

# Digital Marketing

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The logo for the National Association of School-Based Teacher Trainers (NASBTT) is located on the right side of the slide. It features a central circular emblem with a blue and white geometric pattern. The acronym "NASBTT" is written in a bold, black, sans-serif font across the center of this emblem. The emblem is surrounded by dynamic, curved shapes in shades of blue and orange, creating a sense of movement and modernity.

**NASBTT**

# Objectives

- Build a clear, compelling marketing approach for ITT recruitment
- Identify and articulate your Unique Selling Proposition (USP)
- Select the most effective digital channels for your audience
- Create engaging, persuasive marketing content
- Explore how AI can enhance your marketing activity

# Discussion Point

## Marketing Knowledge and Experience

- What is your level of marketing knowledge/experience?
- Are you actively hands on with marketing your organisation and offering?
- What are your biggest marketing challenges?
- What resources does your organisation have (a dedicated marketing role?)

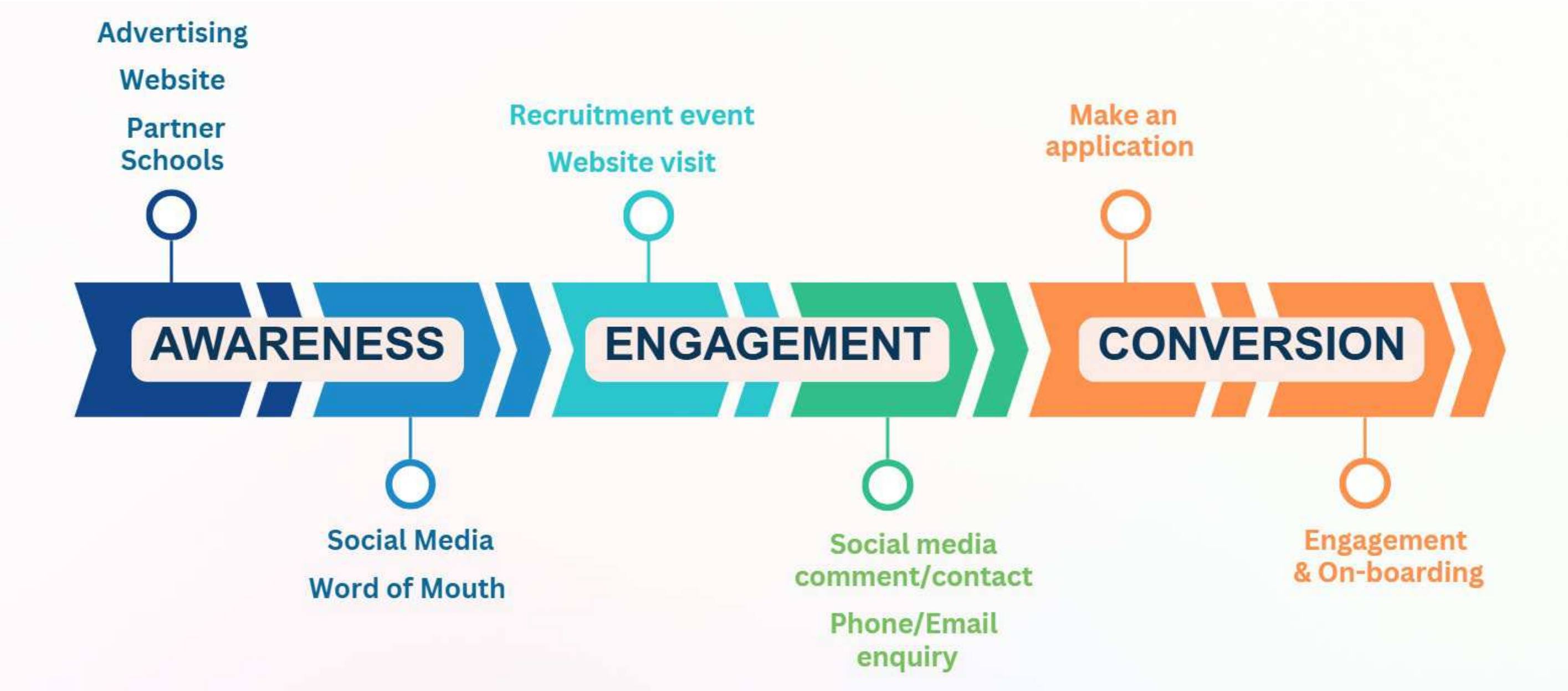
# The ITT Recruitment Environment

## “Non-Transactional Marketing”

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

- Recruitment is now year-round
- Candidates engage across multiple touchpoints
- Career changers require tailored messaging

## What this means for marketing

- Be visible and consistent
- Simplify the journey
- Build early awareness
- Treat recruitment as marketing, not admin



