

SEND ITT Mentor Handbook September 2025 for Mentors working in SEND Settings



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1. Introduction

Thank you for agreeing to be mentor for a student teacher on the Best Practice Network ITT programme. The impact that effective mentoring can have on student teachers both throughout the programme and beyond achieving Qualified Teacher Status can be phenomenal. The importance of effective mentoring should never be overlooked and as the DfE stated in 2021 "Both the current evidence base and the feedback we have had from the sector show that the quality of the mentoring received is a critical factor in trainees' development. This means that it is essential that we focus on building mentoring capacity in schools."

This handbook contains essential information about the SEND Initial Teacher Training (ITT) Programme at Best Practice Network (BPN) for Student Teacher Mentors on the programme.

Vision and Values

At BPN, we believe that every child, regardless of their background, should benefit from an excellent

education and that every education professional should be supported to be their best. Our core values define what we stand for and how we do things, helping us to work together in the most fulfilling way to provide the best service to our learners.



Inspire learning

We aim to change lives for the better by inspiring and developing colleagues working in education. As a team and a network, we inspire each other to grow personally and professionally.



Work together

Across the network, personal relationships and collaboration are at the heart of what we do. We show care and support for our candidates, partners and colleagues, and we go the extra mile to get things done.



Act with integrity

We can be trusted and we do what we say we will. We are open and straightforward, tackling challenges head-on rather than avoiding them. We treat each other with respect and dignity.



Strive for excellence

We have high expectations of ourselves and others. We invest and innovate to deliver the best learning, systems and outcomes. We keep things simple, use evidence and embrace change to achieve our best.

The SEND ITT programme is very much at the forefront of our vision and values and is designed to support student teachers to build the link between evidence-based theory and practice powerfully in both SEND and mainstream provision. Our SEND ITT curriculum aligns with our values in that it is designed to inspire and motivate student teachers to grow personally and professionally, to build networks and collaborate with others within the field of education and research. The impact of our SEND ITT curriculum is that student teachers are qualified phase and stage SEND experts who strive for excellence, are well-prepared for a successful teaching career and will make a positive contribution to SEND and mainstream schools throughout their teaching profession.

The SEND ITT programme is informed and delivered by professionals with an in-depth knowledge of special schools, specialist curriculums and provision. Content written by our SEND expert partners is focused on the four broad areas of special educational need, communication and interaction; cognition and learning; social, emotional and mental health; and sensory and physical needs. The programme is designed to ensure student teachers become effective in their roles in specialist and mainstream provision and to consolidate their understanding of how teaching practice is informed by research and evidence.

The BPN SEND ITT programme offers high-quality, practical training in partner or employment schools with the support of skilled BPN colleagues and school partners. Through expert delivery of a carefully sequenced and evidence-informed programme of thematic modules, our blended learning approach combines in-school experience and centre-based training. All student teachers, regardless of the route they take, are immersed in schools from day one of the programme and receive high quality subject and curriculum training and mentoring from SEND and Primary experts. By the end of the programme our student teachers are well equipped with a range of classroom strategies which are particularly effective for pupils with SEND and are well prepared to complete their ECT induction in a SEND school or a mainstream setting with pupils with SEND.

The BPN Vision for Mentoring

At Best Practice Network we know the importance of expert mentors and their impact on the development of student teachers. At BPN we empower our mentors by refining knowledge and skills of effective mentoring practices through a bespoke mentor curriculum. This is underpinned by current research so that our mentors have opportunities to build a certified professional portfolio and career progression. The wellbeing of our mentors is fundamentally important to us. We support our mentors to ensure that high quality delivery happens without the need for unnecessary workload. We pride ourselves on the strength of our mentor community and the

sharing of best practice so that our mentors continue to learn and grow throughout their time as a BPN mentor.

BPN Mentoring USP:

Professional growth for all regardless of prior mentoring experience.

SEND ITT Contact Details

Role	Name	Email address
Lead Mentor on the SEND Programme	Julie Vaccari	JulieVaccari@associates.net
Lead Mentor on the SEND Programme	Sharon Hennem-Dale	SharonHenam-Dales@associates.net
Candidate and Programme Support Team	General inbox	teach@bestpracticenet.co.uk
IT Support	General inbox	ithelpdesk@bestpracticenet.co.uk

2. Overview of the SEND ITT Mentor Role:

Mentor Role

As Mentor, you will work closely with your student teachers, their allocated Personal Tutors and your allocated Lead Mentor over the duration of their programme. You will be the first point of contact for your student teachers, offering support and guidance and will address any issue or concerns raised. In your first mentor meeting you will be required to complete and Upload the Mentor/Student Teacher Agreement. This will outline your ways of working and help set the expectations. Below are the key responsibilities of a Mentor:

- Model BPN's vision and values, including our commitment to EDI
- Access and use the Mosaic platform for mentor training and reviewing student teacher's progress

- Complete weekly lesson observations (informal/formal) using the BPN proforma
- Prepare for and deliver an hourly mentor meeting each week using the weekly mentor session guide.
- Set, review and approve targets with student teacher on Mosaic
- Ensure student teachers have opportunities to develop their experience and subject knowledge
- Secure appropriate professional development opportunities for student teachers within school
- Ensure student teachers have a balance between teaching, observation of expert colleagues and PPA time as per the BPN guidance
- Engage in mentor training (see essentials below)
- Contact the Personal Tutor in the first instance with any pastoral, attendance or progress concerns regarding the student teacher
- Maintain regular contact with your allocated Lead Mentor
- Ensure accurate judgements are being made against the BPN ITT competencies.
- Complete the Interim Report and Summative Reports in line with agreed timelines.
- Engage with the QTS (and End Point Assessment Process, where appropriate).

3. BPN Lead Mentor Role and Support

The overarching role of the BPN Lead Mentor is to ensure that student teachers receive mentoring and support across placement schools which is aligned with the ITT curriculum and informed by practice at all times.

