

Secondary ITT Mentor Handbook, Autumn 2025 cohort



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Introduction

This handbook contains essential information about the Secondary Initial Teacher Training Programme at Best Practice Network (BPN) **for mentors working with student teachers on the programme.**

Please note that changes may be made to some of the information in this handbook throughout the academic year to reflect updates to policy and statutory guidance from the Department for Education (DfE). Mentors will be alerted to any changes, and the most up-to-date version of the handbook will be made available on Mosaic.

Thank you in advance for agreeing to be mentor for a student teacher on our Secondary ITT programme. The impact that effective mentoring can have on student teachers both throughout their initial teacher training and beyond achieving Qualified Teacher Status is significant, so all of us at Best Practice Network really appreciate your hard work and support in helping us to train the next generation of secondary teachers.

"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." DfE, 2021

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.

Our values

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 clients.



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.

Our Secondary 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 and to be key role models who strive for excellence and contribute positively to schools and the teaching profession.

The Secondary ITT programme offers high-quality, practical training in partner or employment schools with the support of skilled BPN colleagues and school mentors. 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 training and mentoring from secondary experts.

Our Commitment to Equality, Diversity & Inclusion

At BPN, we are dedicated to creating a community where every member feels a true sense of belonging. We are committed to providing an environment where everyone can thrive, feel valued and achieve their full potential through their contribution to education.

To us, diversity means celebrating full representation in all that we do. We actively promote the range of experiences that our student teachers bring to the programme, for the benefit of everyone. The equitable approach that we take in our systems and policies signifies our efforts to challenge barriers to access. As an organisation, we consistently strive to learn and do more. We are open to and welcome all feedback and have procedures in place to ensure that we are responsive to feedback and act upon it.

Inclusion and respect for everyone is at the heart of all that we do. We embrace and enhance inclusive practice. Together, these values shape a vibrant, bias-free culture where everyone can grow and develop in order to succeed.

BPN's Vision for Mentoring

At Best Practice Network, we know the importance of expert mentors and their impact on the development of student teachers. 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.

Furthermore, 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.

Our Mentoring USP:

Professional growth for all regardless of prior mentoring experience.

Overview of the Mentor Role

As a mentor, you will work closely with your student teacher, their Personal Tutor and your allocated Lead Mentor over the duration of their programme. 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 to review your student teacher's learning.
- Supporting the student teacher to understand how the learning from the weekly centre-based training should be applied in practice, including the modelling and deconstruction of practice, where appropriate.
- Ensuring the student teacher has a teaching timetable that provides a breadth of experience of different age and ability groups across the 11-16 age phase as well as a balance between teaching, observation and PPA time as per the guidance in the *School Based Training and Placement Guide*

(available on Mosaic).

- Ensuring student teachers receive their mentoring entitlement in school, including weekly formal lesson observations and a weekly mentor meeting (using the *Weekly Mentor Session Guide*, available on Mosaic).
- Being the first point of contact for any progress, attendance or pastoral concerns raised about/by the student teacher in school and reporting these to the Personal Tutor in the first instance.
- Secure appropriate professional development opportunities for student teachers within school setting, including ensuring student teachers have opportunities to develop their experience and subject knowledge.
- Monitoring and assessing the student teacher's progress, including setting and reviewing targets and completing the interim and summative reports in line with agreed deadlines.
- Providing pastoral care and support for the student teacher in school, as required.
- Maintaining regular contact with your allocated Lead Mentor.
- Engaging in mentor training (see essentials below).

Overview of the BPN Lead Mentor Role & 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 Secondary 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 mentors. As a mentor, you will be assigned a Lead Mentor, who will support you throughout the programme. Their responsibilities are to:

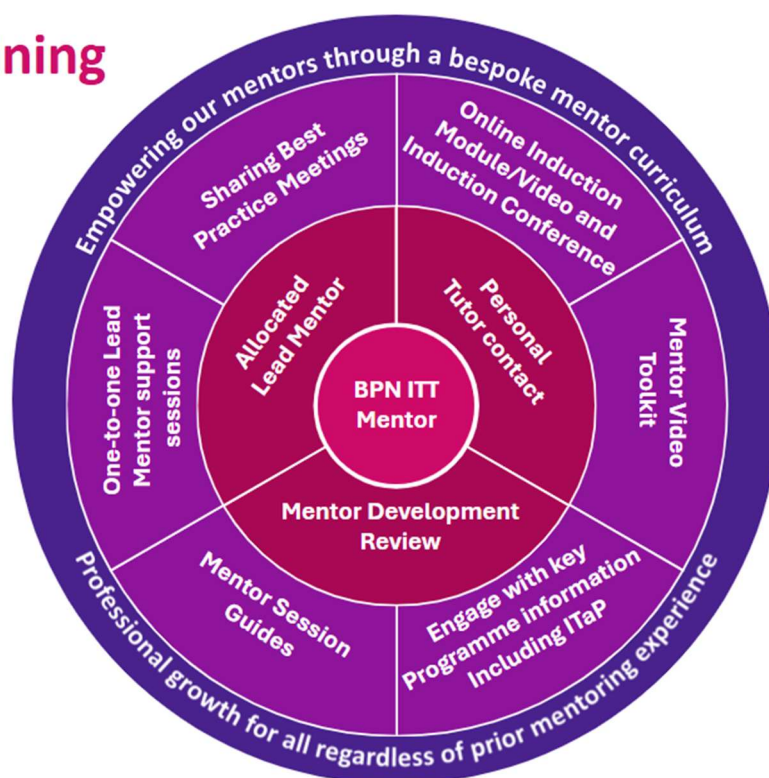
- Be a point of contact for mentors regarding questions and queries about mentoring.
- Liaise with Personal Tutors and meet with mentors each half-term to offer 1:1 support.
- Support mentors to engage in training and assess the impact of training for mentors.
- Ensure that student teachers are receiving their full mentoring entitlement, including that mentor meetings are taking place and are evidenced on Mosaic.
- Evaluate the quality of the student teacher/mentor interactions and the quality and impact of feedback.
- Lead termly Sharing Best Practice Meetings and Discussion Forums for their allocated groups.
- Identify strong practice and showcase this at the Sharing Best Practice meetings.
- Where applicable, support the Mentor Development Review process by holding 1:1 meetings with each mentor to discuss progress and impact of the mentor training on their practice.
- Where required, deliver mentor intervention support.
- Attend regular quality assurance meetings to identify key priorities and report back on the impact of action taken.
- Engage in research.

Overview of Mentor Training

Under new DfE requirements introduced in 2024, all ITT 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 ITT curriculum.

Mentor Training



Rationale for the BPN ITT Mentor Training Model

In accordance with our vision, the BPN 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.

All mentors will be invited to a Mentor Induction Conference at the start of the programme, which will provide a formal introduction to the Secondary ITT Programme, as well as a 1:1 meeting with their Lead Mentor to ensure that they are ready to begin their 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 & time
<i>Online Mentor Induction Conference</i>	Friday 19th September, 9.30am – 12pm
<i>Sharing Best Practice 1</i>	October 2025 (for subject specific date and time please see Mentor Training Essentials)
<i>Sharing Best Practice 2</i>	December 2025 (for subject specific date and time please see Mentor Training Essentials)
<i>Sharing Best Practice 3</i>	May 2026 for subject specific date and time please see Mentor Training Essentials)

Mentor Training Essentials

Below is an overview of the Essentials Mentor Training programme that each mentor will follow. The online elements of training this will be accessed via Mosaic.

