



Cambridge Training Schools Network CTSN SCITT

CTSN Values

At CTSN SCITT, we don't just train teachers, we build confident, reflective professionals ready to thrive. Our values form the basis of how we provide our training to our trainee teachers. We are:

Relational & Supportive: The team around the trainee, you're never alone. With expert mentors, tutors and a caring community, we're with you every step. CTSN trainees are supported by all colleagues working with them, and we work together to create a team around them to help with progress, well-being, and navigating the teaching profession!

High-Quality Training: Learn from practising teachers in real classrooms, backed by the latest educational research. We scaffold every trainee's development to ensure that all interactions with students are of a high quality. As trainees learn the process of teaching effective lessons, their teaching time can be scaled up.

Local & Connected: Train in schools across Cambridgeshire, Suffolk, and Essex, where over 90% of our trainees stay and teach. CTSN trainees will be placed in our local partnership schools and will have input from experts working in this area throughout the year, who can put the theory and practice into context.

Research engaged

Trainees and mentors will both engage with evidence-based practice throughout the course.

Practically focused

School-based training allows trainees to experiment with ideas encountered in centre-based training or in their reading. Mentors encourage trainees to develop their professional practice, forming good habits to sustain them in their early careers and beyond.

Progressively sequenced

Our approach to mentoring follows the principles of "deliberate practice" by carefully organising professional learning into sequential steps. In this way, our training attempts to prevent trainees from being overwhelmed by the complexity of learning to teach.

The Cam Academy Trust, Cambourne Village College, Sheepfold Lane, Cambourne, Cambridge, CB23 6FR
Email: info@ctsnscitt.org Website: <https://ctsnscitt.org>

***CTSN SCITT is committed to safeguarding and promoting the welfare of children and young people.
We expect all staff and trainees to share this commitment.***



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Trainee Teacher Specification:

Qualifications

- You will have achieved a standard equivalent to a grade 4 GCSE in English and mathematics. If you intend to train to teach pupils aged 3-11, you will have achieved a standard equivalent to a grade 4 GCSE in a science subject.
- You will hold a first degree with Honours, Lower Second Class 2.2 or above from a United Kingdom higher education institution or equivalent qualification.
- If English is not your first language, please provide an IELTS Academic test certificate confirming your results (with required overall grade 6.5 or above). Please note that the IELTS Academic Test result is valid for 2 years from the date displayed on the certificate.

Health and Physical Capacity

You will have the health and physical capacity to teach without constituting a risk to pupils' health, safety or well-being. This includes:

- the ability to communicate professionally, clearly and effectively with pupils, colleagues and individuals holding parental responsibility;
- exercising sound judgement, vigilance and insight;
- the ability to remain vigilant and attentive at all times while supervising, assisting and supporting pupils and/or working in hazardous situations;
- the ability to respond to pupils' needs in a timely and effective manner;
- the ability to manage classes/groups of pupils;
- planning and preparing lessons and learning sequences for pupils;
- delivering lessons and learning sequences;
- assessing pupils' development, progress and attainment;
- reporting on pupils' development progress and attainment.

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Suitability

- You will be subject to appropriate pre-selection or pre-employment checks. These will include, but are not limited to, an enhanced Disclosure and Barring Service (DBS) criminal records check and a children's barred list.
- Fee-paying trainees will be expected to undertake a pre-training health questionnaire according to the standard practice of the sector. Salaried trainees will be expected to undertake a pre-employment health questionnaire according to the employer's standard practice.
- Reasonable adjustments will be made where necessary to support trainees with disabilities in meeting the role description, person specification, and functional capacity with reasonable adjustment(s).

Personal Characteristics

You will:

- need to be flexible, motivated and resilient, with the stamina to thrive in a demanding school environment;
- have consistently high standards of personal and professional conduct;
- maintain high standards in ethics and behaviour both within and outside school;
- uphold public trust in the profession;
- be able to attend work and carry out tasks punctually, regularly, and consistently.
- have an easily recognisable yet realistic enthusiasm for working with children and young people, treating them with dignity, being able to build relationships rooted in mutual respect, whilst at all times observing proper boundaries appropriate to your professional position;
- be tolerant and respectful of others' actions and beliefs, upholding fundamental British values, such as democracy, the rule of law, individual liberty and mutual respect;
- have the resilience to cope effectively with stressful situations and the energy and stamina to thrive in a challenging environment.

