



CTT

Transport and Placements Policy

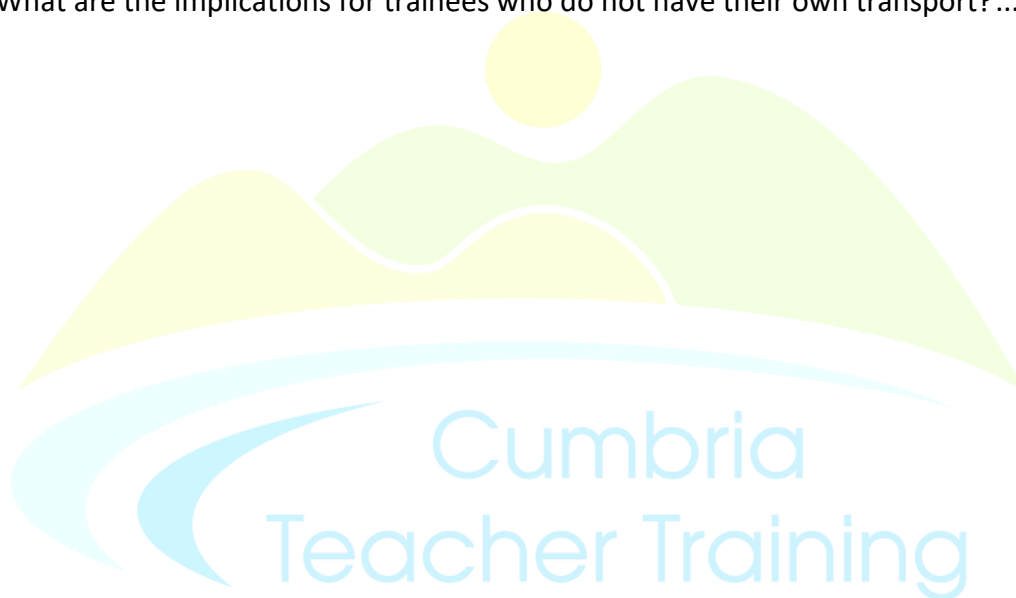
2020/2021

<i>At the time of publishing the following roles were held:</i>	
SCITT LEAD	MRS. W. KENDALL
CHAIR OF THE CTT BOARD	MRS. V. HEPBURN-FISH

Approved by ¹	
Name:	Mrs. V. Hepburn-Fish
Position:	Chair of the Board of Directors of CTT
Signed:	<i>V. Hepburn-Fish</i>
Name:	Mrs. W. Kendall
Position:	SCITT Lead
Signed:	<i>Wendy Kendall</i>
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Contents

Context.....	3
How is school-based learning organised?	3
The structure of the phases	3
How trainees are assigned to settings.....	3
How trainees are assigned to schools	4
Trainees responsibilities regarding transport.....	5
Where will trainees have to travel to?	5
Where is the CTT Centre?	5
Where are CTT schools?.....	5
What are the implications of this for trainees?.....	5
What are the implications for trainees who do not have their own transport?.....	6



Context

CTT Board recognises that trainee's core learning experiences happen in school and the whole course is built around maximising the learning that comes from this experience. It is important that trainees understand how this learning is structured.

QTS courses are different from most other postgraduate courses in that substantial travelling is an unavoidable part of the learning as so much time is spent in schools. It is essential that trainees understand the implications of this and how it relates to what are their core learning experiences.

How is school-based learning organised?

The course is not built around the old fashioned model of lectures/seminars. Instead everything is structured into five phases of school-integrated learning. Each phase sees trainees learning and undertaking progressively harder pedagogical skills and practising these in progressively increasing teaching timetables.

The structure of the phases

The bulk of each phase is spent in school but each phase also has some pedagogy days that introduce trainees to key learning to be consolidated in school. These pedagogy days typically consist of a morning spent in the centre followed by an afternoon in school where a practitioner models key practice for the trainees.

The exact pattern of the phases can vary a little due to holiday dates etc. but they broadly follow the pattern below:

Phase	Timing	Duration
1	Starts about the third week of the course	Four weeks
2	Finishes before Christmas	Five weeks
3	Starts about the second week of January	Four weeks
4	Finishes before Easter	Five weeks
5	Starts about the second week after Easter	Eight weeks

Each phase also has two to four orientation days before the main block begins.

How trainees are assigned to settings

CTT judges it essential for all trainees to have experience of teaching from EYFS to KS2 if they are to gain a proper grounding in children's progression and a sound understanding of how primary education works. This is what determines the settings trainees are placed in.

Over phases one to three, trainees will spend one phase in early years, one in KS1 and one in KS2.