Mentors who are new to mentoring with BPN

All mentors who are new to mentoring with Best Practice Network will engage with the following 'Essentials Training' to equip them with the knowledge, skills and professional behaviours required to carry out the mentor role effectively:

Training Activity	Where do I access this training?	Timescale
1:1 Lead Mentor Introduction Meeting Lead Mentor 1:1 support sessions.	Zoom/Team by invitation from assigned Lead Mentor.	By 30/09/2025 Ongoing
Attend the Online Mentor Induction Conference	On Zoom and shared via e-mail.	19/09/25, 9.30am – 12pm Recording available for those unable to attend. Please watch and complete the engagement quiz if unable to attend in person.
Engage with the Online Induction Module to include the guide to Mentoring Expectations and Best Practice.	Induction Module on Mosaic.	Please engage in the Induction Module and complete the quiz by 30/09/2025
Engage with weekly communications update	Via e-mail	Weekly
Weekly mentor meeting preparation. Engage with the mentor session guides to aid understanding of the Secondary ITT curriculum and access relevant research to support development of the student teacher.	Mosaic	Please complete the quiz after each module of session plans delivered.
Engage with key Secondary ITT Programme documentation and mentor videos (including assessment, target setting and lesson observation information).	Mosaic	Please engage and complete the quiz by 30/09/2025

Engage with the Intensive Training and Practice (ITAP) overview and information videos.	Mosaic	Review ITAP materials a fortnight 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 on Mosaic and sent by Lead Mentors.	For Mentors mentoring a Maths, Biology, Chemistry, Geography, French or Spanish Student Teacher: Meeting 1: Tuesday 7th October, 10am Meeting: 2 Wednesday 3rd December, 10am Meeting 3: Wednesday 13th May, 10am For Mentors mentoring a Computing Student Teacher: Meeting 1: Wednesday 1st October 4pm Meeting 2: 2 Wednesday 3rd December, 4pm Meeting 3: Wednesday 13th May, 4pm For Mentors mentoring an English Student Teacher: Meeting 1: Wednesday 8th October 10am Meeting 2: Thursday 4th December, 10am Meeting 3: Thursday 14th May, 10am

Returning mentors who have mentored with BPN before

If you have previously mentored a student teacher on BPN's Secondary ITT programme, it is important that you refresh your knowledge of the programme and update your mentoring knowledge, skills and professional behaviours so that these remain up to date. You will do this by engaging with the following 'Essentials Refresher Training' activities below:

Training Activity	Where do I access this training?	Timescale
1:1 Lead Mentor Introduction Meeting Lead Mentor 1:1 support sessions.	Zoom/Team by invitation from assigned Lead Mentor.	By 30/09/2025 Ongoing
Attend the Online Mentor Induction Conference	On Zoom and shared via e-mail.	19/09/25, 9.30am-12pm 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
Weekly mentor meeting preparation. Engage with the mentor session guides to aid understanding of the Secondary ITT curriculum and access relevant research to support development of the student teacher.	Mosaic	Please complete the quiz after each module of session plans delivered.
Engage with key Secondary ITT Programme documentation and guidance videos (including assessment, target setting and lesson observation information).	Mosaic	Please engage and complete the quiz by 30/09/2025
Engage with the Intensive Training and Practice (ITAP) Introduction and information videos and complete the set mentor task.	Mosaic	Review ITAP materials a fortnight 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	See links on Mosaic and sent by Lead	For Mentors mentoring a Maths, Biology, Chemistry, Geography,

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.	Mentors.	French or Spanish Student Teacher: Meeting 1: Tuesday 7th October, 10am Meeting 2: Wednesday 3rd December, 10am Meeting 3: Wednesday 13th May, 10am For Mentors mentoring a Computing Student Teacher: Meeting 1: Wednesday 1st October 4pm Meeting 2: Wednesday 3rd December, 4pm Meeting 3: Wednesday 13th May, 4pm For Mentors mentoring an English Student Teacher: Meeting 1: Wednesday 8th October 10am Meeting 2: Thursday 4th December, 10am Meeting 3: Thursday 14th May, 10am
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Optional Enhancement Training for all mentors – new and returning

In addition to the Essentials Training package, all mentors have the option to engage in the following Enhancement Training activities:

Training Activity	Where do I access this training?	Timescale
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Mentors can engage with the Mentor Development Review (MDR) review process and receive one to one coaching support from their Lead Mentor.	Mosaic Lead Mentor coaching session on Zoom or on the telephone.	Complete MDR Part 1 following the induction. Your Lead Mentor is available to support you throughout this process and is contactable by e-mail. The final coaching conversation will take place whilst your student teacher is on Contrasting Placement.
Mentors Toolkit videos – a series of short videos on a range of topics designed to support mentors in their role.	Mosaic	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. Lead Mentors will facilitate the discussion forums.	Mosaic	3 discussion forums
Enhancement Webinars	Links on Mosaic	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 optional 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.

Mosaic

Student teachers will use an electronic teaching file called Mosaic to record and evidence their progress on the Secondary ITT programme. Mosaic is regularly accessed and viewed by the student teacher's Mentor, Personal Tutor, Subject Lead and Head of Secondary ITT as part of the way we monitor student teachers' progress and engagement on the programme.

The Mosaic dashboard includes:

1. Details of the student teacher, their Subject Lead, Lead Mentor, Personal Tutor and Contrasting Placement Mentor.
2. The Secondary ITT Curriculum resources, including key programme documentation, recordings and resources from centre-based training sessions.
3. A weekly 'Training Plan' which acts as an overview of upcoming events and a checklist list of tasks and/or important reminders for the student teacher.
4. 'Course Activities' which contain tasks linked to centre-based training sessions.
5. 'Targets' where mentors and student teachers set and review targets in relation to the student teacher's strengths and areas for development.
6. 'Lesson Observations' where mentors and student teachers upload/add feedback from the weekly formal lesson observations.
7. 'Review Points' containing termly reports on the student teacher's progress.
8. 'My files' where student teachers can upload any additional work or evidence towards the Secondary ITT Competencies.

All online mentor training as shown in the overview above will also be housed 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 evidence engagement in training.

If you have any questions or concerns regarding Mosaic, please speak with your Lead Mentor.

Overview of the Secondary ITT Curriculum

Best Practice Network's curriculum is broad, balanced, relevant and progressive. The curriculum has been carefully designed to enable student teachers to develop expertise in all areas of the [Initial Teacher Training and Early Career Framework](#) (ITTECF) which will prepare them for a lifelong career as a secondary teacher and subject specialist. It is comprised of both school and centre-based training and the connection between the two is crucial to the overall development of student teachers.

Our vision and values have informed the three curriculum areas which underpin the Secondary ITT Competencies and act as core threads that run throughout the programme:

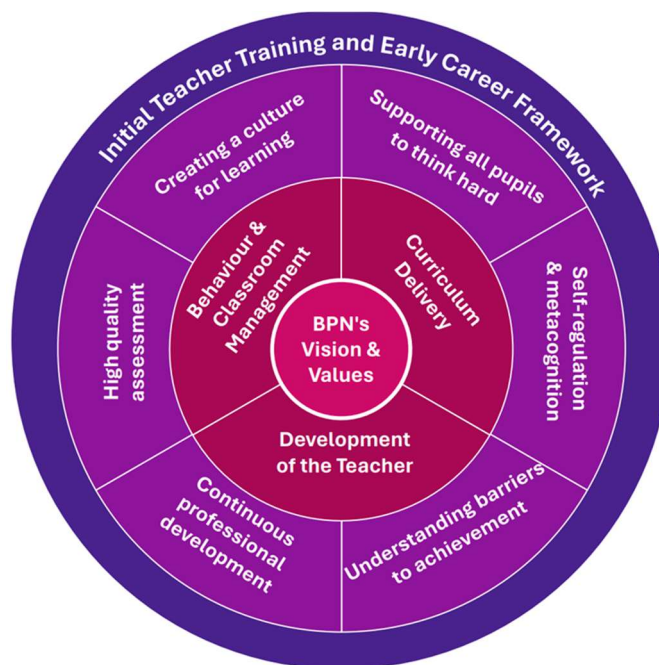
- *Behaviour & Classroom Management*
- *Curriculum Delivery (Planning, Teaching, Assessment)*
- *Development of the Teacher*

Each of these curriculum areas is woven through the 6 thematic modules which comprise the programme:

1. *Creating a culture for learning*
2. *Supporting all pupils to think hard*
3. *High quality assessment*
4. *Self-regulation & metacognition*
5. *Understanding barriers to achievement*
6. *Continuous professional development*

These modules have been carefully sequenced to ensure student teachers encounter and revisit key aspects of theory as they progress from the *Introducing, Preparing & Developing* phase to the *Securing, Refining &*

Embedding phase of the programme. Each term, there are two modules, and these are taught through webinars, face to face training or online self-study materials, and contextualised in school through school-based training and mentor meetings. Each week has a reflection question that has been developed in line with the Secondary ITT Competencies and underpins the planned learning for that week.



Graduates from the Secondary ITT Programme will be qualified phase and subject experts who strive for excellence, are well-prepared for a lifelong career in education and have a positive impact on pupils, schools and the wider teaching profession.

Routes into Teaching & Qualifications

We offer two full-time, level 6 equivalent postgraduate ITT routes leading to QTS: Fee Funded (non-salaried) and Apprenticeship. Student teachers on both routes will be trained to teach across the full 11-16 age range (Year 7-11). We also offer post-16 'enhancement' which means that student teachers will receive support in preparing to teach post-16 (Year 12 & 13) as part of our taught curriculum.

