



Well-being Policy

Aim

The aim of this policy is to set out how CTSN SCITT will promote trainee teacher well-being to ensure that the trainees are prepared for the training year and for entry into the profession in recognition of the importance of well-being to recruitment and retention, fulfilling their roles and enjoying their careers in education.

Values

"We want our trainees to be dedicated, creative, research engaged, optimistic and professional teachers of the future."

CTSN handbook 2021-2022

The well-being policy aims therefore to safeguard trainees and thereby early career teachers by helping them manage the teaching workload:

- understanding the work which makes the best use of teacher time with a particular focus on marking, planning and resources and data management
- developing good working habits, including effective time management and resilience
- fostering culture change to tackle workload
- building positive professional relationships

This will enable them to flourish in their teaching career.

Definition of Well-being

"Well-being can be understood as how people feel and how they function, both on a personal and a social level, and how they evaluate their lives as a whole."

Measuring Well-being: A guide for practitioners, London: New Economics Foundation. 2012

"Mental well-being doesn't have one set meaning. We might use it to talk about how we feel, how well we're coping with daily life or what feels possible at the moment. Good mental well-being doesn't mean you're always happy or unaffected by your experiences. But poor mental well-being can make it more difficult to cope with daily life."

mind.org.uk

CTSN commitment to Well-being

CTSN is committed to reviewing the course structures through regular evaluative processes and requirements to ensure that at all stages of training, well-being has been considered and provided for.

- Workload expectations are clearly communicated, attempting to avoid "overload" for trainees.
- Trainee voice is used each year to refine the course for the next cohort as necessary.

- Mentor, Senior Tutor and PGCE Tutor training includes a focus on trainee well-being.
- All mentors and tutors aim to respond to trainee enquiries in a timely manner where possible to reduce stress

CTSN is committed to including training for well-being in, and in addition to, core teaching in the course to help trainees develop the habits and life choices which will support well-being as an integral part of their teaching career.

- A regular well-being communication helps trainees to see well-being as part of a successful teaching career.
- Well-being embedded in core training sessions and trainees receive dedicated well-being sessions throughout the year.

Expectations

The essentials of basic well-being are the work-life balance and an attention to personal health.

Work-life balance

The training year and the first years of teaching are likely to be intense, as teachers in training grapple with both the philosophy of teaching and the practicalities of performance in the classroom. CTSN strongly advises trainees to strive for a work / life balance from the beginning; setting clear boundaries between work and home life, and being organised and efficient in the completion of work to this end. This is part of what it is to be a professional teacher [Curriculum strand 8].

Where personal circumstances are complicated or an emergency arises, the mentor should be informed, and a mutually agreed solution found where possible.

Personal health

To maintain personal health, teachers are advised to eat a healthy diet, drink plenty of fluids, take breaks during the working day, take exercise and get the required amount of sleep. In so doing, trainees will hopefully not only avoid illness and the necessity for absence from school but also experience a sense of holistic well-being.

Absence through illness

In the case of illness however, CTSN recommends that trainees take the appropriate time to recover. Going into school with a heavy cold or “bug” likely spreads this to others and so trainees have to make the professional decision whether they are fit for work.

If not, they must follow the protocols of the school for absence contacting their mentors in good time for the mentor to arrange the cover needed.

Stakeholders

The following people are directly involved in well-being for CTSN:

- Trainees
- Mentors
- Senior Tutors
- PGCE Tutors

- Professional Tutors in schools
- School ITE leads
- Well-being Tutors
- Course leaders

Indirectly involved are:

- Teachers in schools
- Faculty or department leads
- Senior managers
- School staff

Responsibilities

Trainees

Trainees are ultimately responsible for their well-being and should seek help and advice from mentors as a first point of well-being contact. They should also recognise that the mentor might need to involve other CTSN or school staff in the well-being issue. **Trainees should communicate to the mentor any well-being concern.**

Mentors

Mentors must ask about well-being each week for the completion of the mentor record. Mentors should not consider it their responsibility however to “solve” all well-being issues which might arise with trainees and should refer to Senior Tutors, PGCE Tutors or Professional Tutors/ITE Coordinators as needed. **Mentors should flag the issue of the mentor record form and email Senior Tutors for more urgent concerns.**

Senior Tutors, PGCE Tutors, Professional Tutors in schools

The Senior Tutor is most likely to be in receipt of a referral from a mentor and should always be copied-in to a referral if made to a different tutor. PGCE Tutors could receive the referral if the issue is around the action research project work; the Professional Tutor/ITE Coordinator if the referral is specifically related to school-based issues. These tutors also should not consider it their responsibility to “solve” all well-being issues. **Professional Tutors/ITE Coordinators in schools and PGCE Tutors should inform the Senior Tutor of any concerns.**

Senior Tutors should check the weekly mentor meeting sheets for well-being issues and follow up with the trainee, add a note to the tracking sheet and add a brief note to the trainee records.

Well-being Tutors

The Well-being Tutors receiving referrals from mentors or other tutors will likely be a signposting service for trainees to receive help and support of a professional nature but will also take up well-being issues which have not been successfully managed or resolved elsewhere. The Well-being Tutors will also be in consultation with course leaders where the continuation of training might be in jeopardy.

