

A decorative graphic on the right side of the page consists of a curved line with four circular nodes. The line starts at the top right, curves down and left, then curves down and right, and finally curves down and left. The nodes are colored: the top node is red with a purple center, the second node is purple with a blue center, the third node is blue with a green center, and the bottom node is green with an orange center.

Phase 1 Pilot Findings



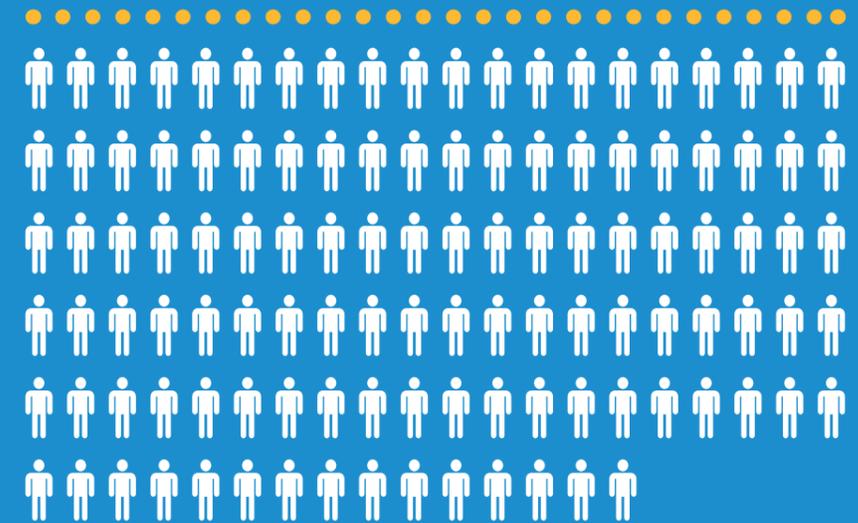


Premier Pathways began its pilot year in August 2016. The programme took 135 aspiring teachers and matched them to 83 schools in a partnership of Teacher Training.

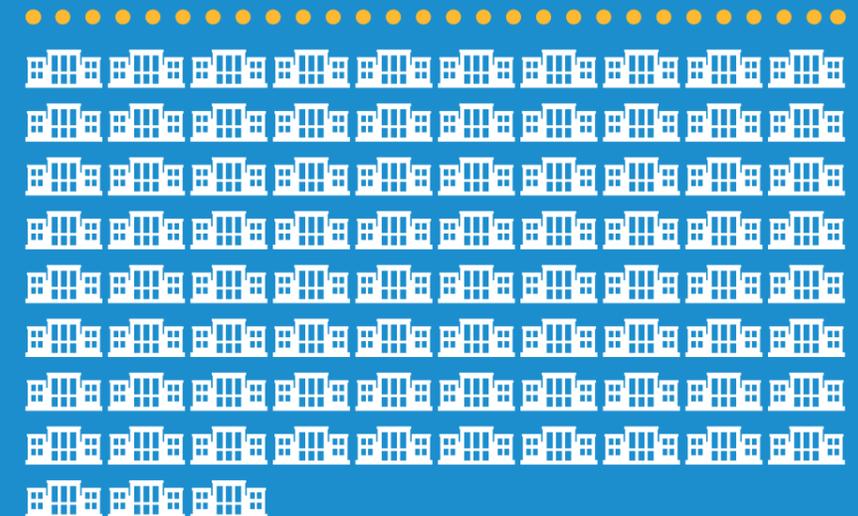
Over the course of two years, participants are immersing themselves in their home school, developing beyond pedagogy and learning the profession from the roots up.

Partner schools are laying the foundation of their talent pipelines. Welcoming ambitious trainee teachers with a near-perfect match on values has enabled senior leaders to plan for a successful long term. The gaps are being filled, the promotions become internal and a stable team of staff is organically grown.

135 teachers



83 schools



Premier Pathways: Analysis of the First Phase of the Pilot Study

Summary

This report summarises the findings of the initial phase of the pilot study of the innovative Premier Pathways scheme to train new teachers. The programme matched 135 aspiring teachers and 83 schools for the two year course in partnership with the University of Buckingham's School of Education, who award the PGCE with QTS qualification.

Evidence has been gathered from trainees, their schools, training providers and our own recruitment specialists on the effectiveness of the scheme to date.



