

SCITT Case Study

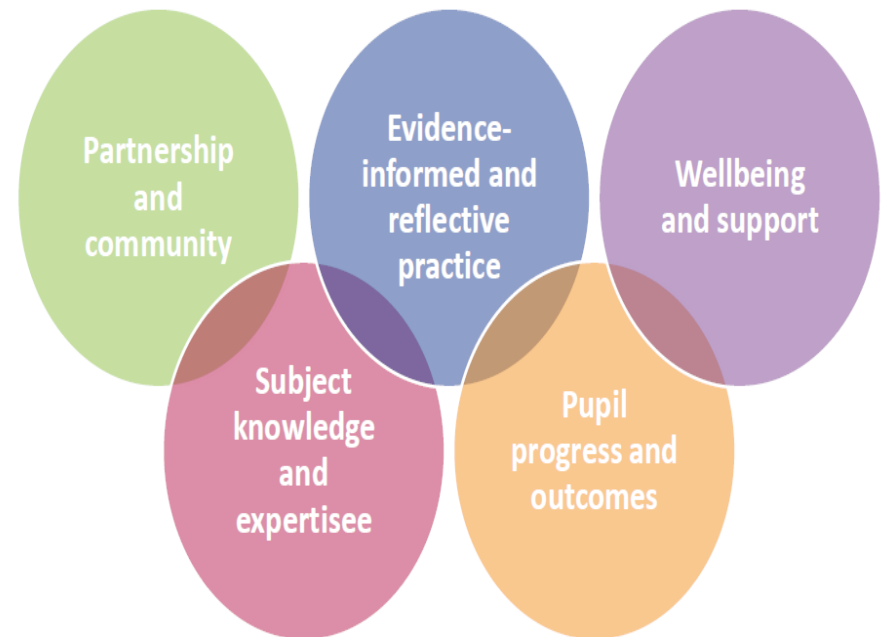
Becky Rose - former secondary history teacher and leader, now SCITT Director for the **Gloucestershire ITE Partnership** (GITEP), CEO of Teach Gos, a professional development organisation for teachers and support staff, and an EEF Evidence Lead in Education for Gloucestershire Research School.

NASBTT Council member and author of two NASBTT Mentor Development Modules focused on diversity, equity and inclusion.



Our context

- Well-established (1997), medium-sized SCITT based in Gloucestershire
- Tuition fee, Salaried, Assessment Only, full-time and part-time routes, PGTA from Sept 2026
- ~40 secondary and ~15 primary partner schools
- 2025-6 trainees: 72 secondary & 12 primary



Our context

- Ofsted Feb 2026: ‘Strong’ in all areas in both phases
- *‘Leaders consistently identify trainees' learning and support needs with precision.*
- *Leaders proactively reduce the potential barriers to learning that some trainees face.*
- *Any adjustments that are made are systematically reviewed and adapted.*
- *Adjustments do not compromise trainees' ability to complete the course. Consequently, trainees are well prepared for the realities of teaching by the end of the course.’*

Key principles

1. Culture is key – but systems and processes underpin culture and drive consistency.
2. Systems and processes designed to support people with particular characteristics are likely to benefit everyone.
3. Where adjustments are made, these do not represent a lowering of expectations or standards and must still prepare trainees for their teaching careers.
4. Flexibility is key – people are individuals and the same things will not work for everyone

Pre-course



Diversity, Equity & Inclusion



The GITEP SCITT partnership is committed to diversity, equity, and inclusion. We welcome applications from people with disabilities, protected characteristics, and particular needs. We can provide support or reasonable adjustments throughout the application process and beyond.

We work with our partnership schools to:

- Promote and celebrate diversity in the teaching workforce
- Promote a culture of respect, trust, and openness
- Create a safe space for all trainee teachers
- Model inclusive behaviours
- Recognise and address conscious and unconscious bias
- Educate ourselves and develop our understanding of the barriers that may face some trainee teachers because of their identities and characteristics

Our commitment to this can be demonstrated by our following actions:

- Working closely with organisations such as Diverse Educators to develop our understanding of potential barriers some trainees may face and how to work to remove them
- Offering a flexible part-time route for all subjects
- Providing an access fund to give some financial support for trainees without bursaries or scholarships
- Offering access for trainees to apply for a University of Bristol 'Black Bristol PGCE Scholarship' [\(more information here\)](#)
- Facilitating DEI training opportunities for the GITEP SCITT leadership team and ITT colleagues in schools
- Undertaking monitoring so that we can understand and celebrate the diversity of our trainee cohorts each year and provide targeted support
- Providing a range of support for trainee mental health and wellbeing
- Developing our trainee Professional Studies curriculum to include taking part in a national 'Inspiring Diversity' conference for beginning teachers, as well as seminars across the year on The Equality Act, unconscious bias, supporting LGBTQ+ pupils, anti-racism, and critical pedagogy
- Developing our trainee School-based Professional Studies curriculum to include learning about how placement schools strive to be inclusive communities
- Developing our Subject Pathway curriculums to include sessions on diversifying and decolonising the subject curriculum
- Using Personal Support Plans for additional support or reasonable adjustments
- Having structures in place so that trainees can disclose concerns, feel listened to without judgement, and so that appropriate actions can be identified to address any concerns
- Seeking regular feedback from trainees about their training experiences

Website – DEI commitment

Applying

When applying for Teacher Training, all applications go through the [Department for Education Apply website](#). This applies to both GITEP SCITT and the Lead Partners: [Barnes Teaching School Hub](#) and [Chiswick Teaching School Hub](#). The provider codes for the different courses can be found on the relevant subject pages.

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Before applying

All applicants to postgraduate teacher training are required to have an honours degree and GCSE Grade C/Level 4 or equivalent in English and maths. We need to confirm that you have these qualifications and will want to see original certificates at interview. Confirmation of a place can be held up if applicants cannot find their certificates.

We do accept a limited number of overseas qualifications as equivalent to GCSE. Please contact us for further advice.

Choices

DfE Apply allow for up to **four choices**. Applicants can use these choices to apply to GITEP and to both Lead Partners. The course is identical, and this maximises the number of places available to you.

