



The National Association of
School-Based Teacher Trainers

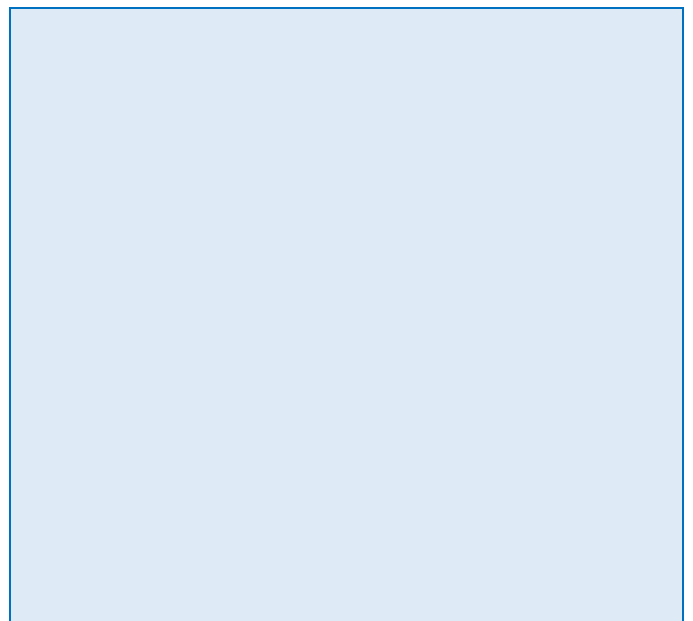
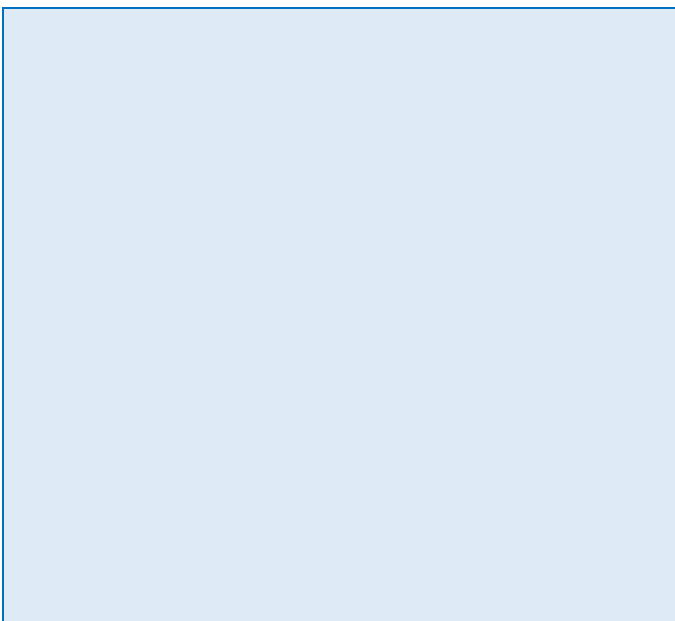
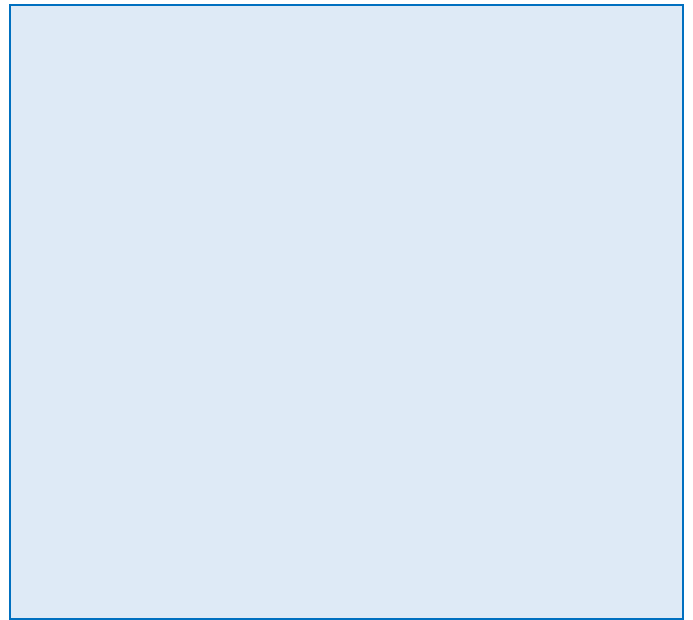