As such, BPN Lead Mentors play a key role in the training, support, and supervision of in-school mentors. As Mentor, you will be assigned a Lead Mentor, who will support you throughout the programme.

Lead Mentor Key Responsibilities:

- Be a point of contact to answer questions and queries regarding mentoring
- Meet with mentors every half-term to offer one-to-one support

- Support mentors to engage in training and assess the impact of training for mentors
- Ensure that each Student Teacher is receiving their full mentoring entitlement, that mentor sessions are taking place and are evidenced on Mosaic (half-termly meetings with Personal Tutors will further support this).
- Evaluate the quality of the student teacher/mentor interactions and the quality and impact of feedback.
- Lead Sharing best Practice Meetings and Discussion Forums for their allocated groups.
- Review Part 1 and Part 2 of the Mentor Development Review process and hold one-to-one meetings with each mentor to discuss progress and impact in June 2025.
- Deliver, where required, mentor intervention support.
- Attend regular Quality Assurance meetings to identify key priorities and report back on the impact of action taken.
- Engage in research.
- Identifying strong practice and showcasing this at the 'Sharing Best Practice' termly meetings.

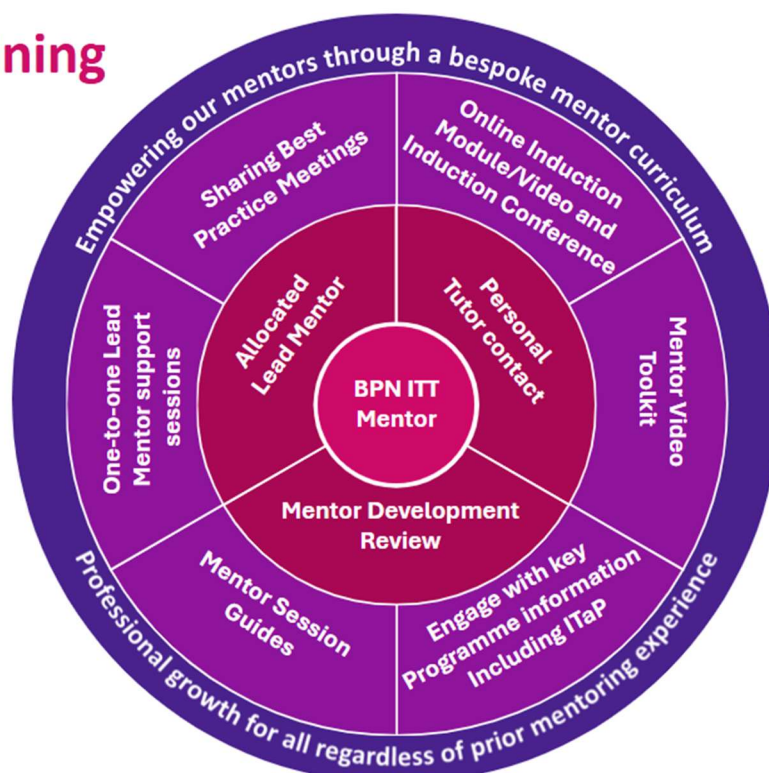
4. Overview of Mentor Training

Under the new requirements introduced in 2024 mentors are required to engage in mentor training. ITT providers are responsible for ensuring their mentor training programme meets DfE standards and aligns with their overall curriculum.

The BPN Rationale for the ITT Mentor Training Model

In accordance with our vision the mentor training model has been designed to be pragmatic and judicious to ensure that our mentors are well equipped to support their student teacher throughout the learning journey and also have the opportunity to develop as practitioners in their own right, whilst avoiding creating an unnecessary workload through onerous tasks.

Mentor Training



You will be initially invited to our Mentor Induction Conference, which will be a formal introduction to the SEND ITT Programme and a Lead Mentor one-to-one meeting to ensure that you are ready to begin your mentoring role. You will then have further opportunities to develop communities of practice as you work with your Lead Mentor and fellow Mentors in Sharing Best Practice Meetings:

Event	Date
Mentor Induction Conference	19 th September 9.30 am
Sharing Best Practice 1	7 th October 10am or 4pm
Sharing Best Practice 2	3 rd December 10am or 4pm
Sharing Best Practice 3	13 th May 10am or 4pm

Best Practice Network SEND ITT Sept 2025 Cohort Mentor Training Essentials

Summarised below is the essentials mentor training programme that each mentor will follow. For online elements of training this will be accessed on Mosaic (see section 5)

Main placement mentors - BPN ITT programme:

Training Activity	Where do I access this?	Timescale
One-to-one Lead Mentor Introduction Meeting Lead Mentor one-to-one support sessions.	Zoom/Team by invitation from assigned Lead Mentor.	30/09/2025 Ongoing
Attend the online Induction event. Engage with the Online Induction Module to include the guide to Mentoring Expectations and Best Practice.	On Zoom linked shared via e-mail. Induction Module on Mosaic platform.	19/09/25 Recording available for those unable to attend. Please watch and complete the engagement quiz if unable to attend in person. Please engage in the Induction Module and complete the quiz by 30/09/2025
Engage with the Online Mentor Module	Mosaic Platform	31/10/2025
Engage with weekly communications update	Via e-mail	Weekly
Weekly mentor meeting preparation. Engage with the BPN mentor session plans to aid understanding of the BPN ITT curriculum and access relevant research to support development of the student teacher.	Mosaic Platform	Please complete the quiz after each module of session plans delivered.
Engage with the programme overview and engage with the key mentor information/videos (including target setting and lesson observation information).	Mosaic Platform	Please engage and complete the quiz by 30/09/2025
Engage with the Intensive Training and Practice (ITaP) Introduction and information videos.	Mosaic Platform	Review ITaP materials a week before delivery. Please complete

		the quiz after you have engaged with the information materials on Mosaic.
Attend Sharing best practice meetings. These meetings will provide updates on the programme, an opportunity to network with other mentors and an opportunity to engage in topics relevant in supporting mentors in their role. These meetings will have a subject specific focus for secondary mentors.	See links on Mosaic and sent by Lead Mentors.	Sharing Best Practice Meetings Meeting 1: 07/10/2025 10am or 4pm Meeting: 2 03/12/2025 10am or 4pm Meeting 3: 13/05/2026 10am or 4pm

