

Benefits of School Engagement with Initial Teacher Training

ITT case studies from four local hub area schools

Whitcliffe Mount Secondary School:

Whitcliffe Mount is a large urban secondary school. Its strap line, "Together, we are proud to be our best" is a strong ethos that runs through all staff and students. This creates a supportive, professional environment that allows everyone to thrive and improve. The school sees supporting new teachers as a key part of this ethos and, as such, has been involved with Calderdale and Kirklees Teaching School Hub for many years and has developed a strong working relationship with the Hub and their other host schools.

The collaboration with the Hub has led to numerous positive experiences. Most recently, one of Whitcliffe's Teaching Assistants, with aspirations of becoming a teacher, applied for a teacher training course through the Hub. She was successful and left the school to continue her development as a Geography teacher. After completing a very successful first ITT placement, she re-joined Whitcliffe Mount for her second ITT placement. She had made remarkable progress during her three months away from Whitcliffe Mount and have become a very strong teacher who worked diligently to continue honing her practice. Towards the end of the academic year, she successfully applied for a permanent job at the school where she continues to be supported as an early career teacher. She speaks very positively of her experience throughout her time at Whitcliffe Mount and with working with the Hub, saying that she felt continuously supported and learned a lot from her ITT placements.

While the Hub's work with ITTs is important to continue to develop the next generation of teachers, it is important to not understate the value and opportunities that being a mentor brings to a more experienced teacher. Through the Hub, Whitcliffe Mount were able to improve the quality and consistency of their mentors and they speak highly of the training and support they received to be able to facilitate the programme. Some mentors have been asked to be included on interview panels to help recruit new ITTs and they have spoken about how this CPD has been very useful in preparing them for a middle or senior leadership role within school.

Netherhall Learning Campus:

Netherhall Learning Campus is an urban/inner city junior school. Its involvement with ITT has been a valuable resource for several key aspects and its educational ecosystem. Firstly, the school have effectively utilised its participation in ITT to recruit new teachers. Secondly, engaging with ITT has provided continuous support and guidance to mentors who have been instrumental in nurturing these trainee teachers and new recruits. The school recognises the potential for career development among experienced teachers through ITT. These educators have taken on roles as mentors and have become experts in various elements of ITT. They work alongside trainees from different year groups, showcasing their expertise and leading trainee development. To enhance this process, Netherhall ensure they receive support from another school mentor, especially when dealing with challenging conversations, setting expectations, and monitoring progress, particularly during critical assessment periods.

Mentor time allocation is another aspect the school has carefully considered. To guarantee mentors can effectively perform the role, the school allocates additional time outside of the classroom, often drawing from Planning, Preparation and Assessment (PPA) time. In addition, mentors are encouraged to attend relevant CPD sessions, sometimes in exchanges for the school's , and they receive mentorship guidance and backing from the Headteacher and Senior Leadership Team. Netherhall's engagement with ITT has opened doors to invaluable local networks and collaboration with ITT providers. Providers offer comprehensive training and resources, ensuring students from the ITT programme are well-prepared and maintain strong communications, meeting deadlines and providing support.

Lastly, the school collaborates closely with ITT providers to ensure that trainee placements align with the needs of both the school and the trainee. Netherhall specify the year groups it can effectively support trainees, such as Year 6 placements, ensuring a harmonious match that benefits all parties involved.

Royds Hall:

Royds Hall is an inner city secondary school which values the commitment and skills of the trainees it has taken from Calderdale and Kirklees Teaching School Hub. The school have been fortunate enough to work with strong trainees who have gained employment and remained at the school in a range of subjects including Science, English, History, Music, and Art among others.

Royds Hall feel it is encouraging to see the rapid progress that teachers in their early years have made. One example of such a trainee who subsequently gained permanent employment at the school, was a History ITT. He joined the school for his second ITT placement and demonstrated strong resilience through being a reflective practitioner. As a result, during his training year, he was able to deliver and share best practice with the entire staff body, demonstrating the confidence built and grown throughout this time. He was able to take on a permanent position within the History department and worked in the immediate weeks following the completion of his ITT programme. He is now a valued member of the History department, consistently contributing on a department level. The managing mentor / induction tutor in school will work with him to provide experience throughout the coming years of observing and delivering feedback with the view to becoming a mentor and sharing his experience in the future.

Royds Hall consistently looks to upskill and train teachers at all stages of their career, with NPQs, bursary posts within the school and mentor opportunities. Mentoring allows teachers the opportunity to pass on their expertise within the school, giving praise and building confidence around school, as well as giving clear, manageable areas of development with 'next steps'. The school looks within itself to utilise the strong training early career teachers have received via Steplab, Ambition Institute and within school CPD to train early career teachers at the end of their second induction year. By upskilling, investing and developing mentors, the school has been able to continue to develop a cycle of strong mentors, middle leaders and the next generation of senior leaders.

Royds Hall have been able to develop a group of strong mentors who follow a consistent approach to the role. As the mentors have all experienced what a strong mentor looks like, they are then able to continue this and maintain the same strong standards in school. As a result, mentors realise the importance of giving time to their trainees and supporting them, especially in the early weeks of a placement.

Whitechapel Coe:

Whitechapel Coe is an urban primary school offering ITT placements. The school invests time in its ITTs and include them in everything they do. They are integrated into the staff room, invited to staff meetings and CPD, and considered part of the staff team. By doing this, the school feels that ITTs are immersed in the full experience of day-to-day life in schools, supporting professional working and the extra things that teaching involves. It also enables the school to observe professional behaviours and conduct, as well as classroom teacher and helps the school with long-term recruitment.

Whitechapel have recruited two ITTs recently as they have learnt within the school's setting, and it has been a seamless transition. The school have some members of staff, who are experienced in mentoring, and they enjoy supporting the development of others. It supports their own career development, and they say they learn things from others to find new ways of teaching and adapting through the eyes of their students too.

The school ensures the mentor is carefully selected and given time to support the trainee. They access any training provided by the course providers and complete the paperwork, have meetings with tutors and so on. The school does not fill over its capacity so as to be able to provide the right level of support, mentors and cohorts of children. Whitechapel want the experience for all to be as positive and successful as possible, therefore considering carefully available capacity, where to offer placements and which mentor to place with.

KEY CASE STUDY TAKEAWAYS:

Schools and trusts that engage with Initial Teacher Training by providing placements to trainees often retain their trainees as early careers teachers, supporting recruitment and ensuring new recruits are aligned with their values and ethos

Mentoring provides an excellent development opportunity for experienced teachers

Engaging in ITT supports a school or trust-wide approach to professional development from trainees through to senior leaders

GET INVOLVED WITH ITT:

If you are interested in engaging with ITT by hosting a placement in your school or increasing your school's current level of engagement, we're here to help.

Visit our [website](#) to read more about what engaging with ITT means and involves for your school.

You can also contact us to have a chat about ITT engagement. We will talk you through everything and connect you with our network of local ITT providers in Calderdale and Kirklees.

Scan the QR code below to contact us today.

Initial Teacher Training (ITT)
Engagement Interest Contact Form

