



**UNIVERSITY of
WORCESTER**

Institute of Education

ITT Roles and Responsibilities



2026/27



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Roles and Responsibilities

The Accredited Provider

The provider, University of Worcester, is an accredited mainstream ITT provider. It is accountable and responsible for the ultimate recommendation of the award of Qualified Teacher Status (QTS). The provision must therefore be compliant with the [DfE ITT: Criteria and Supporting Advice](#) and align with the [Ofsted ITE Inspection handbook](#).

This will be achieved through close cooperation between the partner school and the University of Worcester.

The following roles and responsibilities should be read in conjunction with the detailed responsibilities set out in the relevant placement documentation.

The Quality Handbook details course governance.

Head of Department (University) undertakes the following:

- Engages fully with all aspects of work within the Institute of Education, actively contributing to its strategic leadership and to the ongoing pursuit of excellence.
- Holds responsibility for the quality of provision within the Department, overseeing all activity and delegating responsibilities appropriately.
- Ensures that resources are in place for effective programme delivery, including the allocation of expert university lead mentors, robust managerial procedures, and appropriate learning resources.
- Maintains quality assurance processes across all elements of the programmes to ensure consistently high quality provision.

Mentoring Lead (university) undertakes the following:

- Development of mentor training in close collaboration with course leaders, Regional Training Hubs and ITaP delivery partners. This includes generic mentor training (Tier 1), subject specific mentor training (Tier 2), and school briefings/refresher training across all routes (Tier 3).
- Oversight of supervision and quality assurance of mentoring across the partnership.
- Design and delivery of training for university lead mentors and general ITT mentors.
- Close collaboration with mentors delivering ITaPs, including co design of relevant programme elements.



Strategic Partnership Lead (University) undertakes the following:

- Coordination of the central placement team to oversee placement organisation and ensure an excellent trainee experience, including monitoring expectations around trainee workload.
- Quality assurance of new placement settings and identification of new placements based on subject and regional needs.
- Collaboration with lead mentors (university), Regional Training Hub leads, professional mentors and ITT mentors to support a cohesive teacher training programme, including oversight of all partnership communications and development of partnership webpages.
- Application of quality assurance and enhancement processes across the partnership.
- Planning and delivery of core trainee school induction processes at the university.
- Updating and overseeing partnership agreements and finance processes as approved by the Strategic Governance Board.
- Development of partnership handbooks and resources.
- Oversight of partnership data management, including records of engagement, data collection for the self evaluation document, and mentor/trainee satisfaction surveys.
- Coordination and chairing of the PGCE Secondary Governance Board.
- Collaboration with UW Regional Training Hubs to support regional delivery of ITTE.
- Ensuring alignment with Professional Regulatory Body requirements (e.g., Ofsted, DfE) and oversight of all ITT criteria documentation.

Course Leader (university) undertakes the following:

- Lead, manage and effectively deliver the PGCE secondary course ensuring coverage of the ITT Early Career Framework (ITTECF).
- Lead, manage, and co-design the ITaP component of the UW ITT curriculum with ITaP delivery partners.
- Ensure that the workload of trainees is manageable.
- Market the course offer, recruit trainees and help potential trainees to navigate the market.
- Lead and assist in the recruitment and admissions process overseeing all selection procedures.
- Oversee clearance and suitability checks on applicants such as Enhanced Disclosure and Barring Service (DBS), prohibition checks in partnership with the university admission teams.
- Embed quality assurance processes into the course design and delivery.
- Oversee the management, progress, safeguarding and health, and well-being of trainees.
- Oversight of trainees' progress on placement through the year and identification of interventions or modifications where required.
- Work with the Head of Strategic Partnership to develop excellent working relationships with Regional Training Hubs, ITaP partners, placement settings, and other partners to enhance provision.
- Contribute effectively to Ofsted inspections.
- Foster effective communication and course evaluation mechanisms including the management of the student and staff: liaison committee and course representatives.
- Ensure that all course documentation for prospective and current trainees is current and accurate, including the VLE and electronic portfolio.
- Manage the annual evaluation reporting cycle effectively to analyse and draw conclusions from data to inform critical reflection and evaluation, enhancement planning and appropriate actions.
- Communicate effectively with external examiners, including responding to their reports and managing the moderation process.

Regional Training Hub (RTH) Coordinator (university) undertakes the following:

- To build relationships with Regional Training Hubs (RTH) and support recruitment and procurement of placements within the RTH region.
- To liaise with Regional Training Hub (RTH) Leads to ensure there is good communication between UW and the RTH.
- To liaise with Regional Training Hub Plus partners to support them fulfilling their strategic and operations responsibilities.
- To facilitate the sharing of good practice across the RTHs.
- To co-ordinate the Lead Mentors/Mentor Leadership Teams and the overall training for each hub (working with Strategic Partnership Leads).
- To quality assure the Lead Mentors/Mentor Leadership Teams e.g. co-visits.
- To develop the training for the Lead Mentors/Mentor Leadership Team members (working with the mentor lead).
- To quality assure the delivery of the ITT programme, ensuring that delivery adheres to the agreed provision.
- To collate feedback to support the development of the programmes.
- To offer bespoke training for schools within the Regional Training Hub.
- To attend and contribute to training hub meetings, hub recruitment events and training hub strategic meetings.
- To contribute to the tracking meetings for the region and feed information back to Course Leaders.