When applying to GITEP SCITT you will also be asked to indicate a preferred school for placement. We will do our best to place you at preferred schools, but we cannot guarantee a placement there. If we are unable to place you at your preferred school, we will always aim to place you close by.

GITEP offers flexible routes in all subject areas for those wishing to complete the course part-time. For more information, please see our page on [Flexible Routes](#).

Finance and loans

Our course is a postgraduate course and you can get a tuition fee loan, provided you are eligible, from Student Finance England. This is separate from any other postgraduate loan you may have had. Many of our trainees have a Master's degree and the teacher training loan is in addition to this. Please note, it is the responsibility of prospective trainees to check their eligibility and secure their own funding.

The trustees of Gloucestershire Association of Secondary School Leaders Ltd have established an Access Fund to widen access to Initial Teacher Training and support those unable to secure a bursary from the DfE. Any awards made do not have to be repaid. Applications can be made at any point in the programme.

Please see our [finance page](#) for further information.

School experience

There is no requirement to have any recent experience in schools before applying. Clearly, time in schools will help you decide if you have chosen the right career but don't delay an application because you are trying to fit in school experience around your job or course. We have regular [Teacher Taster Days](#) at secondary schools around the county and many applicants find these useful. A number of GITEP partnership schools also offer visits via the [Get School Experience](#) website.

Qualification Equivalency

Visit the UK national agency for [international qualifications and skills website](#) to find out whether your qualifications are of an equivalent level to UK GCSEs, A-levels and an undergraduate honours degree.

References

The application requires two referees. Ideally, one of these should be academic and the other professional. If it is some time since you were at university, you may want to give some thought to potential referees. Your references will only be made available to us in the event of you being offered a training place. An offer of a training place is therefore conditional on references being satisfactory.

See our [blog](#) on [How to fill your Application and Personal Statement](#) for more tips and advice!

All offers will subject to candidates meeting certain conditions. These include an enhanced DBS clearance and a fitness-to-work assessment.

Website – application guidance

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Interviews

Our interviews are designed to assess your potential to train to teach. We are not expecting you to be the finished article. If you are invited to an interview with GITEP SCITT, you will find the following guidance helpful.

What will the interview involve?

- It will take place either at the GITEP SCITT base at Cheltenham Bourmote School, or at one of our partner schools
- It will be with a member of the GITEP SCITT leadership team and the subject lead
- It will typically last for no more than two hours
- Let us know beforehand if you have any access requirements or need any reasonable adjustments provided
- It will include a short presentation to the interview panel on your subject and a formal interview
- There will also be an opportunity to discuss the programme, any particular needs you may have and potential placement schools.

We work with four School Direct lead schools across the county (Balsomes, Pate's Grammar School, Marlton and The Cotswold School) and many of our applicants apply to one or more of these as well as GITEP SCITT. Someone from GITEP SCITT will be on the interview panel for School Direct interviews and we will do our best to avoid calling you for a separate interview with GITEP SCITT – the process is the same.

What is the subject specific presentation?

- A presentation to the panel explaining how you could teach a particular topic or concept in your subject to pupils, the topic will be different for each subject – you will be given clear instructions in your interview pack
- It should last no more than 10 minutes
- You can use PowerPoint, or other presentation software, but this is not compulsory
- You can bring examples of classroom resources you might use, but this is not compulsory
- You should be prepared to discuss how your presentation would fit within a whole lesson or series of lessons – what might have come before it, and what might follow afterwards
- You will need to demonstrate your enthusiasm for developing your subject knowledge further and have some ideas for how you might do this
- You will need to discuss and evaluate your current subject knowledge
- You might need to discuss issues that are current in teaching in your subject

What type of questions will be in the formal interviews?

- Why you want to train to teach – and why with GITEP
- What qualities and values you think are important for teaching
- What characteristics you have that will help you to be successful during the training year and beyond
- Managing workload
- Responding to feedback
- Pupil behaviour
- Safeguarding

Remember that we do not expect you to know everything about teaching, or to have had experience with any of these things. The interview questions are designed to give you an opportunity to reflect on some of the things that are involved with being a teacher and explore your current understanding of them.

What type of people are we looking for?

There is no personality profile for the perfect teacher and no one way to be a great teacher. We are looking for people who can demonstrate:

- Enthusiasm for their subject
- Clear communication skills
- Interest in how children learn
- Commitment to doing their best for every child
- Seek and act on feedback
- The ability to be reflective
- A desire for improvement

Contact us for further guidance, support, or reasonable adjustments throughout the application and interview process if needed

Website - interview guidance



Trainees feel extremely well supported by all members of the partnership. They value the close relationship between mentors, subject leads and professional leads. Trainees receive well considered, personalised support to enable them to succeed. This support is both academically robust and suitably adapted to ensure that all trainees have equitable opportunities. One trainee's view that the course was 'transformational' in helping him to develop as a teacher was echoed by many others." (Ofsted, May 2023).

During your training year, you will be supported by a dedicated team:

Subject Mentor	Professional Lead	Subject Lead
A teacher in your placement school who will work closely with you on a daily basis. You will meet weekly to review your progress and set targets.	A senior staff member responsible for teacher training within your placement school. They will meet weekly with all trainees in the school to provide guidance and support.	An experienced teacher and subject expert, seconded to GITEP from one of our partnership schools. They lead subject pathway sessions every week to deepen your subject knowledge and pedagogy.

Marketing brochure – highlights support



Support

University Tutor Based at Bath Spa University, your tutor will offer academic support and guidance for your assignments.	The SCITT Director and Programme Leads They oversee the entire training programme and maintain close communication with placement schools. We are used to making reasonable adjustments to support trainees, whether for short-term needs or throughout the course.
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Interview Candidate Information Pack Art & Design

Thank you for your application for Initial Teacher Training with GITEP SCITT. This information pack will provide you with further information regarding your interview. You can also find additional guidance on the GITEP website [Interviews - Gloucestershire Initial Teacher Education Partnership \(gitep.org.uk\)](https://www.gitep.org.uk)

Interview format

The interview will last around one hour. You will deliver a short presentation to the panel (please see below for further details) and be asked a series of formal interview questions. There will also be an opportunity for you to ask any questions you may have about the course.