Programme Overviews

Student teachers spend four days per week (Monday – Thursday) in school developing their teaching knowledge, skills and professional behaviours and one day per week (Friday) engaged in training. The programme overviews linked below show how the programme is structured week-by-week:

- [Secondary ITT Programme Overview - Apprenticeship AUGUST 2025 cohort](#)
- [Secondary ITT Programme Overview - Fee-Funded AUGUST 2025 cohort](#)

Curriculum Delivery

The Secondary ITT curriculum is delivered through:

- School-based training
- Centre-based training, comprising:
 - Induction
 - Core training
 - Intensive Training and Practice (ITAP) which includes both online and in-school learning.
 - Subject training
 - Thrive-Informed Educator training
 - Study packs and independent learning

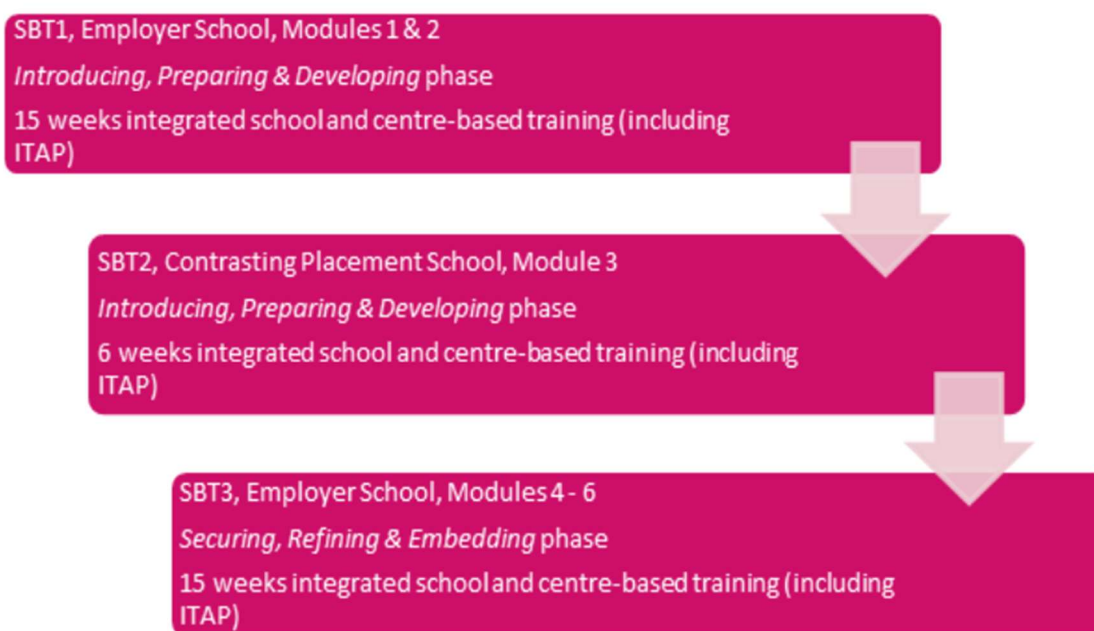
School Based Training (SBT) Overview

All student teachers must carry out their training in a 'school' establishment. Section 4 of the Education Act 1996 defines a school as '*an educational institution which is outside the further education sector and the higher education sector and is an institution for providing (a) primary education, (b) secondary education or (c) both primary and secondary education*'. Time spent training in settings other than schools, early years settings or further education colleges can form a valuable part of the programme but cannot be counted towards meeting QTS.

We have divided our programme of School-based Training into three stages: SBT1, SBT2 and SBT3. It is structured so that student teachers develop knowledge, confidence and skills in the classroom as they move from the *Introducing, Preparing and Developing* phase through to the *Securing, Refining & Embedding* phase.

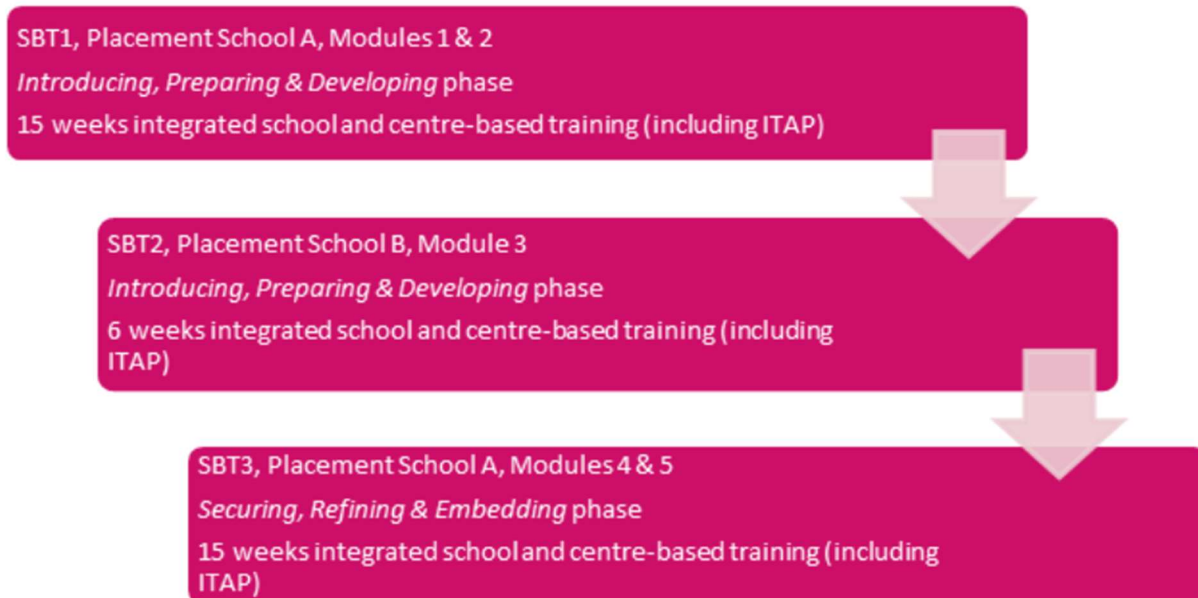
Apprenticeship Route

As an employment-based route, most of the apprentice's time is spent in their employer school (SBT1 & SBT3):



Fee-Funded Route

Fee-funded student teachers follow a similar model with most of their time spent in Placement School A (SBT1 & SBT3):



As the programme progresses, all student teachers gradually build up to independently teaching and planning an 80% timetable which must be evident by the start of Module 5 to fulfil the requirement for at least 6 weeks contact ratio teaching. The student teacher's timetable should be comprised of a range of different age and ability classes within their subject and across the 11-16 age range.

Further guidance and information about the structure of school placements, including teaching timetable requirements, can be found in the relevant *School-Based Training and Placement Guide on Mosaic*.

Core Training

Our programme of Core Training has been carefully designed to teach the core body of knowledge, skills and behaviours that define great teaching. The sessions underpin 6 thematic modules which comprise the programme and aim to equip our student teachers with the skills, knowledge and experience to be able to teach effectively.

Core Training sessions are either 3 or 6 hours in length and are designed and delivered online or face to face by secondary experts.

Intensive Training and Practice (ITAP)

Intensive Training and Practice (ITAP) is a statutory requirement of initial teacher training that aims to introduce student teachers to a granular aspect of practice which they then deconstruct and apply in their own teaching (following rehearsal and feedback) to increase coherence between evidence-based theory and

practice.

Student teachers on Postgraduate ITT courses must complete 20 days of ITAP during their training year. At BPN, we have designed four ITAP weeks that take place during modules 1, 2, 3 & 5. The dates of the 2025/26 Secondary ITT ITAP weeks are as follows:

ITAP Unit & focus	Week commencing
ITAP Unit 1: <i>Classroom Routines</i>	Monday 22nd September 2025
ITAP Unit 2: <i>Scaffolding</i>	Monday 10th November 2025
ITAP Unit 3: <i>Questioning</i>	Monday 12th January 2026 (within contrasting placement)
ITAP Unit 4: <i>Targeted Academic Support</i>	Monday 27th April 2026

Each ITAP week focuses on an aspect of teaching with a rationale that aligns with the ITTECF. Through this intensive training and practice, student teachers will:

- Develop a strong understanding of the evidence base underpinning the area of focus for the ITAP which they can articulate, justify, and exemplify.
- Be able to discuss and analyse effective classroom practice with the support of subject and phase experts.
- Prepare and apply selected classroom routines in their teaching practice with confidence and in a range of contexts and evaluate the impact of this.

