



West Midlands ITE Partnership

What are Intensive Training and Practice (ITaP) experiences for Trainee Teachers?



Examples from
West Midlands Accredited Lead Providers
for Initial Teacher Education (ITE)
(Planned for full implementation from September 2024)



West Midlands Teaching School Hub Network



The Department for Education defines and explains the ITaP component of ITE programmes in their [ITT Reform: Accompanying Document, May 2002](#). It states:



Intensive Training and Practice should consist of delivery of 3 to 5 carefully selected pivotal or foundational aspects of the planned training curriculum. Many of these are likely to relate to areas of the CCF, but it will be for providers to exercise their judgment about which areas will be most appropriate for their training curriculum.

During Intensive Training and Practice, providers should ensure trainees are given the opportunity to intensify the focus on these foundational aspects of the ITT curriculum; benefit from immediate and targeted feedback focused on improvement; and access appropriate expert support.

Intensive Training and Practice is not a school placement and therefore does not all have to take place in a school. Many elements of the Intensive Training and Practice can be held in the training centre or virtually, e.g., recorded lesson observations. If components of Intensive Training and Practice take place in a trainee's general placement school, this experience must be additional to, the placement itself.

During Intensive Training and Practice, providers should ensure that trainees observe and reflect upon expert practice in specific aspects of the trainee curriculum. They should be supported to understand exactly what it is that makes such practice effective and to think about how it could be embedded in their own teaching. Trainees should then have the opportunity to apply what they have learned through, for example, rehearsal and/or live practice, receiving constructive feedback from expert colleagues. The intention is to consolidate trainees' understanding of how the research evidence underpinning the ITT curriculum should shape teaching practice. Use of Intensive Training and Practice should increase coherence between theory and practice.

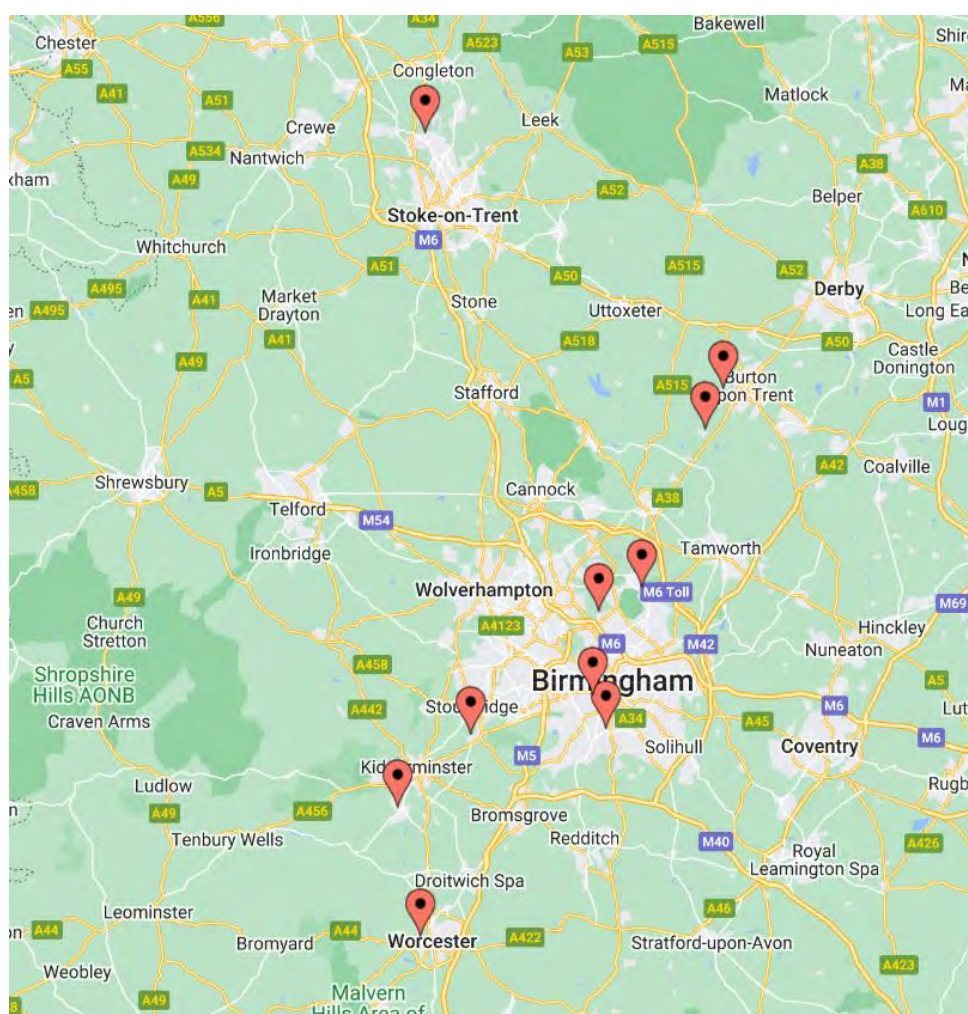
Providers have the freedom to decide the best way to deliver Intensive Training and Practice, including how the days spent on this element are configured, providing that courses are designed to ensure the full entitlement of 4 weeks (20 days) for postgraduate courses and 6 weeks (30 days) for undergraduate courses. This element does not need to take place in one block and can be divided across the programme, however a provider sees fit.

For trainees on salaried routes, providers may find it more practical, or more appropriate to their curricula, to arrange Intensive Training and Practice to take place in their main school placement or in their second school placement. Overall, providers need to ensure that ITT courses are designed to provide trainees on post graduate courses with 120 days of school placement across two schools, and that a distinct 4-week (20 days) Intensive Training and Practice element occurs in addition to those 120 days.

For undergraduate courses, providers must design courses that provide trainees with 120 days of school placements for 3-year courses and 160 days for 4-year courses. 7 Undergraduate courses should provide trainees with a distinct 6-week (30 days) Intensive Training and Practice element.

Intensive Training and Practice Examples

Accredited Lead Provider	Page
Arthur Terry SCITT	4
Barr Beacon SCITT	6
Birmingham City University	8
Haybridge Alliance SCITT	9
Keele and North Staffordshire Teacher Education,	11
King Edward’s Consortium SCITT	14
REach TEACH Primary Partnership	16
Stourport SCITT	18
The John Taylor SCITT	20
Worcester University	22



When are Arthur Terry SCITT's IPs and what do they focus on?