Best Practice Network SEND June/Sept 2025 Cohort Returning Mentor Essentials

If you have mentored previously as a BPN mentor, it is still important that you refresh and keep your knowledge of the BPN ITT programme up to date:

Training Activity	Where do I access this training?	Timescale
One-to-one Lead Mentor Introduction Meeting	Zoom/Teams by invitation from assigned Lead Mentor.	30/09/2025
Lead Mentor one-to-one support sessions.		Ongoing
Attend the online Induction event.	Zoom - link shared via e-mail.	19/09/25 9.30am. Recording available for those unable to attend.
Engage with the Online Refresher Mentor Module.	Mosaic Platform	31/10/2025

Engage with weekly communications update.	Via e-mail	Weekly – please tick off once engaged with.
Weekly mentor meeting preparation. Engage with the BPN mentor session plans to aid understanding of the BPN ITT curriculum and access relevant research to support development of the student teacher.	Mosaic Platform	Please complete the quiz after each module of session plans delivered.
Engage with the ITT Programme Overviews, ITT Curriculum engage with the key mentor information and handbooks.	Mosaic Platform	Please engage and complete the quiz by
Engage with the Intensive Training and Practice (ITaP) Introduction and information videos and complete the set mentor task.	Mosaic Platform	Review ITaP materials a week before delivery. Please complete the quiz after you have engaged with the information materials on Mosaic.
Attend Sharing Best Practice meetings. These meetings will provide updates on the programme, an opportunity to network with other mentors and an opportunity to engage in topics relevant in supporting mentors in their role. These meetings will have a subject-specific focus.	See links sent by Lead Mentors.	Sharing Best Practice Meetings Meeting 1: 07/10/2025 10am or 4pm Meeting: 2 03/12/2025 10am or 4pm Meeting 3: 13/05/2025 10am or 4pm

Best Practice Network Mentor Enhancement options for all Mentors

In addition to the mentor essentials package, all mentors have the option to engage in the following activities:

Training Activity	Where Can I access this training?	Timescale
Mentors can engage with the Mentor	Mosaic Platform	Complete MDR Part 1 following

Development Review (MDR) review process and receive one to one coaching support from their Lead Mentor.	Lead Mentor coaching session on Zoom or on the telephone.	the first Sharing Best Practice Meeting. Your Lead Mentor is available to support you throughout this process and contactable by e-mail. Final coaching conversation will take place between January the 5th 2026 and February the 27th February 2026 (or when your student teacher is on their contrasting placement).
Mentors Toolkit videos – a series of short videos on a range of topics designed to support mentors in their role.	Mosaic platform.	Available from the start of your mentoring journey and open to you throughout your time as a mentor.
Mentors can engage in online discussion forums. These forums provide an opportunity to discuss relevant research and learn from fellow mentors. The Lead Mentors will facilitate the discussion forums.	Mosaic Platform	3 discussion forums
Enhancement Webinars	Links on Mosaic Platform	Throughout the year

Mentor Development Review (MDR)

To support mentors to refine their knowledge and skills of effective mentoring practices all mentors are invited to participate in the MDR process. The MDR consists of a series of mentor specific competencies that mentors are asked to review and evaluate themselves against and generate an initial rating against each one. This will take place during Sharing Best Practice Meetings. The initial ratings will identify the priority mentoring area for development. The mentor should focus on just area identified for example, 'Professional Knowledge' and then

with the support of the Lead Mentor identify actions to improve this area. The MDR will be revisited during Lead Mentor one-to-one sessions and reviewed in a final session at the end of the programme.

5. Mosaic

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• Prepare for and deliver an hourly mentor meeting each week using the weekly mentor session guide.	6
• Set, review and approve targets with student teacher on Mosaic	6
• Ensure student teachers have opportunities to develop their experience and subject knowledge.....	6
• Secure appropriate professional development opportunities for student teachers within school.....	6
• Ensure student teachers have a balance between teaching, observation of expert colleagues and PPA time as per the BPN guidance	6
• Engage in mentor training (see essentials below).....	6
• Contact the Personal Tutor in the first instance with any pastoral, attendance or progress concerns regarding the student teacher	6
• Ensure accurate judgements are being made against the BPN ITT competencies.	6

• Complete the Interim Report and Summative Reports in line with agreed timelines.	6
• Engage with the QTS (and End Point Assessment Process, where appropriate).....	6
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• The student teacher has received/is in the process of receiving a school induction (if new to the setting)	32
• The student teacher continues to receive their entitlement (mentoring, appropriate teaching timetable, teaching load, PPA, ITAP etc)	32
• The mentor understands their role and where to access the documentation and training that will support them to carry this out	32
• There is an opportunity to check/discuss the student teacher's additional learning support needs and	

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• The student teacher is settled and happy in school.....	32
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The Personal Tutor and Mentor will undertake a joint formal observation of the student teacher. The Mentor will provide verbal feedback from the observation and the Personal Tutor will observe, and quality assure feedback. The Personal Tutor will complete the formal lesson observation record and email it to the Mentor to review and upload to Mosaic under lesson observations.32

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• Ensure accurate judgements are being made against the BPN ITT competencies.	6
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Student teachers should collate evidence towards meeting the competencies in their Mosaic portfolio to evidence the final judgement of their teaching practice which forms part of the Summative Assessment Report at the end of the programme. They will use the 'paperclip' icon (available to Student Teachers only) on Mosaic to link pieces of evidence to areas of the competencies. They can also 'star' their best evidence. 30