The main conclusions that can be drawn at this stage are:

- The scheme has proved **flexible** in that Premier Pathways has allowed schools to select their own candidates and give them an extended interview in schools with no difficult contractual issues. Replacement trainees were made available in the rare case that a trainee dropped out.
- Premier Pathways is **affordable** and **sustainable**, with the total cost of trainees' pay, training, support and other on-costs at £135 a day for the two years of the course. These costs are met efficiently through school budgets by filling existing vacancies.
- Premier Pathways has allowed some schools to '**grow their own teachers**' through training local and talented TAs, who have already identified with the standards and ethos of the school.
- Premier Pathways has recruited a **diverse cohort** representative of the local communities served by the schools. This pilot has exceeded other teacher recruitment schemes in its ability to ensure wider participation in teacher training from: BAME, men into primary roles and women into roles in sciences at Secondary.
- The training offered in collaboration with the University of Buckingham and other specialists trainers has been of a **high quality** in superior training venues to emphasise the importance placed on the professional status of teachers. Mentoring and support have been at a high level to ensure that the trainee succeeds. This training provides the foundations for a career development path for the trainee.
- The **extended training programme** is welcomed by trainees and schools alike and ensures an extended interview before commitment to the PGCE with QTS. Two years in school experience also means that trainees are ready for teaching at the end of their course.
- The **recruitment** process is handled by professionals with years of experience in recruiting high quality graduates for schools. This means that though schools get the final choice of candidates, this is from a pool of exceptional talent.
- Trainees feel **well-supported** throughout this scheme from initial recruitment onwards.
- Areas for future improvements have been identified as part of a plan for continuous improvement of Premier Pathways .

Flexible

Schools have final say in the trainees they take on

Premier Pathways listens to a school's requirements and carefully collates a hand-picked shortlist. The school can interview these hopeful trainees to any length to ensure cohesion and shared values.

"Part of the process that made it easy was working with Matthew [EduStaff consultant] and having that opportunity to really choose someone and look at who you were getting."

Stephen Gillatt, Deputy Head Teacher, Forest Gate Community School, April 2017

"Being able to interview them. That's my massive plus. When someone just turns up and you have no say in who that person is, and you just have to work with them."

Andy Dolan, Teaching & Learning Lead, Heathcote School, April 2017

89%

of trainees strongly agree or agree that they are a good match for their home school.

Premier Pathways Survey, April 2017

Schools can treat the first year as an interview, and if it doesn't work out there are no difficult contractual issues

The programme architects have utilised their school recruitment expertise to design a truly flexible programme that fully reflects the demands of a school environment. A single trial day will not tell a school leader everything. That's why trainees are employed through a Premier Pathways contract, allowing for a year-long interview and the option to annul with no fee during the first two terms.

"Within a week, you generally get a good idea of if the person is going to be suitable. So if it doesn't work out, you can terminate it."

Stephen Gillatt, Deputy Head Teacher, Forest Gate Community School, April 2017

"The chance to work as an LSA first and get a real feel for whether working in a school is where I wanted to be before I embarked on becoming a teacher."

Premier Pathways Participant, April 2017

Schools can replace trainees

If a placement isn't working out, a school can swiftly replace the trainee without any additional fees. The trainee also has the opportunity to continue with the programme in another partner school.

"If the candidate wasn't working out, then the next steps are always negotiable. In the event that it does happen, I know I can meet with my EduStaff consultant and swap out the candidate."

Justin Creasey, Head of School, Riverley Primary School, April 2017



Affordable

Premier Pathways is cost-effective for schools

The cost of a Premier Pathways trainee is fixed and transparent from out the outset, enabling schools to budget effectively with no surprises. Unforeseen absences will not cost the school, neither will a termination of contract. It is not a supernumerary position, and there is no sign-on fee.

Schools pay a single daily fee which doesn't change over the two years

Though the pay for trainees will increase as they take on more responsibility, the fee to the school does not change over the two years. This means that schools can plan their staffing within budgets knowing that the price is fixed and includes ALL on-costs.

"There's no finders fee, no completion fee. So, you've got your £135 per day, your fixed price, you know what you're getting and you can budget for that period, its transparent."

Stephen Gillatt, Deputy Head Teacher,
Forest Gate Community School

No finders fee

There are no upfront fees payable on recruitment of the trainee. Upon the trainees successful completion of the programme, a school can offer a permanent contract with absolutely no finders fee.