The purpose of the interview is to assess your potential to **train** to teach, therefore you are not expected to have detailed knowledge of schools and the curriculum. It will be useful preparation, however, to have looked at the National Curriculum for your subject and to have thought about the values and skills needed for secondary teaching.

Portfolio

As part of the selection process, in advance of the interview, you will be required to submit a digital portfolio of 5 pieces of your artwork illustrating your knowledge and skills across the following areas of expertise:

- Examples of artwork within your degree subject specialism and other specialist areas of your practice (e.g. fine art, textiles, photography, fashion, sculpture, ceramics etc.).
- Evidence of your competence in the traditional two-dimensional skill areas of drawing and painting which is a core area of the secondary art curriculum - this must be demonstrated within the Portfolio particularly if your degree focus is primarily photographic or digital.

Please note that your Portfolio will be studied by the GITEP SCITT Subject Lead for Art & Design without you being present, so it is essential that it is clearly labelled and can stand alone without explanation.

Presentation

Please prepare a presentation of **no more than 10 minutes**, explaining to the panel how you might use one piece from your portfolio as a resource to teach a topic, skill, or concept from the [AQA Art & Design GCSE specification content](https://www.gitep.org.uk). You should:

- Select one of your own artworks and describe its potential as a teaching resource or stimuli for a topic, skill or concept from the specification.
- Identify any thematic links it could also provide with other relevant art.
- Outline project ideas and artistic outcomes which pupils could engage with.
- Consider how you might ensure that all pupils can engage with and respond to your artwork.
- Consider how you might ensure that all pupils can engage with and respond to your artwork.

We will be looking for:

- The ability to clearly collate relevant information in a digital presentation
- The ability to effectively communicate concepts using visual material
- Your openness to discussing creative knowledge and skills that pupils should learn it.
- Recognition of a teacher's duty to engage and support diverse pupils

Special requirements

GITEP is committed to being an organisation in which equality of opportunity is reality for all trainees and members of staff. The Equality Act 2010 and Special Educational Needs and Disability Act 2001 require providers to ensure they are not discriminating against applicants with disabilities or special educational needs. We can offer the following as standard:

- Accessible parking and interview rooms
- Inclusive toilets
- [Guidance](#) on the types of questions that will be asked

If you have any particular requirements or needs, please inform us prior to interview and we will do all we can to assist you.

Invitation to interview – detailed guidance

Interview Checklist

Once you have confirmed your attendance to admin@gitep.org.uk, please send us the required documentation and complete your interview preparation. If you have any questions regarding this, please contact us.

Interview Checklist	
1 Scanned Certificates (to include degree certificate or transcript)	Emailled to admin@gitep.org.uk before the interview
2 Scanned ID (passport/driving licence)	Emailled to admin@gitep.org.uk before the interview
3 GITEP ID form	Emailled to admin@gitep.org.uk before the interview
4 Digital portfolio	Emailled/link provided to admin@gitep.org.uk before the interview
5 Subject knowledge audit	Emailled to admin@gitep.org.uk before the interview
6 Presentation preparation	Presentation emailled to admin@gitep.org.uk or saved on a USB stick to bring to the interview
7 Suitability Self-Declaration Form	Completed signed and printed out to bring to the interview*
8 Photo ID (passport/driving licence)	Bring original to the interview
9 Original Certificates	Bring all your original certificates to the interview

Please email documents 1-4 from the list above to admin@gitep.org.uk at least two working days prior to your interview

Disability support

Do you want to ask for help to become a teacher?

Yes, I want to share information about myself so my provider can take steps to support me

Conversation at interview

Any other information which might help us support you, when on the course? e.g. SEN, disability, EAL, caring responsibilities, health.



GITEP Initial Teacher Training Candidate Welcome Pack September 2026

Congratulations on being accepted onto the GITEP SCITT course. We are delighted to have you join our community of enthusiastic educators. This course is designed to equip you with the skills, knowledge, and confidence needed to excel in the classroom and make a lasting impact on your students' lives.

What to expect:

- **Comprehensive Curriculum:** Our programme covers a wide range of topics, including classroom management, planning for progress, Special Educational Needs and Disabilities and innovative and adaptive teaching strategies.
- **Experienced Subject Leads:** Learn from seasoned educators who bring a wealth of experience and practical insights to the course.
- **Interactive Learning:** Engage in hands-on activities, group discussions, and real-world teaching placements to apply what you learn.
- **Supportive Community:** Connect with fellow candidates and mentors through our Centre Professional Studies sessions, led by the course leaders and delivered by local practitioners and experts covering a wide variety of educational practices to prepare you for school placements.



WINTER NEWSLETTER

Issue 006

18 December 2025

Dear all,

SCITT Director's Message



As we come to the end of another busy term and begin the festive season, I want to take a moment to recognise the incredible commitment, care, and professionalism that each of you brings to our community of educators. Whether you are an experienced colleague or a trainee teacher, you are an essential part of the fabric that makes our partnership so special. This term we saw the publication of new Ofsted inspection methodologies for schools and ITT providers, which firmly place inclusion at the centre of high-quality education. This highlights the importance of belonging and equitable opportunities for everyone and reminds us that inclusion is not just an aspiration, but a responsibility - one that sits at the heart of what we do each day. This season invites us to reflect on the power of belonging. True inclusion means more than access - it means feeling part of something bigger, feeling safe, respected, and able to flourish. It is in everyday acts of kindness, thoughtful adaptations, meaningful listening, and patient support that belonging is embedded as a core value that shapes the culture of our daily practice. As we head into the Christmas break, may you find time to rest, recharge, and reconnect with what brings you joy. Thank you for the compassion, resilience, and professionalism you have shown throughout the term. Your work makes a real difference in shaping inclusion and belonging for all.

Best wishes,
Becky

Mentoring & Insights Forums

A huge thank you to our Parent Mentors for their support, mentoring and Mosaic engagement this placement. We're incredibly grateful for your support. It was lovely to see so many of you at Insights Forum two last week, if you couldn't make it, the slides are available on Mosaic along with space for a short reflection.

