



Initial Teacher Training (ITT)

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What does Initial Teacher Training (ITT) look like in West Sussex? Are we making enough of the opportunity to boost retention, aid recruitment and develop a sustainable workforce in our system?

[West Sussex Teaching School Hub](#) Director, Helen Shaw, and I are keen that you have a clear picture of what is available in our county from our Teaching School Hub (TSH).

The West Sussex landscape for ITT has changed, notably with Sussex University not being accredited to deliver ITT in future and in response to the [ITT Reforms in May 2022](#).



From 2019, the Department for Education set out their intentions for the teaching school hub programme:

'The teaching school hub programme is part of a comprehensive strategy dedicated to supporting teachers throughout their teaching career. It forms part of the implementation of the recruitment and retention strategy to raise teacher quality and effectiveness.'

[Teaching school hubs - GOV.UK \(www.gov.uk\)](#)

The focus of the TSH work is clearly defined by the DfE [Golden Thread]:

- early career framework (ECF)
- national professional qualifications (NPQs)
- initial teacher training (ITT)
- appropriate body (AB) role
- additional continuing professional development (CPD)

From August 2021, the Department for Education explained that teaching school hubs would 'receive an annual grant, subject to conditions, including demonstrating progress against key performance indicators. Each hub will have its own defined area and must serve all schools within it.'

The Teaching School Hub for West Sussex, led by GLF, has a clear core purpose to deliver high-quality professional development to teachers at all stages of their careers. Teachers can access professional development, in-line with the DfE Golden Thread. A professional pathway of learning available through our TSH can be found on the [West Sussex Services for School curriculum homepage](#).

Following the [ITT Market Review](#), which was published in July 2021 and the DfE's response to this, which was published in December 2021 expectations and impact of ITT have increased. The intent to strengthen practice and the experience of our early career teachers, and their mentors. At the time of writing the immediate access routes remain the same:



- Recruitment for Initial Teacher Training opens in October 2023, for 2024
 - Recruitment is via our schools – with each school linked to a provider

Initial teacher training (ITT): criteria and supporting advice - GOV.UK (www.gov.uk)



What is critical to note, if considering the positive impact of ITT in your school, is the increased commitment of your Mentors. I fully support the professional consideration to the Mentor role and consider the advancement in time allocated to their own development and learning beneficial in a self-sufficient and developing system.

I draw your attention to the minimum requirement of hours, excluding intensive training and practice weeks which can be

found on page 58 of [Government response to the initial teacher training \(ITT\) market review report](#). Crucially the Mentor role and that of Lead Mentors has been emphasised and training extended to include induction and refresher training. This can be a real benefit to the school system, to leadership overall, and in retention.

Mark Wignall, Headteacher at Downlands Community College, has recognised the benefits to support recruitment and retention, as well as a system wide impact of the development in key leadership roles.

The ITT Core Content Framework sets out two types of content – mirroring the ECF. Within each area, key evidence statements ('Learn that...') have been drawn from current high-quality evidence from the UK and overseas. These 'Learn that...' statements are deliberately the same as the 'Learn that...' statements in the ECF because the full entitlement – across both initial teacher training and early career development – for new entrants to the profession is underpinned by the evidence of what makes great teaching

The ITT curriculum being written and contextualised to West Sussex, by the TSH, stresses the importance of a creative mentor programme, mapped against previous qualifications. Working in collaboration with research and expertise from across education and SEND, including Durrington Research School and the Regional Director of Whole School SEND, to design an evidenced based curriculum, is at the heart of their work. Our TSH is keen to engage our schools as active participants in shaping a programme which meets their needs: 'In West Sussex, By West Sussex, For West Sussex'. The essential criteria, a clear pathway across three years and transition to Early Career Framework.

If ITT is something you are considering or would like to better understand, please contact the TSH via 02035196728 or tsh@qlfschools.org.