

THE JULIAN TEACHING SCHOOL HUB



Coastal Together Federation of Schools





CASE STUDY: Coastal Together

CONTEXT

Recommendation 10 asks all Teaching School Hubs to track Initial Teacher Training (ITT) engagement in schools. In our region, we have a high number of small, rural schools.

Teaching Schools Hubs and providers work hard to collaborate with our local schools to provide high-quality Initial Teacher Training, but there are challenges in placing and hosting trainees in rural locations.

CHALLENGES



- Many schools are in hard-to-reach areas with some trainees limited to using public transport.
- There is a reduction in the number of trainees in the Eastern Region meaning that even if a school is willing to host a trainee, there may not be a trainee available in that area.
- Rural schools are often stretched with staff carrying out multiple roles in the school. Each trainee requires a mentor and this means that mentors are giving up their time to support a trainee.

Coastal Together consists of Bacton, Cantly, Freethorpe, Horning, Mundesley Infant, Mundesley Junior and Beacon SEMH base.

All six schools work closely together whilst retaining their unique caring ethos. In the last three years, Coastal together has worked with two ITT providers to provide ITT placements including an Apprenticeship Teacher who is now an ECT.

The Julian Teaching School Hub went to visit one of the schools, Horning Primary School to talk to David Hopkins, Deputy Executive Headteacher across the Federation and Jan Bellison, Senior Teacher for Horning Primary School.

Why does Coastal together feel that hosting trainees in their school is important?

It was clear from talking to David and Jan that Coastal together place a high value on development opportunities within the Federation, supporting Initial Teacher Trainees and Early Career Teachers. Individuals are offered shared CPD sessions across the schools and David talked about how developing trainees experience of small schools and teaching mixed classes can be seen in the adaptations and changes being made in the trainees classrooms.

What is the benefit to the schools in hosting trainees?

We heard how an Apprenticeship teacher had made a valuable contribution to the school and having trainees within the Federation gave an opportunity for trainees to be employed across the schools. Trainees wholly took part in all activities, including the wider aspects of school life such as school events. Spending time across the Federation means that trainees

get a wonderful introduction to teaching and experience in a variety of settings and contexts – something that many teachers never achieve. These opportunities do not happen by chance, but through the shared understanding that investing in staff is vital for recruitment and retention.

What advice do you have for Executive Headteachers whose schools have not engaged with ITT?

Coastal together demonstrate a strong commitment to developing individuals and providing a personalised approach to career development. Leading by example means that all of the staff in the schools see the value in working together not as individual schools. David states that releasing staff for training is not so much of an issue as the schools work together to support continuous professional development. We talked about the option for geographically close schools to ‘share’ an ITT trainee and a mentor. Meetings can be in person, online or a blended approach to guarantee regular and purposeful mentoring. David sees working together across the schools to develop others as ‘building a bridge’. This means that multiple staff would be involved in the development of the ITT with the mentor overseeing the training for the provider. Having multiple schools in the Federation means that transport to certain schools would be a consideration in where trainees are placed as all of the schools would be teaching the same curriculum as directed by the Head of Teaching and Learning.

The DfE strongly encourages schools to consider hosting initial teacher trainees. Trainees, with guidance, can take responsibility for small groups of pupils, creating online learning materials, planning materials or working 1 to 1 with pupils. David also sees having trainees as contributing to recruitment of potential new members of staff, offering the opportunity to introduce them to the ethos of the school. This helps attract potential teachers to schools that they may otherwise not consider due to their location and context.



CONCLUSION



The Julian Teaching School Hub is working with 100% of providers in the area to identify schools that are willing to host Initial Teacher Trainees. The Julian Teaching School Hub has also contacted all of the schools in the area to identify their willingness to engage in supporting ITT for 2024. Our website provides details for schools on ITT and we are always happy to work together with partners, schools and local authorities to support ITT placements in the area.

We are partnering with two providers from September 2024: Norfolk, Essex and Suffolk Teacher Training (NESTT) and Norwich Teacher Training Centre (NTTC).

We would like to hear from schools in our Hub area that are willing to host either a placement A or a placement B.

For further information contact Kate Atkins, ITT Lead KAtkins@ndhs.org.uk

To contact NESTT to be part of the ITT programme [NESTT – Norfolk, Essex and Suffolk Teacher Training](#)

To contact NTTC to be part of the ITT programme [Norfolk Teacher Training Centre \(norfolkttc.org.uk\)](http://norfolkttc.org.uk)