



## CTT

### Transport and Placements Policy

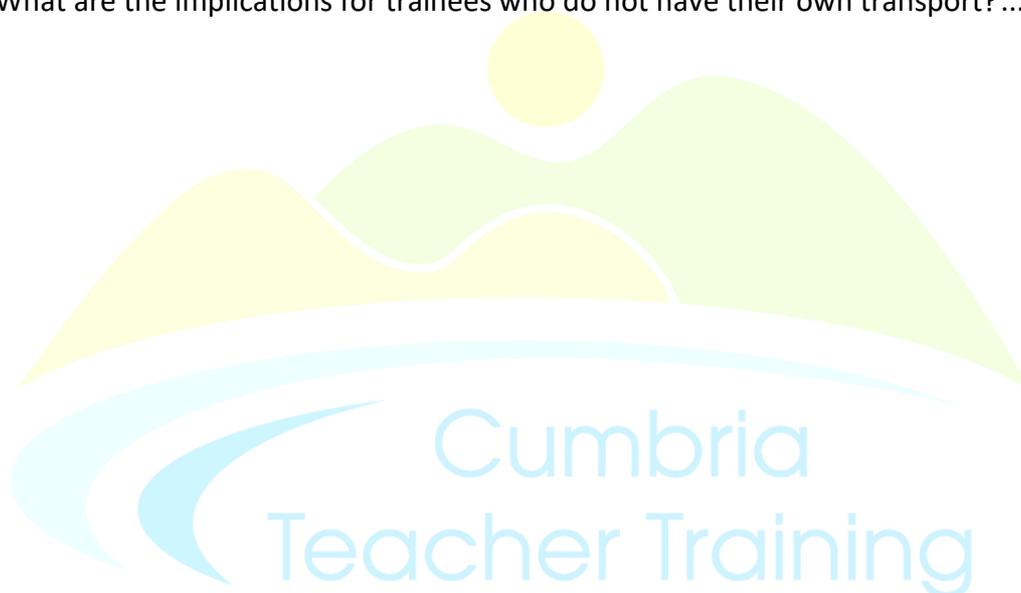
**2021/2022**

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

| Approved by <sup>1</sup>   |  |
|----------------------------|--|
| 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>                   |
| Date:                      | September 2021                         |
| Review date <sup>2</sup> : | September 2022                         |

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## 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 structured around mini placements; a weekly focus on an area of the curriculum, learning about planning, pedagogy, research, current practice, experience of school based research and reflection. The trainees will also experience 3 school-based placements; one in each key stage.

## The structure of the school based placements

| Phase | Timing                | Duration               |
|-------|-----------------------|------------------------|
| 1     | 16.11.2021-10.12.2021 | Three weeks and 4 days |
| 2     | 21.2.2022-29.3.2022   | Five weeks & 2 days    |
| 3     | 21.4.2022-6.7.2022    | Nine weeks & 4 days    |

Each phase also has two to four orientation days at the start of each placement.

## 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.

## 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.

## **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.