As Mentor, you can view evidence linked to the competencies in the Review section on Mosaic under Evidence and Portfolio. We advise that Student Teachers need a minimum of five pieces of evidence for each sub-standard by the end of the programme. 30

An initial visit will take place during the week beginning 8th or 15th September 2025. This will be to be a face-to-face visit lasting between 1-1.5hrs and involves separate meetings with the student teacher and mentor.....32

The Personal Tutor will complete the Initial Visit proforma and email it to the student teacher following the visit, as they are required to upload it to Mosaic.32

The purpose of the initial visit is to ensure that:.....32

- **The student teacher has received/is in the process of receiving a school induction (if new to the setting)32**
- **The student teacher continues to receive their entitlement (mentoring, appropriate teaching timetable, teaching load, PPA, ITAP etc).....32**
- **The mentor understands their role and where to access the documentation and training that will support them to carry this out32**
- **There is an opportunity to check/discuss the student teacher's additional learning support needs and programme support32**
- **The student teacher is settled and happy in school.....32**

Personal Tutors will visit student teachers a minimum of five times, within set personal tutor visit windows. This includes visits whilst on placement. Each visit will take 2- 3 hours. The visit will include a joint formal observation and completion of the module visit record document.32

The Personal Tutor and Mentor will undertake a joint formal observation of the student teacher. The Mentor will provide verbal feedback from the observation and the Personal Tutor will observe, and quality assure feedback. The Personal Tutor will complete the formal lesson observation record and email it to the Mentor to review and upload to Mosaic under lesson observations.32

13. School and Placement Training Information35

Host SEND School 36

Mainstream Placement Note that when on Mainstream Placement all student teachers should be supernumerary. 36

ntors have access to their student teacher's Mosaic accounts.

The Mosaic dashboard includes:

1. Details of the Student Teacher

2. Curriculum resources
3. A weekly training plan
4. 'My files' where Student Teachers upload evidence
5. Course files where all programme documentation can be found
6. Course activities which are set by BPN
7. Targets
8. Lesson observations
9. Review Points

Student Teacher's Mosaic accounts must be kept organised and up to date as it can be viewed by a student teacher's Mentor, Personal Tutor and the SEND ITT Leadership Team as part of BPN's assessment and monitoring processes.

All online required Mentor training as shown in the overview above (section 4) will be accessed by mentors on the Mosaic platform. As you complete each section you can track your progress. Please note some sections require a quiz to be completed to show engagement in training. If you have any questions or concerns regarding the BPN mentor training, please speak with your Lead Mentor.

6. Weekly Mentor Session Guides

Each week, you will arrange to meet with your student teacher (1hr plus 30 mins preparation time) to review their progress. The student teacher and the mentor will need to agree the logistics for this meeting and record this on the Mentor/Student Teacher Agreement during their initial meeting (this agreement will be explored during the Induction Conference).

Each mentor meeting has a **Mentor Session Guide** which has been created by BPN and aligns closely to the SEND ITT curriculum. All of the session Guides can be found on the **Mentor Mosaic platform**. The session guides have been designed to support student teachers and mentors to review and reflect on the student teacher's learning in relation to the curriculum and how they are applying this in their practice.

The weekly mentor meeting process consists of mentor preparation for each session. As the mentor, you must be aware of the learning/module the ITT is up to and the research that is

relevant to the module area. Please engage with the research pieces on each session guide (an approximation indication of time needed for reading is assigned to each research link). All of the research selected has been taken from the ITTECF. The ITTECF underpins the BPN ITT curriculum. All the reading we set on the session guides is the key reading from the Initial Teacher Training and Early Career Framework (ITTECF).

At the end of each module please complete the quiz on Mosaic to indicate that sessions have been delivered.

7. Formal and Informal Lesson Observations

Lesson observations provide a rich source of evidence that student teachers are making progress through the SEND ITT curriculum. Observations are an especially useful opportunity for feedback, to share best practice, provide encouragement and inform target setting.

The majority of lesson observations will be made by the student teachers:

- School mentor, class teacher or expert colleague in their school
- Personal Tutor

All student teachers must be observed either informally or formally once per week, using the BPN observation proformas.

Formal Observations

Lesson observations provide a rich source of evidence that student teachers are making progress through the ITT curriculum. Observations are an especially useful opportunity for feedback, to share best practice, provide encouragement and inform target setting.

The majority of lesson/session observations will be made by the student teachers:

- School mentor, class teacher or expert colleague in their school
- Personal Tutor

All student teachers must be observed either informally or formally once per week, using the BPN observation proformas.

Formal Observations

Student teachers should have a formal observation twice per Module, from September 2025. One of these will be a joint observation with the mentor and Personal Tutor and will take place during the observation window. The observation should last around 30 minutes and student teachers are expected to take a proactive teaching role. A written record of the observation must be completed by the observer/s using the

ITT Formal Lesson Observation proforma.

Before a formal observation, the student teacher must complete the ITT Teaching and Learning Plan. Once completed, they should ensure their observer/s has a copy at least 24hrs in advance of the observation.

During the programme, student teachers need a minimum of 10 formal observations in a variety of subjects/areas of learning.

Student teachers must have a formal observation in these subjects/EYFS areas of learning:

3-7 pathway-

- English or Literacy
- Maths
- Science or Understanding the World
- Phonics
- A sample of the following: 4 broad areas of need/ foundation subjects/EYFS areas of learning

5-11 pathway-

- English
- Maths
- Science
- Phonics
- A sample of the following: 4 broad areas of need/ foundation subjects

All student teachers on the SEND ITT programme are required to plan and teach phonics (SSP). This is evidenced through planning, delivering and assessing a learning sequence in Phonics either in SBT1 at the host SEND school or during SBT2 during the Mainstream placement. Student teachers should maintain and develop a deeper understanding of the teaching of early reading throughout the programme.

