

Initial Teacher Training Guide for Schools

Supporting recruitment in your setting

As your local Teaching School Hub, Teach West London plays a critical role in promoting teacher recruitment. One way we do this is by supporting schools who wish to offer placements for trainee teachers. We have put together some information to support schools to navigate the ITT landscape to offer valuable school placements to trainees and grow their next ECTs!

*Please note that the information provided in this guide is not specific to Teach West London as a school-centred ITT provider but rather provides independent information for schools who are considering providing placements for trainee teachers.

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1. Different training routes

a. What is the difference between salaried and fee-funded (unsalaried) placements?

A school can host placements for trainees on fee-funded (unsalaried) or salaried routes. Training on a salaried route allows trainees to earn a salary whilst they train as they are employed by a school as an unqualified teacher. Fee-funded trainees are not employed by a school and seek financial support from other sources. With both routes, on successful completion of the training year, trainees gain a Qualified Teacher Status (QTS) and PGCE if applicable.

Fee-funded (Unsalared)	Salaried (employment based) This includes but is not exclusive to the post-graduate teacher apprenticeships (PGTA)
There is no financial cost to the school for offering a placement.	The placement school employs the trainee, offering an UQ salary.
Trainees will pay fees, often with the support of student loans or grants. Bursaries / scholarships are available to trainees in some secondary subjects.	Trainees or the employing school will pay the fees. For PGTA the employing school can access their apprenticeship levy to pay the fees.
Placement schools may receive a payment from the ITT provider for providing the placement.	Grant funding may be available to schools offering placements to salaried trainees (ranging between £29,000 – £5,000) Please see here .
Trainees would not be expected to teach from day one but would build up their teaching load over the training year.	Trainees typically have more experience which makes them eligible for this route. Trainees would be able to take responsibility for some teaching from the start of their placement, adding to school staffing capacity from day one.*

*This is a key benefit of offering a salaried placement – trainees can teach up to 80% of a qualified teacher's timetable, adding to your staffing capacity (**could reduce staffing costs / agency costs where you have a vacancy**)

b. What is the Assessment Only Route?

The Assessment Only (AO) route to Qualified Teacher Status (QTS) is a pathway for experienced unqualified teachers to gain QTS without undergoing an initial teacher training programme. The Assessment Only route is typically shorter than traditional teacher training programmes (12 weeks), as it focuses on assessing existing skills and knowledge rather than providing additional training. Fees range from about £1,500 to £4,000.

Candidates for the Assessment Only route must have substantial teaching experience, typically at least two years in two different schools, in the relevant age range and subject they wish to teach and should have evidence of meeting the Teachers' Standards across their teaching experience. Eligible candidates apply directly to an accredited provider offering the Assessment Only route.

2. School-based or University-Led provision: How to choose

Whilst we are unable to provide schools with a comparison between individual school-based or school-centred ITT (SCITT) providers and University ITT providers, below are some questions to consider and ask a provider to find the right provider for your school.

- How is the training programme structured?
- How is the teaching of theory and practice distributed over the year?
- How often do trainees attend training with the provider?
- How often are trainees in their placement school?
- How long are the contrasting school or alternative key stage placements?
- Do schools have a choice which trainees they offer placements to?
- What are the mentor training expectations and how are they trained by the ITT provider?
- What programmes are on offer? Which subjects, phases, routes?
- How are trainees supported by the ITT provider?
- Do trainees attend training in person? If so, what is the location of the training centre?

3. Offering school-based training placements

If you are interested in offering placements on either the fee-funded (un-salaried) or salaried routes you should contact a local ITT provider (if you need support, Teach West London will be able to advise you about ITT providers partnering with schools in your area).

Placement schools may receive a **payment** from the ITT provider for providing the placement to fee-funded trainees. Contact your ITT provider for exact figures.

a. Expectations of a school placement, including mentoring support requirement

- Trainee teachers should have a school-based mentor assigned to them. They are entitled to 90 minutes of mentoring support a week (See 'an approach to mentoring' below for case studies)
- Trainees should spend a minimum of 15 hours per week in the classroom setting (includes observing, co-teaching, teaching)
- Trainees should teach a maximum of 80% of a full teaching timetable for at least the last 6 weeks of their placement. Guidance on this will be given by your provider.

b. School-based mentor training.

To recognise how important the role of the school mentor is to the success of a trainee, mentors will undertake 20 hours of mentor training with their ITT provider. This will help mentors to develop their skills and deepen their knowledge of both the ITT core content framework and the ITT curriculum developed by the ITT provider.

To support this commitment, schools can claim funding for the hours of training undertaken by a mentor. Find additional information on mentor funding [here](#).

How this mentor training is designed is up to individual ITT providers – we have provided an example of how Teach West London's ITT programme has broken down its mentor training to give you an idea of what it could look like.

- 3.5 hour (half-day) mentor conference (July and September)
- 9 hours online modules (NASBTT)
- 6 x 1 hour half-termly webinars / podcast
- 1.5 hours evidence based reading

Once trained with a particular ITT provider, a mentor will only need to complete refresher training (6 hours) during the next academic year.

ITT providers can consider any relevant prior mentoring experience and learning and may reduce the amount of training hours an experienced mentor needs to complete.

4. Overcoming challenges – suggested approaches

How could it work in my setting?

Below are some suggestions of how to overcome some of the potential challenges schools may encounter around offering trainee placements. If you have other suggestions of how to overcome barriers or how offering placement opportunities has successfully supported recruitment in your setting, we'd love to hear from you. Click [here](#).

Please note: Exactly how the 90 minutes of trainee mentoring entitlement is met is up to individual ITT providers and for them to quality assure. Please check with your ITT provider about their mentoring expectations and what is expected of you as a placement school. The below suggestions might not meet the demands of all providers.

An Approach to Mentoring

Trainees should receive their entitlement of 90 minutes of mentoring support over a week.

Suggestion 1: This could be delivered through a weekly 1-to-1 meeting with a dedicated mentor, plus other mentoring support such as feedback from lesson observations and shorter conversations over the week.

Suggestion 2: This could be delivered through a weekly 1-to-1 meeting with a dedicated mentor (e.g. 50 mins), plus a group mentoring session where trainees receive mentoring support as a group (e.g. 40mins).

A Collaborative Approach

Will it be difficult for trainees to receive 90 minutes of mentoring in your setting?

Are other local schools finding it challenging too? Could you support each other?

Suggestion: Each trainee has a 1-to-1 mentoring session in their own setting e.g. 50mins. The other 40 mins are delivered as a group mentoring session, pooling resources to deliver this mentoring support across two or three schools.

Mentor Training – how to use the funding?

One way that schools are using the mentor grant is to pay mentors to engage with some of the training outside of normal working hours, to reduce the impact of releasing mentors from classroom responsibilities. Workload should be carefully considered.

Contact your ITT provider to understand how the mentor training will be scheduled. In some cases, some of the training can be completed before September 2024.

Working with more than one ITT provider

Mentor training is specific to the trainees' ITT provider. Schools are rightly concerned about this, as a mentor supporting trainees with different ITT providers would need to engage with different mentor training programmes.

Some good news

Some London ITT providers (PLITEN) are collaborating to support schools. This group of ITT providers have agreed that 7 hours mentor training will be recognised by other ITT providers bringing down the number of hours required if a mentor is supporting trainees from more than one provider. Teach West London are part of PLITEN.

Peer Support – Building Leadership Expertise in ITT

Working alongside another school with experience of supporting trainee teachers would be a good way to build up expertise in your school.

Find additional DfE information on offering a trainee teacher placement [here](#).

Contact Teach West London:

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