

Case Study - Teacher Training through a SCITT

Teacher Training through a SCITT - Lydia (School Centred Initial Teacher Training)

Trainees who undertake a SCITT programme, are typically based in a school 4 days a week from September to July, with a second placement experience during the spring or summer term. Their training provision, academic study and PGCE assignments are planned throughout the year and run alongside teaching practice.

Lydia chose to train through a SCITT. Here's why.

Why did you choose a career in teaching?

After completing her degree, Lydia spent some time as an actor, but had always planned a career in teaching, not only because she wanted to make a positive difference to children's lives, but also because she recognised the stability and longevity of career that teaching provided.

Why did you choose to train through a SCITT programme?

Lydia chose a small SCITT and was clear that she felt well supported throughout the year. The SCITT team were easily accessible and strong relationships were formed. In the initial stages of applying, she was able to have a personal conversation with the SCITT director who provided detailed information about the course and gave advice and reassurance regarding how the course would fit with her personal circumstances. Lydia felt able to make informed decisions following this.

As part of the SCITT programme, Lydia was based in the same school for most of the year. She felt a strong sense of belonging because of this, being involved in wider school activities and being treated as a member of staff. The experience gave her an appreciation of what working full-time in a school was like. Lydia built strong, professional relationships with staff and children, and she was ultimately employed by her 'core' school.

Most importantly, Lydia felt the SCITT programme prepared her well for starting her first teaching job.

What were the challenges of training through the SCITT programme?

Lydia emphasised that the course is intense, and expectations are high.

Being organised is key as the components – academic learning, teaching practice and PGCE assignments all run simultaneously. It's important to be self-motivated to keep up with the work and make the most of the learning opportunities.

Was finance a consideration when applying for the SCITT?

Yes, finance was a consideration. As with all ITT training courses fees apply. There are no bursaries for the Primary pathway which Lydia had applied for.

The personal conversation Lydia had had with the SCITT Director had supported her to understand that this was a finite amount of time and that there was £30,000 starting salary once training was completed.

What advice would you give anyone considering applying to a SCITT programme?

Lydia says:

- Know what you are getting into. This is for teaching in general but also be clear about the structure of the SCITT course and whether the structure will work for your personal circumstances.
- Get some experience working in a school, either in a paid or voluntary role.
- Understand the commitment that is needed for the training and beyond.

If your school wants to get more involved in ITT by hosting placements and working with an accredited ITE provider, you can access 19 providers across the West Midlands by completing our Get Involved tool: [ITT Partnerships | Get Involved](#)

Good News Stories – Julia

Julia, in the second year of her Early Career Training, shares what it's like to go through the Initial Teacher Training year and transitioning into your first teaching position.

I am currently an ECT at the Royal Sutton School, teaching PE, following the completion of my PGCE through the Arthur Terry SCITT last year. Before starting my PGCE I had always had a passion for both sport and inspiring and motivating others. The PGCE allowed me to go into a career involving the two.

Positive Experiences

During my training there were a lot of positive experiences, one of which was the subject specific training days that allowed us to develop our own subject knowledge. We had days focused on areas that may have been a weakness for us or areas that are not necessarily covered as much in the placements. This included sessions looking at, GCSE moderation, outdoor adventurous activity, gymnastics, and alternative provision. These sessions made me feel a lot more confident about those areas. Having accepted a job at a school within the Arthur Terry Learning Partnership, following the completion of my PGCE I underwent a 2-week induction in my new school at the end of the summer term. I found this experience positive as it helped with the transition to a new school and made starting in September a lot easier.

How has your journey benefitted you and given you opportunities?

My teacher training journey ensured that I was fully prepared for a career in teaching. I underwent placements at two contrasting schools which gave me the opportunity to teach in different school settings. I had support throughout from both my mentors at the placement schools as well as those in the ATLP, which allowed me to develop and progress as a teacher as I went through the year. Through doing the course, an opportunity to work at a school within the trust came about, which led me to teaching at the Royal Sutton School, which I am really enjoying.

What advice or recommendations would you give to someone hoping to follow a similar path?

The advice I would give to someone on a similar path is to not be afraid to ask questions, everyone, either within the ATLP SCITT team or your mentors at your placement schools, is there to help you progress and develop, so ask questions.