Informal Observations

Informal observations can be arranged between the student teacher and their observer/s. The observation should last around 30 minutes and student teachers are expected to take a proactive teaching role (rather than a supporting role) in the lesson. Feedback from informal observations should be written on the SEND ITT Informal Lesson Observation proforma. Informal observations should be focused around areas of strength and development linked to the Primary ITT Competencies and student teacher's active targets. Student teachers should upload completed informal observations to Mosaic in the Lesson Observations section.

Informal observations must cover all subject/curriculum areas, relevant to the student teacher's pathway, during the programme.

ITAP Observations

For each of the four Intensive Training and Practice units, there is a themed success criteria document, which student teachers must be observed against. This will inform student teacher's ITAP presentation and reflective account. This can be found in the Mentor ITAP Session Guide.

After each observation, the observer/s must meet with the student teacher to provide verbal feedback on the lesson, using the lesson observation proformas as a guide. This meeting will include a discussion about individual pupils and their progress. Lesson observations form part of their ongoing evidence against the Primary ITT Competencies and will also help to inform the weekly target setting conversation with their mentor.

8.Target Setting

Mentor meetings are used to discuss the student teacher's informal and formal lesson observations, including identifying their strengths and areas for development, and to review and set targets. Student teachers should have **3 active targets** on Mosaic. Mentors will have training around target setting at the Sharing Best Practice Meeting 1 and through the guidance document on Mosaic. Use of the BPN Primary ITT Competencies Progression Document will also support target setting.

The student teacher will record and track their progress against these targets through Mosaic, and these will be reviewed as part of the weekly mentor meeting. Reviewing these targets regularly will ensure that student teachers stay on track in meeting the programme stage expectations. Once targets have been reviewed and met, Mentors must mark each target as complete.

The Personal Tutor will also monitor the student teacher's targets and progress to ensure that they are on a trajectory to meet the Teacher Standards by the end of the programme. At the end of the programme, the Personal Tutor will work with the student teacher to set targets which will carry forward into their ECT induction period.

9. Overview of the SEND ITT Curriculum

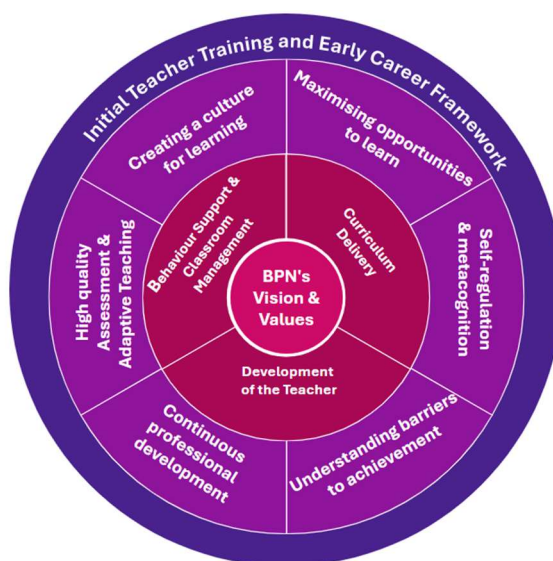
Best Practice Network's (BPN) SEND ITE curriculum is broad, balanced, relevant, and progressive. It has been designed to enable Student Teachers to develop expertise in all areas of the Initial Teacher Training and Early Career Framework (ITTECF) and prepare them for a lifelong career as a SEND primary teacher.

- 3 Core Curriculum Areas
- Thematic Modules
- Core Training Sessions

- SEND specific webinars (Broad Area of Need)
- Subject Webinars (SEND Lens and Mainstream Lens)
- Enhancement Webinars/SEND Surgeries
- SEND Spot Light in a contrasting SEND setting
- 4 Intensive Training and Practice weeks
- Self-Study/ Independent Learning

Structure of the Curriculum

- Central to the curriculum are BPN's vision and values
- Our vision and values inform 3 Core Curriculum Areas (CA) which underpin our ITT Competencies and act as core threads running throughout the programme
- The 3 Core Curriculum Areas are woven through thematic modules which comprise the programme
- The curriculum content and the ITT Competencies are mapped to the statements in the ITTECF



The curriculum is implemented to build the link between evidenced based theory and practice through collaboration with peers and expert colleagues to develop student teachers' expertise in the following 3 curriculum areas:

- **Behaviour Support & Classroom Management**
- **Curriculum Delivery (Planning/Teaching/Assessment)**
- **Development of the Teacher**

The 3 Core Curriculum Areas are woven through thematic modules which comprise the programme.

Modules are designed to be taught through subject/curriculum webinars, face to face/online core training, self-study materials and are contextualised in school through Intensive Training and Practice and mentor meetings.

Module: Creating a culture for learning (CfL)
Module: Maximising opportunities to learn (OtL)
Module: High quality assessment (HQA)
Module: Adaptive Teaching (AT) June cohort
Module: Self-regulation & metacognition (SRM)
Module: Understanding barriers to achievement (BtA)
Module: Continuous professional development (CPD)

Core Training Days

There are twelve core training days across the programme. Core training days run as online groups. They are held on Fridays, generally between 9am and 3pm.

Building Professionalism	Improving pupils' self-regulation and Metacognition
Inclusive Practice	Explicit Teaching Practices

Cognitive Science Approaches	Improving Outcomes
Maximising Opportunities to Learn	Collaborative Learning
High Quality Assessment	Effective Professional Development and Networking
Adaptive Teaching	Becoming an ECT

SEND Specific Webinars

SEND specific webinars focusing on the four broad areas of need alongside Phonics, literacy and maths are sequenced through a series of webinars at key points in the programme. SEND specific webinars are facilitated by our SEND experts at BPN and the Gallery Trust.