Royal
Geographical
Society
with IGS

Alumni News

Former GITEP trainee **Emilia Welch** has just been awarded the National Geographical Society's Rex Walford Award, recognising the outstanding work of a trainee or early-career geography teacher. This year's theme was Understanding Islands and Emilia, now based at Marling School, devised a three-lesson scheme of work covering island life, geopolitics and islands at risk. Rex Walford Award I.R.G.S

Keeping in touch between recruitment and induction conference in July



Diversity, Equity and Inclusion Monitoring 2025-26 🔗

Why we are asking for this information

GITEP SCITT is committed to promoting equality of opportunity and belonging. We are committed to ensuring that our training programme is free from bias and discrimination, and to ensuring that everyone has the chance to participate fully in the activities and decisions of the organisation.

In completing this form, you will help us understand better how to support everyone and provide a training experience that celebrates the diversity of our cohort and community. You have a right not to disclose any information, however.

Questionnaire included in summer term
pre-course tasks

On-course





1. **Trainee weekly wellbeing check-in:** Completed weekly by trainees. Focused on early identification of wellbeing or workload concerns, enabling timely follow-up and support. Rating system; 1-5.

WEEK	#	1	2	3	4	5	%4-5	Notes
16	28	0	0	4	16	8	86%	CPS, Twin visit & ITAP 3
17	37	0	0	6	22	9	84%	ITAP 3 & Twin placement begins
18	35	0	0	7	14	14	80%	Study day (THU)
19	39	1	3	7	18	10	72%	
20	26	2	0	8	8	8	62%	
21	42	2	1	9	20	10	71%	Interim report week & half term
22	28	3	1	6	9	9	64%	Bundle preparation begins
23	35	2	2	7	14	10	69%	Bundle preparation continues

Regular surveys – trainees,
mentors, professional leads
– questions about needs and
support



Facilitator Guidance for GITEP SCITT training sessions

Thank you for contributing to our programme. Your expertise is invaluable in shaping the next generation of educators and we greatly appreciate your generosity in giving your time. We aim to ensure that sessions are impactful and inclusive for all trainees, therefore we would be grateful if you could consider the guidance below in the planning and delivery of your session.

We appreciate that not all the points below will be relevant or possible for your session, therefore these are general guidelines designed to support your facilitation rather than fixed expectations!

1. Impactful professional development

The GITEP curriculum has been sequenced to develop trainees' learning in key strands linked to the Initial Teacher Training and Early Career Framework (ITTECF) and the Teachers' Standards. Learning is deepened by revisiting these strands through the programme stages of Explore, Embed, and Enhance. To enable your session to have a lasting impact on trainees' practice, please consider the following:

- Make explicit reference to the relevant 'learn that' and 'learn how to' statements from the ITTECF if these have been shared with you.
- Make explicit references to the relevant GITEP curriculum strand for your session: **Pedagogy**; **Assessment**; **Curriculum & Subject Knowledge**; **Behaviour Management**; **Professional Behaviours**. These will be indicated in the programme overview shared with you.
- Make explicit references to the evidence base and encourage critical evaluation of this.
- Check trainees' prior knowledge and understanding and encourage them to make connections across different elements of the GITEP curriculum, eg: professional studies, subject pathway, PGCE.
- Include opportunities for questions, discussion and reflection.
- Include opportunities for deliberate practice or rehearsal through case studies, scenario planning and role play.
- Include suggestions for how trainees can consolidate their learning or dig deeper, and how to follow-up from your session in their practice or with their mentor.

To support the above and promote a consistent experience for trainees, we have produced a PowerPoint template containing slides with these key ingredients as headings. We will share this with you.

2. Inclusive Practice

We are committed to fostering an inclusive learning environment. Please consider the following:



- Representation matters: Use diverse examples, case studies, and images that reflect a range of ethnicities, genders, cultures, and backgrounds. Try not to reinforce unhelpful stereotypes.
- Avoid assumptions: Be mindful of language that assumes shared experiences, cultural norms, or abilities.
- Psychological safety: If your session includes material that may be emotionally challenging or sensitive (eg: topics related to trauma, discrimination or distressing events) please offer a brief content notice at the start or before the relevant section.
 - ✓ Frame this as an opportunity for trainees to prepare themselves emotionally or opt out of specific activities if needed.
 - ✓ Use neutral supportive language such as: "This session/next section includes discussion of X which some may find emotionally challenging. Please take care of yourself during this session/section. You're welcome to step out or speak to a GITEP course leader at the back, if needed"
- Accessibility: Ensure all materials (slides, handouts, videos) are accessible:
 - ✓ Use high-contrast colours and readable fonts.
 - ✓ Provide alt text for images.
 - ✓ Avoid text-heavy slides.

3. Supporting Trainees with SEND

Some trainees may have declared or undeclared Special Educational Needs and Disabilities. Where possible, we will share information with you regarding any declared SEND. To support all trainees:

- ✓ Pace & Clarity: Speak clearly and at a moderate pace. Allow time for processing and note-taking.
- ✓ Multi-modal Delivery: Combine spoken, written, and visual content.
- ✓ Provide Materials in Advance: Share slides or handouts beforehand to allow for preparation and use of assistive technology.
- ✓ Breaks & Downtime: Build in short breaks during longer sessions to support concentration and reduce cognitive load.
- ✓ Check for Understanding: Use simple check-ins or reflective questions to gauge comprehension.

4. Before Your Session

Please send us:

- ✓ Any materials or resources you plan to use (ideally at least 48 hours in advance).
- ✓ Any photocopying, tech requirements, or accessibility needs for you.

Thank You!

Your contribution helps shape inclusive, reflective, and skilled new teachers. If you have any questions or would like to discuss your session further, please don't hesitate to get in touch.

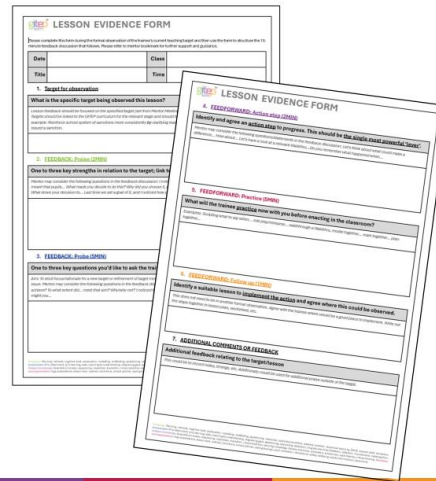
Observation and feedback

Observations to be:

- ✓ Formal twice a week
- ✓ Focused on one specific target
- ✓ Completed on Mosaic (preferred)

Feedback to be:

- ✓ Focussed on highest leverage action – one specific target
- ✓ Feedback and feedforward



Fifteen-minute target observation feedback and feedforward.