	IP 1	IP 2	IP 3	IP 4	IP5
Primary (3-7 & 5-11yrs)	Developing a positive classroom culture (Week 2, Sept – 3 days, Week 15, Dec -1 day)	Principles of planning (6 days - Weeks 3-4, Sep)	Phonics and Early Reading (4 days – Weeks 4-7, Sep-Oct)	Early Writing (4 days – Weeks 11-14, Nov-Dec)	Adaptive Teaching (2 days – Weeks 18-19, Jan)
Secondary (11-16yrs)	Developing a positive classroom culture (Week 2, Sept – 4 days, Week 15, Dec – 1 day)	Principles of planning (6 days - Weeks 3-8, Sep-Oct weekly)	Strategic use of assessment (5 days- Weeks 17-21, Jan-Feb weekly)	Intentional Scaffolding (4 days- Weeks 17-20, Jan-Feb)	

- Positive Classroom Culture IP is front-loaded in terms of theory and low-stakes rehearsal, classroom observations and classroom experience, with a follow-up reflection and further experience day at the end of their first placement. This is mostly centre-based.
- Principles of planning IP is blocked in Primary to ensure all elements are demonstrated in placements from the start, and drip-fed weekly in secondary alongside follow-up subject-specific input and focussed observations during placements to incrementally build key elements of planning as these specific parts of several lessons are regularly practised. This is mostly centre-based.
- Primary phonics, early reading and writing are given a weekly intensive focus in term 1 to ensure facilitator input, observation and rehearsal are given priority as trainees begin to deliver these fundamental curriculum elements in their first placements. This is mostly centre-based.
- Intentional Scaffolding and Adaptive Teaching IP are delivered in term 2 as these are more advanced skills and delivered primarily during school-based training.
- Strategic use of assessment IP for secondary is delivered in term 2 on a weekly basis to develop ongoing assessment and the long-term use of assessment, summative testing, DDI and re-teaching over the length of the second placement.

An example of Arthur Terry SCITT's IP - Developing a positive classroom culture (Secondary)

Day 1 Week 2, Monday	Day 2 Week 2, Tuesday	Day 3 Week 2, Wednesday	Day 4 Week 2, Friday	Day 5 Week 15, Tuesday
Expert Input An overview of behaviour (part 1)	Expert Input Seating arrangements, seat planning, teacher position	*Practice and Rehearsal Delivery of 1 hour PSHE lesson in groups of 3 to Year 7 filmed by class teacher	Expert Input Attachment, Trauma and ACEs	Expert Input Review of behaviour management training so far
Practice and Rehearsal Digital approximations for behaviour scenarios – what and why, respond with a script and peer review. Low stakes quiz	Practice and Rehearsal Non-verbal cues, body language, voice tone and volume	Discussing and critically analysing Observing your lesson recording and one other group's lesson. Reflecting on your own practice and that of peers.	Expert Input Emotion Coaching	Discussing and critically analysing Reflecting on your practice and student behaviour in your first placement
Expert Input An overview of behaviour (part 2)	Expert Input Voice care, types of teacher engagement, presence, self-regulation and Pygmalion effect	Observing and deconstructing Observation of former trainee and reflecting on strategies used	Practice and Rehearsal Digital approximations for emotion coaching, then scripting and rehearsal of this after modelling by the facilitator.	Practice and Rehearsal Script and rehearse behaviour scenarios encountered on placement with your peers
Observing and deconstructing Two video observations about rules and routines	*Observing and deconstructing Live observations in school looking at 10 aspects of behaviour		Expert Input Form tutoring and Restorative conversations	*Observing and deconstructing Observation of behaviour in a more challenging school and reflecting upon actions
Expert Input Meet and greet, expectations and ground rules	Discussing and critically analysing Group feedback on observations			Expert Input Escalation and Restorative conversations
Practice and Rehearsal Mock classroom meet and greet, settling and dismissal	Practice and Rehearsal Lesson outline on 'kindness' to deliver in groups of 3 tomorrow to plan and practise.			
Expert Input Routines, gaining attention and stop signals, managing noise levels, praise and sanctions, behaviourism research				*School-led activities

Ways in which schools can engage/support with provision

Partnership schools can host positive classroom culture days as we expand in numbers. Intentional scaffolding and adaptive teaching IP days will require expert input and expert practice observation in a wider range of schools as we expand.

Other information about Arthur Terry SCITT

Located at Anna Seward Primary School (Primary) in Lichfield and Arthur Terry School (Secondary) in Sutton Coldfield. Arthur Terry SCITT offers the following routes into teaching:

- Primary 3-7yrs
- Primary 5-11yrs
- Secondary 11-16 (Physics, Chemistry, Biology, Maths, English, Geography, History, RE, PE, French and Spanish along with School Direct routes with BCU in Music, Art & Design, Design & Technology and Computing)
- Part-time, Full-time, QTS Only, Salaried and Assessment Only routes are available.

Birmingham City University provide the accreditation of the PGCE element of our training programmes although the delivery of the PGCE is integrated into the Arthur Terry SCITT programme so there is no requirement to attend the BCU campus as part of the course provision.

Arthur Terry SCITT partners with schools in Birmingham, Staffordshire and Warwickshire.

Website: <https://arthurterryteachingschool.atlp.org.uk/train-to-teach/>

Phone: 0121 323 2221

Contact: Paul Withey, SCITT Lead

Email: pwithey@atnts.com

Barr Beacon SCITT has planned four ITPs to take place at strategic times in the training year. We have planned for the weeks to take place as blocks with the following focus areas:

	ITP 1	ITP 2	ITP 3	ITP 4
Secondary 11-16 & 14-19	Week 8 (Oct) Curriculum Strand A <i>Creating a powerful learning environment</i>	Week 20 (January) Curriculum Strand D <i>Planning for how children learn</i>	Week 26 (February) Curriculum Strand E <i>Adaptive teaching to support every pupil</i>	Week 35 (April) Curriculum Strand E <i>Assessment and Feedback</i>
Primary 3-7 – 5-11	Week 8 (Oct) Curriculum Strand C <i>Early reading and phonics</i>	Week 20 (January) Curriculum Strand D <i>Planning for how children learn</i>	Week 26 (February) Curriculum Strand A <i>Creating a powerful learning environment</i>	Week 35 (April) Curriculum Strand E <i>Adaptive teaching to support every pupil</i>

All ITPs are strategically sequenced within the programme to align with trainee needs at an appropriate point in their teacher development. Through our curriculum map the ITPs are designed to complement precede and follow on from our subject and professional studies curricula. ITPs are delivered within a single week of the programme (Mon-Fri).

They are led and delivered by and at the schools of our secondary subject leads and lead partners for primary, which allows for an enhanced focus on specific phase and subject specificity and offer extended opportunities for synchronous training with some asynchronous training.

An example of Barr Beacon SCITT's ITP Week 1 in PE

Expert modelling and guided observations	Preparing and planning
Expert input	Enacting and group teaching experiences