Sustainable

Unlike other teacher training programmes, Premier Pathways is outside of the UCAS process. Candidates apply directly to Premier Pathways with their CV and answer some qualifying questions

This means that the application window is open all year round for graduates and schools which attracts a bigger pool of candidates. Schools are not reliant on an allocation system which over the past few years has been haphazard. Schools can recruit exactly the candidates they require to meet *their* local needs.

Premier Pathways is funded from a school's budget rather than being reliant on bursaries or grants from central government.

Candidates are seen early on as part of the school and though their pay increases, the school pays the same amount allowing for transparent budgeting decisions. Bursaries are seen to be opaque by schools and there is little evidence so far of payments being effective in driving teachers into the profession.

"Furthermore, the Department was unable to provide good evidence that the hundreds of millions of pounds spent on training routes and bursaries, some of which have been in place for a number of years, are resulting in more, better quality teachers in classroom."

Public Accounts Committee Report into Initial Teacher Training, June 2016

Premier Pathways trainees are never supernumerary (unlike other teacher trainees)

In year 1, Premier Pathways participants work full time (195 days a year) in school fulfilling a range of roles including teaching assistant, learning support mentor, academic mentor etc. In the summer term they take on a 50% timetable. They are encouraged to take an active part in school life including starting new clubs, supporting school plays and using their talents to enrich the curriculum.

In Year 2, Premier Pathways participants take an 80% timetable (like a fulltime teacher) supported by their mentor and other class teachers.

Because Premier Pathways participants are working towards the TA and HLTA standards in Year 1 and QTS in Year 2 they can play an active role in school life and contribute to the outcomes for all students from day 1. The flexibility of the programme allows schools to replace teachers who resign in May with a Year 2 Premier Pathways participant who, with support can start their 80% timetable in September.

"We're saving a bit of money. We have someone who is pretty much a full-time class teacher without paying for an NQT. We've also got two very qualified teaching assistants who can take groups."

Justin Creasey, Head of School, Riverley Primary School, April 2017

Growing Your Own

There is untapped potential already in schools

Most of the cohort were recruited by Edustaff, however 15 participants were nominated for the programme by our partner schools. Already working at the school as high performing support staff, Premier Pathways accelerated the teaching careers of these committed individuals

“Every school has one”

Ben Barton, Premier Pathways

Premier Pathways quells retention issues within schools

Premier Pathways provides training to ensure that high quality candidates are able to stay in school (to learn about the culture, climate and policies unique to that environment) and not leave to take up another training position such as a PGCE.

“Premier Pathways helps as you can find the right candidates without spending a lot on recruitment. The only way to survive in education is to grow your own teachers. That’s how Premier Pathways can help, by bringing new teachers into a school, with people who know the job and know education”

Justin Creasey, Head of School, Riverley Primary School

Building capacity in the system with staff who share ethos

Schools can offer Premier Pathways as a retention solution to support staff who understand the communities they serve providing consistency for the pupils and building a team who share the same values in the school.

“You build loyalty, you have staff that have the same values and ethos, and it’s not all about the money so I really like that side of it.”

Stephen Gillatt, Deputy Head Teacher, Forest Gate Community School

The programme enables schools to develop a talent pipeline

As suitably qualified support staff move onto the Premier Pathways training programme, this creates a vacancy for a new support worker to join creating a talent pipeline that over time resolves staffing issues across the school.

“It would be nice to have a constant stream of people coming through this route of growing your own, I do think that is the way forward.”

Stephen Gillatt, Deputy Head Teacher, Forest Gate Community School



Local & Diverse

Trainees are placed in their locality

Working for a school in an area local or familiar to the trainee has enabled them to begin the placement with an understanding of the wider context of the school environment and the community it serves.

The cohort reflects socioeconomic diversity and the programme supports this

Giving trainees a salary and covering the costs of a PGCE opens the flood gates of aspiring teachers who couldn't afford alternative routes of Initial Teacher Training.

92%

of participants believe that Premier Pathways is the most financially viable route into teacher training.

Premier Pathways Survey, April 2017

42%

of participants would've taken a loan out for a PGCE had it not been for Premier Pathways.