↑ FEEDBACK ↓ FEEDFORWARD	Praise	Praise to focus on the action/impact student learning. Frame praise through asking questions to surface/develop mental models and uncover decision drivers.	<i>I noticed that/ how... which allowed pupils to... I saw that... which meant that pupils... What made you decide to do this? Why did you choose X, not Y here? What choices did you have at this point? What drove your decision to...</i>	2 MIN
	Probe	A discussion should follow eliciting and identifying the focus and rationale for the next action step.	<i>What was the aim of...? What did you hope to achieve? To what extent did... meet that aim? Why/why not? I noticed that pupils were... I wondered about... Tell me about...</i>	5 MIN
	Action	Identify and agree what will change. This should be the most powerful 'lever'. Working towards improvement in a series of manageable steps; choosing the most powerful 'lever'.	<i>Let's think about what could make a difference... How about... Let's have a look at a relevant Walkthru and go through it together... What are the three key steps required to succeed in this target?</i>	2 MIN
	Practice	Work with the trainee to prepare to enact the action step in lessons by rehearsing it or picturing each step. Walkthru's can be beneficial here.	<i>Let's script what you might say when... Let's rehearse the Walkthru advice What will you say and do when... What would that look like? Let's plan that together now...</i>	5 MIN
	Plan ahead & follow up	Identify a suitable lesson to implement the action and agree where this could be observed. This does not have to be in a formal observation. Share targets with all teachers supporting.	<i>Which lesson might suit to action this target in? How do you need to evidence meeting this target? Is there anything else you need to support you in meeting this target?</i>	1 MIN

Wellbeing and Mental Health Support

Teaching is full of ups and downs, and the training year can feel intense at times. It's worth using strategies to look after your mental health and wellbeing right from the start. If you do find yourself feeling worried or overwhelmed, or experiencing anxiety or stress, there are a range of sources of support for you. We encourage you to talk to your Subject Mentor, Professional Lead, and Subject Lead. Your placement schools will have resources and systems for supporting staff wellbeing – your PL can help you to access these.

General wellbeing resources



<https://actionforhappiness.org/>

Lots of information and resources. Also – calendars for each month with actions to promote wellbeing.



Five Ways to Wellbeing

<https://www.mind.org.uk/workplace/mental-health-at-work/taking-care-of-yourself/five-ways-to-wellbeing/>

Support networks and affinity groups

<https://bimted.uk/>

<https://www.bameednetwork.com/>

<https://womened.org/>

<https://disabilityeduk.org/>

<https://nowteach.org.uk/>



BAMiEed
Black, Asian & Minority Ethnic
Educators

#WomenEd



<https://mix-ed.org/>

<https://blackteachersconnect.co.uk/>

<https://flexibleteacherstalent.co.uk/>



**Flexible
Teacher
Talent**
For part-time teachers



<https://www.mtp.org.uk/>
For parent-educators

For mature career changers

Health and wellbeing services



University of
BRISTOL

As a student registered with the University of Bristol, you are eligible to use the Student Support Services, which include counselling, disability services, support for reporting bullying or discrimination, and a multi-faith chaplaincy

<https://www.bristol.ac.uk/students/support/wellbeing/>

You can find links in the University course handbook to the groups and services below:

- The **University of Bristol Students Union** has over 400 **clubs and societies**, including national, regional, cultural and faith-based societies.
- **Support for Black, Asian and Minority Ethnic students**, including paid Student Advocates in each Faculty, the Be More Empowered for Success programme, and Black Men and Black Women talk: Black Asian Minority Ethnic students
- **Disability support services**
- **Gender equality initiatives**, including the Athena Swan Charter and returning carer's scheme
- **LGBT+ initiatives**
- **The Multifaith Chaplaincy**
- **Race equality initiatives**, including the Race Equality Charter and initiatives to research the University's connections to slavery and develop actions to repair these legacies
- **Sanctuary Scholars and Student Action for Refugees**
- **The 93% Club** supports state school educated and/or low-income students



Education Support is a charity that specialises in supporting and promoting the mental health and wellbeing of education professionals, including trainee teachers. They offer a free confidential helpline, counselling, and lots of resources for guidance and self-help.

<https://www.educationsupport.org.uk/>

<https://www.educationsupport.org.uk/resources/for-individuals/>



Mind is a charity that specialises in supporting and promoting mental health and wellbeing. You can access advice and support, including a step-by-step guide on when and how to seek help. They also have a range of resources and support services specialising in different types of mental health support, for example relating to finances, LGBTQ+ and bereavement.

<https://www.mind.org.uk/information-support/guides-to-support-and-services/>

<https://www.mind.org.uk/information-support/guides-to-support-and-services/seeking-help-for-a-mental-health-problem/where-to-start/>

Useful resources

- Circle of control, influence and concern - <https://www.educationsupport.org.uk/media/pkmb25we/11-circle-of-control-influence-and-concern.pdf>
- Psychological safety guide - <https://www.educationsupport.org.uk/media/danhwsk3/2-psychological-safety-in-schools.pdf>
- Building blocks of good mental wellbeing - <https://www.educationsupport.org.uk/resources/for-individuals/guides/the-building-blocks-of-good-mental-wellbeing/>
- Wellness Action Plan - <https://www.mind.org.uk/media/12145/mind-wellness-action-plan-workplace.pdf>
- Setting boundaries - <https://www.educationsupport.org.uk/media/qzbyh3o4/16-setting-boundaries.pdf>



TRAINEE SUPPORT HANDBOOK

2025-26

Personal:

- Related to health or SEND – *mental or physical, diagnosed or undiagnosed conditions*
- These may be disclosed by the trainee at interview or start of course and communicated to placement schools or may arise or be disclosed later
- **It may be appropriate to move straight to Step 2 – Personal Support Plan**