ITP Week 1	Monday	Tuesday	Wednesday	Thursday	Friday
8:30-9:10	Expert Modelling and observation KS3 <i>Pastoral & Form</i>	Subject Expert Input: Strand A	Expert Modelling and observation KS3 <i>Pastoral & Form</i>	Expert Modelling and observation KS3 <i>Pastoral & Form</i>	Expert Modelling and observation KS3 <i>Pastoral & Form</i>
9:10-10:10	SCITT asynchronous training session	Subject Expert Input: Strand A	Reflecting and Reviewing: Sport Science	SCITT asynchronous training session	Meeting to discuss targets
10:10-11:30	Expert Modelling and observation KS3 <i>Positive classroom environment</i>	Subject Expert Input: Strand A	Enacting with KS3 Solo teaching opportunity	Enacting with KS4 Team Teaching opportunity with expert	Joint planning
11:30-12:30	Expert Modelling and observation KS4 <i>Clear routines & expectations</i>	Subject Expert Input: Strand A	Joint Planning	Reflect and review of team teaching with expert	Enacting with KS5 Team Teaching opportunity with expert
12:30- 2:00	Expert Modelling and observation KS3 <i>Giving instructions</i>	Joint planning	Expert Modelling and observation KS3 <i>Building and maintaining relationships</i>	Assigned reading: Tom Sherrington Teaching Walk Thrus <i>Giving instructions</i>	Expert-led input with on pastoral support role <i>Building and maintain relationships</i>
2:00-3:15	Expert Modelling and observation KS4 <i>Clear routines & expectations</i>	Joint planning	Reflect and review of teaching	Reflect and review Sport Science KS5	Expert Modelling and observation KS3 <i>Giving instructions</i>
3:15-4:15	Football Club: Joint enacting <i>Positive classroom environment</i>		Basketball Club: Joint enacting <i>Building and maintaining relationships</i>		Updating TPDA and SK Audit from experiences throughout the week

Ways in which schools can engage/support with provision

ITP weeks take place within partnership schools. They take place at SCITT subject leaders' schools at secondary or Lead Partner schools at primary allowing trainees to experience a unique curriculum/phase focus week with their subject/phase specialist.

During this week our partner schools support delivery through:

- Providing an expert with the experience, knowledge and skills to facilitate *Expert Input* and/or *Discussing & Critically Analysing* sessions.
- Hosting *Observing & Deconstructing* sessions to share good practice with the trainees through a specially selected and designed timetable.
- *Practice & Rehearsal* experiences that provides trainees with purposeful feedback.

Other information about Barr Beacon SCITT

Barr Beacon SCITT has a thriving partnership of secondary and primary schools in the West Midlands and Warwickshire. We work with three Lead Partners for our delivery:

- Our Secondary Partnership is led by Barr Beacon School in Walsall.
- Our Walsall Primary partnership is led by Ryders Hayes School in Walsall.
- Our Wolverhampton primary partnership is led by Manor Primary School in Wolverhampton.

We aim to develop the very best classroom practitioners who will go on to inspire, influence and shape the lives of future generations for years to come.

Barr Beacon SCITT offers a full-time secondary training programme on our 11-16 courses in Biology, Chemistry, Computer Science, English, Geography, History, Mathematics, French, German, Spanish, Physical Education, Physics and Religious Education and our 14-19 courses in Psychology and Business Studies.

We offer a full time Primary SCITT programmes in the age ranges 3-7 and 5-11.

We also offer online Subject Knowledge Enhancement courses, the Assessment Only Route to QTS and Teaching Internships.

The University of Worcester is our partner university for the PGCE element of the course and all PGCE sessions are delivered on site at Barr Beacon School.

Website: <https://bbscitt.co.uk/about/>

Phone: 0121 366 6600

Contact: Michael Eszrenyi (SCITT Director)

E-mail: meszrenyi@matrixacademytrust.co.uk



Number of ITaPs & Foci of ITaPs

Primary: x4 ITaPs

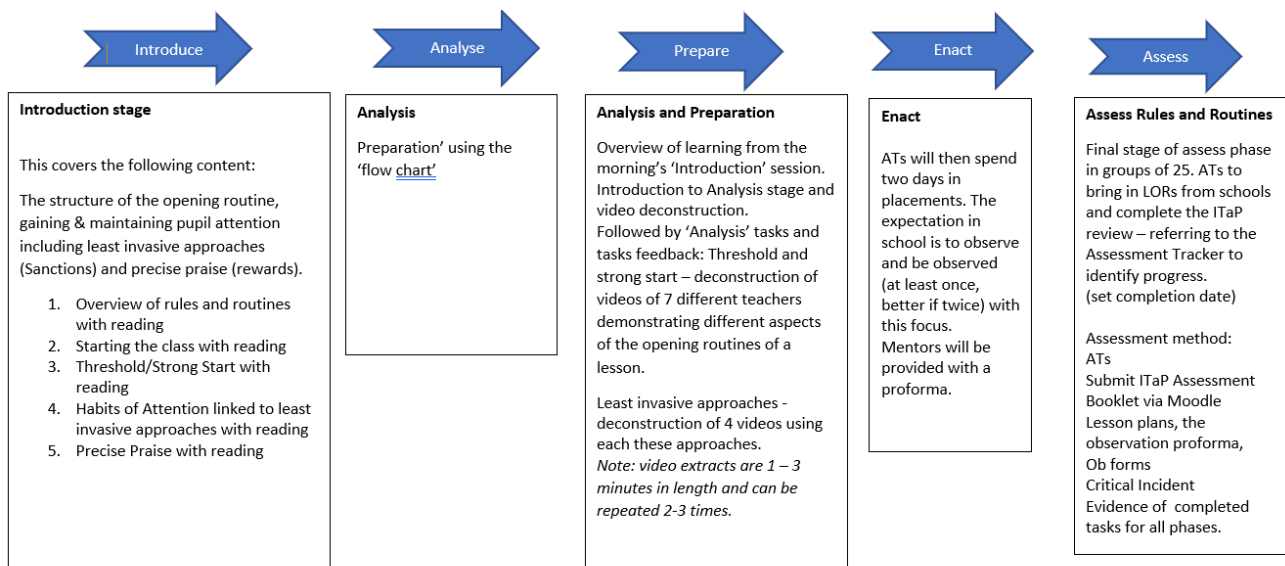
Behaviour (autumn 1), Planning and Modelling (Autumn 2), Adaptive Teaching (Spring 1), Formative Assessment (spring 2)

Secondary: x4 ITaPs

Behaviour (Autumn 1), Adaptive Teaching (Autumn 2), EAL (Spring 1), Formative Assessment (Spring 2)

An example of BCU’s planned ITaP contents

X3 University Led Days
X2 School placement days



Ways in which schools can engage/support with provision

Schools who are able to offer **support in our provision** can contact College Academic Leads for:

Primary- paul.purser@bcu.ac.uk

Secondary- karen.mcgrath@bcu.ac.uk

We welcome applications from senior leaders to our **strategic partnership committees**, and expert mentors/colleagues who would like to be involved in our ITaPs

If schools would like to be a **placement school**, please contact:

Primary - anne.whitacre@bcu.ac.uk

Secondary- helen.lowther@bcu.ac.uk

Haybridge Alliance SCITT has 4 ITaPs planned across the Training year for our Postgraduate Programmes. The focus of each, in order of their sequencing in each programme are:

	ITaP 1	ITaP 2	ITaP 3	ITaP 4
Primary & Secondary Post Graduate Programmes	Behaviour (Autumn Term)	SEND (Spring Term)	Adaptive Practice (Spring Term)	Subject Specific Modelling (Summer Term)

Our Primary Undergraduate programme has 6 ITaP sequenced across the 3 years of the course:

Primary Undergraduate Programme			
Year 1	ITaP 1 Behaviour		
Year 2	ITaP 2 Phonics	ITaP 3 Send	ITaP 4 Assessment
Year 3	ITaP 5 Adaptive Practice	ITaP 5 Subject Specific Modelling	

Our ITaPs are sequenced within the programme to align with trainee needs and accelerate their progress at an appropriate point in their teacher development.