Premier Pathways Survey, April 2017

"I'm going to be frank: the money. A paid route into teaching is a far more attractive option. However, I will say that since coming onto the programme I'm extremely pleased at how it has been constructed, particularly with the various stages and University of Buckingham training days. 2 years also allows for far more practice and refinement of professional skills before beginning work as an NQT."

Premier Pathways Participant, April 2017



The cohort is diverse in identity

The initial cohort of Premier Pathways graduates is wholly reflective of the diverse and culturally rich communities the programme partners with.

35% of trainees identify as Black, Asian and Minority Ethnic (BAME).

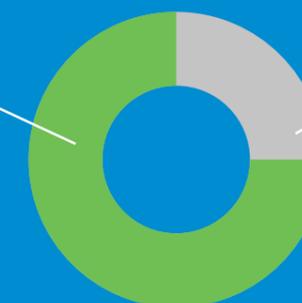
35%



Phase allocation has seen 73% of our cohort into Primary schools, and the remaining 27% into secondary schools.

73%

Primary
 • 54.1% identify as female
 • 19.3% identify as male



27%

Secondary
 • 27% identify as female
 • 10.4% identify as male

In total, 70% of the initial cohort are female, and 30% are male.

70%

Female



30%

Male

High Quality

Premier Pathways have partnered with exceptional training organisations to offer high quality training through to the award of a PGCE with QTS from the University of Buckingham

“Essentially, we wish to cut through unnecessary bureaucracy and the rhetoric of educational debate, and inspire school teachers and leaders to think about the fundamentals of education, and put them into practice.”

Professor Geraint Jones, University of Buckingham, School of Education

The course ensures that alongside work experience, the participant becomes a reflective and well-read practitioner who understands people and pedagogy. Providing the highest quality training to sit alongside significant school experience guarantees that participants start their career as good or outstanding teachers. The first year's training at the University of Buckingham's Whittlebury Hall Campus builds confidence in the early days and ensures that participants are able to make a meaningful contribution to school life.

The structure is distinct in that we provide schools and trainees with a PGCE framework to be completed on-the-job. All our trainees are employed by their schools on between 50-90% timetable in sole charge of classes.

The University of Buckingham, School of Education, has a distinct education philosophy:

- ***“All teachers, irrespective of their age and experience, should have the opportunity to hone the classroom skills upon which the profession of teaching depends – the ability to explain ideas in a way that engages their pupils, to ask questions and respond to answers in a way that prompts children's thought and interest, to maintain good discipline and to have the highest possible expectations of their children.***
- ***There is no one way to teach, so we want to open our teachers' eyes to a variety of methods rather than to impose in a doctrinaire fashion any particular approach.***
- ***We should practise what we preach and ensure that our residential courses provide high level input from visiting experts and plenty of opportunity for both group discussion and individual consultation***
Essentially, we wish to cut through unnecessary bureaucracy and the rhetoric of educational debate, and inspire school teachers and leaders to think about the fundamentals of education, and put them into practice.”

Professor Geraint Jones, University of Buckingham, School of Education

Premier Pathways uses the University of Buckingham's Whittlebury Hall Campus which previously housed Barclays' Corporate Training HQ. For training and networking, the conference centre provides unrivalled facilities for beginning teachers and their mentors.

Providing high quality venues and networking opportunities is vital in raising the status of teaching as a profession. Building a culture of excellence for the teaching profession through the quality of facilities has been important in bringing schools and candidates on board.

www.whittleburyhall.co.uk

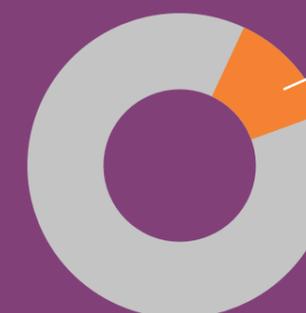
Premier Pathways evaluates the academic records of participants however the programme also layers additional core competencies onto these academics.

The interview process has been designed by teachers and education practitioners to get to the heart of trainee's motivations and aspirations. Premier Pathways accept candidates with a 2:2 or below if a sheer passion to teach is clear. The evidence from the first cohort is that great teachers don't need to have elite academics. 18% of the initial cohort did not achieve a 2:1 or above in their degree.

Finding high quality candidates is difficult and costly but working with recruitment professionals ensures that this quality is maintained for all schools. The final critical piece in the jigsaw is matching the right candidate to the right school based on their academic and personal attributes.