	What questions might be asked?	What actions might be taken?	What resources might be accessed?	What SMART targets might be set?	What is the threshold for moving up to the next stage?
Step 1: <i>Subject Mentor</i>	Can you explain your health condition or SEND and what support you might need? Are you accessing or do you need to access medical/professional support?	Ensure all appropriate colleagues working with the trainee are aware. Is a risk assessment needed? Are there access issues to consider? Are reasonable adjustments needed? Workload may need to be managed/supported/reduced. Reassure trainee we can look at support to continue course.	Look at GITEP guidance documents on supporting trainees with SEND. Placement school policies for diversity, equity and inclusion. Support available through UoB student services or disability services, or placement school services.	<i>Targets could be for school/GITEP as well as trainee.</i> Ensure risk assessment or accessibility report complete. Check in to see that external support is in place. Set personal targets if this supports trainee with managing condition.	SM doesn't feel they are able to support trainee on their own. External support not available (soon enough) or not working. Don't wait for 2 weeks if more support needed.
Step 2: <i>PL & SL Personal Support Plan</i>	What support has already been put in place by SM/school? What impact has that had? What further support is needed? Have you had information/medical certificate from external professionals?	GITEP Personal Support Plan required. GITEP Lead Mentors and course leaders informed. Ensure trainee can give full information needed to provide support. Ensure any support or reasonable adjustments advised by the support plan are in place. Reduce workload if needed.	School HR may need to support with accessibility or risk assessment. UoB support services. Mental health and wellbeing support services in school or external, eg: Mind, Education Support, Belonging Effect Toolkits	Review professional targets in view of personal circumstances. Important that trainee can still see progress where possible.	Allow 2 weeks to see if support is successful. Depending on health situation, refer to next level if no improvement in trainee condition or if further support needed.
Step 3: <i>Support plan review led by GITEP LM</i>	What aspects of the training or curriculum is the trainee able to access? To what extent? Ask trainee, SM, PL, SL. What aspects of support provided have or have not worked? What other support would help?	Consider course extension if appropriate. Ensure transparency and trust to gather information so steps to move forward can be agreed.	UoB support services. External medical/professional support probably required.	Targets may now involve revised programme of study to allow more time to complete aspects of the course.	Allow 2 weeks to see if support is working, but review immediately if there are further concerns – on the part of the trainee or SM, PL, SL.

Trainee inclusion and support

- Inclusion is a core principle of our programme.
- Committed to ensuring that every trainee and colleague feels valued, respected, and supported.
- This means recognising and responding to individual needs, whether related to personal circumstances, health, SEND, or protected characteristics, and providing equitable opportunities and removing barriers for success.
- By fostering an inclusive culture in our partnership schools and mentor relationships, we enable trainees to thrive and develop the confidence and skills to **create inclusive classrooms for all learners.**

Supporting trainees

CLs are the final point of escalation

SLs complement by providing guidance and perspective, ensuring trainees meet expectations and standards.

PLs are best placed to support trainees in school with oversight of the trainee's day-to-day experience and can coordinate with Mentors and Subject Leads.

SMs are the first point of support for trainees. They work closely day-to-day, setting SMART targets and trying strategies to help trainees improve. They will speak with Professional Leads where there are concerns.

Together, these roles form the first line of support, following the agreed steps in the handbook **before escalating concerns to the Programme Lead.** This ensures trainees receive timely, appropriate help while maintaining clarity and consistency across the partnership.

Scenario four

Discuss

1. What is the issue?
2. Which step are we at?
3. What actions should be taken?
4. Who needs to be informed?
5. When (if at all) should Course Leads be involved?

Scenario

A trainee discloses they are struggling with anxiety and caring responsibilities. They are worried about meeting assignment deadlines.

Actions

- ✓ PL creates Personal Support Plan immediately.
- ✓ Adjust workload, deadlines, timetable.
- ✓ Signpost to UoB services, Education Support or GITEP Access Fund if financial.

GITEP: Inform that trainee is on a PSP.

Scenario one

Discuss

1. What is the issue?
2. Which step are we at?
3. What actions should be taken?
4. Who needs to be informed?
5. When (if at all) should Course Leads be involved?

Scenario

A trainee consistently submits late and their lessons lack structure. Subject Mentor has noticed this and has already set SMART targets but progress is minimal.

Actions

- ✓ PL (and SL) meet with SM and trainee.
- ✓ Review what has been tried, agree new SMART targets (e.g., submit plans 48 hrs before lessons, co-plan one lesson per week).
- ✓ Temporary timetable reduction if needed.

GITEP: No.

Training for school-based mentors and professional leads

Trainee self-assessment of needs and reasonable adjustments.

This self-assessment activity can be done by you to help you prepare for your Personal Support Plan meetings with your Professional Lead. You can update it as the year goes on, before each review meeting. You do not necessarily need to share this document with anyone – it is a planning and review tool for your own use.

What specific aspects do I find difficult to manage? What are the barriers I am coping with?									
Specific aspect & how is this affecting me?		How often does this impact on me?		On a scale of 0 (not at all) to 10 (the most) how much might this aspect affect me as a trainee teacher?					
1		Rarely	Regularly	1	2	3	4	5	
		Frequently	All the time	6	7	8	9	10	
2		Rarely	Regularly	1	2	3	4	5	
		Frequently	All the time	6	7	8	9	10	
3		Rarely	Regularly	1	2	3	4	5	
		Frequently	All the time	6	7	8	9	10	
The questions above are subjective and designed to record how you feel about your learning needs during the ITT course, not how others may assess you. Your answers may differ over time, so it is important to review this section regularly. Add more lines if needed.									
Consider the aspects identified above that impact on you the most, consider what strategies or adaptations might reduce this impact and record it below. Leave boxes blank if they are not relevant.									
Areas for possible adaptation									
	Adaptations required								
Transport arrangements									
Work environment (eg: accessibility, sensory, visual aids)									
Assistive technologies (eg: software, screen readers, alternative input devices, communication aids)									
Access to materials/resources									

Format of materials/ resources	
Working hours and arrangements (eg: flexibility with start/finish times, remote working options, rest breaks, reduced timetable)	
Workload planning	
Supportive practices (eg: clear and consistent communication, plain language, visual schedules, written instructions, regular check-ins to ensure understanding and comfort)	
Other (eg: physical movement, manual handling, allergy awareness, medication, medical needs)	
Who could support you and how	
Team around you: People who could support you	Forms of support which may be helpful

While GITEP SCITT and our partner schools are committed to making reasonable adjustments to support trainee teachers with SEND, health conditions, or personal circumstances, it is important to acknowledge the inherent demands of the ITT course and the teaching profession.