Some ITaPs (e.g. Behaviour and Adaptive Practice) are delivered within a single week of the programme (Mon-Fri), whilst others (e.g. SEND) schedule deliberate practice across a longer period to ensure key learning is embedded in trainees’ practice. The deliberate practice elements of the ITaPs are often hosted in the trainees’ placement school so they can practice the specified components of the ITaP in a context with which they are familiar.

An example of a planned ITaP contents/timetable

Conference	Day 1	Day 2 Placement school	Day 3 Placement school	Day 4 Placement school	Day 5 Placement school
Specific taught input to focus on: Expectations, routines, instruction, directing attention, consistency, and the classroom environment	Trainees will work with a team of experienced facilitators, who will investigate and model various scenarios and establish the success criteria for effective routines	Briefing PowerPoint for trainee and mentor in school Observation of expert colleagues (across the Department and School KS3, KS4 and KS5) <i>CCF focus:</i> <i>Observe how expert colleagues:</i> <ul style="list-style-type: none"> Give manageable, specific, sequential instructions. Check pupils’ understanding of instructions before a task begins. Discussing and analysing with expert colleagues how routines are established at the beginning of the school year, both in classrooms and around the school. 	Briefing PowerPoint for trainee and mentor in school <ul style="list-style-type: none"> Application of scripts; starters, transitions, and ending of lessons 	Briefing PowerPoint for trainee and mentor in school Application of scripts; low level disruption, proxies and classroom climate Application of practise – short 15-minute observation by class teacher	Briefing PowerPoint for trainee and mentor in school Putting it all together in full lessons that integrate routines and strategies – short 15-minute observation by school-based mentor.
CCF Focus 7.1 7.2, 7.3, 7.5	7.1 and 7.2	7.1 and 7.2	7.1 and 7.2	7.1 and 7.2	7.1 and 7.2
Reflection on the day	The focus will be to look at the active ingredients of a routine and rehearse/receive feedback on a written routine in school	Review of the day using SCITT template – focus on success criteria, phase specificity and consistency of policy.	Review of the day by school-based Mentor (15 minutes) with specific feedback to trainees on work completed. Preparation for teaching which could include scripting of a routine (if new) or practise of a routine observed	Review of the day using SCITT template – focus on success criteria, phase specificity and consistency of policy.	Review of the observation by class teacher/school-based mentor using success criteria Construction of unseen observation evidence portfolio. To be uploaded to SharePoint
Introduce	Analyses	Analyses/ Prepare	Prepare/Enact	Enact	Enact and assess

Ways in which schools can engage/support with provision.

Schools partnering with Haybridge Alliance can support with the ITaP experience for trainee teachers by:

- ✓ Providing an expert input into introducing and analysing active ingredients of practice.
- ✓ Providing opportunities for student to analyse good practice through structured observe and deconstruction of teaching.
- ✓ Supporting students in their practice and rehearsal of focused practice, providing them with the focused feedback required to develop and hone their practice.

Other information about Haybridge Alliance SCITT

Based at Haybridge High School in North Worcestershire, Haybridge Alliance SCITT offers the following routes into teaching.

Primary

- 3-7 (Early Years Postgraduate)
- 3-11 (Undergraduate)
- 5-11 (Postgraduate)
- 5-11 (Postgraduate with SEND)

Secondary 11-16

(Physics, Chemistry, Biology, Maths, Computing, English, Geography, History, Drama, D&T, PE, Art, Music, MFL)

Secondary 14-18

(Business, Psychology, Social Sciences)

We offer full time, part time PGCE and QTS and QTS only routes on our Postgraduate programmes.

Our chosen delivery partners are Bath Spa (Postgraduate) and Birmingham City University (Undergraduate) for the accreditation of the PGCE / degree element of our training programmes.

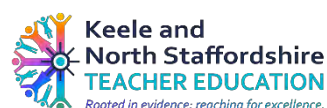
Haybridge Alliance SCITT partners with schools in Worcestershire, Hereford, Sandwell, Dudley, Birmingham, Staffordshire, Telford and Wrekin, Walsall, Coventry, Wolverhampton, Solihull, Warwickshire and Shropshire, depending on the location of trainees on programmes each year.

Web site: <https://www.teachwithhaybridge.co.uk>

Phone: 01562 886213

Email: info@teachwithhaybridge.co.uk

Keele and North Staffordshire Teacher Education



When are KNSTE's ITaPs delivered and what do they focus on?

KNSTE has 4 ITaPs planned across the training year. The focus of each, in order of their sequencing in the programme are:

	ITaP 1	ITaP 2	ITaP 3	ITaP 4
Primary (3-7 & 5-11yrs)	Behaviour with a focus on relationships Placement 1 (Autumn Term)	Curriculum with a focus on Phonics Placement 1 (Autumn Term)	Assessment with a focus on feedback Placement 2 (Spring Term)	Ethical Professionalism with a focus on working with teaching assistants Placement 2 (Summer Term)

All ITaPs are strategically sequenced within the programme to align with trainee needs at an appropriate point in their teacher development. Much like the KNSTE placements, the ITaPs are delivered using a 'long thin' model over a number of weeks with purposeful integration of SCITT based sessions and identified ITaP school-based sessions.

An example of KNSTE's ITaP

KNSTE Behaviour Intensive Training and practice (ITaP) overview 2023-24

Day and location	Session	CCF links	Cumulative hours	Who	Type of Session	25 hours supported	5 hours of expert support per trainee
Day 1 SCITT	Session 1 <i>Introduce</i>	1.a.b.c 7.h.lj	3	SCITT led	Groups A/B or whole cohort	3 hours Introduction to behaviour management theories with a focus on building relationships for learning.	
	Session 2 <i>Analyse Prepare</i>	1.b 7.b.f.n.o	6	SCITT led	Groups A/B of whole cohort	3 hours Preparing for placement by analysing the evidence base on principles that underpin effective behaviour and communication, focusing on developing positive relationships.	