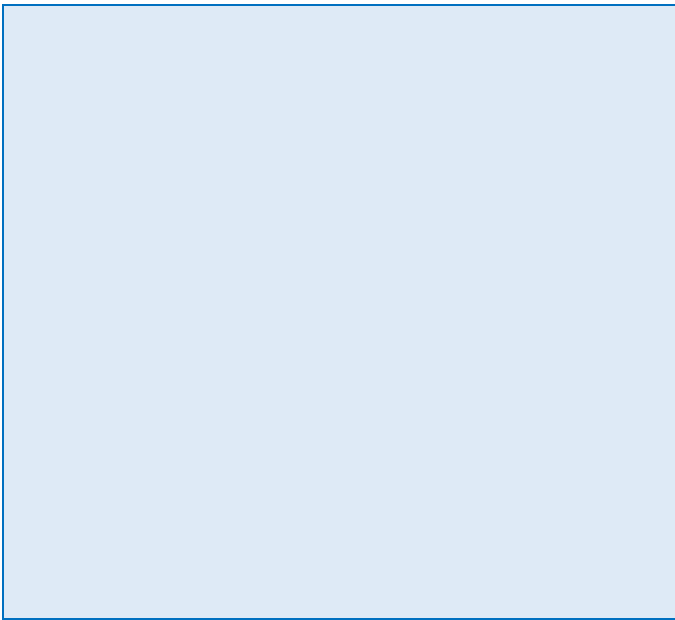
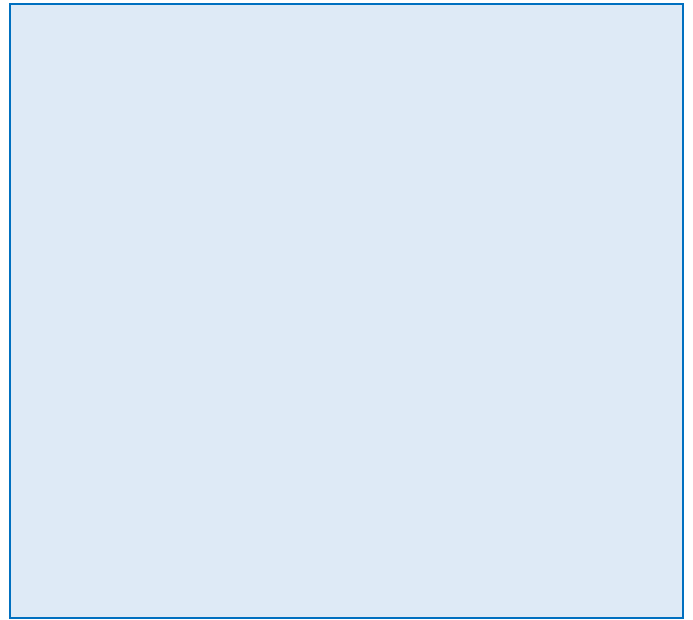
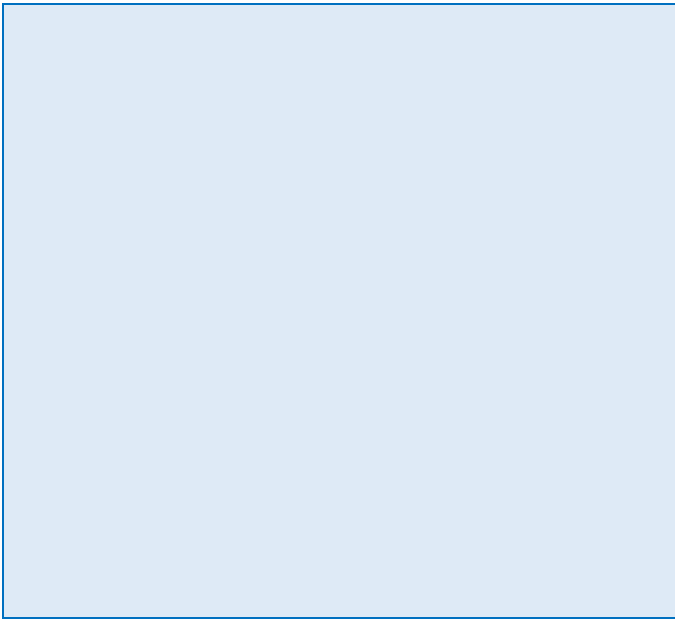
Effective ITT Leadership and Management CPD Programme