Student Teachers will:

- Learn about the evidence underpinning effective teaching, practice and provision in a range of SEND schools.
- Understand how specific approaches to subject, curriculum and pedagogy are based on both general research and evidence, and phase-specific research and evidence
- Have sufficient knowledge of the content of the school curriculum in the phase that they teach
- Be exposed to a range of subject- and phase-specific exemplification that builds their knowledge and understanding
- Have sufficient knowledge of child development stages 0-11.

Subject Webinars (Mainstream Lens)

National Curriculum subjects and EYFS areas of learning are covered through subject webinars leading up to the mainstream placement. Subject webinars are facilitated by our Best Practice Network Curriculum and Subject Experts. Subject Padlets and a Subject Development Log are accessible to student teachers to demonstrate ongoing subject knowledge development and identification of any gaps in knowledge.

Student Teachers will:

- Learn about the evidence underpinning effective teaching, practice and provision in a mainstream classroom and how this may differ from a SEND classroom
- Learn about subject-specific approaches to curriculum and pedagogy exploring subject and phase-specific research and evidence
- Have sufficient knowledge of the content of the school curriculum in the phase that they teach
- Be exposed to a range of subject- and phase-specific exemplification that builds their knowledge and understanding

In addition to training sessions, student teachers will be expected to engage with Enhancement Webinars focused on the professional responsibilities, cohort or setting needs and specific SEND areas of focus through SEND surgeries. These will be delivered at key points throughout the programme.

10.BPN ITT Competencies Overview

Student teachers are formatively assessed against the BPN ITT Competencies at key points throughout the SEND ITT programme. These competencies closely relate to key aspects of the [Initial Teacher Training and Early Career Framework](#) (ITTECF). School mentors will review the competencies regularly and use them to support effective target setting.

The BPN ITT Competencies areas:

- Behaviour and classroom management
- Curriculum Delivery (Planning)
- Curriculum Delivery (Teaching)
- Curriculum Delivery (Assessment)
- Development of the Teacher

BPN ITT Competencies

The BPN ITT Competencies (See Mosaic) are designed to allow student teachers and their mentor to:

- prioritise areas of knowledge and practice at specific points in the programme
- create targets which will guide weekly development activities based on the student teacher's ongoing learning and knowledge of the curriculum
- provide evidence that the student teacher is meeting the stage and end of course expectations.

Competencies Progression Document

Using the BPN ITT competencies progression document, the student teacher, mentor and personal tutor tracks progress at interim points. There are four bands within the document- Emerging, Developing, Secure and Exceeding. Emerging and Developing are focused on the foundational competencies. Secure and Exceeding are focused on the extended competencies.

To demonstrate progress which is on track to meet the Teacher Standards by the end of the programme, student teachers need to demonstrate they are meeting the 'developing' band (foundational competencies) by December 2025 and meeting at least 'secure' within the final module.

Student teachers' progress develops at different rates demonstrating different strengths and targets for improvement.

[ITT Competencies Progression Record](#)

Evidence Against the Competencies

Student teachers should collate evidence towards meeting the competencies in their Mosaic portfolio to evidence the final judgement of their teaching practice which forms part of the Summative Assessment Report at the end of the programme. They will use the 'paperclip' icon (available to Student Teachers only) on Mosaic to link pieces of evidence to areas of the competencies. They can also 'star' their best evidence.

As Mentor, you can view evidence linked to the competencies in the Review section on Mosaic under Evidence and Portfolio. We advise that Student Teachers need a minimum of **five pieces of evidence** for each sub-standard by the end of the programme.

There should be a range of sources of evidence linking to the competencies in the 5 curriculum areas for. Examples include:

- Completed targets
- Observation feedback formal and/or informal
- Course activities ie reflections, ITAP work, learning sequences
- Files in the Trainee Files section such as:
 - Examples of planning
 - Examples of children's work/photos
 - Examples of assessments completed
 - Photographs of displays
 - Examples of contributing to the wider life of the school
 - Observations of expert colleagues

Interim Review Points & Placement Reports

During the SEND ITT programme, there will be **two formative assessment review points**. The mentor, alongside the Personal Tutor, is required to complete a formative report on Mosaic which details the student teacher's progress against the BPN ITT Competencies. The mentor will review the student teacher's progress and attainment to date. They will also provide a comment about how the student teacher is progressing and record any other details, such as absences from school, that will help to form a holistic picture of the student teacher's progress.

Following completion of the student teacher's contrasting placement, the in-school mentor will complete a placement report. This will be focused on the progress made against the BPN Primary ITT Competencies, during the contrasting placement.

Summative Assessment Report against Teachers' Standards

The Summative Assessment Report provides a final assessment about whether the student teacher has met the expectations of the SEND ITT curriculum and, in turn, met the Teachers' Standards. The standards define the minimum level of practice expected of student teachers and teachers from the point of being awarded Qualified Teacher Status (QTS). They are used to assess all student teachers working towards QTS, and all those completing their statutory induction period.

At the end of the programme, the mentor, alongside the Personal Tutor, will complete the Summative Assessment report within Mosaic to indicate the student teachers' have met each of the Teachers' Standards.

Review Point Dates

Review Point	Deadline for Completion
Primary ITT Competencies Progression Document Baseline (student teacher completes)	12 th September 25
Primary ITT Competencies Progression Record	17 th October 25
Primary ITT Competencies Progression Record	12 th December 25
Formative Assessment 1 Report	19 th December 25
Primary ITT Competencies Progression Record	13 th February 26
End of Placement Report	13 th February 26
Primary ITT Competencies Progression Record	20 th March 26
Formative Assessment 2 Report	27 th March
Summative Assessment Report	26 th June 26

11.Role of the Personal Tutor and Visits to School

Role of the Personal Tutor

The Personal Tutor role involves monitoring student teachers' engagement and progress in their school and centre-based training to ensure they are receiving their entitlement and are on-track to successfully complete the SEND ITT Programme. They are the first point of contact for any concerns about the student teacher's attendance, progress or welfare.

