



Summary of key headline messages from the 'DfE Initial Teacher training (ITT) reform: Information for Schools' slides – November 2023

To help busy Heads and ITT Leads in schools, here is a summary of the key headline messages from the DfE slide deck:

- **Slides 4-8:** Highlights the benefits of school engagement in ITT - citing benefits such as staff development, staff engagement in the latest teaching and learning research and practice which comes back into to school, to schools developing their own talent pool for future teacher vacancies.
- **Slide 9:** Explains what hosting a trainee placement looks like for a school.
- **Slides 11-12:** Offers school case studies of the obvious and hidden benefits of hosting a trainee.
- **Slides 13-16:** Outlines the new ITT reforms which come into effect in September 2024. This highlights the statutory increase in mentor time per week to 1.5 hours and the role TSHs will play in supporting schools to engage in ITT. It also explains the new Intensive Training and Practice placements (there is a more detailed explanation on this in slides 30-32).
- **Slides 17-20:** Outlines the compulsory changes to mentor training. 20 hours for General mentors and 30 hours for Lead Mentors in 2024-25 and then 6 hours of refresher training for General Mentors and 12 hours of refresher training for Lead Mentors in 2025-26. This mentor training is to ensure that all mentors are familiar with the Core Content Framework and its evidence base (a compulsory part of the ITT curriculum) and that mentors understand the curriculum and training model of the ITT provider they are working with. It should also offer mentors ongoing training on how best to support their trainee.
- **Slide 21:** Outlines the new role of the Lead Mentor who will support both trainees and general mentors and ensure alignment between centre-based aspects and school placement activities. Some schools will have Lead Mentors on a secondment to an ITT provider they are working with.
- **Slides 25-27:** Explains the funding which has been made available by the DfE for General Mentor training to allow for the release of mentors to train. **There is also a link on how schools claim this funding on slide 27.**
- **Slides 28-30:** Explains how schools can support the new Intensive Training and Practice (ITAP) work. This is a new compulsory element of the ITT curriculum and ask for all postgraduate ITT course to have 4 weeks of ITAPs within their course structure and 6 weeks of ITAPs for any undergraduate course. Each ITAP will most likely involve a week-long intensive focus looking at one area of the curriculum, such as questioning. During this time trainees will most likely have time in the centre, learning the theory of this specific area of the curriculum, time with subject/phase leaders learning the phases/subject specific principles and techniques to apply and then time spent in specific schools who have expertise in this curriculum area. Schools can support ITAPs by offering experts for trainees to observe, experts to model excellent practice, and experts to take trainees through some specific low-stakes approximations with small groups of students to help them learn how best to implement their new learning. **Please contact your ITT provider or HISP TSH (via: itt@hisptsh.org) if you would like to support Intensive Training and Practice in some way.**
- **Slides 31-33:** Outlines the new role for Teaching Schools Hubs in supporting schools with ITT. TSHs are being asked to ensure they map the ITT offer in their region, find out which schools are engaged in ITT and if not, what the barriers are to engagement and how TSHs and ITT providers could work

collaboratively on mitigating these barriers. TSHs should also be supporting the delivery of ITT and engaging in recruitment activities for their region.

- **Slide 34-35:** Explore how Trusts should be engaging in ITT by offering placements, ITAP placements, working with Teaching School Hubs on ITT and helping schools prepare for the new 2024 ITT requirements.
- **Slide 36-39:** Outlines how schools can get involved in ITT if they are not already.
- The DfE have also created a page on school engagement in ITT which offers a more detailed summary of what offering a trainee placement looks like – please see [here](#)