It is important to note that ITAP weeks are different to normal school placement weeks in that student teachers are required to be off-timetable so that they can fully engage with the different aspects of the school and centre-based training that runs throughout the week and demonstrate that they have met this statutory requirement.

For more information about the structure of the ITAP weeks, including the different school and centre-based training sessions and activities that comprise the ITAP week as well as your role within the implementation of these in school, please see the overviews and videos available on Mosaic. Any questions or queries about the ITAP weeks should be directed to the Lead Mentor.

Subject Training

Each secondary subject training session has a duration of 3hrs and is designed and delivered online by subject experts. They aim to:

- Introduce student teachers to the evidence and subject-specific approaches that underpin effective teaching in their subject.
- Support student teachers to develop the essential knowledge and understanding needed in order to teach their subject effectively.
- Expose student teachers to a range of subject and phase-specific examples that build their knowledge and understanding of their subject.
- Introduce student teachers to relevant subject and phase-specific networks and communities of practice.

Thrive-Informed Educator Training

The **Thrive**-Informed Educator Training sessions are designed to deepen student teachers' understanding of human behaviour, communication and relational practice through a trauma-informed lens. During the training, student teachers will explore the foundations of self-awareness, the impact of trauma on relationships and behaviour, and the importance of creating structure and a sense of belonging in learning environments. The sessions provide practical tools and reflective insights to foster emotional safety, connection and resilience and each session blends theory with actionable strategies to support compassionate, effective practice in real-world settings.

The training begins with an introductory module that explains the core principles of the Thrive Approach, its origins and why it's relevant to their role as a student teacher. This module is followed by four live training sessions each lasting 3hrs which are delivered by experienced Thrive trainers.

Study Packs

At BPN, we have developed a series of secondary Study Packs which cover each aspect of the **ITTECF**, including:

- *Professional Behaviours*
- *Statutory Guidance*
- *High Expectations*
- *How Pupils Learn*
- *Classroom Practice*
- *Managing Behaviour*
- *Adaptive Teaching*
- *Subject and Curriculum*
- *Assessment*

In addition to the above, we have also developed subject-specific supplements which accompany the *How Pupils Learn*, *Classroom Practice*, *Subject and Curriculum* and *Assessment* Study Packs and focus on further developing student teachers' subject knowledge and understanding of the pedagogy that is specific to each subject.

Each Study Pack contains key research, recommended further reading and a range of phase and subject-specific case studies. They are sequenced in a way that aligns with the focus of each module and are closely linked to the themes of the Core Training sessions. The hours of learning per Study Pack range from 1.5-3hrs and they are designed to be completed as part of directed independent study.

Monitoring & Assessing Student Teachers' Progress

The aim of the monitoring and assessment process is to ensure that student teachers become effective and reflective practitioners who can demonstrate mastery of the Secondary ITT curriculum. The acquisition and application of high-quality subject knowledge and pedagogy lie at the heart of this.

During ITT, student teachers' progress is assessed formatively from the beginning of the programme and

throughout, prior to a summative assessment at the end.

- **Formative assessments** track student teachers' progress in relation to mastery of the Secondary ITT curriculum. Progress is defined and measured through evidence against the *Secondary ITT Competencies Progression Record*.
- **Summative assessment** seeks to establish whether student teachers' practice and work has demonstrated mastery of the Secondary ITT curriculum and therefore the [Teachers' Standards](#).

Secondary ITT Competencies & Progression Record

Overview

During initial teacher training (ITT), the quality of a student teacher's learning and practice is formatively assessed against Best Practice Network's Secondary ITT curriculum which enables student teachers to develop expertise in all areas of the [Initial Teacher Training and Early Career Framework](#) (ITTECF) and prepares them for a lifelong career as a secondary teacher and subject specialist.

We do this by measuring student teachers' knowledge, skills and professional behaviours (KSPBs) against a competency framework called the *Secondary ITT Competencies Progression Record*. The competencies within the *Progression Record* are organised into the 3 curriculum areas which underpin the Secondary ITT curriculum:

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

For each competency, there is a clear route of progression across 4 developmental stages ranging from 'emerging' to 'exceeding':



The descriptors for each developmental stage relate to the Secondary ITT Curriculum and the 'Learn how to...' statements from the ITTECF (as indicated by the descriptors in italics) and are introduced, reinforced and revisited as student teachers progress through their initial teacher training.

At key points during the programme, Mentors and Personal Tutors assess and report on the student teacher's progress which includes making a judgement about which developmental stage the student teacher is working at for each competency and overall. This enables us to track and monitor student teacher progress against the Secondary ITT Curriculum over time and intervene, where required, if progress is not on-track.

As the Secondary ITT Curriculum is underpinned by the ITTECF and, in turn, the Teachers' Standards, by mastering the curriculum (being judged to be working within the 'secure' stage by the end of the programme), student teachers will have demonstrated that they have met the [Teachers Standards](#) and will be recommended for the award of Qualified Teacher Status (QTS).

How to use the Secondary ITT Competencies Progression Record

The Secondary ITT Competencies Progression Record is to be used by student teachers, Mentors and Personal Tutors to assess, monitor and track student teachers' progress throughout the course of the programme as well as encouraging reflection, supporting professional dialogue and effective target setting, leading to mastery of the Secondary ITT curriculum.

We recommend that student teachers and mentors print a hard copy of this booklet so that they can easily refer to this document when observing lessons, during weekly mentor meetings or when setting targets.

Student teachers should also maintain a separate electronic or hard copy of this document that they can highlight or annotate on a regular basis (at least half termly) to show when the different stages of the competencies have been met, either through evidence of their practice in school or through evidence of their learning at centre-based training sessions or in assessed work.

Student teachers develop at different rates, and each have their own individual strengths and areas for improvement. The rate at which student teachers develop can be attributed to a number of different factors, including:

- Prior knowledge and experience
- Quality of education and training
- Ability to critically analyse and reflect on performance
- Quality of support (mentors, Personal Tutors, the Secondary ITT Programme team etc).

Developmental milestones:

In order for a student to be judged to be on-track to meet the Teacher Standards by the end of the programme, they must be working within the following stages at the points outlined below, as a minimum:

- **'Emerging' by the end of the Autumn term (as evidenced in the End of Autumn Term Interim Report)**
- **'Developing' by the end of the Spring term (as evidenced in the End of Spring Term Interim Report)**
- **'Secure' by the end of the Summer term (as evidenced in the Final Summative Assessment Report)**

Some student teachers, for example those on the apprenticeship route, may have a higher starting point to others and/or progress through the developmental stages more quickly due to their prior experience and existing KSPBs in particular curriculum areas. This is why we have included an 'Exceeding' band for those student teachers who are working beyond the expected standard. This ensures that our assessment and target setting is developmental and appropriately challenging and for all student teachers, regardless of their starting point.

If, at any point in the programme, a Mentor or Personal Tutor identifies that a student teacher is not on-track to achieve the developmental stages outlined above, they must inform the Subject Lead who will support the Personal Tutor to implement the Additional Support Procedures which outlines the structured steps that Best Practice Network will take to support student teachers who are identified as not yet consistently meeting the

required competencies.

Collating evidence against the Competencies

Student teachers should collate evidence towards meeting the competencies in their Mosaic portfolio. They can use the 'paperclip' icon (available to student teachers only) to link pieces of evidence to each of the competencies. They can also 'star' their best evidence. We advise that student teachers need a minimum of 5 pieces of evidence for each competency by the end of the programme.

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

- Completed targets
- Lesson observation feedback – both formal and informal
- Course activities i.e. End of Module Reflections, ITAP work, Learning Sequences, the L6 Academic Assignment etc.

Plus, other relevant documentation that they've saved into the 'Trainee Files' section such as:

- Lesson planning
- Anonymised examples/photos of pupils' work
- Photographs of displays
- Examples of contributing to the wider life of the school
- Observations of expert colleagues

Please see the *Secondary ITT Competencies Progression Record & SHARP Target Setting Guidance on Mosaic* for the full version of the document.

Lesson Observations

The purpose of observations

Lesson observations provide a rich source of evidence that student teachers are making progress towards mastery of the Secondary ITT curriculum. Observations are also an especially useful opportunity for feedback, to offer reassurance, provide encouragement and inform target setting.

Most lesson observations will be made by the student teacher's:

- School mentor or a class teacher in their school
- Personal Tutor

How often should student teachers be observed?

