



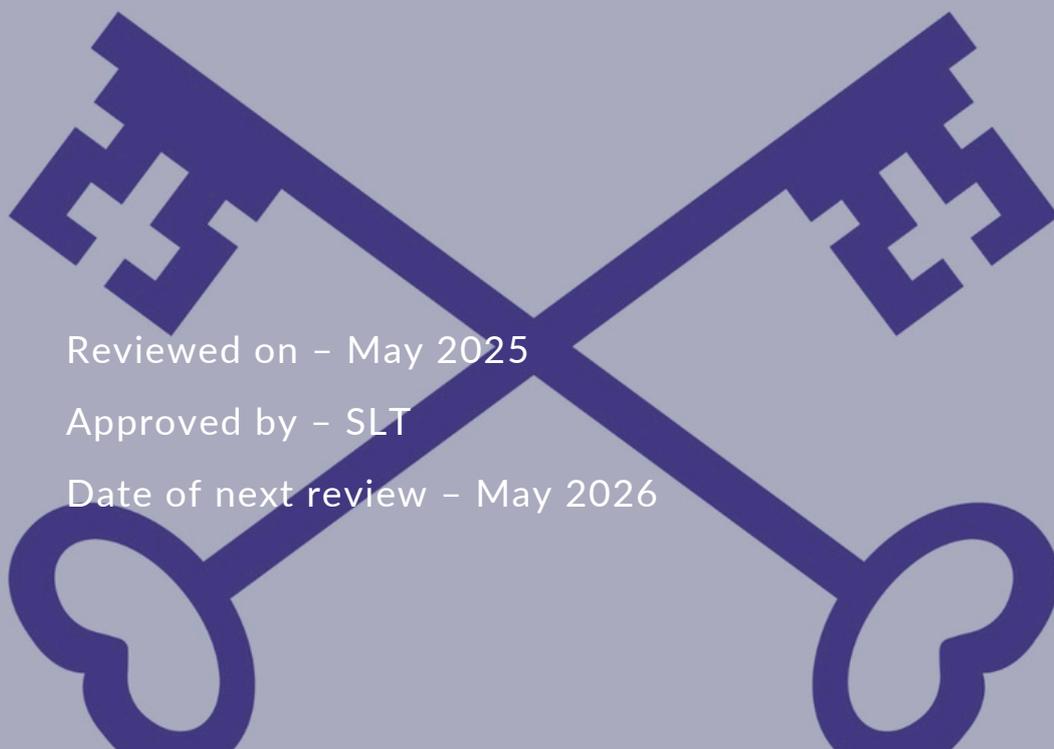
Proud to be part of

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JACK HUNT ACADEMY

POLICY – INITIAL TEACHER EDUCATION POLICY (ITE)

VERSION – 2



Reviewed on – May 2025

Approved by – SLT

Date of next review – May 2026

Initial Teacher Education Policy (ITE)

Introduction

The KAT schools have a long history of working with partner providers and supporting Initial Teacher Education.

Our schools aim is to provide high quality teaching and learning in a caring environment to develop the potential of all our students and we believe Initial Teacher Education contributes directly to that aim. In addition, supporting the provision of teachers and recruitment of teachers for the schools and wider area.

Aims and Purposes

We aim to provide high quality initial teacher education across many phases curriculum areas. In doing so we believe training will have a significant impact on:

- Improvements in teaching and learning.
- Professional development for teachers, particularly those mentors working with initial trainees.
- The learning of students.
- The development and support given to Early Careers Teachers
- The recruitment of high quality, well qualified specialist teachers

Partnerships

In developing and improving our role in initial teacher training we will work closely in partnership with the following HEI providers:

- University of Cambridge Faculty of Education
- University of Bedfordshire
- The Cambridge Partnership
- Teach East
- Rutland Teaching Alliance

Other partners will include:

- The Department for Education via “Get into teaching”
- Other Secondary Schools in Peterborough.
- Local Primary Schools.
- The Cambridge and Peterborough Teaching Schools Hub

Visits

Schools will, as capacity allows, host visits for those interested in pursuing a career in teaching or prior to undertaking a training course, ranging usually 1 to 5 days in length.

The Initial Teacher Education Programme

Programmes for trainees will vary according to their training route and provider. All trainees will receive appropriate induction to the school and, all will undertake a professional studies programme, as appropriate to their programme.

Training programmes will be directed by the Core Content Framework [itt-core-content-framework](#)

Resources

To establish a quality Initial Teacher Education programme, resources will be provided to create the infrastructure, time, training and materials required to deliver the programme. Funding will be identified from the following resource received from providers.

Research in schools

Many ITE programmes require students to undertake research in school and as part of this collect data pertinent to the research.

Research in school will be guided by BERA (British Educational Research Association) guidelines (5th Edition 2024) [British Educational Research Association | BERA](#)

As schools we work on the basis of 'informed consent', that pupils and parents will be informed of participation in research and can, at their request, be withdrawn from this.

All research in ~~school will be supported by school based mentors~~ and if necessary guidance should be sought from the Professional Tutor.

Further details can be found in the Ethical Research Compliance Policy.

Management and Support

A member of the Senior Leadership Team has a responsibility for the strategic development and planning of Initial Teacher Education. They will liaise with training providers, mentors and trainees to co-ordinate the annual programmes for trainees.

Staff Development and Training

We see Initial Teacher Training as part of the continuation of professional development of teachers. A focus on the Teachers' Standards enhances our work with early career teachers and beyond.

All Mentors will undergo training, appropriate to the role both in school and through training providers in line with the core content framework expectations.

A regular pattern of mentor meetings will be provided each year to share best practice amongst school staff.

Specialist staff have the opportunity to contribute to the ITE programme through leading sessions for the Teach East and the Cambridge Partnership programme and as visiting lecturers to Cambridge University and University of East Anglia, TeachEast and The Cambridge Partnership as appropriate.

Planning, Monitoring, Evaluation and Review

Each strand of initial teacher education will be evaluated using feedback from trainees, mentors and providers.

Transition to Early Career Teacher (ECT)

Our ITE support allows trainees to transfer onto their next career stage as Early Career Teacher and meet the expectations of the Early Career Framework. [early-career-framework](#). Additionally, we see our well trained mentors as being well prepared to support ECTs through the next stages of their progression.