Day 2 ITAP B School	Session 3 <i>Introduce Analyse Prepare</i>	1.g 7.m	8	School led	Expert input on relationships for learning ethos. Discussion of CCoT Disposition B article	1 hour Introduce and analyse school policy Discussion and reflection.	1 hour video deconstruction and/or instructional rehearsals to analyse .
	Session 4 <i>Analyse</i>	1.g 7.m.a.r.	9	School led	Lesson observation of experienced colleague – expert modelling	1 hour Observation with a focus on analysing relationships for learning using Vantage observation form.	
	Session 5 <i>Analyse</i>	1.g 7.m.a.r.	12	School led	Lesson observations around the school – expert modelling	2 hours Observations and journaling to analyse best practice.	1 hour Case studies/scenarios
Day 3 SCITT	Session 6 <i>Introduce Analyse Prepare</i>	1.b.d 7.b.f.n.o	15	SCITT led	Groups A/B or whole cohort	3 hours Preparing for the impact of social, emotional and mental health on behaviour and relationships; introducing the importance of communicating clear expectations.	
	Session 7 <i>Enact Assess</i>	1.e.h 7.p.s	18	SCITT led	Groups A/B of whole cohort	3 hours Enact using scenarios and assessing responses to varying levels of behaviour.	
Day 4 ITAP B School	Session 8 <i>Introduce Analyse Prepare</i>	1.f.g 7.m	20	School led	Expert input on relationships for learning ethos. Discussion of CCoT Disposition B article	1 hour Introduce and analyse school policy Reading, discussion and reflection time	1 hour video deconstruction and/or instructional rehearsals to analyse .
	Session 9 <i>Analyse</i>	1.f.g 7.m.g.r	21	School led	Lesson observation of experienced colleague – expert modelling	1 hour Observation with a focus on analysing relationships for learning using Vantage observation form	
	Session 10 <i>Analyse</i>	1.f.g 7.m.g.r	24	School led	Lesson observations around the school– expert modelling	2 hours Observations and journaling to analyse best practice	1 hour Case studies/scenarios
Day 5a Placement School	Session 11 <i>Analyse</i>	1.f 7.a.b.c	27	School led	Trainee taught lesson focusing on relationships for learning	2 hours Planning and being observed with a focus on relationships for learning to analyse practice.	1 hour Self-evaluation and co-analysis from General Mentor of lesson observation
Day 5b SCITT	Session 12 <i>Assess</i>	1.a.b.c.h 7.f.l.j	30	SCITT led	Groups A/B of whole cohort	3 hours Assessing the importance of relationships in our responses to pupil behaviour and revisiting the evidence base in relation to placement 2.	

How can schools engage with our ITaP provision?

Schools partnering with KNSTE can support with the ITaP experience for trainee teachers by:

- ✓ In placement 1 ITaP 2 will take place within the school placement and will involve the General Mentor and the phonics lead for the school in *preparing, enacting, and assessing* phonics teaching.
- ✓ ITaP 1, 3 & 4 will take place in a designated ITaP school and partnership schools can provide these ITaP days for trainees if they feel they have expertise in the focus area.

- ✓ Providing an expert with the experience, knowledge, and skills to facilitate *Expert Input*.
- ✓ Hosting *observing & analysing* sessions to share good practice with the trainees.

Other information about KNSTE

Located at The Shaw Education Trust, Kidsgrove in Stoke-on-Trent, KNSTE offer the following routes into teaching:

- Primary 3-7yrs
- Primary 5-11yrs
- Part-time, Full-time, PGCE with QTS or QTS Only

Sheffield Hallam University are our chosen delivery partner for the accreditation of the PGCE element of our training programmes from September 2024.

KNSTE partner with schools in Newcastle-under-Lyme, Stoke-on-Trent, Shropshire, Staffordshire Moorlands, Cheshire East, Cannock, Lichfield, Uttoxeter, Stafford depending on the location of trainees on programmes each year.

Website: www.knste-shaw.org.uk

Phone: 01782 432537

Contact: Ruth Argyle KNSTE Director

Email: r.argyle@knste-shaw.org.uk



What do King Edward's Consortium SCITT's ITaPs focus on?

The King Edward's Consortium SCITT has four Intensive Training and Practice events planned across the training year. Their foci are:

- Routines and expectations
- Questioning
- Challenge – Teach to the top
- SEND – Aim high, plan support

An example of King Edward's Consortium SCITT's ITP

Intensive Training and Practice 2: **Questioning**

WEEK 7	Day 1	Day 2	Day 3	Day 4	Day 5
DAILY FOCUS*	'INTRODUCE'	'ANALYSE'	'PREPARE'	'ENACT'	'ASSESS'
09.15 – 12.15	Expert input Centre-based lecture and workshops <i>Supporting learning about the theory of teaching and learning</i>	School-led Centre-based, guided lesson observations of experienced staff; deconstruction of good practice <i>Observing and deconstructing; discussing and critically analysing</i>	Centre-led Centre-based instructional rehearsals with lead partner school staff <i>Practice and rehearsal</i>	School-led In lead partner school: supervised small group teaching with feedback; peer observations <i>Practice and rehearsal</i> <i>Observing and deconstructing</i>	School-led Questioning-focused lesson observations at main placement schools <i>Observing and deconstructing</i> Formal review process monitors the development of knowledge and skills
	Digital approximations				
Additional tasks		Online independent study			Consolidation / digital approximations

DAILY FOCUS*: a five-element framework developed by the National Institute of Teaching and informed by Grossman (2018).

This ITP builds on trainees' study of the processes of learning and assessment and is focused on evidence-informed research and practice, referring to and linked explicitly to the work of Tom Sherrington and Dylan Wiliam.

How can schools engage with our ITP provision?

Our Lead School partner is able to support this ITP experience for trainee teachers by:

- ✓ Providing experienced members of teaching staff who:
 - (i) record lessons with a questioning focus, prior to the ITP;
 - (ii) attend the training centre to assist with guided observations and deconstruction of good practice on Day 2;
 - (iii) facilitate the instructional rehearsals on Day 3;
 - (iv) oversee and provide feedback for the small group teaching activity on Day 4.

All our partner schools then support the ITP experience for trainee teachers by devising a programme of questioning-focused observations for each trainee upon their return to the main placement school on Day 5.

Other information about King Edward's Consortium SCITT

Located at King Edward VI Camp Hill School for Girls (Kings Heath, Birmingham), the King Edward's Consortium SCITT offers full-time fee-paying and salaried teacher training routes, leading to PGDE with QTS or QTS-only in the following subjects:

- 11-18 (Art and Design, Biology, Chemistry, Classics (Latin and Ancient Greek), Computing, Design and Technology, Drama, English, Geography, History, Mathematics, MFL (French, German, Spanish), Music, PE, Physics, Psychology and RE).
- The University of Birmingham is our accreditation partner for the PGDE element of our training programme.

We work with schools throughout the city of Birmingham and in the surrounding area.

Website: <https://www.teachkec.org.uk/Programmes/SCITT/>

Phone: 0121 441 6680

Contact: Annie Gouldsworthy, Director of ITT

Email: a.gouldsworthy@teachkec.org.uk

When are REAch Teach’s ITPs delivered and what do they focus on?

The REAch Teach Primary Partnership has 4 ITPs planned across the training year. These are front-loaded and take place in Autumn term and the start of Spring term. The focus of each, in order of their sequencing in each programme are:

	ITP 1	ITP 2	ITP 3	ITP 4
Primary (3-7 & 5-11yrs) <i>Main focus</i>	Behaviour (Week 2, Sept)	Phonics and Reading (Week 7, Oct)	Maths (week 10, Nov)	Adaptive Teaching & SEND (Wk 15, Jan)
<i>Practice in context</i>	Routines and relationships	Questioning	Modelling & scaffolding	Assessment for learning

The REAch Teach Intensive Training & Practice (ITP) weeks will ensure that trainees build their knowledge from composite to complex through an iterative and interactive sequence of learning and activities. The curriculum will ensure precision on the key theory and research base that underpins the chosen granular aspects of ITP, in partnership with our HEI provider, making strong links between the academic award of a PGCE, the identified evidence base, and practical teaching skills building on the CCF.