Course leaders

Course leaders should only be involved in well-being issues which are serious and potentially affecting the ability of the trainee to continue on the course. They should however be “kept in the loop” of issues arising.

Those in school indirectly involved in the trainee well-being should be made aware of this structure by the Professional Tutor/ITE Coordinator and also encouraged to pass issues to the relevant tutors.

By following the above guidance we hope that all trainees will be supported by CTSN staff and school staff, to successfully complete their teacher training course.

Review

This Well-being Policy will be reviewed every two years to assess its effectiveness by CTSN SCITT after consultation within appropriate stakeholders.

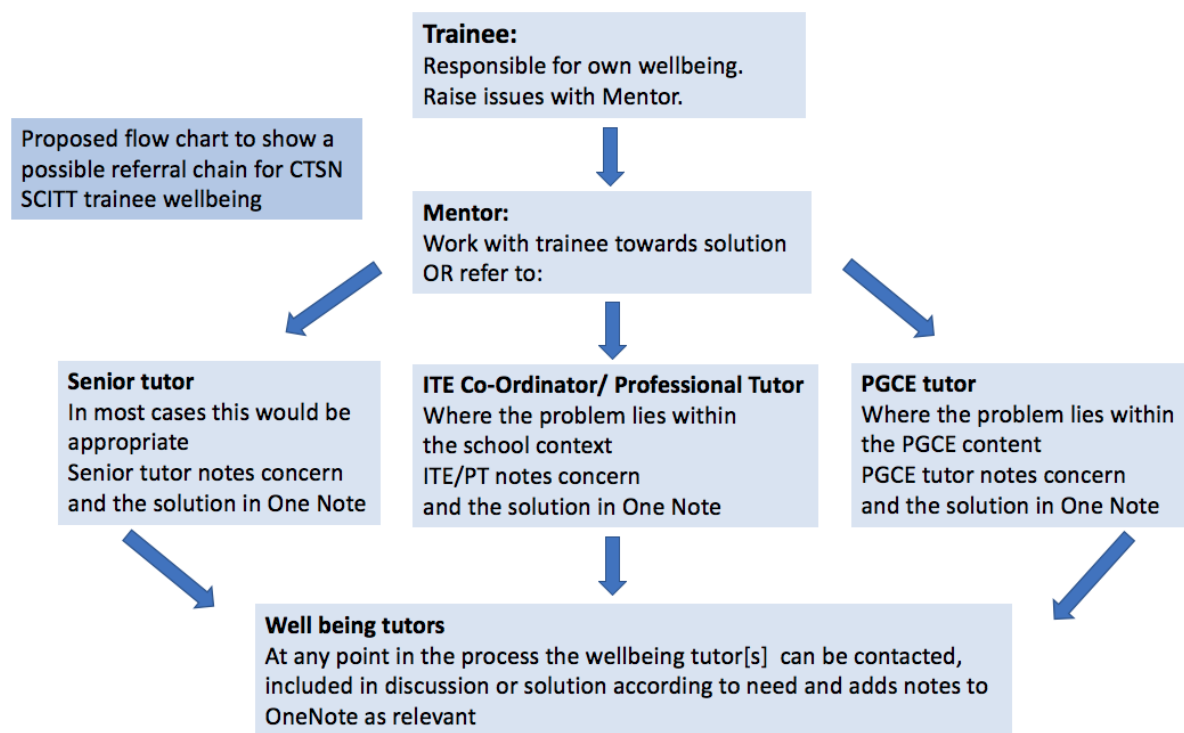
Policy review date: Spring 2026

The appendices include:

- A referral diagram to show referral routes for well-being issues
- An example workload allocation for each of Primary and Secondary phase training.

Appendix A: Referral diagram

This shows the referral routes for CTSN SCITT well-being issues



Appendix B: Workload Allocations

Primary training: Outline time sheet	Approximate hours per week			
	Autumn	Spring	Summer**	Jun/Jul*
Teaching (team teaching or delivering whole lesson)	8	11	14	20
Planning & Preparation (½ day of PPA time, preparing resources for lessons, discussing planning with colleagues, assessment & marking)	8	9	11	14
Observations (observing in your base class, or elsewhere in the school, to work towards gathering evidence for action steps or personal targets)	10	6	4	0
Core training	5	5	5	0
Deliberate practice	1	1	1	1
Other professional networking (eg staff meetings etc.)	2	2	2	2
Weekly reflection	2	2	2	2
PGCE Training	3	3	0	0
ECT (action research, reading, writing, data collection, uploading evidence to OneNote, completing core reading)	3	3	3	3
	42	42	42	42

Secondary training: Outline Time Sheet	Approximately hours per week			
	Autumn	Spring	Summer to 15 th May	Summer after 15 th May
Teaching	6	9	12	15
Planning & preparation	9	9	9	12
Classroom experience (Observing in relation to action steps, supporting learning, etc)	9	6	3	2
Core training	5			
Mentor meeting	1			
Other professional networking (department meetings etc)	1			
Assessment & marking	2			
Core reading (from weekly curriculum plan)	1			
Weekly reflection (focus on the Abstract Conceptualisation; SHORT summary notes on the other sections)	2			
Uploading evidence / curating OneNote folder	1			
PGCE: reading, writing, etc	5	PGCE time allocation finishes after 15 th May to allow for more teaching		