Lead Mentor (university):

The Lead Mentor (University) designs and delivers a rigorous, research-informed curriculum aligned to subject and phase, extending beyond the ITT Core Content Framework. They work in partnership with schools and hubs, maintaining regular communication and termly visits, while providing pastoral, academic and career support. The role involves closely monitoring trainee progress and wellbeing, quality assuring placements and mentoring through observation and review, and moderating outcomes across contexts. Lead Mentors ensure effective integration of centre-based and school-based training, oversee targeted support and clear routes for raising concerns, and train and quality assure mentors to meet required standards and entitlements, including ITaP provision. They also contribute to ITaP design and delivery to strengthen theory–practice links, and mark and moderate assignments.

Professional mentor (school):

The Professional Mentor (School) is the primary point of contact for the trainee, liaising with subject mentors, the university and any Regional Training Hub. They oversee the trainee's welfare, supervision, workload and wellbeing, and organise and quality assure the school-based experience, including ensuring trainee entitlement and moderating assessments. They provide a structured induction covering safeguarding, policies and expectations, and coordinate timely support through liaison with partnership colleagues. The Professional Mentor ensures all mentors are appropriately trained and qualified, monitors engagement with required briefings, and oversees delivery of the school's professional studies programme.

Professional and subject mentors will both:

Professional and Subject Mentors jointly liaise with the University Lead Mentor and, where applicable, Regional Training Hub leads to review trainee progress and assessment against the curriculum. They regularly observe teaching, providing clear verbal and written feedback using partnership documentation, and support school-based assignments.

Both establish professional, supportive relationships, model high standards, and develop trainees' teaching practice while promoting manageable workload. They induct trainees into their professional roles and responsibilities, maintain their own continuing professional development through training and briefings, and contribute to quality assurance processes, including inspections and external reviews where required.

Placement Manager (university) undertakes the following:

- Coordinate the organisation of placements, working collaboratively with the Primary Partnership Team, school mentors, university tutors, and RTH/(+) colleagues.
- Deliver training to trainees on completing their Electronic Reflective Portfolio (ERP).
- Prepare trainees for school placements through comprehensive briefings, outlining expectations and key processes.
- Provide support to lead and general mentors when trainees require additional guidance.
- Ensure compliance with regulatory body requirements and manage all associated arrangements.

Subject ITT mentor (School) undertakes the following:

- Day to day supervision, opportunities for deliberate practice and instructional coaching, providing a suitable timetable across two Key Stages (4 year groups) for the trainee and access to relevant department and school documentation including access to schemes/ units of work and pupil data.
- Ensure the completion of 2 lesson observations per week and coordinate feedback in line with partnership documentation.
- Arrange regular and undisturbed weekly review sessions to review progress and set SHARP targets that are regularly monitored.
- Work with professional mentors, Regional Training Hub leads (if applicable) and lead mentors (university) to determine timely and accurate assessment of progress towards the curriculum using partnership documentation.
- Support trainees to manage their own workload and well-being whilst they train.

Regional Training Hub Lead in liaison with the University of Worcester undertakes to:

The Regional Training Hub Lead, in partnership with the University of Worcester, is responsible for recruitment and selection of trainees, including advertising, conducting school-based interviews and ensuring compliance with ITT criteria and safer recruitment checks. They plan and deliver induction, organise placements, and quality assure provision across the hub.

They collaborate with the university to deliver an agreed training programme, ensure trainees attend all required sessions, and oversee a professional studies offer aligned to the ITT Core Content Framework. The role also includes contributing to governance structures and maintaining appropriate hub documentation.

**Course administrator/
Partnership co-ordinator
will undertake, with the
schools, lead mentors
(university) and trainees, to:**

The Course Administrator/Partnership Coordinator, working with schools, Lead Mentors and trainees, coordinates placement matching to ensure trainees access suitable, high-quality experiences across at least two settings. They ensure all partner schools meet quality assurance, health and safety, and partnership agreement requirements, and communicate any placement changes promptly.

They act as the central liaison between trainees, schools and the university, managing documentation, coordinating mentor training and school briefings (including attendance records), and administering finance related to school placements.

**Mentor co-ordinator
will undertake to:**

- Coordinate arrangements for the delivery of new mentor training and school briefing meetings (autumn and spring) keeping a register of attendance.

The Role of Mentoring Within ITaPs Themes

Mentoring is fully integrated into ITaP themes to ensure consistency and impact:

Mentors use a shared instructional coaching model.

Feedback is:

- Focused on one precise area
- Linked to ITaP goals and curriculum statements

Weekly mentor meetings:

- Review ITaP implementation
- Set SHARP targets
- Plan next steps for re-practice

Mentors are trained to:

- Model the ITaP focus in their own teaching
- Provide live modelling and co-teaching opportunities
- Ensure trainees connect ITaP learning to pupil outcomes

Evaluating Impact: From Practice to Pupil Learning

The impact of ITaP themes is evaluated through triangulated evidence:

Trainee Practice

- Lesson observations linked to ITaP focus
- Increasing precision and fluency in key teaching behaviours

Ensuring Consistency Across the Partnership

To ensure all trainees receive a consistently high-quality experience:

- ITaP 1 and 2 are delivered in key departments across the Partnership. ITaP 3 is delivered in the trainee's placement setting
- All mentors receive training on ITaP delivery and feedback expectations
- ITaP themes are rigorously quality assured

Inclusion and Adaptive Teaching Within ITaP themes

Inclusion is explicitly embedded within all ITaP themes:

Trainees are required to:

- Apply ITaP strategies to classes including:
- SEND
- EAL
- Disadvantaged pupils

Demonstrate:

- Adaptation without lowering expectations
- Secure access to the full curriculum for all pupils

Summary: The Impact of ITaP themes

Through the structured cycle of learning, rehearsal, application and feedback, ITaPs ensure that trainees:

- Develop secure, evidence-informed teaching habits
- Apply these consistently across different contexts
- Demonstrate measurable impact on pupil learning
- Are fully prepared for the Early Career Framework phase

Inspired for life



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