



Shropshire and Telford
Education Partnership

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Termly update from

STEP: A Golden Thread in Teaching Careers

STEP provides a seamless transition from Initial Teacher Training to Early Career Teachers and onward to National Professional Qualification, supporting your journey every step of the way.

The start of term seems so long ago now, here at STEP, we have been delivering our bespoke programmes across Shropshire and Telford as the one-stop teaching school hub, and look forward to continuing to work with you all.



Initial Teacher Training (ITT) news



ITT: Why become a member of the ITT class of 2025-2026!

Our 2024-2025 cohort of Associate Teachers is thriving, thanks to the incredible support from our trainers, the **University of Chester** and our placement schools. They provide essential coaching, mentoring and modelling bridging academic learning with practical classroom application.

What does STEP offer?

STEP offers the Lead School Partner PGCE route, providing local trainees with high-quality training that combines strong academic outcomes with practical pedagogical skills. This route emphasises both academic and centre-based learning, allowing trainees to apply their knowledge during local placements. The programme is supported by the university, ensuring a consistent approach for all.

Why should I want to go down this pathway to be a teacher?

This route offers the opportunity to train with a university provider locally and build a career in your local area. The course is rigorous and ensures that you are well prepared to engage with your first teaching role in your local area.

- Siân Deane – ITT Strategic Lead for STEP, recently spoke to Associate Teachers from Severn Training and Schools Alliance and, Sam Scott for Shropshire Primary Partnership to ask them about their experience of the first half of their PGCE course. The only people who can truly understand what it is like to be on Lead School Partner course are the Associate Teachers. This is what they told us:

‘I chose to apply for Severn because i think it is the most recognised ITT provider in Telford. In my previous employment I have met ECTs who have completed the training and are brilliant teachers’ – Zoe Walters

‘I would recommend training with Severn as the support and guidance provided is extremely helpful. Throughout the course, the training experts have provided important information and given guidance in making lessons fun and accessible to all learners. On top of this, Severn have provided us with opportunities to visit several primary schools throughout the course to gain a clear understanding of how schools in different areas operate. It is a demanding and challenging course, but Severn have put support in place to ensure that is also an enjoyable course as well’. – Matthew Baugh

‘I would recommend training with Severn as they have been nothing but supportive to me since before, I even started! Having my previous course cancelled on me just before I was due to start was extremely distressing and upsetting and I am so grateful for the support and welcome I received right from the start! The course leaders genuinely care

about their students, going out of their way to check on their wellbeing and the support is always there should we need it. The course itself is hard work but it is so so rewarding and I have learnt so much that I know will be invaluable when I come to qualify and have my own class!’ – Sarah Buckley

‘I chose to study with Severn because of its strong connections with many local schools in Telford. This allows associate teachers to build relationships with schools in the area and gain valuable experience working alongside experienced teachers. Additionally, friends of mine who previously attended the course spoke highly of Severn and are all now employed in local schools’ – Toyah Ward

I would highly recommend Severn Training Alliance to other prospective candidates for their PGCE due to its convenient location and strong support system. Being close to home allows for a more manageable work-life balance, making it easier to focus on both the academic and comprehensive training experience, with excellent mentoring and the opportunity to build connections within a supportive network of educators. The proximity ensures that I can fully immerse myself in the program without the stress of long commutes, making it an ideal choice for those seeking a well-rounded, accessible PGCE experience.’ – Rebecca Crook

‘I would recommend training with Severn because you are placed in local schools, which is great as they are the schools you would actually be applying for, so it’s a perfect opportunity to have early opinions on where you might like to work. Along with this, you are also training alongside a cohort that will support you and are from a range of backgrounds and specialities, also a great opportunity to learn from others in the group.’ – Abigail Gandy

‘I would recommend training with Severn Training & Schools Alliance to anyone looking to gain their PGCE. They offer unmatched, friendly support which makes such a difference to the learning process. As well as this, the subject lecturers are passionate and engaged with their teaching, which creates a motivational and positive atmosphere. I am so glad to be learning to teach with STSA and would encourage future teachers to apply!’ – Lottie Rowlands

‘I would highly recommend training at Severn Training Schools Alliance for several reasons. Firstly, they offer a dynamic and engaging training experience that prepares you

for the real challenges of teaching. The program is designed to be comprehensive, with hands-on experience and a focus on practical teaching methods that directly apply to the classroom. Additionally, Severn Training Schools Alliance is amazing for their commitment to inclusion, diversity, and individualized support. They understand that each trainee has unique needs and provide guidance to help you achieve your full potential. The partnership with a network of schools offers a variety of teaching environments, ensuring you get a broad range of experience. Overall, the combination of excellent mentorship and diverse opportunities makes Severn Training Schools Alliance an excellent choice for anyone looking to start or develop their career in education.’ – Cery Wrench



Diana Orenczak

"I am enjoying the course as the staff are supportive and have your interest at heart. They have helped tremendously when I encountered some difficulties at the beginning of the course and kept supporting me along the way. I am ever so grateful (especially to Sam) for all the effort put into creating this welcoming environment, especially as being an EAL student."