Personal Tutor Initial Visit to School

An initial visit will take place during the **week beginning 8th or 15th September 2025**. This will be to be a face-to-face visit lasting between 1-1.5hrs and involves separate meetings with the student teacher and mentor.

The Personal Tutor will complete the Initial Visit proforma and email it to the student teacher following the visit, as they are required to upload it to Mosaic.

The purpose of the initial visit is to ensure that:

- The student teacher has received/is in the process of receiving a school induction (if new to the setting)
- The student teacher continues to receive their entitlement (mentoring, appropriate teaching timetable, teaching load, PPA, ITAP etc)
- The mentor understands their role and where to access the documentation and training that will support them to carry this out
- There is an opportunity to check/discuss the student teacher's additional learning support needs and programme support
- The student teacher is settled and happy in school

Personal Tutor Visits to School

Personal Tutors will visit student teachers a minimum of five times, within set personal tutor visit windows. This includes visits whilst on placement. Each visit will take 2- 3 hours. The visit will include a joint formal observation and completion of the module visit record document.

The personal tutor is responsible for liaising with the student teacher and in- school mentor to arrange a suitable visit day, within the set window. Two optional dates will be offered. Lesson planning, using the BPN lesson plan template, should be shared with the personal tutor and mentor in advance of the joint observation.

The Personal Tutor and Mentor will undertake a joint formal observation of the student teacher. The Mentor will provide verbal feedback from the observation and the Personal Tutor will observe, and quality assure feedback. The Personal Tutor will complete the formal lesson observation record and email it to the Mentor to review and upload to Mosaic under lesson

observations.

Example of a school visit structure:

- Meet with Personal Tutor to ensure planning and documentation is prepared
- Complete a joint lesson observation up to 30 minutes
- Meet with Personal Tutor to discuss the observation and finalise feedback
- Meet with student teacher and Personal Tutor to provide verbal feedback
- Complete the Module Visit record with student teacher and mentor
- Review the student teacher's online teaching file (Mosaic)

Dates for Personal Tutor Visits to School

Visit	Date	Time
Initial Visit to school	WB 1 st , 8 th , or 15 th September	2 hours
Module CfL Visit to school	WB 6 th , 13 th or 20 th October	2 – 3 hours
Module OtL Visit to school	WB 24 th November, 1 st or 8 th December	2 – 3 hours
Module AT/HQA Visit to school (Contrasting Placement)	WB 19 th , 26 th January or 2 nd February	2 – 3 hours
Module SRM Visit to school	WB 16 th , 23 rd or 30 th March or 13 th April	2-3 hours
Summative Assessment Visit to School (Lesson observation, Professional Learning Conversation, Recommendation for QTS)	WB 1 st , 8 th or 15 th June	3 hours

12. Intensive Training and Practice (ITAP)

The rationale for ITAP is to ensure student teachers become effective in their roles and consolidate their understanding of how teaching practice is informed by research and evidence. Our Intensive Training and Practice programme is designed to support student teachers to build the link between evidence-based theory and practice powerfully. It aligns with the student teachers' learning experiences at a set time in the programme providing an opportunity for an in-depth, granular focus.

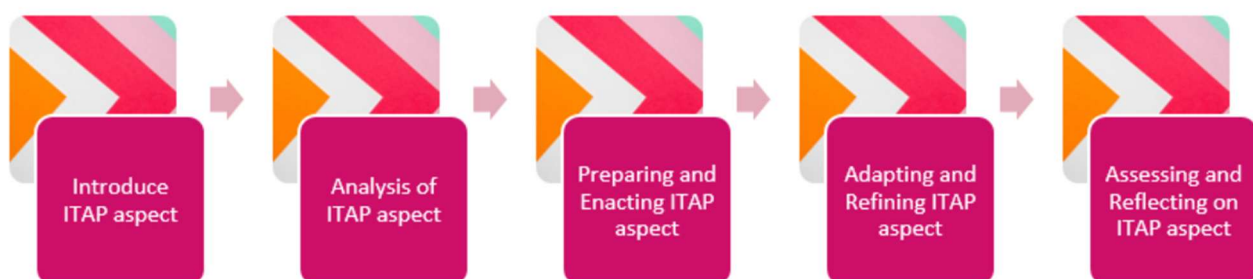
The BPN ITAP model uses a scaffolding approach, front-loading activities aimed at gradually providing knowledge and understanding before providing opportunities to apply this learning, deepening understanding and building confidence and then to consider refinements for future practice.

ITAP is different to a normal school week. Through this element, expert practice is demonstrated to student teachers who are then supported to embed it into their own teaching. We have designed four ITAP weeks that take place across the programme, which focus on an aspect of teaching with a rationale that aligns with the [Initial Teacher Training and Early Career Framework](#) (ITTECF). **Student teachers must be off timetable for ITAP weeks.**

Overview of ITAP Weeks

ITAP Unit Number	Curriculum Aspect
1	Establishing Routines
2	Adaptation through the lens of an EHCP
3	Intensive interaction
4	Sensory processing

Each ITAP week follows the same structure:



A typical timetable for ITAP week can be found in the Mentor ITAP session guide.

On each Friday during ITAP weeks, there will be time to assess and reflect on the ITAP aspect. Personal Tutors will arrange to meet with their student teachers as a group on this day. This will be an opportunity for student teachers to present their 10-minute presentation on their learning from the ITAP week. Peer feedback will be gathered and collated by the Personal Tutor.

13. School and Placement Training Information

Across the programme, Student Teachers spend four days per week in the classroom (Monday-Thursday) building up their learning and teaching experience and one day per week engaged in training. This is with the exception of the Immersive Mainstream Placement experience week beginning 5th January 2026 where student teachers engage in mainstream training for the first week and then spend Monday to Friday in their mainstream school for 5 weeks.

