

Dear Initial Teacher Training Partner,

We wanted to write to you, to keep you informed of developments in our ITT partnership, from September 2024.

This newsletter will focus on 4 areas:

|                                    |   |                                  |  |
|------------------------------------|---|----------------------------------|--|
| <b>Mentor Training/Development</b> | <b>Mentor Training Funding (National)</b> | <b>ITAP Learning Experiences</b> | <b>ITT placements/ partnership agreement</b> |
|------------------------------------|---|----------------------------------|--|

**Mentor Training Development**

A cornerstone of the partnership is the professional preparation for roles associated with working in ITE. In the partnership, there are currently several mentor training modules, which aim to provide a range of professional development opportunities for those with varying levels of experience of working in ITE. The focus on mentoring and coaching in the progression of national standards for teachers reinforces this assertion.

All ITT providers are required to work with general mentors to ensure that expert colleagues know and understand how to develop ITT trainees effectively. General mentors will have up to 20 hours of 'training' available to them; with 6 hours annual refresher for experienced mentors.

We are proud to have been working with several other NW providers and our accredited lead university- University of Warwick; to dovetail mentor training provision- allowing us to certify training that has taken place in more than one location (Reducing mentor workload!). What is even better is that general mentor training in academic year 2024/25 will be **nationally funded**- see detail in section 3!

In response from September 2024, The University of Cumbria will be launching our **General Mentor: Mentor Training Curriculum**. The professional development programme:

- **Grows** our range of provision already in existence
- **Sequences** progression of mentor training
- **Respects** colleagues substantial experience and builds upon it
- **Engages** Mentors through online autonomous training
- **Acknowledges** mentors' wide range of experiences
- **Encourages** professional development through self-assessment
- **Develops** transferable skills to induction tutoring, performance management and coaching

Our new (colour coded) MT curriculum consists of **3 core tiers of Mentor Development (training) provision. All 3 tiers will run concurrently- allowing us to jointly identify the most appropriate tier or elements for each mentor.**

|          |  |
|----------|--|
| <b>1</b> | <b>Initial (NEW) to ITT mentoring:</b> Initial Mentor training - For all new ITT mentors   |
|          | Comprising of 20 hours of mentor development & support (training) throughout your first year as an ITT mentor. Training will be transferable between NW training providers. Initial training set in the context of UoC ITT primary curriculum and placement expectations.) |

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| <b>2</b> | <b>Developing Mentor Training:</b> Bespoke UoC detail<br>For mentors who have completed Initial Mentor training at UoC or with another Lancashire consortium provider   |
|          | Comprising part of 6 hours of annual refresher/update and institution specific mentor development training. Examples include using the UoC ITT curriculum depth to support a trainee, setting UoC ITT curriculum led targets. Regular update outputs and research, alongside QA visits will contribute to the time compliance of this strand. |

|          |  |
|----------|--|
| <b>3</b> | <b>Enhancement Mentor Training:</b> Module choice<br>For mentors who have completed all initial and developing mentoring training.   |
|          | Module choice allows experienced mentors to enhance their skills and knowledge. As part of the compliance hours all T1, T2 and T3 mentors will be expected to engage with one of the units outlined. Challenging disadvantage together, Adaptive teaching, EDI, and a new suite of Subject focused resources |

We have created a **short audit & flow chart** for you to work out which sections of training you should complete during the academic year.

Of course, you will continue to discuss this with your Lead Mentor: University Partnership Tutor at each QA touch point or Partner visit.

**General Mentor Training funding will help with the cost of mentors being away from the classroom while they train. This could include:**

- paying for someone to take over lessons while a mentor is training
- paying for someone to teach if a mentor takes time off in lieu to train
- overtime payment to the mentor, if they are training outside normal working hours (teacher workload should be carefully considered in such cases)
- paying for any costs that come from reducing a mentor’s other responsibilities, so they have time to train This funding applies to schools that:
- offer placements to ITT trainees, including special schools, pupil referral units, independent schools, early years settings and further education organisations
- have mentors working with ITT trainees who started or returned to their training at any time between 1 September 2024 and 31 May 2025.
- have General Mentors that intended to work with ITT trainees who would have started their training any time between 1 September 2024 and 31 May 2025 , the trainee withdrew after the mentor training took place.