They are delivered within blocked weeks (Mon-Fri), with each ITP following the same structure: Monday - online, Tuesday-Thursday – in-person in a regional best practice schools, Friday back in placement school.

An example of a planned ITaP contents/timetable

ITP week (CCF focus)	Research-base	High-level overview of the week
<p>Behaviour and expectations (strand 1 & 7)</p> <p>Key focus point: The teacher’s role in the success of classroom routines</p>	<p>Research-base, Underpinning approach:</p> <ul style="list-style-type: none"> • EEF ‘Improving Behaviour in Schools’ report and recommendations (2019) • Pam Grossman , Karen Hammerness & Morva McDonald (2009) Redefining teaching, re-imagining teacher education, Teachers and Teaching: theory and practice, 15:2 • IES Practice Guide: Reducing Behaviour Problems in the Elementary School Classroom • Early Years Foundation Stage, DFE, 2023 • Reducing the Need for Exclusions and Statements for Behaviour, Daniels and Williams, 2000, Educational Psychology in Practice, 15:4 <p>Specific research-base:</p> <ul style="list-style-type: none"> • ‘Exploring the evidence base: The role of routines in creating an effective learning environment’, Ann Marie Argyropulo-Palmer, May 9, 2022 https://my.chartered.college/impact_article/exploring-the-evidence-base-the-role-of-routines-in-creating-an-effective-learning-environment/ • Behaviour for Learning: promoting positive relationships in the classrooms, Simon Ellis & Janet Todd • ‘How Not to Talk to Your Kids’, Po Bronson, 2007, Ney York Magazine, accessed 1.9.23 – https://nymag.com/news/features/27840/ • Human Behaviour/social psychology: The Social Identity Perspective: Intergroup Relations, Self-Conception, and Small Groups, Michael A. Hogg, Dominic Abrams, Sabine Otten and Steve Hinkle, 2004 • ‘Polyvagal Theory: A Science of Safety’, Porges, 2022, Frontiers in Integrative Neuroscience, 10th May 2022 • Brene Brown, Empathy vs. Sympathy (animated Youtube talk: https://www.youtube.com/watch?v=1Evwgu369Jw) 	<p>Monday: Online ‘School as a place of Safety’ Teacher’s role in school as a safe place Emotional regulation</p> <p>Tuesday: In ITP school Creating a classroom culture where children can learn. Taught content: Teacher Radar and Positioning Observe in class Practice:</p> <p>Wednesday: In ITP school Maintaining a classroom culture where children can learn.</p>

	<ul style="list-style-type: none"> • Cannon, Walter (1932). <i>Wisdom of the Body</i>. United States: W.W. Norton & Company. • The Education Decree (2017), Abhijit Naskar, NeuroCookies • Simpson, J. A., Collins, W. A., Farrell, A. K., & Raby, K. L. (2015). Attachment and relationships across time: An organizational-developmental perspective. In V. Zayas & C. Hazan (Eds.), <i>Bases of adult attachment: Linking brain, mind and behavior</i> (pp. 61–78). Springer Science + Business Media. • Skiba, R. J., Michael, R. S., Nardo, A. C., & Peterson, R. L. (2002). The Color of Discipline: Sources of Racial and Gender Disproportionality in School Punishment. <i>The Urban Review</i>, 34(4), 317–342. • Gregory, A., Skiba, R. J., & Noguera, P. A. (2010). The Achievement Gap and the Discipline Gap: Two Sides of the Same Coin? <i>Educational Researcher</i>, 39(1), 59–68. • Jennings, P. A., & Greenberg, M. T. (2009). The Prosocial Classroom: Teacher Social and Emotional Competence in Relation to Student and Classroom Outcomes. <i>Review of Educational Research</i>, 79(1), 491–525 • Sobel and Alston (2021) <i>The Inclusive Classroom: A new approach to differentiation</i>. Bloomsbury: London. • Galloway, D., & Roland, E. (2004). Is the direct approach to reducing bullying always the best? In P. K. Smith, D. Pepler, & K. Rigby (Eds.), <i>Bullying in schools: How successful can interventions be?</i> (pp. 37–53). Cambridge University Press. • Benner, A. D., & Graham, S. (2013). The antecedents and consequences of racial/ethnic discrimination during adolescence: Does the source of discrimination matter? <i>Developmental Psychology</i>, 49(8), 1602–1613. • Kazdin, A. E., & Bootzin, R. R. (1972). The token economy: An evaluative review. <i>Journal of Applied Behavior Analysis</i>, 5(3), 343–372. • Joseph, G. E., & Strain, P. S. (2004). Building Positive Relationship With Young Children. <i>Young Exceptional Children</i>, 7(4), 21–28. • Bandura, Albert (1963). <i>Journal of Personality and Social Psychology</i>, Vol.1, No.6, June 1963 • Patterson, G. R. (1974). Interventions for boys with conduct problems: Multiple settings, treatments, and criteria. <i>Journal of Consulting and Clinical Psychology</i>, 42(4), 471–481. • Bradshaw, C. P., Pas, E. T., Debnam, K. J., & Johnson, S. L. (2021). A Randomized Controlled Trial of MTSS-B in High Schools: Improving Classroom Management to Prevent EBDs. <i>Remedial and Special Education</i>, 42(1), 44–59. • Olson, S. L., & Lunkenheimer, E. S. (2009). Expanding concepts of self-regulation to social relationships: Transactional processes in the development of early behavioural adjustment. In A. Sameroff (Ed.), <i>The transactional model of development: How children and contexts shape each other</i> (pp. 55–76). American Psychological Association. <p>Seminal learning theorists: Vygotsky, Pavlov & Skinner, Piaget</p>	<p>Taught content: Praise, rewards and consequences; Least Invasive interventions Practice: Least invasive strategies; precise praise Observe teaching and debrief with teachers</p> <p>Thursday: In ITP school Putting behaviour strategies into practice. Bringing it all together – setting up a routine (models, independent scripting and feedback) Practice: Setting up the routine and expectations of reading a story. Do this with a group of children.</p> <p>Friday: In placement school Guided activities:</p> <ul style="list-style-type: none"> - Behaviour learning walk through all year groups - Pupil voice activity - Live practice in own class (mentor feedback) - L7 reflection piece <p>Debrief online as whole cohort, including professional reflection</p>
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Ways in which schools can engage/support with provision

- Become a host school leading on one or more of the ITaP focus weeks
- Offering subject experts to facilitate some of the in-person components of the ITaP weeks
- Contributing to ongoing curriculum design and development

Any other information

REAch Teach primary partnership has been accredited by the DFE as a provider of Initial Teacher Training. We are a national provider who works on both a local and national scale, delivering online national training and in-person local training across 16 different regions nationally. These span a range of areas from the Midlands down to London, to Sussex, Suffolk and Essex coasts.

For 2024, we will be offering a training programme which will encompass both QTS and a PGCE (awarded by our Outstanding university partner). Trainees are based in school the majority of the time, but are released from schools one or two days per week to attend training days – either as a national cohort online, or in local ‘hubs’ where they build a local peer network and observe excellent in-school practice.

For 2024 entry, we are offering an unsalaried, tuition-fee route across two primary pathways –3-7 and 5-11.