The Teachers' Standards in full can be found [here](#).

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Role of a trainee teacher

Acting within the statutory frameworks which set out a teacher's professional duties and responsibilities, you will:

- Act at all times in accordance with the statutory frameworks which apply to teachers, having proper and professional regard for the ethos, policies, and practices of the school/setting in which they teach, and maintain high standards of personal attendance and punctuality.
- Ensure that all relevant CTSN SCITT policies and procedures are read, followed, and adhered to. Seek out and have discussions with all necessary personnel relating to these within the school/setting as required.
- Recognise the need and act accordingly to safeguard pupils, in accordance with statutory provisions.
- Be tolerant of and show respect for the rights of others, including those with different faiths and beliefs.
- Establish high expectations that inspire, motivate, and challenge pupils by creating a safe and stimulating environment rooted in mutual respect and setting goals that stretch and challenge pupils of all backgrounds, abilities, and dispositions.
- Demonstrate good subject and curriculum knowledge, with a secure understanding of the relevant subject(s) and curriculum areas being taught; foster and maintain pupils' interest in the subject, addressing their misconceptions and misunderstandings; take responsibility for modelling and promoting high standards of literacy, articulacy and the correct use of standard English:
- Read, critique, assimilate and use research and other relevant theoretical information and guidance to inform and improve practice, reflecting on this impact.
- Promote the value of scholarship and a love of learning by stimulating children's intellectual curiosity and demonstrating consistently the positive attitudes, values and behaviour which are expected of pupils;
- Plan and deliver well-structured lessons that meet the diverse needs of all pupils, including those with special educational needs, disabilities, or English as an additional language. Use effective teaching strategies that promote understanding and engagement, adapting your approach to suit pupils' physical, social, and intellectual stages of development.

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- Reflect systematically on the effectiveness of learning and development and approaches to teaching, contributing to the design and provision of an engaging curriculum within the relevant subject area(s).
- Set extended learning and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils are acquiring.
- Actively work towards demonstrating progress to the CTSN ITE curriculum assessment indicators, including planning, delivery and reflection, completion of tasks and engagement in review processes.
- Promote and be accountable for good pupil progress, attainment and outcomes;
- Use relevant data, observations and assessments to monitor pupil progress, set appropriate targets, and plan subsequent lessons; provide pupils with regular and timely feedback, both orally and through accurate marking, encouraging pupils to respond to the feedback they receive; reflect on the progress they have made and their subsequent emerging needs.
- Make accurate and productive use of assessment within relevant subject and curriculum areas, becoming confident in the application of statutory assessment requirements and the use of formative and summative assessment to secure pupils' progress.
- Manage behaviour effectively to ensure a positive and safe learning environment; establishing a framework for discipline with a range of strategies, using praise, sanctions, and rewards consistently and fairly.
- Use behaviour management techniques which are appropriate to pupils' needs to involve and motivate them; exercise appropriate authority and act decisively when necessary whilst maintaining good relationships with pupils.
- Promote good and courteous behaviour both in classrooms and around the school following the school's behaviour policy.
- Engage in wider professional responsibilities, making a positive contribution to the wider life and ethos of the school; developing effective professional relationships with colleagues and knowing how and when to draw on advice and specialist support.
- Deploy support staff effectively and take responsibility for improving teaching through appropriate professional development, including responding to advice and feedback from colleagues.
- Communicate effectively with individuals holding parental responsibility concerning pupils' achievements and well-being.
- Seek, receive and act upon advice and feedback from your mentors, staff at CTSN SCITT and other expert colleagues.

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- Take responsibility for their professional behaviour and learning; negotiate opportunities for professional development, use initiative, offer skills and expertise

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