

## Placements Policy

### No changes needed

Approved on	29th November 2023
Signature of Chair of Trustees	<i>Julie Winyard</i>

### Change Record

Date of Change:	Changed By:	Comments:
10.7.25	JPT	No changes

### PURPOSE

This policy sets out the Essex & Thames SCITT (ETPS) approach to placements in order to ensure that the ITT criteria and other compliance requirements are met and that all Trainees and Apprentices have the best possible placements in order to make progress

### ARRANGING PLACEMENTS

All placements are arranged by the SCITT. As a general rule Trainees and Apprentices should not expect to be allowed to arrange their own placements. Similarly Trainees and Apprentices will not typically be placed in schools where they have family, in particular their own children but also relations on the school staff. Trainees and Apprentices are asked to declare any pre-existing relationships with schools before the placement process is finalised. Where Trainees and Apprentices have previously worked in schools, unless they are salaried by the school they should expect to be placed in schools that are new to them in order to maximise the breadth of experience.

### GENERAL PLACEMENT CRITERIA

Trainee placements are made with the whole trainee body in mind as well as the needs of partnership schools. When selecting schools to use for placements rigorous criteria are used these include:

*“Those who know, do. Those that understand, teach.” Aristotle.*

- The level of engagement of the schools, in particular commitment to the strategic management of the SCITT and the recruitment process, provision of additional support throughout the year, quality of mentoring.
- Trainee satisfaction surveys
- The outcomes of previous Trainees and Apprentices placed in the schools
- The Ofsted outcomes for the schools

When allocating Trainees and Apprentices to schools the following criteria are considered;

- The home address of the Trainees and Apprentices
- Whether or not the Trainees and Apprentices drive
- Whether or not childcare arrangements need to be considered
- The trainee's prior relationships with schools
- The trainee's previous experience
- Whether the Trainees and Apprentices would be a "good fit" for a particular school
- Any additional needs the Trainees and Apprentices may have
- The training route.

## GENERAL PLACEMENT CRITERIA - SCHOOLS

All placement schools must have signed the partnership agreement and must meet the following criteria:

Schools must have the capacity;

1. To make the Trainees and Apprentices feel welcome in the school and **treat them as if they were full members of the school staff.**
2. To make sure that all staff involved in initial teacher education have time to reach a clear understanding of the relevant detailed **course documentation**, and are encouraged to follow the procedures outlined in the documentation.
3. **To ensure that both Class and School Mentors attend the three mentor training meetings per year.**
4. To ensure that School Mentor meetings with Trainees and Apprentices take place **on a regular basis and for the agreed periods of time (1 hour per week per trainee from each mentor)** unless, on rare occasions, circumstances do not permit.
5. To allow Trainees and Apprentices to work in classes which can be managed reasonably easily by the class teacher, and which **do not pose insurmountable behaviour management problems for Trainees and Apprentices.**

6. To ensure that Trainees and Apprentices work with teachers who provide a good model for the Trainees and Apprentices to emulate, have good behaviour management skills and **who are keen to share their practice** with the Trainees and Apprentices.
7. To ensure that Trainees and Apprentices are accompanied by class mentors for the majority of the time. **At no time should Trainees and Apprentices be used for supply cover or in place of a class teacher** unless previously agreed by the SCITT.
8. To allow the Trainees and Apprentices to see **a range of good and outstanding teachers** at work and to encourage those teachers to share skills and ideas with the Trainees and Apprentices.
9. To allow Trainees and Apprentices to gradually increase their involvement from group to class teaching in a way that meets the minimum teaching requirements (25% in term 1, 50% in term 2 and 80% in term 3).
10. To ensure Trainees and Apprentices have an induction meeting with the Headteacher or a member of the Senior Leadership team at the start of their placement.
11. To monitor the impact of ITT within the school, in particular the Trainees and Apprentices' impact on pupil progress.
12. To ensure that the trainee will not teach for more than 80% in any week of the programme.
13. To ensure Mentors complete all SCITT documentation as required.
14. To organise a teaching timetable for the trainee.
15. To regularly check the trainee's portfolio of evidence and completion of tasks.
16. To observe lessons (as stipulated in The Mentor Handbook), assess against the expected outcomes of the ITT Curriculum and give constructive feedback, setting targets for further development.
17. To assist the trainee in planning their schemes of work and lessons.
18. To ensure that they have adequate insurance cover, including public liability and professional indemnity.
19. To keep records of provision by the school which should include:
  - a. Records of observed lessons;
  - b. Records of mentor meetings;
  - c. Records of target setting;
  - d. Quality of Class Mentoring checklists.