Contact: Kate McGreal kate.mcgreal@reach2.org **Website:** www.reachteach.org

Stourport SCITT

When are Stourport SCITT’s ITaPs delivered and what do they focus on?

Stourport SCITT has 4 ITaPs planned across the year:

ITaP 1	ITaP 2	ITaP 3	ITaP 4
Autumn 2 Spotlight: High Expectations	Spring 2 Spotlight: Adaptive Teaching	Summer 1 Spotlight: Classroom Practice	Summer 1 Spotlight: Assessment
Behaviour	Interventions for SEND	Questioning	Assessment

All ITaPs are strategically sequenced within the programme to align not only with pivotal points in the trainee’s development, but also with the curriculum spotlights.

Each ITaP will be delivered in a week block, after a Core Curriculum Week.

An example of Stourport SCITT’s ITaP

Intensive Training and Practice						
ITaP 1: Set High Expectations						
Experience & focus	Day	1	2	Lunch	3	4
Expert - theoretical and practical input by tutors/mentor	Day 1 Team Led	Introduce/ Discussion			Introduce/ Critically Analyse Theory	
Critical analysis of relevant teaching materials, in the light of theory & evidence						
Focused demonstration/observation/deconstruction of teaching	Day 2 Team & School Led	Analyse Observe and Expert Colleague Feedback	Prepare Rehearse deliberate practice		Analyse Observe and Expert Colleague Feedback	Prepare Rehearse deliberate practice
Expert modelling and deconstruction of individual components of teaching practice	Day 3 Team Led	Prepare/ Rehearse Deconstruction and Demonstration			Introduce/ Discussion	
Deliberate practice by trainees in a safe rehearsal environment						
Live classroom teaching - in school	Day 4 School Led	Enact	Prepare/ Enact Expert Input		Enact	Prepare/ Enact Expert Input
Focussed feedback and opportunities to practice further and improve						
Expert - theoretical and practical input by tutors/mentor	Day 5 Team Led	Assess Consolidation Tasks			Assess Individual Review Feedback	
Focussed feedback and opportunities to practice further and improve		Theory Review				

Ways in which schools can engage/support with provision

Schools that partner with Stourport SCITT can support with the ITaP experience for trainee teachers by:

- ✓ Providing an expert with the experience, knowledge and skills to facilitate *Expert Input* and/or *Discussing & Critically Analysing* sessions
- ✓ Hosting *Observing & Deconstructing* sessions to share good practice with the trainees.
- ✓ *Practice & Rehearsal* experiences that provides trainees with purposeful feedback.

Other information about Stourport SCITT

Stourport SCITT is located in the district of Wyre Forest between Stourport-on-Severn and Kidderminster, in North Worcestershire. Stourport SCITT offer the following routes into teaching:

- Primary 5-11yrs
- Secondary 11-16 (Art & Design, Drama, Biology, Business Studies, Chemistry, Computing, Design & Technology, English, Geography, Health & Social Care, History, Mathematics, Modern Languages, Music, Physical Education [EBacc], Physics, Religious Education)
- Full-time and QTS Only

Bath Spa University are our delivery partner for the accreditation of the PGCE element of our training programme.

Stourport SCITT partner with schools in Worcestershire, Herefordshire and Shropshire.

Website: <https://stourportscitt.com/>

Phone: 01562 542574

Contact: Fay Green, SCITT Director

Email: fgreen@SAET.co.uk

The John Taylor SCITT



The John Taylor SCITT

When are JT SCITT's ITaPs delivered and what do they focus on?

The John Taylor SCITT has 4 ITaPs planned across the Training year. The focus of each, in order of their sequencing in each programme are:

	ITaP 1	ITaP 2	ITaP 3	ITaP 4
Primary (3-7 & 5-11yrs)	Behaviour (Week 2, Sept)	Early Reading (Week 4, Sept)	Reflective Teaching Cycle (Wk 16, Jan)	Adaptive Teaching (Wk 21, Feb)
Secondary (11-16yrs)	Behaviour (Week 3, Sept)	Cognitive Science (Week 6, Oct)	Assessment (Wks 9 & 15)	Adaptive Teaching (Week 16)

All ITaPs are strategically sequenced within the programme to align with trainee needs at an appropriate point in their teacher development. They are delivered within a single week of the programme (Mon-Fri), except for:

- Secondary ITaP3 (Assessment) - 1 introductory day of at the start of Autumn term 2 (Nov), followed by 4 days at the end of Autumn term 2 (Dec) so trainees can appreciate formative assessment over a longer period.

An example of John Taylor SCITT's ITaP

Intensive Training and Practice 1 – Rules and Routines: Behaviour Focus

Time	Day One Monday	Day Two Tuesday	Day Three Wednesday	Day Four Thursday	Day Five Friday
9 – 10.30am (1.5 hours)	<i>Facilitator Led</i> Discussing & Critically Analysing Reviewing different behaviour theorists	<i>School Led</i> Observing & Deconstructing Focussed lesson observation on placement or partner school with identified lead practitioner	<i>Facilitator Led</i> Discussing & Critically Analysing EEF Guidance Report	<i>School Led</i> Observing & Deconstructing Conduct KS4/KS5 pupil voice about behaviour for learning in placement school.	<i>School Led</i> Practice and Rehearsal Team Teaching a class of students. Expert feedback on preparation and delivery.
10.45 – 12.15pm (1.5 hours)	<i>Facilitator Led</i> Expert Input Behaviour 1: Rules and Routines	<i>School Led</i> Observing & Deconstructing Learning Walk in placement or partner school with identified lead practitioners	<i>School Led</i> Practice and Rehearsal Plan and practice lesson context for session on Friday.	<i>School Led</i> Observing & Deconstructing Conduct KS3 pupil voice about behaviour for learning in placement school.	<i>Facilitator Led</i> Expert Input Behaviour Scenarios
1.15 – 3.15pm (2 hours)	<i>Facilitator Led</i> Expert Input Behaviour 2: Relationships	<i>Facilitator Led</i> Discussing & Critically Analysing Critical Analysis of observed practice	<i>School Led</i> Practice and Rehearsal Plan and practice lesson context for session on Friday. Peer support/assessment from other	<i>Facilitator Led</i> Discussing & Critically Analysing Critical Analysis of observed practice and pupil voice	<i>Facilitator Led</i> Discussing & Critically Analysing Planning to Engage learners and action planning for effective Behaviour for Learning.

Expert Input	Discussing & Critically Analysing
Observing and Deconstructing	Practice and Rehearsal

How can schools engage with our ITaP provision?

Schools partnering with the John Taylor SCITT can support with the ITaP experience for trainee teachers by:

- ✓ Providing an expert with the experience, knowledge and skills to facilitate *Expert Input* and/or *Discussing & Critically Analysing* sessions
- ✓ Hosting *Observing & Deconstructing* sessions to share good practice with the trainees.
- ✓ *Practice & Rehearsal* experiences that provides trainees with purposeful feedback.