# Understanding Marketing Fundamentals

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

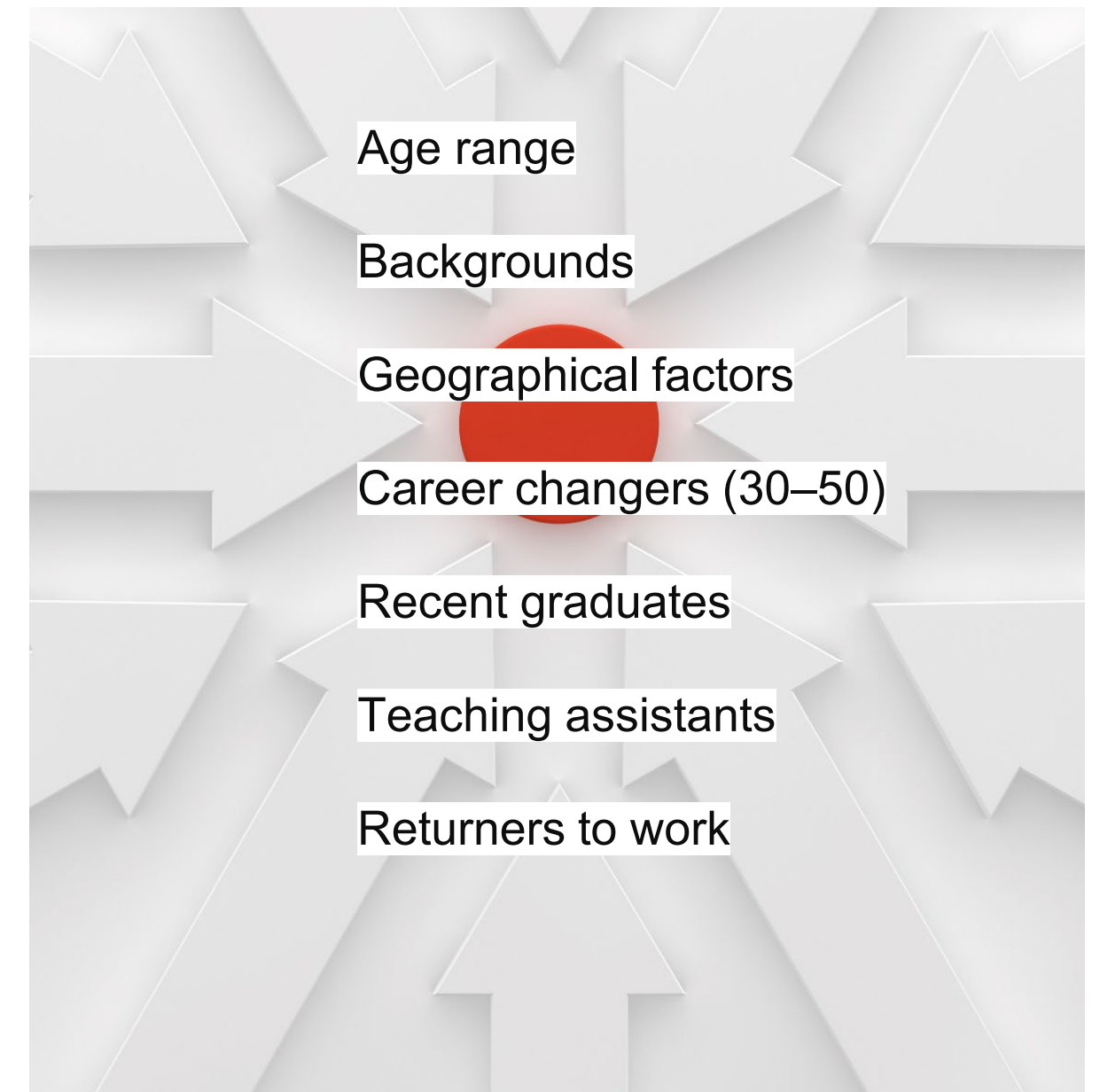
This involves understanding the preferences, problems, behaviours and aspirations of your potential customers (applicants).

# Marketing Foundations

- Market research – know your audience
- USP – why choose you?
- Brand – be recognisable and consistent
- Relationships – build trust over time
- Metrics, analytics and ROI – measuring effectiveness of marketing efforts
- Ethical considerations – identify what is important to them
- Adaptability – the marketing landscape is constantly evolving
- Integrated marketing – multi-channel marketing and messages – a unified and consistent brand

# 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

- Generation Alpha (2013-2020s)
- Generation Z (1997-2012)
- Millennials (Gen Y) (1981-1996)  
Grown up with the internet and mobiles.
- Generation X (1965-1980)
- Baby Boomers (1946-1964)

## Why is this important?

We all consume information in different ways.

Understanding that Millennials prioritise experiences and digital engagement, while Baby Boomers may focus on stability and brand loyalty.