Programme

Days 1 and 2
Welcome, Introductions and Housekeeping
The National Picture in ITT Support in Your Role Keeping Abreast of Developments
Compliance
Core Policies and Review Processes
Strategic Planning and Risk Management
“HR” Issues
AI in ITT
Partnerships, Quality Assurance and Governance Arrangements

Take Aways



Network Directory

Name	Organisation	Role	Contact Information	Areas of expertise	Common areas for development (in the role or as an organisation)	What I could offer them

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The National Picture in ITT

Discussion notes

Area of discussion	Key learning/information	Questions	Implications for the sector	Implications for my organisation	Implications for my wider partnerships
Adaptive practice and SEND					
Intensive Training and Practice and ongoing quality assurance					
Curriculum design and development					
Mentor training and development					

Reflections and notes:

Compliance

Reflections and notes:

Core Policies and Review Processes

Policy	What do we use? (SCITT specific? School/MAT? Other?)	Link to compliance/guidance/ other?	Links to review processes?	When was it last reviewed? Who by? What evidence is there of this?	How does this need to be developed?	Next steps? Deadline? Key resources/ colleagues to use?
Data protection						
Absence						
Support/ Cause for concern/ Withdrawals						
Complaints and grievance						
Equality, diversity and inclusion						
Child protection and safeguarding						

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Artificial Intelligence						

Note: You will also need to consider financial policies.

Policies and Guidance/Requirements: Relevant Information

From the [Initial Teacher Training \(ITT\) criteria and supporting advice](#)

C3.2 Partnerships and structures

All accredited ITT providers must:

- ensure that robust governance arrangements are put in place and exercised effectively, with clearly established structures and partnerships.

Overarching requirements

Accredited ITT providers must be able to set out the essential features of their structures and partnerships which will enable them to provide teacher training in the way described in the preceding sections. Accredited ITT providers must:

- be able to set out at what scale they operate and, recognising the quality level set out in this document, demonstrate that they have sufficient capacity to be able to meet the criteria for training in all subjects and phases offered;
- secure and retain placement schools, any training partners and other specialist experts to enable them to deliver their programme in line with these criteria, and to meet the needs of all trainees and set out how they will develop the training capacity of any ITT training partners and placement schools in their partnership;
- be able to set out which courses are to be run and what target recruitment numbers and minimum and maximum numbers will be in place;
- identify and retain training partners (where appropriate) and be able to articulate what responsibilities have been delegated to training partners;
- establish the structure of their partnership and governance arrangements, including formal arrangements between any training partners and accredited ITT providers, and between placement schools and accredited ITT providers or training partners, and exercise governance effectively, recognising that accountability for all aspects of the operation of the partnership rests with the accredited ITT provider;
- market the course offer, recruit trainees in line with C1.4;
- establish budgetary arrangements that set out how funds are distributed across a partnership and adequately reflect the distribution of delegated responsibilities;
- ensure that ITT funding is used for intended purposes at all levels in the ITT accredited provider's partnership, and that these arrangements contribute both to quality provision for trainees and to the retention of placement schools and training partners;
- ensure that trainees are prepared to teach pupils in schools across a broad range of contexts found in the geographical area in which they are training, including areas of high disadvantage, where possible. For example, trainees' placements could include time in schools serving disadvantaged communities, or a focused period teaching pupils from disadvantaged backgrounds or schools judged to require improvement where the accredited ITT provider has carried out a risk assessment and is satisfied that the trainee will have a high-quality experience;