Over the course of the ITT programme, evidence must be gathered which demonstrates the student teacher's teaching within their subject and across the 11-16 age phase. For example, a student teacher on the Geography programme must be observed teaching Y7-11 Geography classes across their two school placements. If a student teacher has not been allocated a particular year group as part of their teaching timetable, they can be observed working with small groups or individual students in these year groups

instead.

All student teachers must be observed formally once per week by their mentor or the class teacher. Formal lesson observations should last between 30-60 minutes and student teachers are expected to take a proactive teaching role (rather than a supporting role) in the lesson. A written record of the observation must be completed by the observer/s during the lesson using the *Secondary ITT Formal Lesson Observation proforma (available on Mosaic)*.

After the observation, the observer/s must meet with the student teacher to provide feedback on the lesson. This meeting will include a discussion about individual pupils and their progress. The feedback from the formal lesson observation should be uploaded to the student teacher's Mosaic as this forms part of their ongoing evidence against the Secondary ITT Competencies and will also help to inform the weekly target setting conversation with their mentor.

Informal observations can be agreed between the student teacher and their observer/s. Feedback from informal observations can be written or verbal and should be focussed around areas of strength and development linked to the Secondary ITT Competencies. We suggest that student teachers collect feedback from informal lesson observations in a notebook/Word document and share/discuss this feedback with their mentor during the weekly meeting and when reviewing progress against their targets.

Whilst on programme, student teachers may also be formally or informally observed by:

- Other colleagues in the school, e.g. the Head of Department or a member of the school's SLT
- BPN staff, such as their Subject Lead or a member of the Quality Team
- An external moderator for the Secondary ITT programme
- An Ofsted inspector as part of an Initial Teacher Education (ITE) or school inspection.

We recommend that student teachers prepare for these observations in the same way that they would a formal lesson observation from their mentor or Personal Tutor. During a school inspection, it is the school's responsibility to make the Ofsted inspection team aware that the student teacher is undertaking ITT.

How should student teachers prepare for a formal lesson observation?

Before a formal observation, the student teacher must complete *the Secondary ITT Teaching and Learning Plan (available on Mosaic)* that sets out what they intend to do during the observed lesson, i.e. what they plan to teach and how they will assess pupils' progress. **Once completed, they should email it to their observer/s in advance of the lesson to enable them to receive feedback on their planning and allow them time to make any changes that are required prior to teaching.**

Further guidance about this is available in the *School Based Training & Placement Guide (available on Mosaic)*.

Weekly Mentor Meetings & SHARP Target-setting

Each week, you will arrange to meet with your student teacher for 1 hour (plus 30 mins preparation time) to review their progress. You and the student teacher will need to agree the logistics for this meeting and record this on the *Student Teacher & Mentor Agreement (available on Mosaic)* during an early meeting at the start of the placement (this agreement will be explored during the Mentor Induction Conference).

Each mentor meeting has a **Mentor Session Guide (available on Mosaic)** which has been created by BPN and aligns closely to the Secondary ITT curriculum. 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 requires the mentor to prepare for the meeting by downloading the Mentor Session Guide and completing any pre-tasks. As the mentor, you must be aware of the current module the student teacher is learning and the key research that is relevant to the module area – these are shared via the Session Guide. Please engage with the research pieces on each session guide (an approximation indication of time needed for reading is assigned to each task). All the research selected has been taken from the ITTECF which underpins the Secondary ITT curriculum.

The Mentor Session Guides can be found in the student teacher's Training Plan where there is also space for the student teacher to record any key notes or actions from the meeting. Both mentors and student teachers can feed into this and, as part of their role, Lead Mentors will sample your comments to offer support and feedback, where required.

All the Mentor Session Guides can also be found on the **Mentor Mosaic platform**. After you have delivered each module of session guides, **please tick to confirm that you have read the content and completed any actions required**.

These weekly mentor meeting is also used to feed back on the student teacher's teaching practice as evidenced by observations of their teaching, including identifying their strengths and areas for development, and using these to set SHARP targets.

Each week, the mentor will set the student teacher a personalised target to guide their development using the **Secondary ITT Competencies Progression Record & SHARP Target Setting Guidance (available on Mosaic)**. Targets will focus on areas of the student teacher's practice that need to develop and will have corresponding actions to support the student teacher to achieve these.

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 are on track to meet their developmental milestones (see pg. 19 for more information).

The Personal Tutor and Lead Mentor 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 period.

Interim Formative Assessment Reports, including Contrasting Placement Report

Towards the end of each term (and at the end of the 6-week contrasting placement), the mentor is required to complete an Interim Formative Assessment Report on Mosaic which details the student teacher's progress against the Secondary ITT Competencies. The mentor will review the student teacher's progress and attainment to date and indicate which developmental stage they are working in (see pg. 18-20 for more information).

They will also provide a comment about how the student teacher is progressing, set targets and record any other details, such as absences from school, that will help to form a holistic picture of the student teacher's progress. Both the student teacher and the Personal Tutor will also make a comment on the report.

Further guidance about the completion of the reports will be provided to mentors, Personal Tutors and student teachers via Mosaic in advance of the deadlines.

Final Summative Assessment Report

The Final Summative Assessment Report records whether the student teacher has mastered the Secondary ITT curriculum and, therefore, met the **Teachers' Standards**. These 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 will complete the Final Summative Assessment report within Mosaic to indicate the student teacher's mastery against the Secondary ITT Curriculum and evidence that they have met each of the Teachers' Standards. This will also include confirming that the student teacher has met the requirements to be awarded QTS. Both the student teacher and the Personal Tutor also make a comment on the report, and the Personal Tutor is required to endorse the mentor's recommendation for the award of QTS.

When completing this report, the mentor and Personal Tutor will need to consider whether the student teacher's knowledge, skills and practice meet the following Teachers' Standards. If the student teacher has met the developmental milestones throughout the year, there should be no surprises at this stage.

Further guidance about the completion of the report will be provided to mentors, Personal Tutors and student teachers via Mosaic in advance of the deadline.

Report Deadlines

Review Point	Deadline for submission
Autumn Term Interim Report	Friday 12 th December 2025
Contrasting Placement Report	Friday 13 th February 2026
Spring Term Interim Report	Friday 24 th April 2026
Final Summative Assessment Report	Friday 26 th June 2026

Role of the Personal Tutor & 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 Primary ITT Programme. They are the first point of contact for any concerns about the student teacher's attendance, progress or welfare.

Personal Tutor Visits to School

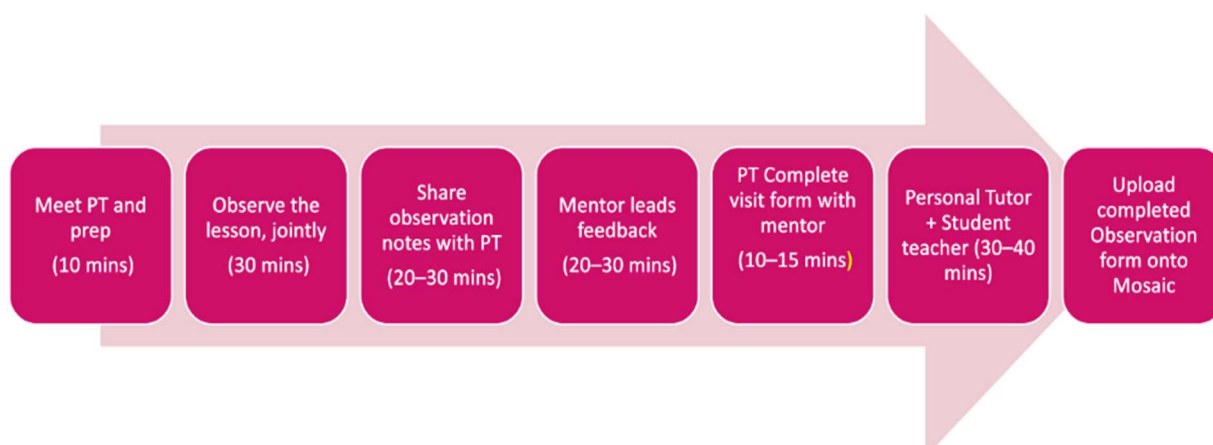
Personal Tutors will visit student teachers a minimum of 5 times over the course of the Secondary ITT Programme, within set visit windows that typically fall towards the end of a half term. This includes a visit to the student teacher whilst they are on contrasting placement. Each visit will take 2- 3 hours. Each visit includes a joint formal observation and completion of a School Visit Record.