# Understanding Your Audience

## Discussion Point

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

# Marketing Considerations

## Post Session Task – 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?

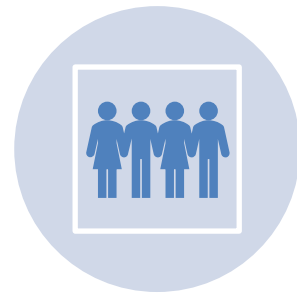
# What are Your Marketing Objectives?



RAISE BRAND  
AWARENESS



INCREASE SEARCH  
RANKING



GROW SOCIAL MEDIA  
COMMUNITY



DRIVE ENQUIRIES



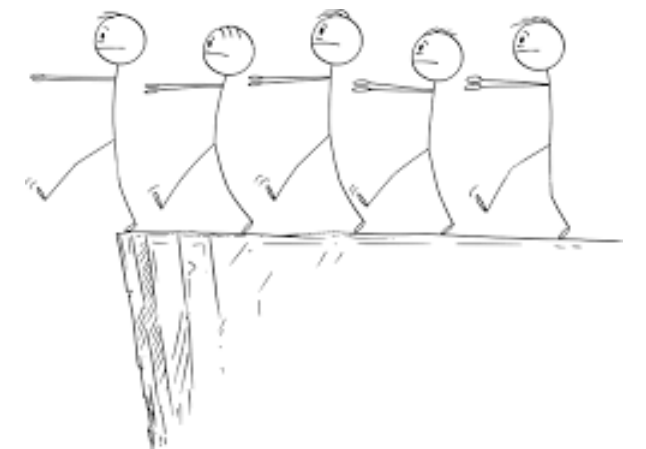
IMPROVE  
PERCEPTION/REPUTATION



# 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.**

**“75% of users judge credibility based on website design.”**



# 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

## Post Session Task – 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.
- Use a mystery shopper.
- Plan for six monthly review.

# Measuring What Matters

## Understand How Your Audience Uses Your Website

- Enquiries.
- Applications.
- Event sign-ups.
- Website visitors.
- Dwell time and page views – what are you most frequently visited webpages?
- Bounce rates.
- Search ranking.
- Email sign-ups.



# Discussion Point

## Current Marketing Activities, Successes and 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 through, 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

Facebook, YouTube, Instagram, WhatsApp and TikTok are the top 5 most popular social media platforms globally. (DataReportal, 2025)

TikTok was the most downloaded social media app in 2025. It was the second most downloaded app overall, following ChatGPT. (Statista, 2025)

Short-form video (49%), long-form video (29%) and live-streaming video (25%) are the top 3 ROI-driving content formats reported by marketer. (HubSpot State of Marketing Report, 2026)

(Source: <https://www.hubspot.com/marketing-statistics>)

# UK Internet Traffic

## What This Means for ITT Providers

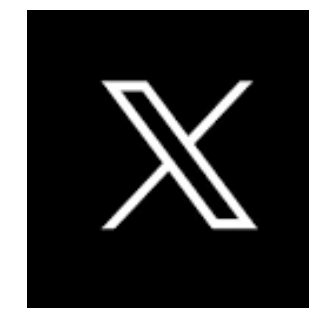
- Google = primary discovery channel (SEO matters).
- TikTok and Instagram = discovery for younger audiences.
- Facebook = still strong for career changers.
- YouTube = key for research and storytelling.

# 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.



# Social Media Marketing

- Average daily time spent on social media (UK): 1h 50m per day.
- 57 million UK social media users (84% 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.
- TikTok – fast growing platform for under 35s

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

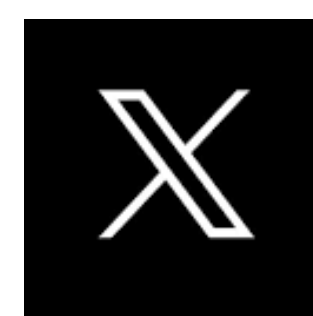
# Marketing Channels

## Discussion Point

- Which platforms are you currently active on and why?
- Do you use more organic or paid approaches? Which is more effective?
- How is your advertising budget spent?
- Where do you see the greatest ROI?

# 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.



# 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.



# Organic vs Paid

**“Organic builds trust. Paid accelerates reach. You need both.”**

# 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.

# 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.
-

# Successful Social Media Marketing

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

# 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.

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# 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 one/two 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

- Most users **scan content** rather than read word-for-word.
- On average, users **read only a small proportion** of text (around 20–30%).
- Attention is limited - users often **spend just seconds** deciding what to read.
- **Headlines, layout and visuals** are just as important as the text itself.