“Yes, if you're constantly attracting and communicating with the right people, the people that you think your schools will need. Thinking ahead for your schools so they don't have to. Attracting the right candidates, finding out about them, then making the connections.

Ben Reeves, Education Recruiter



18%

of the initial cohort did not achieve a 2:1 or above in their degree.



Extended

Premier Pathways is the beginning of a personalised 10 year professional learning journey for teachers which extends initial teacher development through the NQT and RQT years to middle leadership and beyond.

Providing a long term view of a 'career as a teacher' enhances retention and supports trainees during the challenging times they will face during their training. Understand what options teachers have will also ensure that more teachers stay beyond the first 5 years of their career.

"It is a great way to get into teaching, as the first year allows you to grow in confidence and familiarity with a school setting. There is so much to learn in the first two terms - I don't feel a traditional PGCE route offers the same in terms of learning on the job and experiencing first-hand a school environment right from day one."

Premier Pathways Participant

Premier Pathways is a 2 year teacher training programme unlike a PGCE, School Direct or Teach First (where the candidates are NQTs in their second year).

Extending teacher training over two years with in-built flexibility over the first two terms guarantees that participants are right for teaching and right for the school before a more formal commitment is made.

"We also know from the Education Excellence Everywhere white paper that other professions (the Law and Accountancy) require longer in the profession before participants are 'certified'. We believe that new teachers should be able to accredit their practice to a standard more like that expected of trainees in other high status professions such as the law, where trainees are required to undertake an initial course (the Legal Practice Course) before embarking on a further period of training that typically lasts for two years. Before qualifying as a chartered accountant, trainees in that profession have to complete 450 days of work experience, which can take anything between 3 and 5 years; by way of comparison, teachers on postgraduate training routes are required to spend just 120 days in the classroom before they are awarded the current Qualified Teacher Status."

Education Excellence Everywhere, 2016

"Talking specifically about the Premier Pathways 2 year model, it very much complements our [University of Buckingham] one year PGCE, because it adds an 'induction' year prior to having full and sole responsibility for classes as a teacher. The first year allows for a trainee to observe, study and build relationships as a TA, gaining a full understanding of how a school and class operates and getting to know pupils, parents etc. In the third term of the first year, a structured model of peer observation, team teaching and mentoring provides a useful stepping stone in dealing with some of the basics of teaching e.g. planning, marking, class management, pace, timing and more, and is a highly effective way of preparing a teacher for a full timetable."

Professor Geraint Jones, Dean of Education, School of Education, University of Buckingham

"I think it's really good that we get the opportunity to have two terms in school where we are a TA, as this enables us to become familiar with a school environment if not already. I also feel I have learnt so much from observing my teacher for six months, making me more confident about teaching more in the third term."

Premier Pathways Participant

All training for Premier Pathways happens outside of school time. Residential training happens 4 times a year at Whittlebury Hall meaning that schools don't have to provide cover and the candidate has 390 days work experience over the 2 years.

More time in class means more understanding of the culture and climate of the school and more experience of the pupils and teaching and learning. This approach will ensure that participants are confident and competent as teachers at the end of two years. Cover costs are reduced and pupils have the consistency of a permanent member of staff to support their knowledge acquisition.

"Before qualifying as a chartered accountant, trainees in that profession have to complete 450 days of work experience..."

Education Excellence Everywhere, 2016

"What really drew me to it was, we had School Direct too, and part of that is that the member of staff has to be in college every Monday. It was quite hard to work around that as you have somebody in place and you had to cover for them for one day a week. That doesn't happen with Premier Pathways as all their training is done outside of school hours and in the holidays, and that is really important as a school. More for the consistency of timetabling, and the person that the students have in front of them, that's a really key factor for me."

Stephen Gillatt, Deputy Head Teacher, Forest Gate Community School

Premier Pathways supports NQTs and RQTs as they start their journey will regular contact with their Liaison Officer and opportunities to return to their training centre for further training.

Helping candidates adjust to Qualified Teacher Status increases retention and additional networking and training opportunities build a support network for participants in the crucial years as beginning teachers.

Recruitment

Premier Pathways work with recruitment specialists to ensure the best flow of graduates onto the programme.