Emma Chandler

"All of the tutors have ben so inspiring, with a true passion for the job. It's great to work within lovely schools and feel very supported. It's a tough year and we've all come with a different history, but everyone's there to help."



Natalie Kerwin

"Training with SPP has been a great experience having a range of specialists to support through the process, great mentors to help along the way and access to lots of different learning experiences and settings to really give a great foundation for a career in teaching."

ITaP Weeks

The benefits of the ITAPs programme

There are 4 Intensive Training and Practice (ITaP) experiences which are designed to support trainees understanding of how research and evidence-based teaching theory aligns with delivery and practice in schools. Each experience will focus on a core area of the Initial Teacher Education (ITE) curriculum and trainees will have the opportunity to deepen their knowledge in the area within a practice-based environment.

Key Features

The key features of intensive training and practice involve:

- expert input – this would typically include:
 - an introduction to the aspect of practice (e.g. questioning, explanations, routine setting, specific behaviour strategies) with an examination and critical analysis of the evidence base underpinning it
 - observations of examples (and potentially selected non-examples) in practice via video or live practice
 - deconstruction of the preceding two areas of expert input with an attention to the detail that has positive (or sometimes negative) impact
- opportunities for trainees to plan and practise ITAP in a low stakes (possibly simulated) environment
- opportunities for trainees to practise in a live classroom context
- expert feedback on, and critical analysis of, the trainee practice, in both contexts - this should include deconstruction of both positive features and areas for further development
- expert feedback that links coherently to the expert input at the beginning of the sequence
- opportunities to apply the aspect of practice in the near future and beyond – ideally in multiple contexts and practice situations

This final point is key in considering what good practice looks like. The purpose is to have a positive sustained impact on practice that is transferable to a range of contexts.

How ITAP is different from the rest of the ITT curriculum and school placements

ITAP should focus tightly on specific, foundational, or pivotal areas of the ITT curriculum. It is an opportunity for careful sequencing of content, so that it is clear why each successive focus for ITAP has been chosen, including how it builds on content previously covered and prepares for the next stages in the training programme.

The intensive training and practice element, in which trainees experience a minimum of 4 weeks of ITAP.

The ITAP focus areas are:

Secondary	Lesson design: breaking content down into constituent components	Modelling	Assessment: Questioning	Diagnosing and making specific adaptations to overcome barriers to learning
Primary	Giving Instructions	Teacher Modelling	Dialogue	Assessment: Questioning

Currently, we have 6 primary schools and 2 secondary schools which deliver this training. Associate teachers would be at Chester university for part of the week and 1 ½ days approx. in school with a focus on these areas.

We would love to hear from schools if you feel you have an ITAP area which is a strength of your school and could host associate teachers. Please contact: Julie.marriott1@taw.org.uk

Once again, we would like to thank you all for your continued support with ITT and hosting associate teachers through the autumn and spring term.

Early Career Framework and Appropriate Body News

Appropriate Body Welcome Events 2

With a number of ECTs and mentors being registered this term, we conducted two more Welcome Events in January. The first, for Head Teachers and Induction Tutors, focused on the importance of accurate registration procedures (for further details see our website at: [Shropshire and Telford Education Partnership - ECF/AB](#)) as well as providing tips for managing induction, delivered with the assistance of Sarah Harper, Shrewsbury Academy Deputy Director of Teaching and Learning (ITT/ECT), and Katie Booth, Best Practice Network ECT Lead. In the second, we met with ECTs and mentors,

so they too could feel confident in their training programme, outlined by Chris Randall, Best Practice Network ECM Lead, as well as understand the difference between ECF and formal induction.

It was lovely to welcome our new participants, and we look forward to working with you all throughout your ECF/induction journeys.

January Starters

Our spring term starters attended their Welcome Event with Best Practice Network last half-term, and are now engaging in locally-facilitated training sessions; ECTs are working in person, for easier networking and collaboration as they begin their teaching careers, whereas mentors are working via Zoom, to reduce cover pressures within schools. These sessions provide fantastic opportunities to reflect, plan ahead and develop professional skills and learning to help ECTs progress against the teachers' standards, thereby setting secure foundations for formal induction and long-term efficacy in the classroom. Individual schedules can be found via your ECT and Mentor Canvas Participant Dashboards.