The nature of teaching—such as classroom supervision, curriculum delivery, and pupil safeguarding—may limit the extent to which certain adaptations can be made. Therefore, any adjustments must be considered within this context and the operational requirements of the school.

We will work collaboratively to identify practical, reasonable solutions that support inclusion while maintaining educational standards and pupil welfare.

Completed by trainees and reviewed at placement transition points – or if anything changes. Used by trainees to prepare for support plan meetings.

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Aims of a Personal Support Plan

- Provide necessary information and guidance about personal, health or disability conditions that do not affect a trainee's fitness to train or pose a risk to pupil safety but may require additional support or reasonable adjustments to be put in place during the training programme.
- Provide guidance to placement schools to support them in providing reasonable adjustments, if deemed necessary, within the context of the school setting and such that no risk is posed to pupils or colleagues.
- Ensure that GITEP SCITT course leaders and partnership schools are supported to provide equal opportunities for all trainees, in line with the requirements of the [Equality Act, 2010](#).
- Involve trainees in consensual, collaborative information sharing and decision making about support and reasonable adjustments, applicable to the context of the training programme and school placements.
- Placement schools are encouraged to devise their own risk assessment and support plan where necessary, which are specific to their settings and personnel, but this should be used in conjunction with this one from GITEP SCITT course leaders.

NB: The information in this document is confidential. It must only be shared with colleagues named in this document, and only then with the consent of the trainee who is the subject of the document.

**Not all sections of this template will be relevant.
Where this is the case, please indicate this with 'N/A' rather than leaving blank.**

SECTION ONE: TRAINEE DETAILS, CONTEXT AND PURPOSE

Trainee:	XXX
Parent school:	XXX
Twin school:	
Date of plan:	13.10.25

Review dates:

<i>Mid P1</i>	
<i>Start Twin</i>	28.01.26
<i>Mid Twin</i>	
<i>Start P2</i>	
<i>Mid P2</i>	

Context of the plan:	XXX has ADHD, which has contributed to him feeling overwhelmed with the course content, finding it challenging to understand the aims of certain tasks, and falling behind on assignments and course activities.
Purpose of the plan:	To support XXX to: • Organise his time more effectively • Improve his understanding of assigned tasks

SECTION TWO: ISSUES TO BE CONSIDERED

Issue(s) to be considered requiring support
Time management and meeting deadlines. Task comprehension

Medication (if applicable)
NA

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Length, frequency, triggers.
Triggers are new situations e.g. new school/working environment and times of high workload or deadlines.
Is first aid/medical attention/an ambulance necessary?
NA

Who is involved or at risk (if applicable)? (Please highlight)					
Trainee	Pupils	Staff	Other		
Who should know? (Please highlight)					
Mentor	Supporting class teachers	Tutor group lead and Head of Year	All staff	Pupils	Other (please specify below)
Other (e.g. specific colleagues):					
XXX XXX XXX					

SECTION THREE: SUPPORT AND STRATEGIES

Strengths and existing strategies that support wellbeing, performance and progress	
Strengths – building rapport with young people and improving their motivation, can think quickly on his feet in lessons/practical situations.	
No strategies in place at present to help with organisation and understanding.	
Are reasonable adjustments needed? (Please highlight)	
YES	NO
What are the reasonable adjustments needed? (Adjustments should be reasonable and feasible within the operational context of the school and the responsibilities of the teaching role.)	
<i>In the classroom/daily school life</i>	<i>In Professional studies and meetings/INSET</i>
- Use digital planner for checklist of tasks to be completed - mentor to find suitable app - Use Outlook calendar for day-to-day time management- XXX to complete the week ahead on each Sunday to include where in timetable lesson planning will happen	- Resources for all taught sessions – centre and school - to be provided in advance and XXX to look at these before each session. - Staff delivering sessions will place increased emphasis on the aims and outcomes of the session

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<i>In Subject Pathway</i>	<i>Elsewhere</i>
- XXX to look through the session plan and resources on Mosaic before each session. - XXX to ask subject lead if anything is unclear.	- Mosaic - XXX missed the Mosaic training, Professional Lead to go over in a catch-up session. - XXX to use offer of university additional support for the first assignment. - XXX to be signposted to PGCE disability support services and guidance for assignment extensions.
What other support is needed?	
Emergency contact (if applicable)	
Additional information	

SECTION FOUR: TRAINEE DECLARATION

Trainee declaration (please tick):	
☐ I agree that the information in this document is an accurate representation of my needs, the potential risks posed (if applicable), and the relevant adjustments and support needed to help me to access the training course.	
☐ I consent to the information in this document being shared with the colleagues named above.	
☐ I agree to notify GITEP SCITT Course Leaders of any changes to the information in this document that may affect the nature of my health condition, the potential risks posed, and the adjustments or support needed.	
Trainee signature:	

GITEP Trainee Personal Support Plan 2025/26			
Date:			
Prof. Lead signature:			
Date:			
SECTION FIVE: REVIEWS			
Review:	Start Twin	Date:	28.01.26
What is working well?	Digital planner checklist which XXX creates and mentor checks in on.		
What needs adjustment?	Checking XXX's understanding of tasks or training sessions. XXX will endeavour to ask for help if unsure, but prompts would be welcomed.		
What new issues faced?			
Support to add:	Mentor to check that XXX has accessed in-school training session resources beforehand and has them available to refer to after training sessions. Staff delivering in-school training sessions to ensure that aims and objectives are explicit, as well as any follow-up tasks. Professional Lead to monitor XXX's progress on Mosaic weekly and have a quick weekly check in with XXX. Mentor and XXX to flag any additional support needs to Professional Lead.		
Support to remove:			
Additional information:			
Review:	Start P2	Date:	
What is working well?			
What needs adjustment?			
What new issues faced?			
Support to add:			
Support to remove:			
Additional information:			
Review:		Date:	
What is working well?			
What needs adjustment?			