Recruitment specialists understand where millennials go for opportunities; they advertise on digital platforms and regularly visit universities to engage candidates throughout their career. All costs of recruitment are built into the programme.

Working with recruitment specialists allows schools to concentrate on vetting only suitable candidates through their interview process rather than spending through advertising and then sifting large numbers of CVs. As mentioned earlier, the ability for schools to choose their own candidates rather than having them allocated to their school means that the participants meet their local and specific need.

Schools do NOT have to pay any additional recruitment or advertising fees when they take on their Premier Pathways participant as an NQT.

There are no additional recruitment costs that some other training routes charge. This approach guarantees the affordability and transparency for the school.

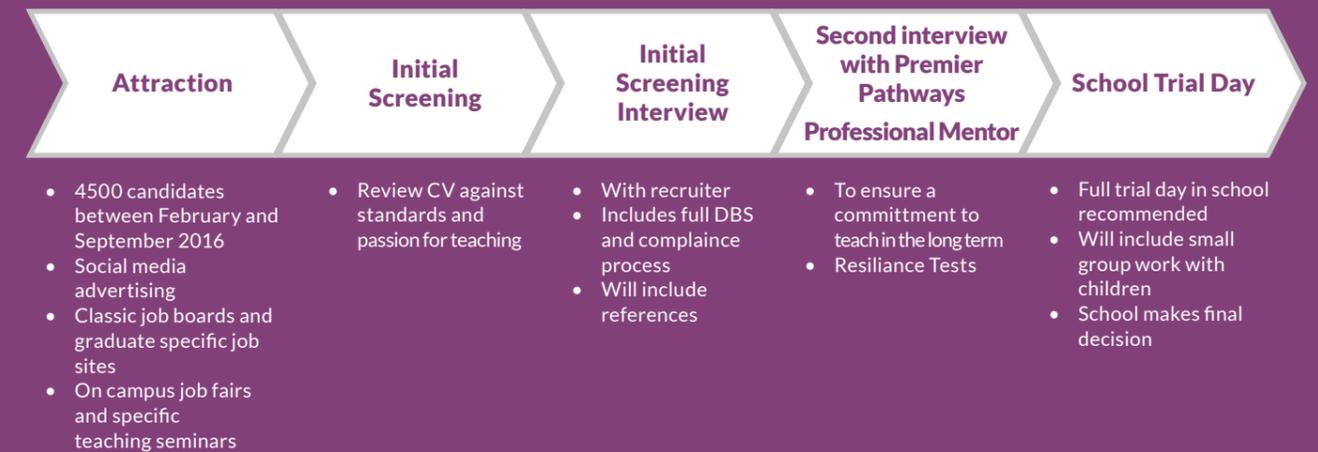
The programme's recruitment partner, EduStaff, is a highly proficient and innovative education consultancy with a nationwide reach.

Consistently attracting high-quality, talented graduates, EduStaff completely understand the needs and desires of the millennial workforce. EduStaff has a 7 year history of placing graduates into roles in schools with over 3000 placements during this time.

Knowing where to find millennials, how to attract them to teaching and having a rigorous recruitment process ensures that the best quality candidates are presented to schools, already compliant and ready to work.

"You build the relationship with the candidate first. You then have an invested interest in wanting to be able to help them. With Premier Pathways, you aren't getting someone a job, you're getting them a career... you've got to know the school you're placing them in; the understanding of what they expect of their staff. Putting them somewhere where their personality can match the other members of staff, knowing that the staff will appreciate that type of person."

Ben Reeves, Education Recruiter



Support

Premier Pathways offers significant support for participants to ensure they complete the programme and develop as a teacher.

Three people (from the programme, the school and the University) work with each participant to support them across the technical, pastoral and academic elements of the role. In addition, there is online and print based support for participants.

We know that many teachers drop out of training due to lack of support. Premier Pathways has dramatically increased the amount of support that participants receive during their two years on the programme.

Each trainee is assigned a Premier Pathways Liaison Officer who supports the school and the participant throughout the programme

This includes termly school reviews with trainees, response to daily issues via phone and email. The PPLOs manage the delivery of the online portfolio and liaise with training providers to help them to deliver the face-to-face training and online modules.

The PPLOs are an essential bridge between the school and the participant providing support to both to get the best out of the programme. They work with a number of candidates to provide group and personal support about the programme and progress.