ECT Manager

Induction Tutors are successfully using ECT Manager to complete termly Professional Progress Reviews and Assessment Reports for their ECTs. It is always a delight to read the individual practice examples showing the growing impact ECTs are having in the classroom and reading ECT reflections on their development each term. The support of mentors is clearly appreciated throughout. These opportunities to network with peers, see the positive impact of enquiry cycles on their students and visit other school settings are often raised as highlights of the Early Career Framework underpinning formal induction.

Although many of you are now confident in using the ECT Manager, please remember that, as well as the team here at The Priory School, there are helpful guides to support users via the red 'Help and Support' button. There are also Professional Progress Review

and Assessment Report WAGOLs in the 'Resources' section to help Induction Tutors submit reports which match our expected format and level of detail.

Our next reporting deadline is **Friday 4th April**, so we look forward to seeing how each ECT is progressing against the teachers' standards this Spring term.

Quality Assurance

We continue to enjoy getting out to see you in school as part of our Quality Assurance process. Finding out how you organise the ECF within your particular setting to bring the best out of each ECT for immediate security in the profession, enabling long-term growth and retention, is fascinating. Getting to see ECTs teach, even if briefly, is always a treat! These visits are to ensure we, as an AB, and you, our school leaders, consistently work to the same high standard, so all ECTs can access their entitlements and feel well-supported no matter what their induction setting.

We are much indebted to the staff who facilitate these visits and meet with us to discuss their experiences so openly. We look forward to meeting more of you as the academic year progresses.

National Professional Qualification (NPQ)

NPQ NEWS

The STEP team are celebrating the completion of Leadership Programmes from February 2024 by offering participants the opportunity to complete their assessments early. Feedback on programmes is always fantastic. From this NPQH cohort we have some shining examples of feedback.



“The theories and research which I have been exposed to have improved my own understanding and mean that I am able to justify my decisions and vision effectively”

“Absolutely love Paul Fisher's delivery - he's so charismatic”

“The whole course has given me confidence and validation for my ideas for implementation and improvement. This in turn has improved my leadership development and delivery”

NPQ FUNDED PROGRAMMES COMMENCING APRIL 2025

🔔 Act Now – Funded NPQ Places Are Filling Fast! 🔔

The **DfE application portal is now open** for the April 2025 cohort, and **funded places are limited**.

Start your application for one of these fully funded, career-boosting programmes today:

🎓 **NPQH (National Professional Qualification for Headship)** – Prepare for headship and lead your school with confidence.

🎓 **NPQLPM (National Professional Qualification for Leading Primary Mathematics)** – Enhance maths teaching across your school and improve outcomes.

🎓 **NPQSEnCo (National Professional Qualification for Special Educational Needs Coordination)** – Lead SEN provision and make an impact on inclusive education.

Time is of the essence! The window for funded applications won't stay open long, and places are filling up quickly. **Don't miss this opportunity to invest in your leadership development.**

📅 **Apply today:**

NPQH / NPQLPM [Alliance of Leading Learning and LLSE click here.](#)

NPQ for SENCOs Best Practice Networks [click here.](#)

Meet the STEP Strategic Lead team



Cavelle Priestley-Bird

Strategic Director



Sandra Cooper

Hub Manager



Sian Deane

ITT Lead



Lesley Holmes

ECT/AB Lead



Gemma Hargreaves

NPQ Lead

Not to be missed - Share!



MTPT Project

inspire, empower, connect

Missing Mothers Virtual Conference
Friday 21st March, 09:30-12:30pm, online
Saturday 22nd March, 09:30-12:30pm, online

Join The MTPT Project for our annual virtual conference, running across two mornings.

On Friday, our brilliant line up of speakers will support school, MAT and systems leaders to create more family-friendly working conditions for their staff.

On Saturday, we'll be inspiring our grassroots community of parent-educators with a fantastic set of speakers, panel guests and keynotes.

Our Missing Mothers conference is generously sponsored by Harris Federation, the National Institute of Teaching, Edurio, ASCL, Culham St Gabriel's Trust, United Learning and The Key Group.

A number of ticketing options are available to support you and your colleagues to access this event. Find out more on [Eventbrite](#).



Sponsored by:



Dates for your diary

ITT

STSA Information Sessions

Every Tuesday
5.30 - 6.30pm Click below for how to
book a place
[Information Sessions – Severn Training
and Schools Alliance \(stsa.uk\)](https://www.stsa.uk)

SPP Info Sessions

Every Wednesday 5 - 6pm
Click below for how to book
[Information Sessions - Shropshire
Primary Partnership](#)

STP Information Sessions

Every Tuesday 4 - 5pm
Click the below link to book:
[Information Session Registration Form](#)

ECT/AB

Reporting Deadline
4th April 2025

NPQ

Application window is now open for
April 2025 programmes
Apply now!

Don't forget to follow us!!