- ensure that, at a local level, schools and other training partners are well placed to recruit trainees or support the recruitment of trainees, given the fact that local recognition and relationships are critical for securing and maintaining the confidence of potential trainees;
- have regard for the well-being of trainees and arrangements in place to support their welfare;
- establish arrangements for secure and compliant data handling across partnerships.

The roles and responsibilities of all partners should be clearly defined in partnership agreements. Partnership agreements should be clear, working documents that can be used to guide and inform the contributions of each partner and help to support coherent arrangements across the various contexts in which the training takes place. Each partnership agreement should be underpinned by other practices, such as well-understood procedures for communication between the partners and agreed arrangements for the co-ordination of the training.

The partnership agreement should also include details of the:

- clear quality assurance procedures for every role that a partner undertakes;
- content, delivery, and impact of each of the ITT programmes;
- policies for equality of opportunity;
- organisation and management of the partnership;
- role of each partner in addressing and managing trainee teacher workload;
- role of all partners in protecting trainees' mental health and well-being.

The partnership agreement may make reference, for example, to the functions of groups and committees in managing the partnership and the ways in which resources are allocated among partners. It will set out the criteria for removing placement schools from the partnership, particularly where quality issues arise. The agreement and any associated supplementary documentation should be reviewed and revised by members of the partnership at appropriate intervals.

Accredited ITT providers should satisfy themselves that placement schools have the capacity to undertake their responsibilities. Where a school requires significant improvement or is in special measures, it may still be possible to use the school for placements, especially if the improvements to be made do not affect the subject or age range of the training. The accredited ITT provider needs to be confident that the trainee will not be disadvantaged by the school experience and the situation should be kept under close review.

Roles and responsibilities

All trainers and trainee teachers need to be clear about who is responsible for elements of training and assessment, how provision is managed and how the elements fit together to ensure that training addresses all of the Teachers' Standards.

Partnership agreements should specify the different roles within the partnership including, for example, programme and course leaders, lead mentors/mentor leadership teams, mentors, and internal and external moderators. They should also set out how partners contribute towards:

- selecting and interviewing applicants;
- moderating assessment judgements of trainees against the Teachers' Standards;

- providing professional development opportunities for colleagues within the partnership;
- trainee access to resources;
- any course and/or programme committees;
- quality assurance including improvement planning and self-evaluation;
- the promotion of equality of opportunity;
- the safeguarding of children and young people.

Accredited ITT providers of salaried routes must ensure that all schools or settings, where trainees have additional teaching experience, are of high quality, understand and agree to the partnership roles and responsibilities and have the capacity to provide the necessary training and support.

Accountable Officer

Each accredited provider will have a named Accountable Officer who holds overall accountability for ITT in their organisation and across any partnership they may form. The Accountable Officer must have appropriate authority within the legal entity to ensure the accredited provider can fulfil all associated responsibilities for ITT. These responsibilities include ensuring the provision meets the Secretary of State's ITT criteria and complies with all financial expectations as detailed in the grant funding agreement (GFA).

Changes to partnership structures

Accredited ITT providers must seek DfE approval for any proposed significant changes to their:

- accredited legal entity;
- operating name;
- partnership arrangements, including addition and removal of lead partners.