Phases four and five will be focused on the trainee's chosen pathway. Trainees on the 3-7 route will spend one phase in early years and one in KS1. Trainees on the 5-11 route will spend one phase in KS1 and one in KS2.

How trainees are assigned to schools

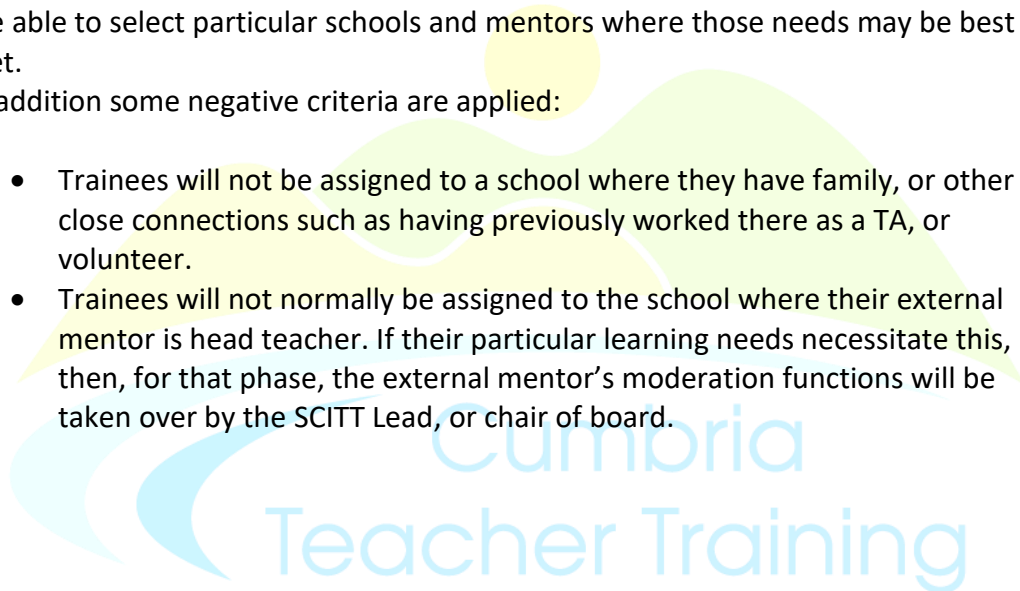
The top priority in assigning trainees to a school is their learning needs. The most important factors are ensuring:

- the required spread of age settings;
- and breadth of experience of different school types.

Within these priorities, CTT will also take account of individual learning needs and are able to select particular schools and mentors where those needs may be best met.

In addition some negative criteria are applied:

- Trainees will not be assigned to a school where they have family, or other close connections such as having previously worked there as a TA, or volunteer.
- Trainees will not normally be assigned to the school where their external mentor is head teacher. If their particular learning needs necessitate this, then, for that phase, the external mentor's moderation functions will be taken over by the SCITT Lead, or chair of board.



Trainees responsibilities regarding transport

Just as on any QTS/PGCE course, trainees are responsible for their own transport and its associated expenses.

In addition by accepting a place, trainees accept that they will be placed in any CTT school that CTT Board judges best for their learning. Trainees cannot specify which schools they will work in.

Where will trainees have to travel to?

All of the learning activities on the course will involve some element of travel for trainees: sometimes they will have to travel to CTT Centre; frequently they will have to travel to a CTT school; on pedagogy days, they will be in the centre in the morning and in a school in the afternoon.

Where is the CTT Centre?

The centre's address is:

CTT Centre,
High Street,
WORKINGTON
CA14 4ES

Where are CTT schools?

We are extremely fortunate at CTT in that, compared with many QTS courses, our schools are within a relatively tight area.

The furthest of our schools are no more than a twenty minute drive from CTT Centre, most are much closer than that.

What are the implications of this for trainees?

Given the above, CTT strongly recommends that trainees who are not already living locally base themselves in, or close to Workington.

This means that, over the year, travelling time will be cut to a minimum. This is potentially very important. Especially when working in school trainees will have long and tiring days with preparation time on top of that: saving time and energy by minimising travelling is very important.

It also means that CTT strongly recommends that, if at all possible, trainees should have their own transport. This will increase their learning options and save them stress and travelling time.

What are the implications for trainees who do not have their own transport?

Quite naturally some trainees will not have their own transport and there is no reason why they cannot have a very successful year. CTT will be sensitive to the needs of such trainees and will not arrange experience in a school a trainee cannot reasonably get to but trainees without their own transport do face two potential drawbacks:

1. Such trainees will have to travel to some or all of their schools by public transport, which might mean longer days for them.
2. Some schools, and hence some learning opportunities, will be impossible for them to reach and this means that they may not get the full breadth of experience they might have with transport.

