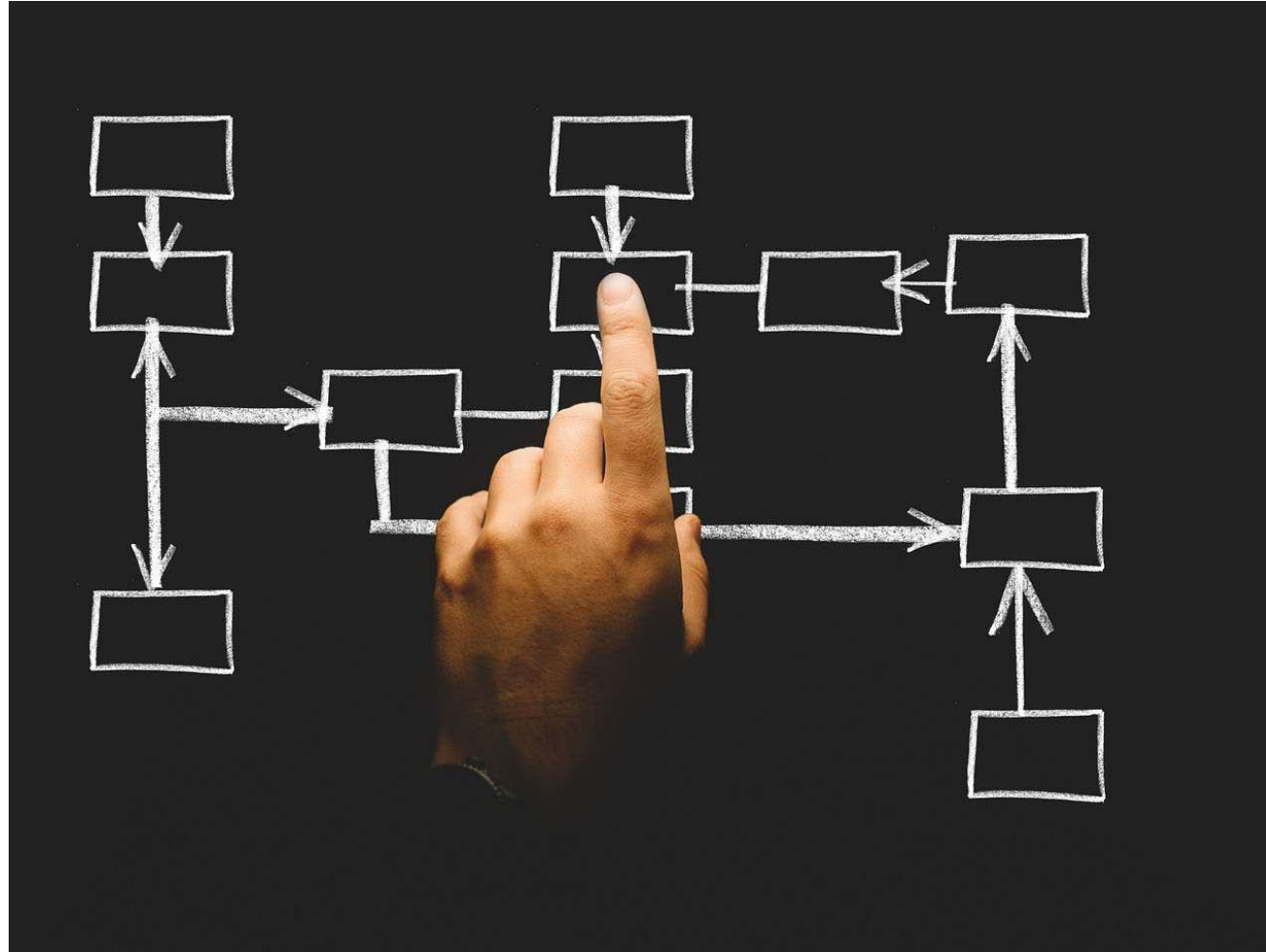
Designing mentoring programmes

- What is likely to be **the same** as mentor training?
 - Clear understanding of a mentor's role and skill;
 - ITT Core Content Framework (CCF) (ITTECF from September 2025);
 - Your ITT curriculum;
 - Evidence base underpinning these;
 - Coherence between centre and school-based activities;
 - Purposeful practice;
 - High quality feedback;
 - Subject and phase-specific expertise.
- Decisions to make ...
 - At the same time?
 - Delivered in the same way?
 - Personalised/adapted?

Designing mentoring programmes

- What is likely to be **different** to mentor training?
 - Knowledge and expertise to **train** other mentors;
 - Understanding of how to ensure **oversight, supervision and quality assurance** of other mentors;
 - Expertise in specific aspects of ITaP(s) they are supporting.

Lead mentor models: an overview



Model 1

- Programme lead(s) are also lead mentors:
 - Role absorbed into existing hours/responsibilities;
 - Upskilling;
 - Self-directed study;
 - Researching and writing mentor training materials.

Model 2

- Brand new role: brand new staff:
 - Recruit into role (seconded or employed direct);
 - Managed directly by ITT partnership;
 - Provide a training package developed by core team;
 - Clearly defined scope (often a hub lead for mentors or similar);
 - Often involves a restructure/changes to funding models;
 - Funding for future years may need to be found from existing pot.

Model 3

- A new school (or MAT) based role:
 - Recruit into roles which are school-based;
 - Provide a training package developed by core team;
 - Funding passed to school/MAT;
 - Less central oversight/management as not directly managed;
 - Could be part of a wider ambition in school/MAT to develop a Teacher Development Lead type role;
 - Could also work at TSH level, potentially.

Model 4

- Existing roles across partnership adapted, managed centrally:
 - E.g. phase lead or subject leads;
 - Often more of a 'team' approach (not always);
 - NB – has an impact on cost of training as ALL must undertake 30 hours;
 - Seconding more time or absorbing into existing time?
- A blend of previous three approaches to training dependent on scope of existing roles.

Recognising prior learning (all mentors)

- Design for a beginner;
- Decide on your non-negotiables;
- Map established mentor training (e.g. ITTECF, NPQ other providers);
- Consider an audit against specific LOs for other types of training and/or experience;
 - Is self-reporting sufficient?
- Track everything carefully;
- If in doubt, err on the side of caution;
- Over time, this should become easier (!)

Shaping your mentoring training programme

- What do your mentors need to know in order to best support trainees? What do lead mentors need to know in order to best support other mentors and trainees?
- What must be shared through 'training' and what can be shared in other ways (documentation, 'how to' guides, videos, etc.)?
- What do schools value? How can this be incorporated?
- When is the training going to have the most impact?
- Do we want to deliver taught content, asynchronous content or a blend? What will have the most impact on learning?
- If offering taught content, face-to-face or online?
- Will mentor training be generic or phase/subject specific, or a blend?
- How will you monitor engagement?
- What QA processes will reassure you that the training is being put into practice?
- How will you measure the impact of your training?

Final questions and comments