Based on research from Nielsen Norman Group and wider UX studies

# 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 programme. 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 programme. **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** programme 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



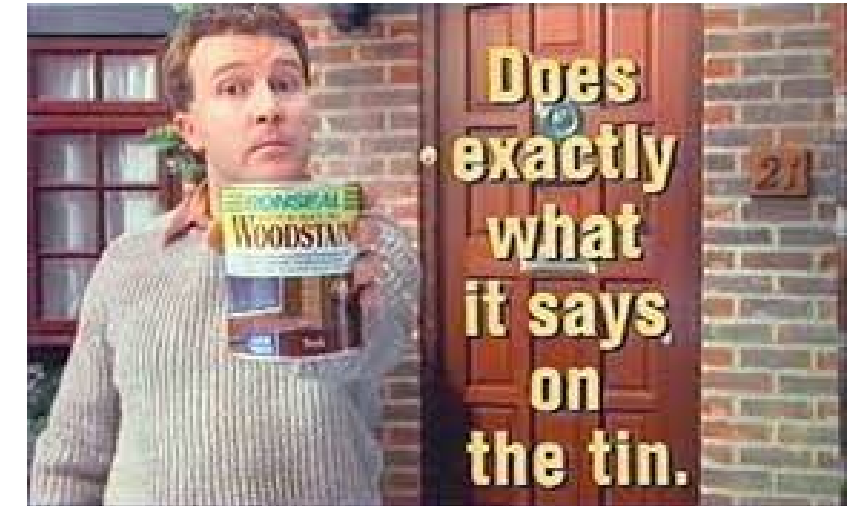
The Mentor – You

The Heroes Journey - protagonist (the hero) embarks on a journey, faces challenges, meets their mentor, transforms and returns changed. It was metaphor 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.**

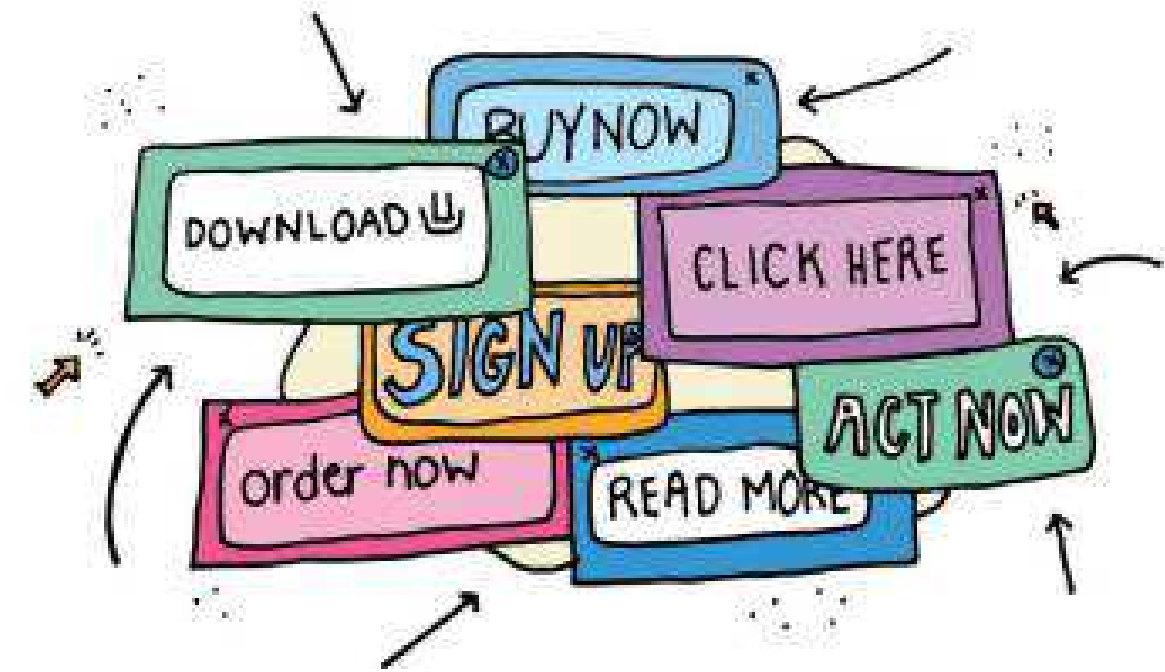
**Make it stand out with colour, placement and design.**

**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.



Adobe Stock | #22985673

# 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.



# Using AI effectively within your marketing

# Session aims

- Build on what you already know and may already be using.
- Share practical ways AI can support marketing in ITT.
- Explore ideas and approaches together.
- Identify simple, actionable ways to start or improve your use of AI.
- Create space to reflect on how AI could work in your own context.

# AI? A Quick Introduction

- **What is AI = Artificial Intelligence** – software that can generate, analyse and improve content.
- **It is evolving rapidly** – with new tools and features emerging all the time.
- **Common tools** - include ChatGPT, Copilot and Gemini.
- The goal is to **enhance your strategy** – not hand over control to automation.
- AI saves time – but **human insight creates impact.**

# A Quick Introduction

## **AI is everywhere – but it's not magic**

Marketers are using AI to write content, crunch numbers and take the boring bits off their plate. No, it won't do your whole job for you (and if it tries, it'll get weird).