Other information about John Taylor SCITT

Located at John Taylor High School in Barton-under-Needwood, just south of Burton on Trent, the John Taylor SCITT offer the following routes into teaching:

- Primary 3-7yrs
- Primary 5-11yrs
- Secondary 11-16 (Physics, Chemistry, Biology, Maths, English, Geography, History, D&T, PE, Art, French and German)
- Part-time, Full-time, QTS Only and Salaried.

The University of Derby are our chosen delivery partner for the accreditation of the PGCE element of our training programmes.

The John Taylor SCITT partner with schools in Staffordshire, South Derbyshire, Cannock, Lichfield, Tamworth, Uttoxeter, Stafford, North Warwickshire, Nuneaton & Bedworth, and North Birmingham, depending on the location of trainees on programmes each year.

Web site: <https://jtscitt.co.uk/>

Phone: 01283 247 813

Contact: Nathan Morland, SCITT Director

Email: n.morland@jths.co.uk

When are the University Worcester’s ITaPs delivered and what do they focus on?

The University of Worcester has various ITAPs planned across the training year depending on the route (undergraduate/postgraduate) and phase (primary/secondary). The focus of each, in order of their sequencing in each programme are:

	ITaP 1	ITaP 2	ITaP 3	ITaP 4
PGCE Primary (3-7 & 5-11, SENDi, PE specialist, part-time)	Behaviour-routines and expectations (September)	Modelling (January)	Assessment-questioning and talk (March)	
Level 6 Top Up Primary (3-7 & 5-11)	Behaviour-routines and expectations (September)	Modelling (November)	Assessment-questioning and talk (January)	
Undergraduate Primary (3-7, 5-11)	Behaviour-routines and expectations (/October)	Modelling (May)	Retrieval practice (November)	Assessment-questioning and talk (March)
PGCE Secondary (11-16 yrs with post 16 enhancement)	Explaining and Modelling (Week 4*, Sept)	Talk for Learning (Week 21*, Jan)	Assessment for impact (Wks* 33)	

*later dates spiral through the year.

All ITaPs are strategically sequenced within the programme to align with trainee needs at an appropriate point in their teacher development and cover 20 days (postgraduate and Level 6 Top Up) and 30 days (undergraduate). They are usually delivered within a single week of the programme (Mon-Fri), with additional days through the year to consolidate and extend learning. Part time courses are designed to ensure that trainees can engage with two consecutive school-based learning days to maximise progress.

An example of the University of Worcester ITaP1 (secondary – business with economics)

	<i>Introduce</i>	<i>Analyse</i>	<i>Prepare</i>	<i>Enact</i>	<i>Assess</i>
	Monday	Tuesday	Wednesday	Thursday	Friday
	Professional Studies launch	Subject focus			
	On campus	On campus	In school (whole or part day)	In school (whole or part day)	On campus
Overview of delivery	Professional Studies Whole cohort – introduction to the theory (cognitive load theory) and the 4-step approach to	Pre reading – chapter from Tharby’s book (general) or Knapton’s book (Business) AM – taught session - explanations in Business and	On campus AM - In pairs, work together to draft an explanation for two threshold concepts or common misconception in	In ITAP school Professional Mentor session – what do explanations and modelling look like at this school? What is the policy?	Subject cohort discussion and reflection. Trainee -written reflection on PebblePad ITAP page. Trainee

<p>explaining new content (Lecture)</p> <p>Professional studies groups/seminars.</p> <p>Exploring the evidence underpinning explaining and modelling. (Assigned reading)</p> <p>Audit of knowledge, understanding and confidence levels around concepts of explaining and modelling. Explore own understanding.</p>	<p>economics. Model explanations and modelling – link to 4-Step approach to explaining new content.</p> <p>Memory/cognitive load – why structure/chunk explanations in Business using concrete to concept and scaffolded modelling.</p> <p>Key components of explanations in the Business subject pedagogy e.g. use of context and real business examples, addressing misconceptions, step by step modelling using I do, we do, you do</p> <p>PM – watch/listen to explanations (audio or video recorded) and look at PowerPoint/lesson resources that support the explanation.</p> <p>Key question - what makes a good explanation in business?</p>	<p>business or economics. Create PowerPoint/resource to support the explanation and how it will be delivered.</p> <p>Each trainee to choose one of the explanations and rehearse delivery of the explanation, using concrete to concept, scaffolded modelling, and I do, we do, you do, with the pair partner. Lead mentor circulation during practice and verbal instructional coaching.</p> <p>Refinement of explanation before sharing with subject cohort. Lead mentor comments for each individual explanation.</p> <p>PM – For (school chosen) work in pairs to plan and prepare an explanation to deliver in school tomorrow. Lesson led by expert colleague, and group work to be led by trainees. Pair 1 product, pair 2 price, pair 3 place, pair 4 promotion.</p>	<p>(Scaffolded modelling, I do, we do, you do)</p> <p>AM – visit 2 lessons (15 mins in each) to observe an explanation with an expert colleague.</p> <p>Expert colleague to deconstruct the technique for explanation.</p> <p>Trainee writes notes.</p> <p>Time for trainees to refine the planned explanations.</p> <p>One class (Year 8?) led by expert colleague. Pairs of trainees to work with a small group of pupils to deliver an explanation and an activity. Carousel and each pair give their explanation 4 times. Observed by expert colleague and written notes made. Feedback by expert colleague to each pair.</p>	<p>uploads planning and resource from the lesson.</p> <p>Tutor adds written notes from the expert colleague</p> <p>Trainee completes audit and reflects on confidence in explanations and modelling.</p> <p>Trainee refines their explanation and resources based on the feedback from the expert colleague. Audio record improved explanation.</p> <p>Share improved explanations with subject cohort .</p>
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How can schools engage with our ITaP provision?

Schools partnering with the University of Worcester can support with the ITaP experience for trainee teachers by:

- ✓ Providing an expert with the experience, knowledge and skills to facilitate *Expert Input* and/or *Discussing & Critically Analysing* sessions
- ✓ Hosting *Observing & Deconstructing* sessions to share good practice with the trainees.
- ✓ *Practice & Rehearsal* experiences that provides trainees with purposeful feedback.

Other information about the University of Worcester

We are one of the country's major providers of education, training and research for the children's workforce. In 2023 we were graded as 'outstanding' by Ofsted for both primary and secondary courses.

We offer primary, postgraduate and undergraduate courses – early years 3-7, later years 5-11 as well as a Level 6 top up course (part-time). The [PGCE route](#) also has a part time route as well as a [PE specialist pathway](#) and SENDi pathway.

Secondary postgraduate courses - age phase 11-16 with post sixteen enhancement are [Art and Design](#), [Design and Technology \(Food\)](#), [English](#), [Geography](#), [History](#), [ICT/Computer Science](#), [Maths](#), [Modern Languages](#), [Physical Education](#), [Religious Education](#), [Science: Biology](#), [Science: Chemistry](#) and [Science: Physics](#). Age phase: 14-19 are [Business with Economics](#) and [Psychology](#)

Our school partnership extends across Worcestershire, Herefordshire, Dudley, Sandwell, Birmingham, Gloucestershire, Warwickshire, and Shropshire. We also offer training opportunities in one of our 18 regional training hubs.

Web site: <https://www.worcester.ac.uk/about/academic-schools/school-of-education>

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