**Up to £876 (£43.80 per hour) — for schools outside London (the rest of England)- based on the number of hours of training required (up to max 20 hrs)**

**Schools will be able to claim this funding at the end of the 2024/25 academic year**

**Placement schools will be able to submit a claim via a new GOV.UK service. The service will open in Spring 2025 and schools will be able to submit their claims once their General Mentors have completed their training and mentored a trainee.**

Schools must complete their claims by the end of July to receive payment from the Educational and Skills Funding Agency (ESFA) in late September/early October. If schools miss the payment window, they will be able to submit a claim in September, with payment being made in December 2025.

**General Mentors working with providers:**

If a school hosts trainees from different providers, a mentor might have to undertake their initial mentor training with each provider, but accredited ITT providers should consider prior training when deciding what aspects of their mentor training a mentor should complete.


Schools can claim funding for the time a mentor spends training at each provider. For schools to claim this funding, a mentor must have worked with a trainee who started or intended to start their ITT in the 2024/25 academic year (between 1 September 2024 6 and 31 May 2025). Schools must ensure a trainee has one dedicated mentor during their placement (unless the mentor works in a job-share). Other teachers may support elements of the trainee’s placement, but **schools can only claim funding for the training time of the trainee’s dedicated General Mentor.**

As previously highlighted- UoC works with a range of other providers to ‘accredit’ training completed with them. We would only require mentors to then complete training specific to UoC paperwork and processes.

**WHY TRAIN TO TEACH WITH THE UNIVERSITY OF CUMBRIA**

- We rank 8th in the World for our 'Quality of Education' (THE Rankings, 2020).
- All our teaching courses are awarded with QTS (Qualified Teacher Status). Accreditation for the award of QTS is through the University of Warwick. All academic awards are made by the University of Cumbria.
- In the last 10 years we have trained over 10,000 new teachers.
- OFSTED 'Good' provider of Initial Teacher Education (ITE) for both Primary and Secondary phases.
- We are one of the largest providers of teacher training in the UK.


QTS ratified by the University of Warwick



**92%**

**OF OUR GRADUATES ARE IN WORK OR FURTHER STUDY WITHIN 15 MONTHS OF GRADUATING (HESA, 2023).**

**HEAR FROM OUR STUDENTS**



## ITAP Learning Experiences

*“It is intended to help consolidate trainees’ knowledge of key evidence-based principles for effective teaching, and to enable them to practise their application and integration into their developing professional practice. It should therefore be designed to give trainees appropriate input, scaffolded practice and feedback in relation to selected foundational and specific aspects of the training curriculum where close attention to and control of content, critical analysis, application and feedback are required.”*

(DfE Policy Paper: Intensive Training and Practice Dec 2023).

At the University of Cumbria, across our primary undergraduate and postgraduate programmes, we have developed ITAP units of work that have the same structure and some of the same focus regardless of the level of study.

There will be some difference, given the length of each programme, three years for undergraduate and one year for postgraduate.

### The university’s programmes address these through,

- Four identified weeks throughout the year (totalling 20 days); 6 for UG provision over the programme length.
- These are sequenced to the phases of curriculum: Primary- BDE, Secondary IEP/SEP
- Each week will have four days of six hours planned and supported hours of input both at the centre and in school and two hours of additional input on day five (totalling 26 hours).
- During the school-based elements of each ITAP, each student will receive the equivalent of five hours guided support from a lead mentor/expert teacher.

### What does it look like for University of Cumbria?

For both postgraduate (PGCE) and undergraduate (3 year), each ITAP unit of work will take place over a week of study. Each week will follow a similar structure (see below). We have already identified key schools in which these ITAPs will take place / work alongside.

|   |  |  |   |  |
|---|--|--|---|--|
| <b>INTRODUCE</b><br>Learning about the theory of teaching and learning                | <b>ANALYSE</b><br>Using representations to analyse expert teaching | <b>PREPARE</b><br>Using approximations to practise and get feedback.   | <b>ENACT</b><br>Receiving support to apply learning in the classroom. | <b>ASSESS</b><br>Tracking trainees’ growing knowledge and skills |
| Typically Monday and Tuesday of each ITAP week. Centre-based training – Expert input. |  | Typically Wednesday and Thursday of each ITAP week. Students in groups in schools or working with children on campus | Reflection activities and discussion. Centre-based                    |  |

| <b>Primary- Groups of trainees will attend 1 or 2 schools per ITAP.</b> | Timing    | Phase of training | ITAP focus                               |
|---|-----------|-------------------|--|
|   | Sept 2024 | Beginning         | Managing Behaviour                       |
|   | Oct 2024  | Beginning         | Adaptive Teaching                        |
|   | Jan 2025  | Developing        | Assessment for/of Learning               |
|   | Mar 2025  | Extending         | Structuring Learning / Curriculum Design |

| <b>Secondary trainees will complete ITAPs within their IEP or SEP schools.</b> | Timing                  | Phase of training | ITAP focus         |
|--|-------------------------|-------------------|--------------------|
|  | Mon 30 Sept – Fri 4 Oct | IEP               | Managing Behaviour |
|  | Mon 2 Dec – Fri 6 Dec   | IEP               | Planning           |
|  | Mon 27 Jan – Fri 31 Jan | SEP               | Assessment         |
|  | Mon 10 Mar – Fri 14 Mar | SEP               | Adaptive teaching  |