The Personal Tutor is responsible for liaising with the student teacher and mentor to arrange a suitable visit day, within the set window.

During the visit, the Personal Tutor and Mentor will undertake a joint formal observation of the student teacher. Lesson planning, using the *Secondary ITT Teaching and Learning Plan (available on Mosaic)*, should be shared with the Personal Tutor and mentor in advance of the joint observation. 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 the 'Lesson observations' section.

Example of a school visit structure:

- Meet with Personal Tutor to ensure planning and documentation is prepared
- Complete a 30-minute joint lesson observation
- Meet with Personal Tutor to discuss the lesson and finalise feedback
- Meet with student teacher and Personal Tutor to provide verbal feedback on the lesson
- Complete the School 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
Module 1 School Visit	w/c 6 th or 13 th October 2025	2 – 3 hours
Module 2 School Visit	w/c 1 st or 8 th December 2025	2 – 3 hours
Module 3 School Visit (contrasting placement)	w/c 26 th January or 2 nd February 2026	2 – 3 hours
Module 4 School Visit	w/c 23 rd or 30 th March or 13 th April (depending on	2-3 hours

	the school's Easter holiday)	
Module 5 School Visit to School (Professional Learning Conversation & recommendation for QTS)	w/c 1 st or 8 th June 2026	3 hours

Support for student teachers with Additional Learning Needs or Disabilities

All student teachers complete a 'fitness to teach' questionnaire prior to commencing the Secondary ITT Programme which ensures that a person is able to train to teach. As part of this, student teachers are asked to disclose any additional learning needs or disabilities so that we can ensure that any reasonable adjustments and/or access arrangements can be put in place to support their learning on the programme and share this, with their permission, with those colleagues who will be working with and supporting them on the programme, including in school.

At BPN, we have an Additional Learning Needs Tutor & Wellbeing Strategic Lead who holds responsibility for and has oversight of the intervention, advice and guidance for student teachers who are identified as needing support for additional learning needs and/or wellbeing. They work with the Subject Lead and Personal Tutor to ensure that needs are identified quickly and that the appropriate support is put in place in a timely manner, typically through the implementation of an Additional Learning Needs Plan. **If mentors have any concerns about a student teacher's additional learning needs and/or support, they should contact the Personal Tutor in the first instance.**

For more information, please see our [Additional Learning Support Policy and Procedure for ITT Programmes \(available on our website\)](#).

Additional Support Procedures

The Additional Support Procedures outlines the structured steps that Best Practice Network will take to support student teachers who are identified as not yet consistently meeting the required competencies. The Additional Support Procedures are typically implemented by the Personal Tutor with support from the Subject Lead, as required.

Whilst identification of students who need additional support would usually follow after completion of the Interim Formative Assessment Report on Mosaic, this can take place at any time, although concerns **must** be raised for the first time, at the latest, immediately following completion of the **End of Spring Term Interim Report** on Mosaic, in order to provide sufficient time for the procedures outlined within this document to be completed. However, if an issue of gross misconduct arises, this would be managed outside of this policy.

Our approach to supporting student teachers is guided by six key principles:

1. **Early identification** of developing needs
2. **Clear communication** throughout the support process
3. **Targeted support** tailored to individual areas for development aligned with the Secondary ITT Competencies
4. A **fair process** that is transparent and offers opportunities for improvement

5. **Rigour** in assessing progress
6. The use of **evidence** to inform support strategies and decisions.

Through our supportive process, we aim to facilitate student teachers' progress towards achieving the professional standards necessary for Qualified Teacher Status. However, it is important to recognise that consistent failure to meet these competencies, despite the provision of appropriate support, may ultimately lead to a decision regarding the student teacher's ability to remain on the ITT programme.

The 4-stage process we follow is outlined below:

- **Stage 1: Early Identification**
- **Stage 2: Instructional Coaching Plan (ICP)**
- **Stage 3: Formal Action Plan**
- **Stage 4: Formal Assessment**

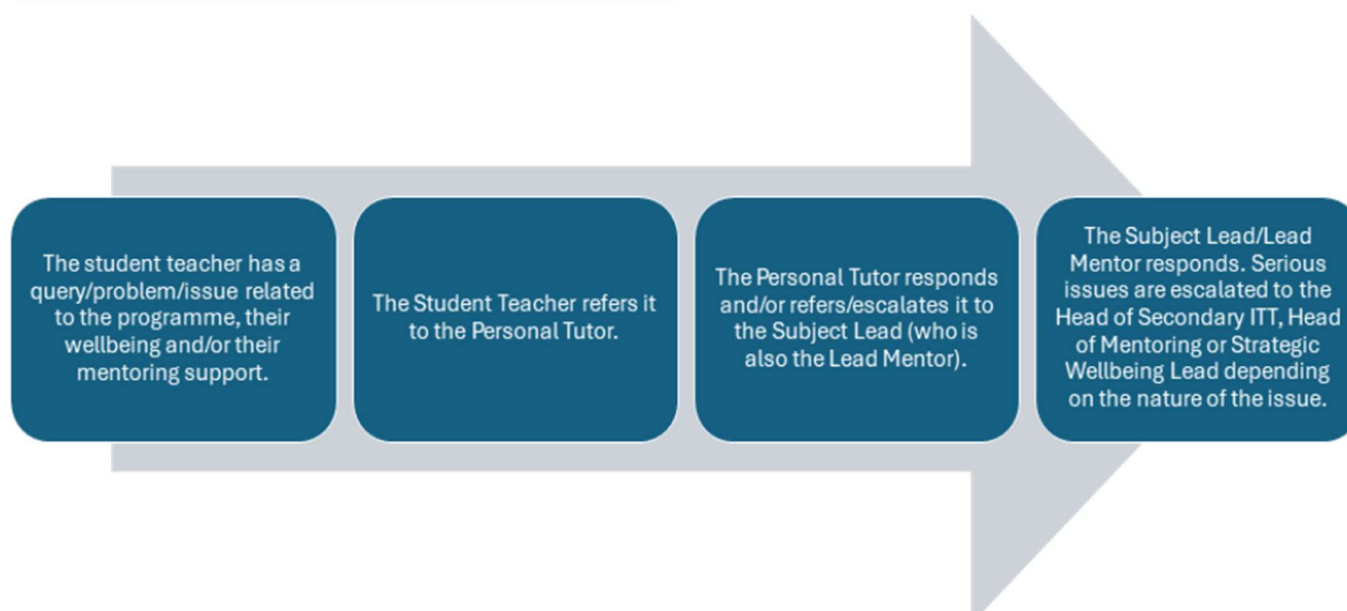
Please see the *Additional Support Procedures* available on Mosaic for further detail.

Reporting & Escalating Concerns

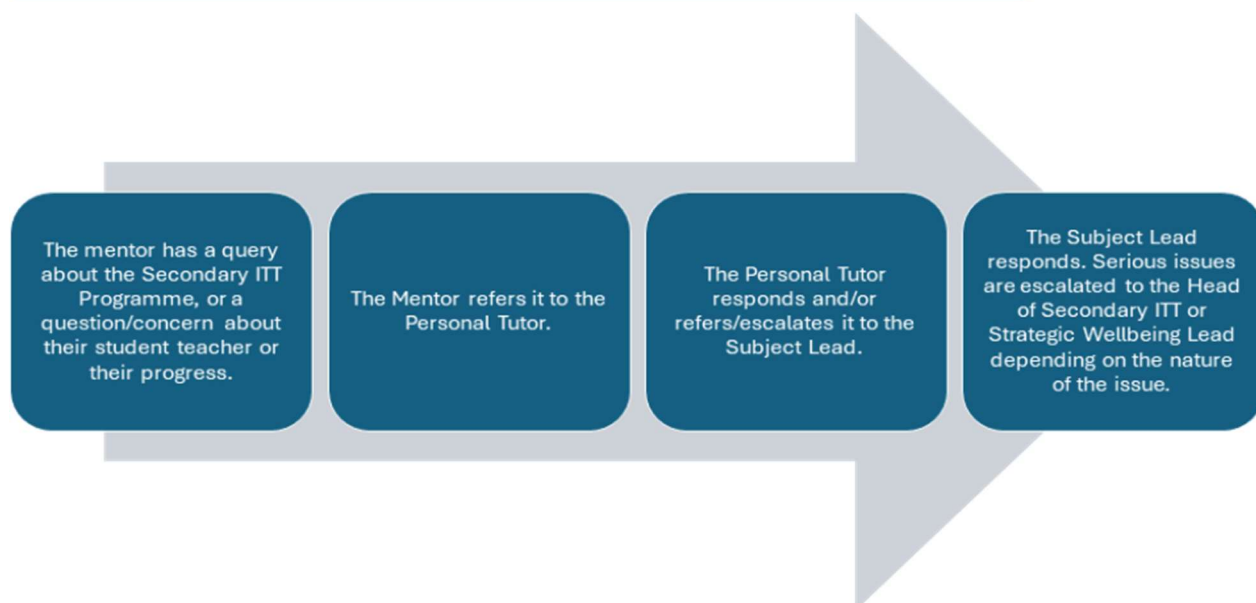
From time to time, concerns arise that require some form of reporting or escalation in order to ensure that issues can be acted on and resolved in a timely manner.