The sweet spot is using AI for speed and ideas, then adding human brains to make it sound right and feel genuine.

# Discussion Task

## Let's start with you ...

- What are you already using AI for?
- What has been helpful?
- What hasn't worked as well?
- What would you like to explore or improve 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** – fast and capable, but it doesn't know your goals, brand or tone.

**AI lacks empathy and nuance** – it mimics, it doesn't truly understand.

**Use AI intentionally** – start with the task – then choose the tool.

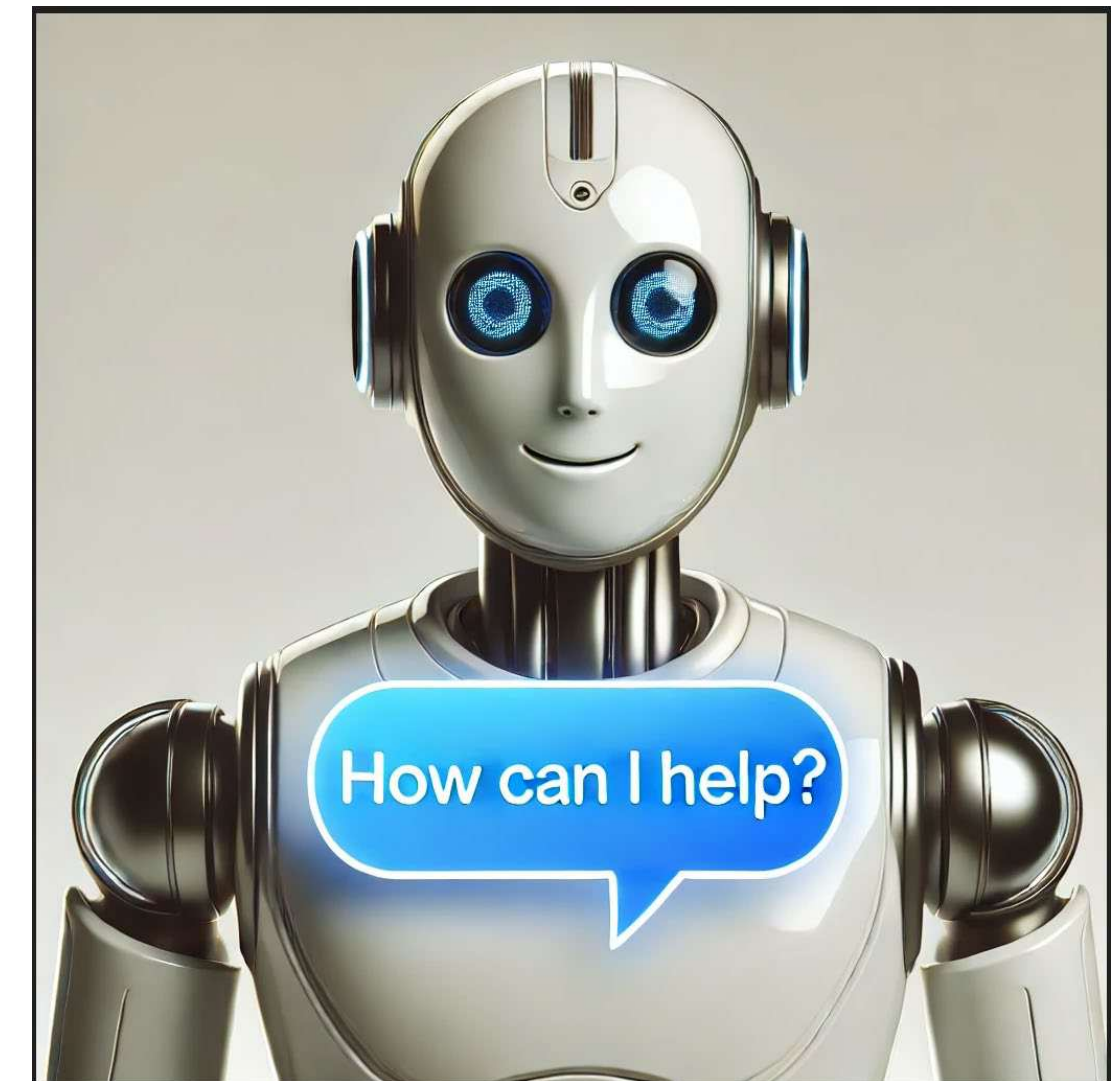


Image created using ChatGPT

# The 4 Bs of AI to Watch For

**Bizarre** – sometimes it can be confidently wrong or make things up (hallucinates);  
**Borrowed** – generates “original” content but based on patterns of existing data;  
**Biased** – trained on human content = inherits human bias;  
**Banal** – can produce generic, repetitive or 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 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 Across the ITT Recruitment Journey

## **Awareness** – stand out

Generate post ideas, write social content, create visuals with tools like Canva, write ad copy variations (career changer v graduate).