Trainees and Apprentices will only be placed in schools where School Mentors have;

1. At least two years experience as a classroom teacher, unless previously agreed with The SCITT
2. **The willingness to take time and trouble to mentor Trainees and Apprentices**

3. Sufficient capacity to provide consistent and regular mentoring
4. Experience of coaching and supporting the professional development of others
5. The attributes of a useful role model for Trainees and Apprentices
6. Been assessed as teaching consistently at a level of “good” as defined by Ofsted
7. A good level of knowledge about teaching and learning
8. A good level of knowledge about the curriculum and how to teach it
9. Very good behaviour management skills
10. The ability to give clear and constructive feedback
11. Developed skills in coaching and mentoring
12. A high level of skill in planning, teaching and assessing
13. Good management and organisational skills
14. Capacity to exercise intellectual and practical leadership diplomatically
15. The ability to monitor the quality of class mentoring effectively

## PLACEMENT REQUIREMENTS BY FUNDING

### Self funded

- Trainees and Apprentices will usually spend the second and third term in the same school and in the same class. If capacity with the host changes, the trainee may be moved to a different class or school.
- The first term will be spent in a different school and in a different key stage to maximise the breadth and depth of experience.

### Salaried

- (MATS) Trainees and Apprentices will usually spend two terms in the hosting school and a term in another MAT school in a different key stage, usually term one. It may be possible to reduce this by half a term if the SCITT agrees.
- (non MAT schools) Trainees and Apprentices will spend two terms in the hosting school, usually terms two and three but this may vary if agreement is given by the SCITT. Wherever possible, salaried Trainees and Apprentices will swap placements with another salaried trainee to maintain financial continuity.

### Bursaried

- Trainees and Apprentices in receipt of a bursary must spend at least half a term in an alternate school and key stage to maximise the breadth and depth of experience; this will usually be in term one or two.

## PLACEMENT REQUIREMENTS BY ROUTE

### Primary 3-7 years

- Trainees and Apprentices must complete 3 terms in school
- In TP1 Trainees and Apprentices must be allowed to teach at least 25% from the start of the second half term
- In TP2 Trainees and Apprentices must be allowed to teach at least 25% rising to 50% as soon as possible, and definitely from the start of the second half of term
- In TP3 Trainees and Apprentices must be allowed to teach at least 50% rising to 80% as soon as possible, and definitely from the start of the second half of term. In TP3 Trainees and Apprentices must not exceed 80%
- Trainees and Apprentices must complete at least 1 term in EYFS and 1 term in KS1

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- Trainees and Apprentices must complete two short placements of 5 days in nursery and 2 in KS2
- Trainees and Apprentices must complete two days in an SEND setting
- Trainees and Apprentices must complete one day in an EAL specialist school
- Trainees and Apprentices must attend the core course and two additional EYFS training days

### Primary 5-11 years

- Trainees and Apprentices must complete 3 terms in school
- In TP1 Trainees and Apprentices must be allowed to teach at least 25% from the start of the second half term
- In TP2 Trainees and Apprentices must be allowed to teach at least 25% rising to 50% as soon as possible, and definitely from the start of the second half of term
- In TP3 Trainees and Apprentices must be allowed to teach at least 50% rising to 80% as soon as possible, and definitely from the start of the second half of term. In TP3 Trainees and Apprentices must not exceed 80%
- Trainees and Apprentices must complete at least 1 term in KS2 and 1 term in KS1
- Trainees and Apprentices must complete a short placement of 3 days in EYFS and 1 day in Year 7
- Trainees and Apprentices must complete two days in an SEND setting
- Trainees and Apprentices must complete one day in an EAL specialist school