“They help you every step of the way”

Premier Pathways Participant

School and University mentors and professional tutors are assigned to each participant during the programme. These professionals support the candidate on school-specific issues and academic elements of the programme

Trainees meet formally with their mentor once a week and with their university professional tutor once a term.

The school and university mentors form the other two arms of the personal support for the candidate which safeguards their well-being and means more pass through the programme and stay in teaching.

The programme offers a unique layer of support in the form of a closed professional network for peer networking, Jive

Discussions on Jive around teacher training have taken place, as well as debates concerning issues in wider education. Most importantly, fellow trainees have been supporting one another through tips and advice on assignments, workload and overall experiences.

As requested by participants in Cohort 1; the Premier Pathways Jive network ensures that candidates have always on access to supportive resources, other candidates, mentors and liaison officers. Meeting the needs of digitally native graduates, Jive is available as an app and site that is accessible 24/7.



Premier Pathways candidates are confident

On a Likert scale, 87% of participants either strongly agree or agree that they feel more confident in a school setting than when they first started the programme.

A further 87% strongly agree and agree that they have the confidence to lead a lesson. This sets a good precedence for their second year on the programme as well as meaning an additional member of teaching staff for schools.

Premier Pathways trainees have a good work/life balance including while studying

72%

of participants strongly agree or agree that they are comfortably balancing their workload.

This resonates with the previous responses regarding the initial appeal of Premier Pathways, where the steady pace of learning and working was a motivating factor to apply.

The recruitment process works for trainees

When reviewing the application and recruitment stages, 85% of participants strongly agreed or agreed that they were happy with the processes.

"I liked the opportunity to interview in schools"

81% believe they are a good match for the school and a further 83% are happy at the school they are placed in. Evidence from previous chapters has suggested that the opportunity to select and interview candidates is a significantly appealing part of the programme. This survey shows that it is equally as appealing for participants.

Beyond Premier Pathways!

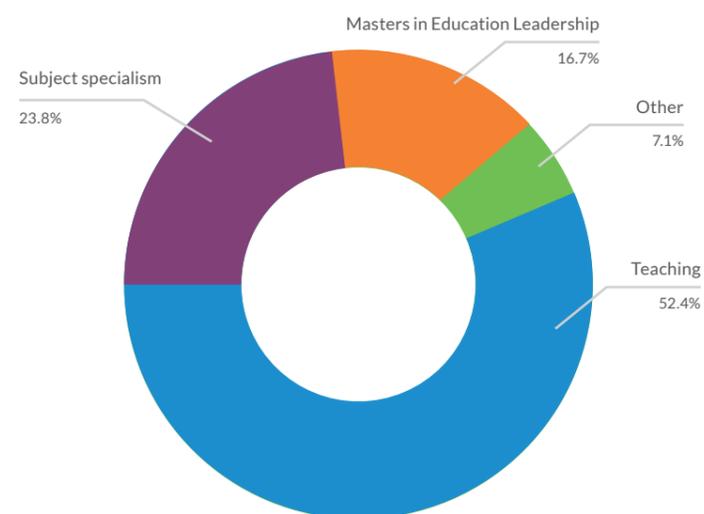
94%

of Premier Pathways see themselves working in schools in five years time!

The participants were asked where they see themselves in five years. 44% referenced middle or senior leadership. 44% said they would still be teaching in the classroom. 6% believed they would be teaching abroad and a further 3% were unsure. This shows that 97% of the cohort plan to be in education for the long term, some already with clear ambitions on their career path.

Half of Premier Pathways trainees will continue to study beyond the PGCE

53.7% of participants have plans to further their studies. Of this group, 92.9% of their postgraduate study is related to education.



What we've learnt; what we've changed.



Like our trainees, we are reflective practitioners. We have faced significant challenges in our pilot year and the programme has been incrementally improved as we strive to achieve our guiding principles of innovation, collaboration and excellence.

Premier Pathways is a network of bodies who all possess the desire to collaborate and continuously improve. Schools have a voice with Premier Pathways, and we actively encourage them to use it. Initial teacher development is no longer about simply ticking boxes. The trust we have developed between school, trainee and university partners has enabled a self-evaluating series of processes that remains accountable in union.

Getting the right teacher into the right school



Selection, assessment and consultancy – the pillars of recruitment – have been essential in arranging successful matches between schools and participants.