→ Impact: more consistent, targeted content without huge time investment.

## **Consideration** – answer questions/build trust

Turn real questions into FAQs, write blogs and draft case studies from bullet points.

→ Impact: better information = fewer drop-offs.

## **Conversion** – turn interest into action

Draft open day campaigns and email sequences, A/B testing subject lines and messaging, landing page copy focused on conversion.

→ Impact: higher application rates.

# Using AI Across the ITT Recruitment Journey

## **Application stage** – keep them engaged

Improve applicant communications, write application guidance emails, break down complex processes into simple steps, tone check communications.

→ Impact: better applicant experience, fewer withdrawals.

## **Decision and onboarding** – secure applicants and prepare them

Simplify key information and welcome new trainees, create onboarding content or checklists.

→ Impact: stronger conversion from offer → enrolment.

## **Insight and improvement** – know what's working

Analyse enquiries to spot patterns and gaps, summarise feedback.

→ Impact: smarter decision-making, not just more content.

# Prompt Engineering: How to Talk to AI Tools

## RACE

- **ROLE:** Who is it? “You are a marketing assistant for an ITT provider.”
- **ACTION:** What do you want it to do? “Write a caption”, “Summarise this”.
- **CONTEXT:** What does it need to know (e.g. audience, tone, purpose)?
- **EXECUTE:** What should the output look like (e.g. length, format and rules)?
  
- **Test and refine:** don't expect perfection – tweak, rephrase and ask for improvements.



# Same task but different prompt ...



## Weak Prompt

Write a social media post about our open day.

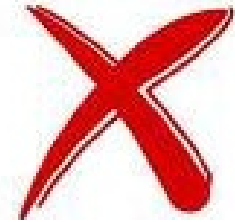


## Strong prompt (RACE applied)

You are a marketing expert for XXX ITT provider.  
Write a LinkedIn post to promote our upcoming Open Day.  
The audience is career changers aged 30+.  
Use a professional but friendly tone.  
Highlight the benefits of teaching as a second career and include a clear call to action to book.

# ... Very different results

## Weak Prompt



🎉 You're Invited to Our Open Day! 🎉  
Come and experience everything we have to offer at our upcoming Open Day! Whether you're curious, considering joining us or just looking for a great day out, there's something for everyone.

🌟 What to expect:

- Guided tours
- Live demonstrations
- Meet our friendly team
- Fun activities and refreshments

📅 Date: [Insert Date]

📍 Location: [Insert Location]

🕒 Time: [Insert Time]

Bring your friends and family – we'd love to see you there!

#OpenDay #CommunityEvent #JoinUs

## Strong prompt (RACE applied)



Thinking about a more meaningful next step in your career? If you're 30+ and considering a change, teaching could offer the purpose, stability and impact you've been looking for. Your experience – whether from business, industry or other professions – brings valuable skills into the classroom and can make a real difference in young people's lives. Join us at our upcoming Open Day to explore how you can transition into teaching with confidence. You'll have the opportunity to:

- Learn about our training programmes and support
- Meet experienced mentors and current trainees
- Understand funding options and career progression
- Ask questions about making the switch

📅 [Insert Date]

📍 [Insert Location]

🕒 [Insert Time]

Take the first step towards a rewarding second career.

👉 Book your place today: [Insert Link]

#CareerChange #TeachingCareers #OpenDay

#MakeADifference

# What's Next? AI Agents

- AI is moving from tools → assistants → agents.
- Agents can carry out tasks across multiple steps.
- They can plan, act and refine with minimal input.

- 

Example:

- Research an audience
- Draft a campaign
- Create content
- Suggest improvements

# AI Tools for Digital Marketing

## Writing and Content

- **ChatGPT/Claude** – drafts copy, generates ideas, refines messages.
- **Grammarly** – polishes grammar, tone and clarity.

## Design and Visuals

- **Canva AI (Magic Write)** – visual design with smart content tools.
- **DALL-E/Adobe Firefly** – create original images and illustrations.

## Video and Multimedia

- **Descript/Synthesia/Pictory** – edit or generate videos from script or audio quickly.

## Search and optimisation

- **Surfer SEO/Frase** – improve visibility and search performance.