Support Plans
stored on Mosaic for
transparency and
accountability

Programme Lead
checks regularly

Specific guidance sheets for colleagues and trainees

Understanding ADHD in Adults

ADHD (Attention Deficit Hyperactivity Disorder) is a neurodevelopmental condition that affects attention, impulsivity, and hyperactivity. In adults, it often presents as:

- Difficulty with time management and organisation
- Challenges maintaining focus during long tasks
- Emotional regulation difficulties
- Impulsivity in decision-making or communication
- Sensory sensitivities or overwhelm in busy environments

Trainee teachers with ADHD may experience these traits more intensely due to the demands of training, classroom management, and academic expectations.

Key Principles for Support

- Strengths-Based Approach**
 - Recognise and celebrate creativity, enthusiasm, and adaptability.
 - Encourage trainees to use their unique perspectives to connect with pupils.
 - Encourage trainees to use their unique perspective to develop their inclusive practice.
- Individualised Support**
 - Create/review the GITEP Personal Support Plan at the start of each school placement.
 - Tailor support to the trainee's ADHD profile (inattentive, hyperactive/impulsive, or combined).
 - Use regular check-ins to adjust strategies and provide reassurance.
- Clear Communication**
 - Provide written and verbal instructions
 - Break tasks into manageable steps with visual aids or checklists.
- Environmental Adjustments**
 - Offer quiet workspaces or flexible seating.
 - Minimise distractions during planning or reflection time.

Practical Strategies for Support

Planning & Organisation	- Encourage the use of digital planners or apps (e.g., Microsoft Outlook, Trello, Notion). - Model time-blocking and prioritisation techniques. - Encourage use of timers (Pomodoro method) for focused work.
Emotional & Behavioural Support	- Validate feelings of overwhelm or frustration. - Promote self-advocacy and help trainees communicate their needs. - Encourage mindfulness or movement breaks.
Professional Development	- Scaffold lesson planning with templates and examples. - Provide feedback in small, focused chunks – verbal and written. - Encourage note-making in meetings and check understanding of targets. - Allow extra time for written reflections or assignments.

Classroom Management Tips for Trainees

Structure & Routine	- Establish Clear Routines: Use visual schedules and consistent daily structures to reduce decision fatigue. - Prepare in Advance: Set up materials and lesson plans the day before to avoid last-minute stress. - Use Visual Timers: Help manage transitions and keep lessons on track.
Simplify Instructions	- Chunk Information: Break down instructions into small, clear steps. - Use Visual Aids: Diagrams, icons, and colour coding can support memory and focus. - Repeat & Rephrase: Reinforce key points verbally and in writing.
Cognitive Supports	- Cue Cards or Prompts: Keep classroom management strategies on hand. - Checklists for Routines: For tasks like taking attendance, setting up activities, or managing behaviour. - Anchor Points: Use physical cues to trigger focus or transitions.
Behaviour Management	- Positive Reinforcement: Focus on praising desired behaviours to build rapport and confidence. - Pre-emptive Strategies: Use proactive techniques like greeting pupils at the door or previewing expectations. - De-escalation Scripts: Prepare phrases to use during moments of stress or conflict.
Emotional Regulation	- Mindfulness Techniques: Breathing exercises or short grounding routines before lessons. - Movement Breaks: Incorporate short, structured breaks to reset focus. - Safe Space: Identify a quiet area in the classroom or staff room for brief resets if needed.
Relationships	- Build Rapport Early: Use student interests to connect and foster mutual respect. - Delegate Roles: Empower pupils with responsibilities to reduce your cognitive load. - Reinforce Norms: Use school behaviour policy consistently.

Supporting Trainee Teachers with ADHD During Training Sessions and Lectures

Training sessions and lectures can be cognitively demanding for trainee teachers with ADHD. These environments often require sustained attention, note-taking, and processing large amounts of information. The strategies listed below can help improve engagement and accessibility.

Seating & Environment

- Allow trainees to choose seating that supports focus.
- Minimise distractions by offering quiet zones or noise-cancelling headphones.

Content Delivery

- Break lectures into short segments with interactive elements.
- Use visual aids, diagrams, and colour coding to reinforce key points.
- Provide a copy of slides and printed or digital handouts in advance for previewing and annotation.

Time Management

- Include regular breaks to reset attention and reduce fatigue.
- Use timers or visual countdowns for activities and transitions.

Note-Taking Support

- Encourage use of note-taking apps with tagging and search features.
- Allow audio recording of sessions for later review – with permission of facilitators and fellow trainees.
- Share structured notes or summaries after each session.

Cognitive & Emotional Support

- Check in with trainees after sessions to clarify concepts and address concerns.
- Validate feelings of overwhelm and offer reassurance.
- Encourage use of fidget tools or movement breaks as needed.

Inclusive Practices

- Offer alternative formats for participation.
- Use clear, concise language and repeat key instructions.
- Foster a supportive peer environment through group work and discussion.

Useful Resources

- [Society for Education and Training – How I Manage My ADHD as a Teacher](#)
- [NeuroLaunch – Accommodations for Teachers with ADHD](#)
- [ADHD Foundation](#)

Example further support strategies & reasonable adjustments

- Training sessions – printed resources, regular (unobtrusive) check-ins during sessions
- Slower build-up to teaching and/or co-planning lessons with mentor for longer
- Reduced timetable – temporary or longer-term
- Timetable management – more repeat classes
- Additional weekly check-in meetings by professional leads
- Provision of a ‘buddy’ other than the mentor – perhaps with shared lived experience if possible
- Model and monitor the use of tools/apps for workload management and organisation
- Provision of a quiet workspace and/or use of noise-cancelling headphones in busy staff work areas
- Course extension or transfer to part-time route
- Sharing of information about what has worked during the training year with ECT induction tutors and mentors.

Ongoing development

- Reviewing trainee assessment processes to ensure they are equitable.
- Formalising 'third space mentoring'.
- Further training for SCITT team and school colleagues.
- Check-ins with ECTs and induction tutors.
- Ensuring diverse representation amongst the trainee course reps.
- Testimonials for the website from neurodivergent trainees.

Thank you.

Are there any questions?