The flow charts below outline the channels of communication and escalation for some common scenarios that can arise for the different stakeholders during an ITT programme, including the process for reporting issues and who to:

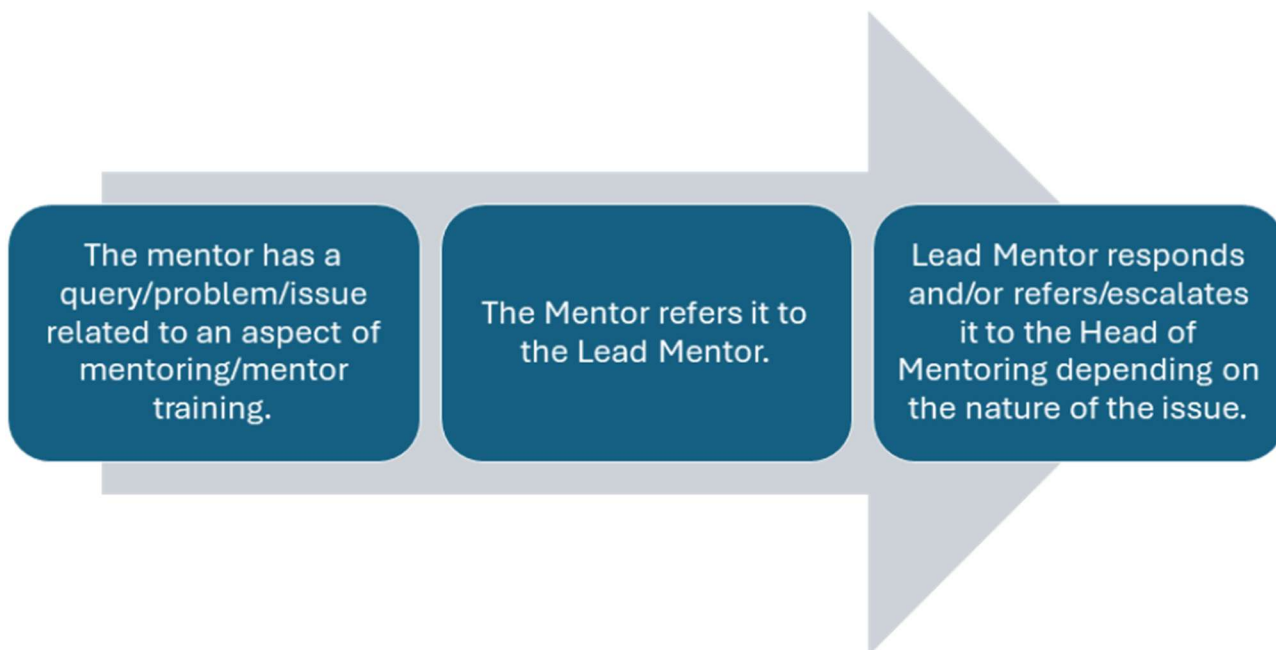
Scenario 1: Student teacher query/issue



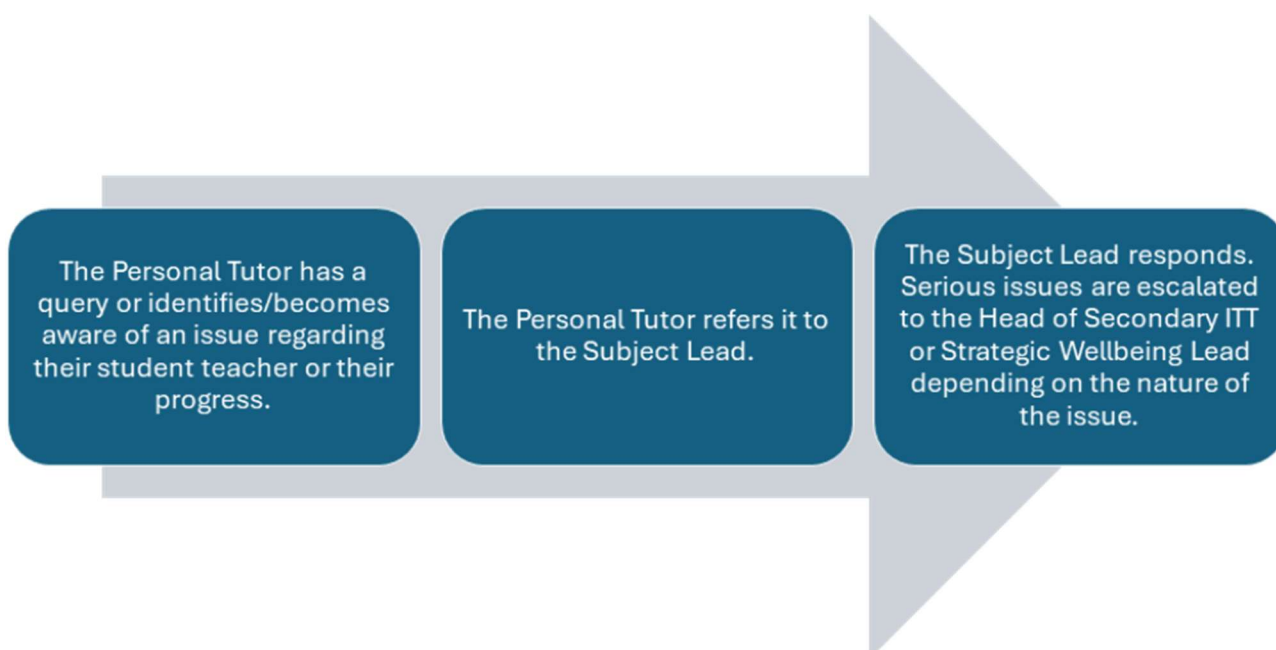
Scenario 2: Mentor query/issue about the programme/student teacher



Scenario 3: Mentor query/issue about an aspect of mentoring/the mentor training



Scenario 4: Personal Tutor issue/query about the programme/student teacher



Contact Details

Personal Tutors will contact student teachers and mentors via email at the start of the programme to introduce themselves and share their contact details. Personal Tutors are the first point of contact for student teachers and mentors regarding queries about the Secondary ITT Programme and questions or concerns

about the student teacher and their attendance, progress or wellbeing.

Mentors should contact their Lead Mentor with any questions or queries about the mentor role, training or requirements and their contact details can be found below along with the details of other key colleagues and teams involved in the delivery and administration of the Secondary ITT programme:

Role	Name	Email address
Subject Lead & Lead Mentor for Biology & Chemistry student teachers	Holly Kirkbride	hollykirkbride@bestpracticenet.co.uk
Subject Lead & Lead Mentor for Computing student teachers	Alan Myatt	alanmyatt@bestpracticenet.co.uk
Subject Lead & Lead Mentor for English student teachers	Joanna Froud-Poole	joannafroudpoole@bestpracticenet.co.uk
Subject Lead & Lead Mentor for French & Spanish student teachers	Rosemary Reid	rosemaryreid@bestpracticenet.co.uk
Subject Lead & Lead Mentor for Geography student teachers	Jessica Burger	jessicaburger@bestpracticenet.co.uk
Subject Lead & Lead Mentor for Maths student teachers	Faye Robertson	fayerobertson@bestpracticenet.co.uk
Additional Learning Needs Tutor & Wellbeing Strategic Lead	Debbie Shirley	debbieshirley@bestpracticenet.co.uk
Candidate and Programme Support Team	General inbox	Teach@bestpracticenet.co.uk
Placements Team	General inbox	Placements@bestpracticenet.co.uk
IT & eLearning Support	General inbox	IThelpdesk@bestpracticenet.co.uk

Attendance and Absence Procedure

Best Practice Network's ITT programme is a full-time, professional programme. **Full attendance and punctuality are expected for all elements of the programme. Leave of absence will not be granted for other courses or holidays.**

It is important that student teachers engage with all aspects of the programme. This is because **the course is designed so student teachers complete the minimum requirement of 120 days of general school placement plus 20 days of ITAP (split across school and centre-based training).** If a student teacher is in danger of not meeting this minimum requirement, the Additional Support Procedures will be implemented, and an extended period of school-based training may need to be completed at the end of the programme before the recommendation for QTS can be made. If there is no improvement to the student teacher's attendance or the minimum number of days in school placement is at serious risk of not being met, the student teacher's

place on the programme may be at risk.