# 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?



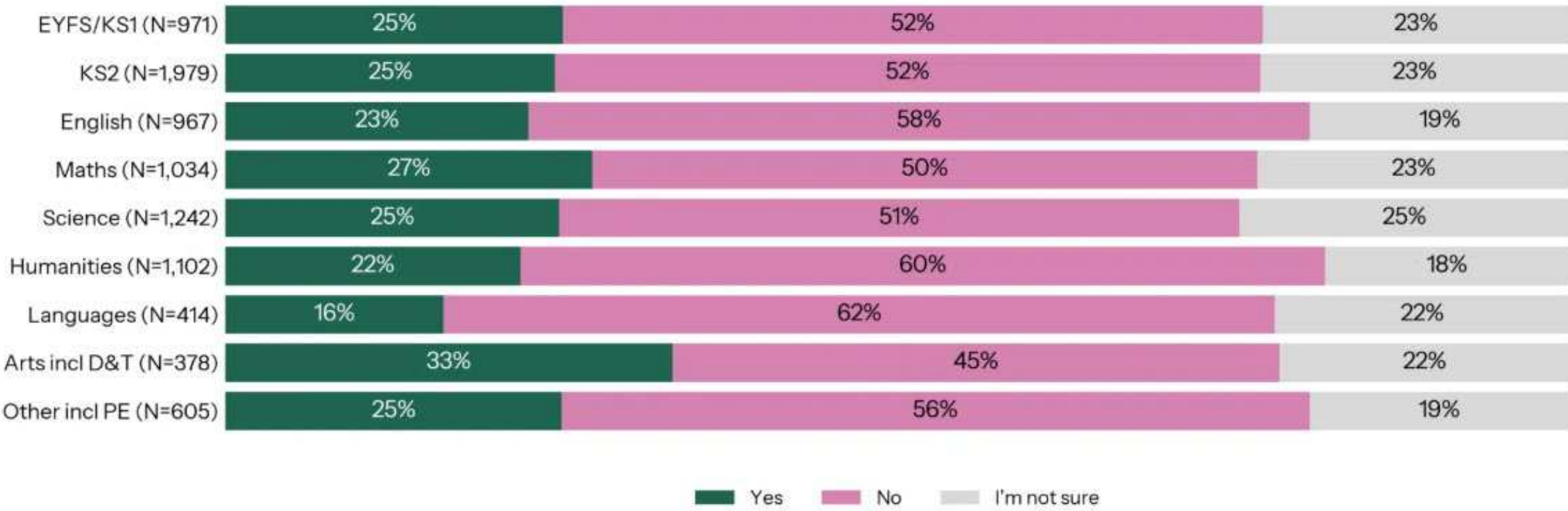
# Managing Trainee Needs

# Context

- 1 in 5 young people (8-25) in England now have a probable mental health condition
- 60% increase since 2017
- Anxiety in Gen Z reported to be four times higher than Baby Boomers
- 22% of Gen Z report a long-term mental health condition

# Teacher Tap data

Do you consider yourself to be neurodivergent (e.g. autistic, ADHD, dyslexic)?



Question answered by 8,692 teachers on 31st March 2026 (results weighted to reflect teacher and school demographics)

# Key Drivers

- Social media and constant comparisons
- Sleep disruption and digital overload
- Economic pressures and cost of living stress
- Global uncertainty (Covid, wars)
- Loneliness and reduced in-person connection

How are these exhibited by your younger trainees?

# What changes have you made?

The standards haven't changed –  
but the starting point of our trainees has...

- Where is the low hanging fruit?
- What data do you collect from previous trainees?
- Can you predict where the issues are and be pro-active?
- Can you move from dependency to capacity building?



## **Placement Schools**

# Placement schools

The most fragile part of the ITT ecosystem

FIRST  
PRINCIPLES



Demand on placement schools is increasingly significant

- **Minimum** two placement schools 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?





# **Procurement and Tendering**

# 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 value) – get at least three quotes;
- Over £40,000 up to public procurement threshold (high value) – 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.

# In Practice

The following represents NASBTT's suggestions for procurement thresholds. However, we are not financial experts and individual providers **must** take their own advice before determining their own procurement policies:

- Above £1,000 and up to £2,500 – two oral quotations;
- Above £2,500 (£5,000 for works) and up to £10,000 – three written quotations;
- Above £10,000 and up to £40,000 – three formal quotations to be submitted in writing by a specified date and time and based on a written specification and evaluation criteria;
- Above £40,000 and up to PPT – open tender.

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.

Are there any which surprise you?



# Procurement and Tendering

Now in your group:

Consider the team brief on designing an invitation to tender.