The DfE's ITT criteria states that student teachers must complete a minimum of 120 days (24 weeks) on general school placement split across two schools. Student teachers will complete school-based practice in a 'host school' for the majority of the programme. From January 2026, student teachers will spend 1 week engaging in training to prepare for their mainstream placement and 5 weeks (Monday-Friday) in the contrasting placement school. The placement will focus on working with children in a contrasting curriculum phase in a mainstream school.

How to ensure student teachers on the SEND ITT programme have a strong training pathway.

3-7 pathway	
Host SEND School	Contrasting Mainstream Placement
Work with pupils on an EYFS equivalent curriculum (pupils may be older than this). E.g. development stage 0-5 years	Work with a Key Stage 1 class either Year 1 or Year 2.
Host SEND School	Contrasting Mainstream placement
Work with pupils on a Key Stage 1 equivalent curriculum (pupils may be older than this). E.g. development stage 5-7 years	Work with a Reception Class (EYFS).

5-11 pathway	
Host SEND School	Contrasting Mainstream placement
Work with pupils on a Key Stage 1 equivalent curriculum (pupils may be older than this). E.g. development stage 5-7 years	Work with a Key Stage 2 class either Year 3, 4, 5 or 6.
Host SEND School	Contrasting Mainstream placement
Work with pupils on a Key Stage 2 equivalent curriculum (pupils may be older than this). E.g. development stage 8-11 years	Work with a Key Stage 1 class either Year 1 or Year 2.

Student teachers gradually build up to teaching and planning to 80% of the class timetable. Synchronous and asynchronous learning is directly relatable and transferable to learning which is taking place in school. See below for a quick break down of teaching expectations. **Refer to the School Based Training Handbook for more detailed information.**

Host SEND School

Term	Teaching
End of Autumn 2 (End of Autumn Term 2025)	50% across Mon – Thurs
Mainstream Placement	See below
End of Spring 2 (By Easter 2026)	60% across Mon - Thurs
From the beginning of the Summer Term 2026	Full time except for PPA time (for a minimum of 6 weeks)

Mainstream Placement Note that when on Mainstream Placement all student teachers should be supernumerary.

Week	Team teaching alongside Class teacher / with some guidance teaching whole class
1	Immersive Mainstream Training Week (not teaching in school this week)
2	30% across Mon - Fri
3	40% across Mon - Fri
4	50% across Mon - Fri
5	60% across Mon - Fri
6	70% across Mon - Fri

When not responsible for whole class teaching, student teachers should:

- Observe expert colleagues
- Take part in team teaching
- Work with individuals/groups of pupils under the direction of the class teacher
- Work with intervention groups
- Have their PPA time (2 ½ - 3 hours per week as a minimum)

Student teachers finish the taught programme on **10th July 2026**. They will then be recommended for QTS and the DfE will make their certificate available ahead of September 2026. Apprentices will need to complete an end point assessment (EPA), before the end of the summer term. Further information will be shared.

14. Attendance and Absence Procedures

The SEND ITT programme is a full-time programme. **Full attendance and punctuality are expected for all elements of the programme.**

It is important that student teachers engage with all aspects of the programme to support their learning and development. **All student teachers must complete a specific number of days in school placement (120 days minimum, excluding ITAP) to be recommended for Qualified Teacher Status (QTS).** If a student teacher is at risk of not meeting this minimum requirement.

Whenever absence is unavoidable, student teachers are obliged to inform the relevant staff in writing and in advance, and to provide medical documentation, where appropriate, as per the procedures set out here:

All student teachers must ensure that their attendance record on Mosaic is kept up to date.

15. Mental Health and Wellbeing

Ensuring that our student teachers feel well supported with their mental health and wellbeing is central to our values. At BPN, we have a Wellbeing Lead, to provide informal support if you feel a student teacher is struggling with the demands of the course and find that this is taking a toll on their mental health and/or wellbeing.

Debbie Shirley is our Wellbeing Strategic Lead for the SEND ITT Programme and Kate Swain is our Wellbeing Tutor.

If you would like to talk through a wellbeing concern, then please speak to the student teacher's Personal Tutor or email kate.swain@bestpracticenetwork.co.uk

16. Additional Support Procedures

Additional support may be required due to:

Additional Learning Needs (ALN) Support

- The student teacher's additional learning support needs e.g. dyslexia
- The student teacher's mental health/well-being

There are clear, supportive procedures in place to support further if needed.

Additional Support Procedures

- The student teacher's progress/quality of teaching/professional conduct/written documentation

There are different procedures that will be implemented, depending on the nature of the support needed. These are outlined within the ***Additional Support Procedures Handbook*** which can be found on Mosaic.

Deferrals

Best Practice Network (BPN) understands that, from time to time, student teachers may need to delay their training or withdraw from their programme due to various reasons.

Best Practice Network's Initial Teacher Training Deferral Policy can be found on our website:

<https://www.bestpracticenetwork.co.uk/Media/Policies/2024/2024%20updated/ITT%20Deferral%20Policy%202024-25.pdf>

17. Child Protection and Safeguarding

Best Practice Network, Lead Partners and placement schools are committed to safeguarding and promoting the welfare of children and young people and expect all staff and student teachers to share this commitment.

It is vitally important that student teachers quickly become familiar with the safeguarding system and procedures in their school.

Student teachers must:

- Ensure they have read the relevant section/s of the 'Keeping children safe in education' statutory guidance
- Receive a staff induction which covers the systems within their school which support safeguarding and be provided with copies of school policies
- Know the name of the Designated Safeguarding Lead (DSL) and Deputy (DDSL) in their school.

Best Practice Network are dedicated to safeguarding the wellbeing of all our staff, associates, and learners across the programmes we deliver.

Please take some time to read through our [Safeguarding Policy](#).

Our designated safeguarding leads are:

- **Chris Garcia (Lead)**
- **Debbie Shirley (Officer)**

If you have a safeguarding concern that requires you to notify BPN, please record the concern/allegation on the [Safeguarding concern form](#) AND email a summary to: safeguarding@bestpracticenet.co.uk



Proudly part of