



Dates of the course & timings

Start: 1st September 2026

End: 22th July 2027

The training day will be every Wednesday and the calendar is based around the Reach Schools term dates which can be found [here](#). Trainees are expected to attend every Wednesday and will need to check the term dates of their placement school to ensure they are present for every training day.

Trainees are expected to follow their placement school's working hours expectations and work with their mentor to ensure they are able to meet, which may be after school. Generally this means trainees should expect to be in school by 08:00 until 16:30. Depending on the work you need to complete, meetings, and events, this may need to be earlier or later and it is the trainee's responsibility to organise themselves so that this is possible, speaking to their mentor where they need support. You also might be involved in trips or residential.

On training days, trainees are expected to be in the training room ready to start at 08:15 and will be in training until 14:30 each week. Where this needs to be later, for example when PGCE lectures occur, trainees will be notified in advance. After 14:30 each Wednesday, trainees are expected to use the remainder of their day for planning, preparation and assessment. .

Financial Support And Procedures

The course fees are £9,535 per annum for the PGCE with QTS courses and £8,535 for the QTS-only courses.

There are two payment options; apply to Student Loans Company, who will pay them on your behalf or pay these privately. If you apply to Student Loans, you will need to ensure your application has been accepted prior to 1st September. If you decide to pay privately; these fees will be payable in three instalments:

- 25% on 2nd September
- 25% on 5th January
- 50% on 20th April.

The trainee will be liable for this debt regardless of which payment option is chosen.



If you leave the course, you will be liable for the following fees:

When they leave	Tuition fee to pay
After start date of Autumn term but prior to end of Autumn term	25% of annual fee
After start date of Spring term but prior to end of Spring term	50% of annual fee
After start date of Summer term but prior to end of Summer term	100% of annual fee

If payments are not made as outlined above, you will be liable to a late payment penalty of £50. Further steps to recover these fees may incur additional costs to the trainee.

Trainee Teacher Person Specification

1. *Qualifications*

- You will have achieved a standard equivalent to a grade 4 GCSE in English and mathematics, and if you intend to train to teach pupils aged 3-11 you will have additionally achieved a standard equivalent to a grade 4 GCSE in a science subject.
- You will hold a degree from a United Kingdom higher education institution or equivalent qualification.
- For International Qualifications you will have to apply for a UK ENIC Statement.

2. *Health and Physical Capacity*

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

This includes:

- the ability to communicate effectively with pupils, colleagues and individuals holding parental responsibility;
- possession of sound judgement 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.

3. *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 normal practice of the provider. Salaried trainees and apprentices will be expected to undertake a pre employment health questionnaire according to the normal practice of the employer.
- Where disabilities exist, you will be able to meet the role description, person specification and functional capacity with reasonable adjustments).



4. *Personal Characteristics*

You will:

- need to be flexible, motivated and resilient;
- 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 in a regular and consistent manner.
- 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 a variety of stressful situations and the energy and stamina to thrive in a challenging environment
- demonstrate confidence in reading, written and spoken English and numeracy skills and a mastery of your chosen curriculum subject.

Code of Conduct and Responsibilities

Expectations

Trainee Teachers are expected to:

- establish positive, courteous relationships with staff, pupils, parents and governors based on professionalism, sensitivity and an understanding of the concerns and circumstances of the school
- act in the best interests of the pupils and staff at the school
- respect the confidentiality of information, particularly about teachers and pupils in partner schools
- teachers must have an understanding of, and always act within, the statutory frameworks (Teachers Standards) which set out their professional duties and responsibilities
- support fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- follow all stated safeguarding, child protection and Prevent Strategy guidance given by RTT, TWI and placement schools.