# ITT Funding

# Overview of Funding Streams and Main Cost Centres



# 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 in 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?

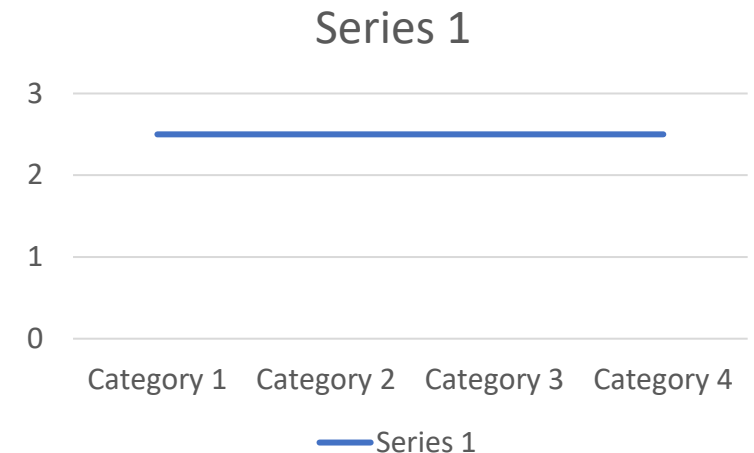


# Fixed or Variable?

- In your list, identify which costs are fixed (unaffected by the number of trainees recruited) and which vary according to recruitment.
- Some costs may need to scale in ‘jumps’ – identify these.

# 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?)

# The Benchmarking Problem ...

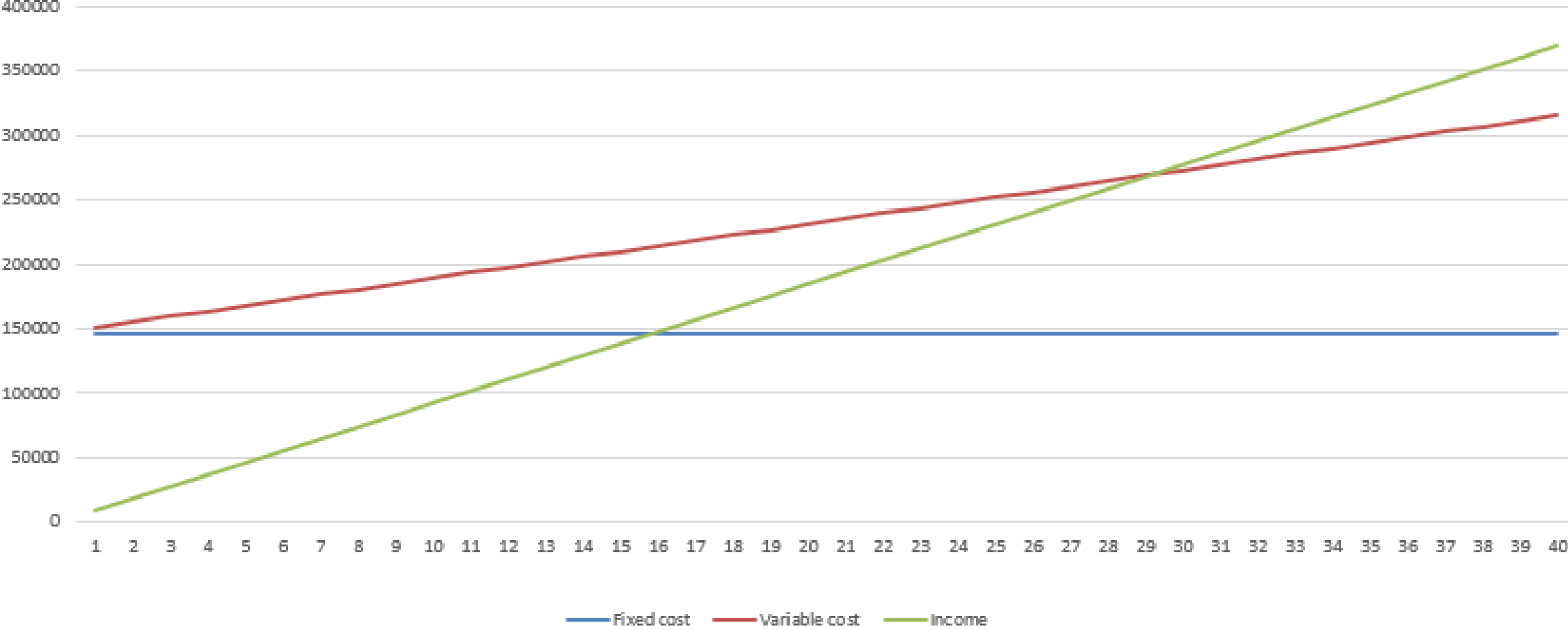
## Expenditure

- Salaries and staff structures
- PGCE fees
- Placement fees
- ITaP
- Mentor payments
- Top slice

## Risks and Opportunities

- Charging full fees? (PGCE, full time, part time etc)
- Salary subsidies (teaching, SLT, Teaching School, etc.)
- Income subsidies (AO, ECF, other CPD, external moderation, etc.)
- Subjects subsidising one another – secondary specific – risks?
- Redundancy Liability

Jane Austen MAT



# 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 or development costs 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?