The accredited ITT provider must inform DfE of:

- changes to the accredited ITT provider's UKPRN;
- changes to the Accountable Officer (the person with overall accountability for ITT in their organisation);
- details of all partners undertaking any of the following functions:
 - recruitment and / or delivery of ITT on behalf of an accredited ITT provider (training partners);
 - receiving and managing student fees from the Office for Students (OfS);
 - receiving funding for their role in the delivery of teacher apprenticeships (subcontracting).

If an accredited ITT provider is in any doubt as to whether they should advise DfE of any changes, they should do so.

Details of any proposed variations should be sent to itt.accreditation@education.gov.uk.

Further information on the above definitions can be found here - [Initial teacher training \(ITT\): forming partnerships - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/initial-teacher-training-itt-forming-partnerships).

C3.3 Legislation

All accredited ITT providers must:

- ensure that they comply with all current legislation relevant to ITT.

Accredited ITT providers must comply with relevant legislation and also satisfy the criteria specified by the Secretary of State and review and update their provision to ensure this. Accredited ITT Providers should make sure that partners are fully aware of their duties under all relevant legislation and have in place arrangements for ensuring that these are met when selecting, recruiting, training, and assessing trainees. This includes:

- [Education \(School Teachers' Qualifications\) \(England\) Regulations 2003 \(SI 1662\)](#) – statutory requirements for QTS in England;
- [Education \(Specified Work\) \(England\) Regulations 2012 \(SI 762\)](#) – requirements that must be satisfied by individuals who are not qualified teachers in order to be able to carry out specified work in schools;
- [Equality Act 2010](#) – legislation relating to equality, discrimination, and employment;
- [Data Protection Act 2018](#);
- [Freedom of Information Act 2000](#).

As of 1 July 2015, specified authorities, including all schools, are subject to a duty under section 26 of the [Counter-Terrorism and Security Act 2015 \(the CTSA 2015\)](#), to have 'due regard to the need to prevent people from being drawn into terrorism'. Bodies to which the duty applies must have regard to statutory guidance issued under section 29 of the CTSA 2015 ('the [Prevent duty guidance](#)').

The Prevent duty guidance states that schools and other institutions to which the duty applies should make sure that staff have training that gives them the knowledge and confidence to identify children at risk of being drawn into terrorism and to challenge extremist ideas, which can be used to legitimise terrorism and are shared by terrorist groups.

Further information

The following is a sample list of relevant legislation and guidance. This is not intended to be exhaustive and accredited ITT providers will need to ensure that they have identified and comply with all legislation relevant to ITT. The Equality Act 2010 is the governing legislation for all matters relating to all acts of discrimination. Also relevant are:

[Education \(Health Standards\) \(England\) Regulations 2003 \(SI 3139\)](#)

[Disabled Students' Allowances \(DSAs\) in higher education](#)

[Disability Rights UK, education, and skills guidance for people with disabilities](#)

The Equality and Human Rights Commission (EHRC) provides further guidance on the Equality Act for schools and further and higher education institutions. The EHRC also has information on the [Equality Act codes of practice](#) that relate to equal pay, race, disability, sex and gender discrimination.

The work that is reserved to qualified teachers in maintained schools in accordance with section 133 of the Education Act 2002, subject to limited exceptions, is prescribed by the [Education \(Specified Work\) \(England\) Regulations 2012](#).

Other relevant documents include:

- the Health and Safety Executive's [Five Steps to Risk Assessment](#)
- guidance for practitioners and managers from HM Government on [information sharing advice for safeguarding practitioners](#)

Accredited ITT providers should familiarise themselves with the Competition and Markets Authority's consumer law advice. Any accredited ITT provider that does not meet its obligations to students may be in breach of consumer protection law. Find out more about [Higher education: consumer law advice for providers](#).

