



REDHILL TEACHING HUB

HUB FOCUS

THE OFFICIAL REDHILL TEACHING HUB NEWSLETTER

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In the last 10 years, the lead Trusts that make up Redhill Teaching Hub have trained nearly 1000 teachers

Pupil numbers are expected to rise by 20% in the next decade, while teaching applications have fallen by 5%

73% of trainee teachers remain in the geographical area in which they choose to train

Initial Teacher Training

The core purpose of Redhill Teaching Hub is to ensure that we nurture the very best workforce for the schools in our region. providing support and training throughout all career stages. That means:

- Bringing great teachers into the profession,
- Ensuring Early Career Teachers (ECTs) thrive and develop their expertise
- Providing training and development opportunities for current and future leaders.

When interviewing applicants for teacher training, we find that the decision to enter the profession stems not just from a fundamental desire to support others or work with children or young adults, but also to give something back to a community or profession which has had an impact on the trainee themselves. Individual drivers for embarking on teaching as a career can be very diverse and each trainee has their own motivations and career ambitions. So, it is important that our post-graduate training programmes are flexible enough to adapt to a variety of hopes, needs and aspirations.

Across our partnership, our training programmes are designed to be welcoming to all applicants, whether they come to us with extensive classroom experience as cover supervisors or TAs, or are fresh out of university with an ambition to discover if this is the career for them. The schools in our region offer genuine investment in individual trainees through HEI and school-based training programmes. This pays dividends, as it is statistically proven that teachers who train in this area are highly likely to stay in the region once qualified.

Investment in Initial Teacher Training is a fundamental first step in creating a great teacher workforce



Routes to Qualified Teacher Status

For those interested in teaching, navigating the diverse routes to Qualified Teacher Status can be bewildering. Click below to see more information on the routes to initial teacher training offered across Redhill Teaching Hub. If you are interested in finding out how to get involved or how to train someone then please get in touch.

[Read more](#)

Our Programmes

There has been a shift over the last decade to develop more post-graduate school-based training routes such as SCITT and School Direct. Investment by both the placement school and the trainee is of paramount importance in this process and can bring enormous benefits for school and trainee.

Those involved in training, such as mentors and ITT co-ordinators often find the skills they develop through coaching and mentoring hugely rewarding. We know that the post-graduate training year can be an extremely challenging one but, ultimately, time and time again we find that all of those involved on a long-term basis seem to benefit, not just the trainee.

Mentor training is a key focus for the future along with a growing emphasis on developing expertise in subject and phase, an awareness of the science of learning and the important role of DEI.

As with the ECF and NPQs, training in coaching and mentoring will sit at the heart of our priorities so we can support schools in their continued drive to grow the expert teachers and leaders they need in order to thrive.

Redhill Teaching Hub's Primary SCITT

In September 2022 Redhill will launch a Primary SCITT with **Inspiring Leaders**. This follows the development of the hugely successful secondary SCITT programme which has

provided opportunity for Redhill to double its secondary training capacity and develop further internal expertise through roles such as SCITT subject specialists, mentors and professional tutors.

The Primary and Secondary SCITT will continue to work with NTU to provide the excellent PGCE element of the training programme.

Any schools interested in providing placements for the Redhill Primary or Secondary SCITT, or for the School Direct programmes offered by Mitre and DAT, should get in touch with Teaching Hub Director, Sally Barfoot, in the first instance, who will put you in touch with the most relevant contact person.

Focus on: ITT Market Review

In July, the DfE published their recommendations from the Initial Teacher Training (ITT) market review and consultation. The recommendations have proven very controversial, with both Oxford and Cambridge University's education departments threatening to discontinue teacher training if they go ahead. Here is a rundown of the key recommendations currently under consultation:

1. Firstly, the department has asked all ITT providers to undergo a 'rigorous re-accreditation process', where they will be judged against 'raised standards.' The DfE says this will probably result in 'significant market reconfiguration' with some providers needing to form 'different partnerships' to gain re-accreditation.
2. All providers will have to 'develop an evidence-based training curriculum' which 'explicitly delivers the requirements and principles of the Core Content Framework in full.' The Core Content Framework (CCF) defines in detail what trainee teachers should 'learn' and 'learn how' to do by the end of their training. Many providers are fearful that the content of their programmes will be too closely prescribed and have voiced concerns about this.
3. A further condition of re-accreditation will be the introduction of intensive placements for trainees. Intensive placements should be 'moments (4 or 6 weeks) of step change in understanding, competence, and confidence' and can take the form of group placements at 'pivotal points' across the school year. The practicalities and necessity of this is under huge debate at the moment.

4. The review promotes the idea that the role of the mentor should be developed more intensely. Providers will be required to appoint lead mentors, to oversee placements across a number of different schools. The practical implications on time and cover, and the commitment required to make this work are of concern to both schools and providers.
5. Schools will be asked to ensure that, if involved in ITT, they have at least one member of staff who has undertaken or is undertaking the National Professional Qualification for Leading Teacher Development.
6. The market review also suggests that, going forward, ITT should be included in the education inspection framework.

Teacher training providers have been given the opportunity to respond to the proposals as part of the consultation process and we are expecting to hear the results early in 2022. The Hub will keep you informed about the outcomes as they are announced.



A passion for teaching...

We interviewed Dr Adam Brett, SCITT Lead for Redhill Teaching Hub, on what he loves about training teachers and why schools should get involved in Initial Teacher Training.

[Read more](#)



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