### Secondary 11-16 years

- Trainees and Apprentices must complete 3 terms in school
- Trainees and Apprentices will complete TP1, half a term of TP2 and TP3 in their main placement.
- The alternate placement will be in the first half term of TP2.
- Trainees and Apprentices must be allowed to teach the required teaching percentages:
- **TP1** 7 hours per week at half term rising to 10 hours by Christmas. 7 hours is 35%, rising to 50% by Christmas. Salaried Trainees and Apprentices can start on between 12 hours (60%) to 14 hours (70%).
- **TP2** In this term Trainees and Apprentices must be teaching 10 hours. This may rise to a maximum of 12 hours per week only where it is appropriate to do so. 10 hours is 50% and 12 hours is 60%. Salaried Trainees and Apprentices can teach up to 14 hours (70%).

- **TP3** All Trainees and Apprentices must be teaching 12 hours to 15 hours (maximum) per week where it is appropriate to do so. 15 hours equates to 75%. They should be left with complete control of the class for at least 30% of the time.
- Trainees and Apprentices' teaching load must not exceed 75%
- Trainees and Apprentices must complete two days in an SEND setting
- Trainees and Apprentices must complete a visit to a KS5 setting
- Trainees and Apprentices must complete a visit to a year 6 setting

### Secondary 14-19 years

- Trainees and Apprentices must complete 3 terms in school
- Trainees and Apprentices will complete TP1, half a term of TP2 and TP3 in their main placement.
- The alternate placement will be in the first half term of TP2.
- Trainees and Apprentices must be allowed to teach the required teaching percentages:
- **TP1** 7 hours per week at half term rising to 10 hours by Christmas. 7 hours is 35%, rising to 50% by Christmas. Salaried Trainees and Apprentices can start on between 12 hours (60%) to 14 hours (70%).
- **TP2** In this term Trainees and Apprentices must be teaching 10 hours. This may rise to a maximum of 12 hours per week only where it is appropriate to do so. 10 hours is 50% and 12 hours is 60%. Salaried Trainees and Apprentices can teach up to 14 hours (70%).
- **TP3** All Trainees and Apprentices must be teaching 12 hours to 15 hours (maximum) per week where it is appropriate to do so. 15 hours equates to 75%. They should be left with complete control of the class for at least 30% of the time.
- Trainees and Apprentices' teaching load must not exceed 75%
- Trainees and Apprentices must complete two days in an SEND setting
- Trainees and Apprentices must complete a visit to a KS3 setting

### SEND Specialist Route

- Trainees and Apprentices must complete 3 terms in school
- Trainees and Apprentices must complete the first term in mainstream and the second in a SEND setting.
- Those Trainees and Apprentices judged to be teaching consistently good lessons may be able to complete TP3 in a SEND setting.

- In TP1 Trainees and Apprentices must be allowed to teach at least 25% from the start of the second half term
- In TP2 Trainees and Apprentices must be allowed to teach at least 25% rising to 50% as soon as possible, and definitely from the start of the second half of term
- In TP3 Trainees and Apprentices must be allowed to teach at least 50% rising to 80% as soon as possible, and definitely from the start of the second half of term. In TP3 Trainees and Apprentices must not exceed 80%
- Trainees and Apprentices must complete at least 1 term in KS2 and 1 term in KS1
- Trainees and Apprentices must complete 1 day in Year 7
- Trainees and Apprentices must complete a short placement of 3 days in EYFS
- Trainees and Apprentices must complete one day in an EAL specialist school
- Trainees and Apprentices must attend the core course and two additional SEND training days

### **IN COURSE CHANGES TO PLACEMENTS**

From time to time changes need to be made to placements in term. On occasions where the capacity changes in the school it is the responsibility of the school to inform the SCITT as soon as possible. The SCITT will then either provide additional support if possible in order to resolve the situation or will find an alternative placement for the trainee.

Where a change is required due to relationships between the trainee and the school the SCITT will always endeavour to support the trainee to resolve issues whenever possible. In the event that this is unsuccessful The SCITT will find an alternative placement for the trainee.

Changes are never made during a placement unless there are extenuating circumstances.