From the [School Centred Initial Teacher Training \(SCITT\) providers financial handbook: Best practice financial management and governance guidance for SCITT providers](#)

(Published 31 July 2019)

Your responsibilities

Your financial management requirements are defined in your GFA. The most significant are to:

- maintain a system of internal financial management and controls, including safeguards against fraud and theft
- ensure DfE funding is used for intended purposes
- ensure the financial returns required under the terms of your GFA are made to DfE
- maintain a complete set of financial records with audit trails
- retain student records such as interviews, qualifications, attendance and photo identification

DfE looks to a number of organisations, which are detailed below, to ensure that SCITT providers comply with their GFA.

This guide provides direction on best practice. It does not replace or supersede the agreements or mandatory requirements set by your funding body. These include:

Academies and colleges

SCITT providers accredited to academies and colleges should comply with the Education and Skills Funding Agency's (ESFA) assurance arrangements.

Academies will find guidance in the [academies financial handbook](#), and colleges should refer to [16 to 19 education: financial management and assurance](#).

Charities

SCITT providers accredited to charities should:

- maintain accounting records
- provide publicly accessible accounts in accordance with the guidance in [Setting up and running a charity](#)

The Charity Commission's [The essential trustee: what you need to know, what you need to do](#) has further guidance on the conduct and operation of charities.

Private companies

SCITT providers accredited as private companies must:

- file annual accounts with [Companies House](#) for public access
- comply with the requirements set out for a limited company

Local authority-maintained schools

SCITT providers accredited to local authority-maintained schools should comply with the financial management requirements set by their local authority.

Contact the chief finance officer at your local authority for more details.

Other organisations

Any organisation that does not fall into the categories previously listed in this section will have a detailed assurance framework incorporated into its grant offer letter from DfE.

This will state terms and conditions, as well as the need for annual audited returns, if applicable.

Reflections and notes:

Questions to support AI policy development

1. What values should underpin our approach to AI (e.g. integrity, fairness, transparency, human judgment)?
2. How might AI support or hinder the development of critical thinking, professional judgment and reflective practice?
3. In what ways can AI enhance trainees' understanding of pedagogy, subject knowledge and workload management?
4. How do we prevent AI from eroding essential skills (e.g. lesson planning, assessment design or written reflection)?
5. Should we explicitly teach trainees about AI literacy (bias, ethics, data use, etc.)?
6. How do we ensure assessors and mentors understand and apply the same standards consistently?
7. What processes will we use to detect or address misuse and how do we ensure fairness in doing so?
8. Do we need professional development for staff to model ethical AI use to trainees?
9. How do we support staff who are sceptical of or anxious about AI?
10. What data are AI tools collecting from trainees, mentors or pupils and where is it stored?
11. Are the tools we endorse GDPR-compliant and aligned with our safeguarding responsibilities?
12. What risks of bias or misinformation might exist in the AI tools we or our trainees use?
13. How do we protect confidential school data (e.g. pupil examples, case studies) when using AI-powered platforms?
14. How can we ensure consistency of AI expectations between providers, mentors and placement schools?
15. How will we review and update the policy as technology evolves?
16. Who owns responsibility for monitoring AI use across the programme?

Strategic Planning and Risk Management

Reflections and notes:

PESTLE Analysis

Political	
Economic	
Social	
Technological	
Legal	
Environmental	

“HR” Issues

Human Resource Management

Issue	Key challenges	How was it managed?

Ideas for training (resources and websites)

Ideas for training

Scenarios

Scenario 1

You arrive in the office at 8.00a.m. to find a tearful trainee sitting outside your door. They have woken up this morning and realised that they do not want to go into school. They feel that everything has got on top of them and they are not enjoying teaching any more. They are here to quit. They have not informed the school as they felt you should be the first person they tell. They have no intention of returning to the school anyway!

How do you respond?

How could this have been prevented?

What are your responsibilities to the trainee?

What are your responsibilities to the school and the school-based mentor?