89% of our trainees strongly agree or agree that they are a good match for their home school. Our screening and registration process has been adapted to reflect traditional graduate schemes whilst staying true to the foundations of education. Potential trainees must now write a personal statement regarding their motivations and complete a pre-registration questionnaire. This is then followed up with an EduStaff consultant during the registration and a further meeting with member of the Premier Pathways team.

At this stage of the process, teacher trainee hopefuls are given a pragmatic description of the programme and the expectations surrounding professional development. Moving on to the second year and enrolling on the salaried PGCE is only possible if progress in professional development is evidenced in the first year.

Great Teachers don't need to be elite academics



With distance learning, online modules and reading assignments all playing significant roles in our trainees academic and professional development, resilience and attitude have become essential attributes in our recruitment process criteria.

Expectations are set high from early on, with a heavy emphasis on the ability to forward-think and innovate. These qualities lay outside of academic achievement. Our trainees are unique individuals and progress at different paces. What we are concerned with is showing that our trainees can develop.

86% of trainees strongly agree or agree with feeling more confident on the programme than when they first started. The Premier Pathways handbook has been meticulously crafted to provide formal support and guidance to participants. It is a living, breathing document that is constantly including more practice sites and reading lists to further cement our trainees' ability to self-study.

Trainees want to learn from day one



The hunger of our candidates has been astounding. We have channelled this thirst for betterment and fed it back into the structure of our programme.

The number of training days within the first year has now doubled, all of which are compulsory. The session on behaviour management initially took place in the October half term. Now, this is completed before a trainee even begins their placement, enabling for a more confident start to the academic year. October half term training now comprises modules in Team Teaching, lesson planning, SEN and the curriculum.

PGCE reading lists are now available in year one, as is the option to complete certain Teaching Standards before commencing on the PGCE in year two. This key change enables trainees to manage full-time work alongside studying at a steady pace.

Millennials need a clear Professional Learning Journey



The average age of our initial cohort is 24 years old. A defining characteristic of this generation is the need for a clear pathway of development.

Upon completion of Premier Pathways, we hope our trainees achieve a PGCE and QTS. But how did they get there? Trainees in Year One can now work towards TA and HLTA Standards, understanding the importance of this critical role, complementary to their practical work.

By working towards these standards, trainees can further dissect their own practice, reflecting on their personal strengths and areas for improvements as well as develop an awareness of their own contribution to the wider learning environment. Internalising the TA and HLTA standards sets a fantastic precedence for when our trainees become qualified teachers themselves; leading their own support staff with an insider knowledge on what is to be expected.

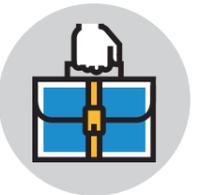
Mentorship is key



Our pilot year has shown us that it is good practice for trainees to have a mentor within their home school during the first year.

Although formal mentorship isn't a requirement at this stage, a link between the trainee and a qualified member of staff has accelerated the development of the former. This additional layer of support has been widely championed by our trainees.

Schools need administration support



This was the pilot year for schools too. Communication and engagement between schools and Premier Pathways are elements not to be overlooked when considering the progression of the trainees.

Each school and trainee within will now have a dedicated Premier Pathways Liaison Officer (PPO) for the entire duration of the programme. This amendment has been welcomed by all and has streamlined multiple processes and channels of communications.

The PPO will visit each school on a termly basis, including one before the academic year starts to ensure that all parties have the same expectations of the programme. Guidance around timetabling and CPD will be offered, as will continuous support for the trainee and school.

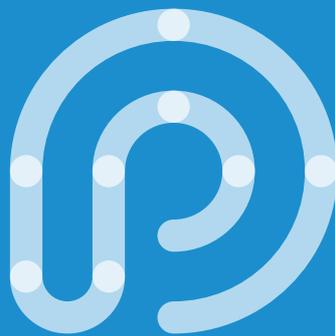
Diversity delivers enrichment



We require trainees to carry out a placement of [2 weeks?] in a contrasting environment. Premier Pathways champions diversity; amongst our cohort, amongst our partner schools; and amongst our experiences.

Immersing oneself in another environment allows for a fresh perspective and a wave of innovative ideas. Trainees are exposed to unfamiliar situations and new learning styles.





Premier Pathways

talent management for schools



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