All TWI trainees sign a contract at the start of the course indicating that they recognise their commitment to meeting TWI and RTT's expectations regarding:

- attendance and engagement in the training
- academic conduct
- professional conduct
- physical and mental fitness to teach

Our TWI Code of Conduct Principles are:

1. To demonstrate high standards of honesty and integrity.
2. To treat students, and all other stakeholders in all settings within which we work with humility and dignity.
3. To show respect for the rights of others including individual liberty, mutual respect and tolerance of those with different faiths and beliefs.
4. To show due regard for the ethos and values of TWI and Reach Schools.
5. To follow the policies, procedures and codes of practice and conduct, including safeguarding, in accordance with statutory provision.



6. To demonstrate professional behaviour and relationships towards all staff, students and trainees in both formal and informal contexts, including via social media. All trainees will observe boundaries in line with a teacher's professional position and responsibilities.
7. Trainees to take responsibility for their own learning and development, ensuring a professional and accountable approach to all aspects of the programme.
8. Trainees to take responsibility for managing the demands of the profession by looking after their own personal well-being and actively developing resilience strategies.
9. Show an active willingness to engage with, listen to and act on feedback and advice from professionals across Initial Teacher Training partnership.
10. Trainees to actively reflect on their learning and teaching experiences in order to target set, action plan, improve, achieve and meet the national teaching standards.
11. To participate and actively engage in all learning and teaching experiences; and engage with the full range of feedback mechanisms in order to act on advice given.
12. Ensure that the requirements of the programme are carried out in line with the guidance from TWI and RTT staff.

Should a trainee not comply with the above guidance then they may be subject to the Support Plan or Cause for Concern procedure being instigated.

Attendance/Punctuality

The trainee teacher **MUST**:

- prioritise attendance, punctuality and engagement with the course
- adhere to the guidelines with regards to attendance set out in the RTT contract and the TWI attendance and engagement policy
- follow their placement school's staff policies for attendance and professional expectations

Engagement In Programme

TWI and RTT emphasise that trainee engagement and attendance is a key part of successfully completing an Initial Teacher Training year.

Full participation and attendance in the course:

- Enables trainees to fully evidence their progress against the Teachers' Standards
- Demonstrates the levels of professional conduct described in Part Two of the Teachers' Standards
- Increases trainee employability at the end of the course

Our emphasis on full engagement in training is intended to provide a structured and reasonable support system to identify problems early so that support can be offered to enable trainees to successfully complete the course.

Sources Of Support

The programme handbook details the extensive support on offer to ensure trainees are successful on the course. Trainees can seek support from:

- Mentors
- Director of ITT
- RTT staff
- Placement School ITT leads
- Placement school leadership team

The intention is to ensure that trainees have the best possible chance of success and have a positive impact on the children they are working with on placement.



Travel

The trainee teacher will be responsible for organising and paying for their own travel arrangements to school.

Dress Code

Trainee teachers should have due regard for the dress conventions of the schools where they are placed. The professionalism of the trainee teachers is reflected in their standards of dress and behaviour. Clothing should be business-like and formal (or for EYFS trainees or PE trainees, follow the appropriate placement school guidance) and all trainees should be clean and smart. These standards apply both for school placement days and training days at RTT. Schools are diverse communities and it is important that trainees know and follow the school's dress code.

Responsibilities

Trainee teachers are expected to take a great deal of responsibility for their own learning. It is the trainee Teacher's responsibility to inform the Mentor; in the first instance of the opportunities they wish to take advantage of and the areas of expertise, which they require to develop further. The partnership staff will support the trainee Teachers, helping them to develop their competencies as practitioners, and to relate their experiences of classrooms in schools to the wider perspectives of local and national importance. They expect the trainees to be proactive and to develop their own views on issues within the school context and beyond.

Enhanced DBS Check

Trainee Teachers are expected to provide payment for this check to be completed. Only when an enhanced DBS has been confirmed and details lodged with the Lead School will a trainee be able to commence their training with RTT.

Health Check

Trainee Teachers are expected to complete a fitness to train to teach check as part of the conditions of their offer. Only when a trainee is either approved or described as being fit for the role will a trainee be able to commence their training with RTT.