### Expert input would typically include:

- An introduction to the aspect of practice (e.g., specific behaviour strategies) with an exploration and critical analysis of the evidence base underpinning it
- Supported observations of in practice via video or live practice
- Deconstruction of the pedagogical approaches focusing on specific detail, looking at positive impact and potential pitfalls.

### School-based expertise would typically include:

- Opportunities for students to understand the school context, notice the impact and approaches taken by the schools to the pedagogic focus and prepare some aspect to enact.
- Opportunities for students to practise in a classroom context, low stakes as not part of assessed school placement.
- An opportunity to receive expert feedback on, and critical analysis of, the deconstruction of and discussion of both positive features and areas for further development and support towards target setting for placement.
- An opportunity to receive expert feedback that coheres with the expert input from the centre-based input during the early part of the ITAP.
- (where children come to campus) – team planning, teaching and assessing, alongside expert input, followed by collaborative discussion.

### **What does this mean for me if I am supporting a student placement (rather than an ITAP)?**

**University ITT staff will:** make available all student learning modules including ITAPs in their placement documentation.

**General mentors will:** be able to view, consider and discuss with their trainee the impact of the preceding ITAP experiences, how these can be built on and what to notice during the placement to understand how the knowledge and skills are contextualised in this setting.

**Student teachers will:** be expected to discuss their learning from ITAP experiences and see how they incorporate it to meet the staged expectation of each placement.

**ITT Offers for placements for academic year 2024/25**

We continue to deliver high quality ITT and are still looking for additional placement offers for student teachers in 24/25. Please click on the link to access our online offers management system.

**[University of Cumbria School Offer Pack 2024-25](#)**

PAYMENTS AND PLACEMENT DATES 2024/25- By clicking on the links below, you can view our placement dates for the academic year 2024/25 and associated payments for all our programmes.

|   |   |
|---|---|
| Primary: <a href="#">Primary Placement Calendar</a> | Secondary: <a href="#">Secondary Placement Calendar</a> |
|---|---|

Please see link below which outlines the commitment/involvement for ITT mentoring: [Offer a trainee teacher placement - GOV.UK \(www.gov.uk\)](#)

Any offer would lead to you viewing our **UoC ITT partnership agreement** : [Agreement \(cumbria.ac.uk\)](#) Note updates to Responsibilities headlines surrounding, mentoring time, training, safeguarding and workload.

**We continue to fund your Mentoring time for ITT placements; This is in addition to the national general mentor training grant outlined at the head of the paper.**

**We thank you for your continued support of our ITT partnership**

Wishing you a fantastic 2<sup>nd</sup> summer ½ term and then break. We look forward to working with you again from September 2024.

If you have any questions, please either contact your ‘Lead mentor: UPT’ directly or via our Principal Lecturer: Education Partnerships and Mentor Development Lead- [Patrick.Freeman@Cumbria.ac.uk](mailto:Patrick.Freeman@Cumbria.ac.uk)

**Kindest Regards- IoEAS leadership team**

**Do you know someone interested in teaching as a career?**

Click on any of the images in this newsletter to access web content and steer the ‘next generation of great teachers’ towards their next steps in application. Spaces still exist for September 2024 start. [Degree](#), [PGCE](#) or [Assessment Only](#)....



**THIS IS WHO WE ARE.**

- ✓ We are changemakers. We support our local communities by training the life savers, innovators, adventurers, creatives and educators of tomorrow.
- ✓ We are believers. We believe that everyone has the potential to succeed. We're here to help you stay focused so that you can go far.
- ✓ We are innovators. With our national and global partnerships and research groups, our practice is influenced by the latest research.

**TOP 2**

**UNIVERSITY IN THE NORTH WEST FOR GRADUATES INTO EMPLOYMENT OR FURTHER STUDY WITHIN 15 MONTHS. (HESA, 2023).**