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

Reporting absence from School-based Training (Monday-Thursday):

If illness or serious mitigating circumstance prevents a student teacher from attending their school-based training, they must:

1. Follow the staff absence procedure at their school which will involve informing their mentor and key staff within a certain notice period. It may also involve setting cover work for the lessons they are timetabled to teach on the day they are absent.
2. Email their Personal Tutor to inform them of their absence, reason for absence and likely return to work date.
3. Update their Record of Student Teacher Attendance on Mosaic. This will be checked by the mentor in the next weekly mentor meeting and by the Personal Tutor during their next school visit.

This procedure should be repeated on any subsequent day(s) of absence from school.

If absence due to illness persists for more than 7 days in a row (including non-working days such as weekends and bank holidays), the student teacher is required to visit a healthcare professional and ask for a fit note. A copy of this fit note should be submitted to the BPN Candidate and Programme Support Team (Teach@bestpracticenet.co.uk) and the student teacher's school (if they are an apprentice), as per the staff absence policy. The student teacher should also inform their mentor and Personal Tutor of their likely return to work date. The Personal Tutor is then responsible for informing the ALN Tutor & Wellbeing Strategic Lead (debbieshirley@bestpracticenet.co.uk). In the event of a sustained absence, Keeping in Touch meetings may be put in place for the student teacher to ensure regular wellbeing support is in place.

Reporting absence from Centre-based Training (Friday):

If illness or serious mitigating circumstance prevents a student teacher from attending their centre-based training, they must:

1. Email their Subject Lead (cc'ing their Personal Tutor) no later than 9.00am on the day of absence to inform them of their absence and reason for absence. Best Practice Network's Secondary ITT Team will take a register during the training session which will provide a record of their absence.
2. Catch up on the training that has been missed by accessing the resources on Mosaic.

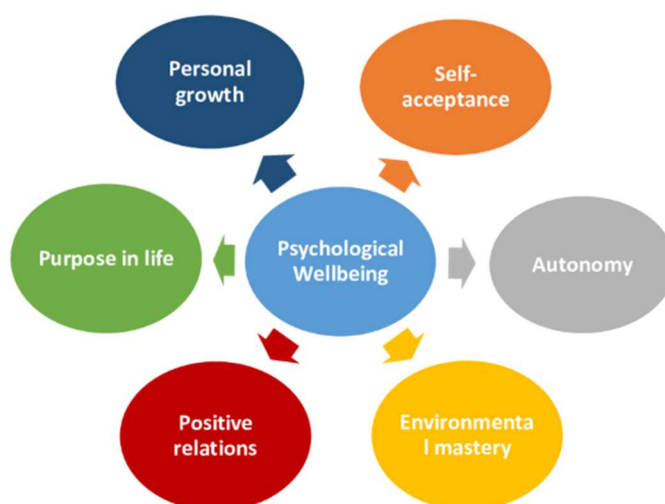
N.B. Student teachers often require time away from school/centre-based training to attend interviews for Early Career Teacher posts. This is an acceptable absence however this still should be reported as per the relevant procedure above.

Mentors must ensure that the student teacher's attendance record on Mosaic is reviewed during the Weekly Mentor Meeting as it forms part of the student teacher's evidence towards the 'Professionalism' competency and Part 2 of the Teachers' Standards (*Personal & Professional Conduct*) which is required for the recommendation of QTS.

Wellbeing Offer

Ensuring that our student teachers feel well supported with their mental health and wellbeing is central to our values. At BPN, we have a dedicated Wellbeing Strategic Lead whose role it is to oversee our Wellbeing offer and signpost and/or provide support if a student teacher feels they are struggling with the demands of the course and finds that this is taking a toll on their mental health and/or wellbeing.

Our Wellbeing Offer is underpinned by Carol Ryff's Six Step Model of Wellbeing:



Our Wellbeing Offer is available to all student teachers on our programme and invites will be sent out at the beginning of the programme, although student teachers can opt in at any time. The aim of this offer is to enable student teachers to be guided in a supported way through an intensive programme, sharing tips and tools to support them, as well as offering a safe and secure space to share their challenges, concerns and successes.

Debbie Shirley is the Wellbeing Strategic Lead for the Secondary ITT Programme, and she can be contacted via debbieshirley@bestpracticenet.co.uk. Student teachers can contact Debbie directly for support or Mentors, Personal Tutors and/or Subject Leads can refer student teachers to Debbie on the student teacher's behalf.

If a student teacher finds they require urgent or more formal or extensive support, they are encouraged to contact their doctor, emergency services (dial 999) or the external agencies as listed below:

Samaritans	Phone: 116 123 Email: jo@samaritans.org Please note that it may take several days to get a response via email
Education Support Partnership:	Phone: 0800 0562 561 www.educationsupportpartnership.org.uk
Hub of Hope	https://hubofhope.co.uk

(use the App to find the nearest service)	
Mind	https://www.mind.org.uk/

Neurodiversity Network

At BPN, we have a Neurodiversity Network which aims to provide a safe, supportive online space for neurodivergent student teachers to connect with each other, share experiences, and access helpful advice and resources during their time on the ITT programme.

This space is hosted on Teams and includes channels for:

- Sharing lived experiences
- Swapping tips and advice
- Accessing resources and toolkits
- Signposting to wellbeing and neurodiversity-related support (both within BPN and externally)

There will also be the option to have informal check-ins with Jessica Sutton, our Neurodiversity Champion, if that feels helpful at any point. Jessica can be contacted directly on jessicasutton@bestpracticenet.co.uk.

More information about the Neurodiversity Network, including how to get involved will be shared with student teachers via email at the start of the programme.

Child Protection and Safeguarding

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

Reporting Safeguarding Concerns about Pupils in Schools

It is vitally important that student teachers quickly familiarize themselves with the safeguarding system and procedures in their school so that they know how to spot and report any safeguarding concerns about the pupils they work with.

Student teachers must:

- Ensure they have read the relevant section/s of the 'Keeping Children Safe in Education' statutory guidance (this forms part of their pre-programme tasks).
- Receive a staff induction at their placement school 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 and how to report any safeguarding concerns.

Please see Best Practice Network's [Child Protection and Safeguarding Policy](#) for further information.

Reporting Safeguarding Concerns about Student Teachers

If any member of BPN or school staff has a safeguarding concern about a student teacher, they should **report**

this to our Safeguarding Team as soon as they can (even if the concern has also been raised in the school setting) by emailing safeguarding@bestpracticenet.co.uk or by completing the [online form on our website](#) adding as much detail as possible.

Deferrals & Withdrawals

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

Best Practice Network's policies regarding these processes can be found on our website:

- [ITT Deferral Policy](#)
- [ITT Withdrawal Policy](#)

Any student teacher who is considering deferring their training or withdrawing from the programme should speak to their Personal Tutor in the first instance.

Confidentiality and Data Protection

During School-based Training, student teachers may have access to 'privileged' information such as confidential pupil information, staff room conversations, school documentation, etc. It is essential that disclosure of any information of this kind (even to parental or family enquirers) does not take place inside or outside the school.

Furthermore, no material should leave school that could identify children by name. Student teachers should check their school's General Data Protection Regulation policy for guidance regarding data access, storage and use.

At the end of each school placement, student teachers must anonymise, delete, or return any confidential information and they MUST not take away any identifiable data. At the end of the Secondary ITT Programme, all confidential data must be destroyed.

Our Privacy Promise

BPN is required to hold certain information about its employees, clients, and suppliers for financial and commercial reasons, to enable us to monitor performance, to ensure legal compliance and for health and safety purposes. To comply with the law, mentors' personal data must be collected and used fairly, stored safely and not disclosed to any other person unlawfully. In practice, this means that only those who have a necessary and lawful need to access their data will be able to do so. **Please see our [Privacy Notice](#) for more information.**

Other BPN External Policies

Other relevant external policies that may be relevant to student teachers during the Secondary ITT programme can be found on [our website](#).