

ITaP Workshop

19th November, 2025



Aims and outline of session

To continue to develop members' knowledge and understanding of ITaPs by:

- Revisiting the rationale and compliance criteria
- Addressing misconceptions
- Identifying challenges and solutions
- Discussing quality assurance
- Sharing real-world experiences

Purpose of ITaPs

- The Carter Review (2015) advocated for the application of '*research-informed ...clinical practice*' into teacher training.
- The review found that the most effective programmes gave careful consideration as to how trainees' learning experiences were structured to ensure effective integration between the different types of knowledge and skills that trainees need to draw on in order to develop their own teaching.
- Models of '*clinical practice*', where trainees have input from experts and can engage in a process where they are able to trial techniques and strategies and evaluate the outcomes, were found to be the most effective.
- The ITT Market Review Report (2021) subsequently recommended the implementation of an IT&P element into ITT programmes.

Purpose of ITaPs

According to the ITT Criteria and Supporting Advice (2025/26) the outcomes of Intensive Training and Practice for trainees should include:

- A strong understanding of the evidence base for the area concerned, which they can articulate, justify, and exemplify
- The ability to discuss effective classroom practice and to prepare and apply those aspects of teaching confidently in a range of contexts.

Compliance

Compliance

All accredited ITT providers must:

- Identify those parts of the ITT curriculum that will be the focus of Intensive Training and Practice
- Design and implement Intensive Training and Practice to build trainees' knowledge, understanding and classroom practice
- Meet the minimum time expectations for Intensive Training and Practice (*4 weeks/20 days, 25 planned and supported hours per week, 5 hours of expert support per trainee per week - PG*)

Supporting Advise

- **FOCUS AREAS** should be *pivotal or foundational* concepts, *immediately practicable, granular*, have potential to *impact on trainees' classroom practice irrespective of context*
- **DELIVERY** should typically involve groups of trainees, be additional to and distinct from general placements, include a range of practice environments
- **SPECIFIC REQUIREMENTS** - 3 to 5 ITaPs - PG, structured observation, critical analysis, preparation and implementation of classroom practices, opportunities for feedback and revision and repetition, expert theoretical and practical input

Common misconceptions

- SEND, Phonics, Subject immersion weeks
- Granularity including LT and LHT statements
- Practice time and skill development
- Immediately practicable
- Who attended DfE stage 2 sessions versus who wrote the ITaPs
- TMVs

Challenges and solutions

Based on quality assurance activities, external moderation and discussion, data suggests that ITaPs could be “suffering” from lethal mutations:

- Staff writing and refining ITaPs now may not be those who wrote the original
- Lead (Training) Partners facilitating ITaPs and mentors in schools may not understand the rationale and exactly “what an ITaP is”
- Curriculum time and space, ITaP time may be being used to “fill gaps” - gra
- Rehearsal time / deliberate practice can suffer when there are capacity issues - mentors or those facilitating that aspect do not have sufficient time, flexibility to fulfil their role
- Employment based routes takes PGTAAs or salaried trainees out of class - ITaPs adapted to “keep the peace”

Quality assurance

As part of QA or QI cycles, how are ITaPs being quality assured, who is carrying out what is being QAd? Compliance, quality and impact

Good practice:

- ITaP QA is part of systematic, ongoing cycle of improvement
- QA is triangulated; all stakeholders involved
- QA is the responsibility of all
- QA takes place against the compliance criteria, intended outcomes, ITTECF, standards with the new ITE Inspection Toolkit
- Carried out by those who have an expert eye on compliance, quality and intended

Quality assurance

Example of a robust ITaP Impact Study

- Review of ITaP overview, planning and resources against the compliance criteria
- Observations of training
- Review of ongoing documents completed, submitted by trainees
- Observing impact of ITaPs in short and longer term in the classroom and on pupils
- Evaluations: trainees, mentors, Lead Mentors, subject / phase leads
- Discussions with the above
- Discussions with Mentoring Leads and mentors
- Involvement of External Moderator or impartial voice
- Impact study and recommended actions taken to operational or strategic board
- Feeds into self evaluation and improvement planning

SCREEN BREAK



Case studies

- Suzanne Lawson, University of Worcester
- Mhairi McGowan and Eve Morton, North Tyneside SCITT
- Alison Brady, AMP SCITT

Unpicking an ITaP

Questions?