Scenario 2

One of your trainees asks to speak with you privately. They immediately break down and reveal that they have just been visited by the police who have told them that their daughter has been involved in a child sex exploitation incident. It is a close family member who was the perpetrator of the crime. This person has been spending more time with their child so that they can concentrate on their studies whilst on the programme.

How do you respond?**What are your responsibilities to this trainee?****What are your responsibilities to your own staff/team?****What are your responsibilities to the school and the school-based mentor?**

Scenario 3

You receive a phone call from the headteacher of one of your schools to let you know that one of your trainees has been involved in a serious car accident. They are not injured themselves, but the occupants of the other car involved in the crash were joyriding in a stolen vehicle and were not wearing seat belts. Two of the occupants died at the scene and the third is in a serious condition in hospital.

How do you respond?**What are your responsibilities to this trainee?****What are your responsibilities to the school and the school-based mentor?**

Scenario 4

You receive a phone call from the headteacher of one of your schools to let you know that a trainee and a mentor have had a serious falling out. A parent came in to complain about the way the mentor had treated their child and the trainee (who happened to be the person they saw first) sympathised with them. The mentor says that they have been seriously undermined and is refusing to allow the trainee back into their classroom.

How do you respond?**What are your responsibilities to this trainee?****What are your responsibilities to the school and the school-based mentor?****How could this situation have been prevented?**

Scenario 5

You are aware that one of your trainees is going through a very messy divorce. They come into your office and with great difficulty tell you that they have been cautioned for assault. The circumstances are that their ex-partner came to the house and threatened them. The partner backed them into a corner and was very aggressive towards them (in view of their three young children). In a panic, they hit their partner round the head with a mug, causing a cut above their eye. The partner called the police and they were cautioned as a result.

How do you respond?**What are your responsibilities to this trainee?****What are your responsibilities to the school and your partnership? Do you have a responsibility to disclose this to anyone?**

Scenario 6

You interview the most amazing candidate – one of those ones you know from the start is going to be outstanding. They have the most amazing relationships with children and are keen to work in areas of high deprivation. You have no doubt they will be a real credit to the profession. When their DBS check comes back, you note there is a caution on there for possession of cannabis when they were 19 years old. They explain that this was a silly mistake they made when they were young and are devastated as they think it means they will not be able to be a teacher.

How do you respond?

What are your responsibilities to this candidate? What are the long-term implications for the candidate?

What are your responsibilities to the school and your partnership? Do you have a responsibility to disclose this to anyone?

Scenario 7

You receive a phone call from a very angry headteacher. They are horrified that the salaried trainee in their Year 4 class is refusing to follow the marking policy. The trainee has told them that all the research they have done, and all the training they have received from you, tells them that marking at a distance is a waste of time and, therefore, they are not going to do it. The trainee told them that staff well-being is very important (you ran a session on this just last week!) and they need to be more mindful of the workload they are creating for the team. The headteacher wants to sack the trainee and withdraw from working with you as a provider in the future.

How do you respond?**How could this situation have been prevented?****What are your responsibilities to this trainee?****What are your responsibilities to the school?**

Scenario 8

You are asked to attend a meeting between a salaried trainee and their line manager. It transpires that the trainee has had more than 30 days absence in the last two terms and the school are putting them on formal notice. You were unaware that they had had this much time off – they have always attended core training sessions without fail and neither they nor the school have been informing you of these absences. They are a brilliant teacher and the school are keen to keep them, but they are very concerned about the amount of time off. During the meeting, the trainee reveals they suffer from severe anxiety and depression – a fact which they did not disclose on their application form.

How do you respond?**What are your responsibilities to this trainee?****What are the long-term implications for the trainee?****How could this situation have been prevented?**

Reflections and notes:

AI in ITT

How do you educate trainees about AI?

How do you use AI to benefit your provision?

Reflections and notes:

Partnerships, Quality Assurance and Governance Arrangements

Reflections and notes: