Q12 Please use the space below to make any further comments about funding for mentor training and ITAP

Answered: 39 Skipped: 22

#	RESPONSES	DATE
1	Funding should be reintroduced for mentor training and ITaP could be reduced to 2	5/23/2025 7:17 PM
2	The funding for mentoring and ITAP's have enabled schools to support placement and training of mentors more easily. This has lessened the impact on workload for teachers by enabling cover. This has also enabled universities to secure more placements and training experiences for trainees.	5/23/2025 2:28 PM
3	ITAPs are unsustainable without funding. If the funding stops, we will need to be given much more flexibility. The logistics and administration around the mentor grant are onerous. In addition, if Lead Mentor funding is ending, then the lead mentor requirements must be relaxed	5/23/2025 1:31 PM
4	ITAP is too prescriptive, I support the idea of a specific training focus for a week and think our student teachers have benefited from that. The requirement for extra uni delivery has impacted very negatively on their progress in placements. It results in a disjointed teaching experience and results in them not being able to build such positive relationships with their teaching classes. Ideally we would keep the ITAP focus but with the usual one day a week on campus. We would introduce it on a Friday on campus, they would work on it the next week in placement and we would then review it the following Friday.	5/23/2025 10:31 AM
5	I am very worried about losing the ITAP funding as our ITAP weeks have worked well but schools will not participate without being paid, and rightly so.	5/23/2025 9:59 AM
6	ITaPs need to be well resourced and this requires money	5/23/2025 8:40 AM
7	Too much disruption. Taking trainees out of school makes no sense - they should be at school for the intense training and practice part, not more time at uni. It is inconsistent. It does not align with needs of neurodivergent trainees who have suffered significantly with ITAP weeks.	5/22/2025 8:56 PM
8	In some respects it's too early to definitively say that the grant funding has significantly improved retention or the securing of placements but we believe that better trained mentors will improve retention and we have since an increase in placement offers this year. The funding for ITAPs has supported our provision this year and if not available in future our restricted university budget is likely to have a detrimental impact on our ITAP provision.	5/22/2025 3:41 PM
9	Funding has enabled further creativity with ITAPs and enabled us the strengthen the expert input piece as we could co-deliver this content with school and university experts. It has also covered the cost of the additional days in school, which we wouldn't ordinarily be in a position to fund without this grant.	5/22/2025 3:40 PM
10	In Primary, teachers have so little time, providing funding for mentor training enables schools to pay for supply and release mentors. This not only enables them to engage with training when they are fresh and not as an added extra in their personal time, but it demonstrates that the profession values their role in developing teachers. I believe mentors should have payment themselves for the role, but the least they deserve is to feel valued and receive release time to attend training. ITaP has been an exciting development, but one that requires additional staffing and creation. The funding enables for visiting expert speakers and for creative and engaging opportunities to be created. Without the funding, options will become limited to what is able to be provided, rather than what could enhance provision.	5/22/2025 3:24 PM
11	This is problematic we the DfE removed the requirement for mentors to complete the training so it is hard to assess. To get busy mentors involved in training we need to be able to pay to release them from schools and then give mentoring the value it deserves this will be significantly improved if there was funding.	5/22/2025 1:09 PM
12	having had funding for one year the expectation is that that funding will be continued to continue to support training and ITAP activities. This will not be the case as ITT providers are	5/22/2025 12:22 PM

	already challenged with increased costs to partners for provision of extended requirement time in school, lead mentor role and ITAP leads. The HEU sector in particular is under significant pressure financially , as well reported university cuts, redundancies and challenges recruiting staff to ITT roles in University make continuing with ITT ever more difficult a decision to get support for ELT teams. ITT is an expensive programme to run, and the introduction of new TDA with less funding attached but the same expectations is creating further financial pressure. The HEI sector had to invest time , resource and finance well above the fudning for ITT accreditation to be able to continue to run ITT programmes, many are operating an break even or very low percentage margin.	
13	ITaP - we have seen benefits on trainees' practice in these foundational aspects. However, the requirement for 20 additional days on what is already a packed and intensive 10 month PGCE course has made it very difficult to implement effectively and has meant that other important areas of training have been lost. As a large provider working with many schools, it has also been challenging to quality assure provision of ITaP units and to ensure that schools provide high quality support. Providing funding for mentor training encourages mentors to engage with training. High quality mentorship ensures success for trainees and also their wellbeing and retention rates	5/22/2025 11:52 AM
14	Effective mentoring is one of the most influential factors in the development of trainee teachers. However, without dedicated training and time, mentors cannot be expected to provide the high-quality support, feedback, and professional guidance that trainees need. Mentoring is a skilled role - it requires not only classroom expertise but also knowledge of adult learning, coaching techniques, and assessment literacy. Funding allows schools to release mentors for training and ongoing development, ensuring consistency and quality in the support provided. Similarly, high-quality ITAPs take time, collaboration, and careful thought to design and implement effectively across settings. Without adequate funding, there is a risk that ITAPs become tokenistic rather than meaningful developmental tools. Schools and training providers need resources to ensure that ITAPs are used as they are intended.	5/22/2025 11:09 AM
15	Funding for mentors has allowed schools to release staff on a great scale (but this has also been necessary due to the original 20 hours which schools can claim for). Great attendance at some mentor training sessions has been noted. ITAP funding has allowed us to secure a system of digital approximations which also gives instant feedback from students which ITT staff can respond to. Without the funding we will be unable to afford the current system and this would negatively impact on the quality of out ITAP provision.	5/22/2025 10:52 AM
16	Mentors are typically experienced teachers with mulitple roles in school, one of which is mentoring, reducing workload, pressure and providing more time to mentor effectively and consistently would have the most impact on the likelihood of schools takingon trainees and trainees getting trained mentors. Time spent developing ITaP has positivelyimpacted our TE provision but it required us to pause and do things differently, any initiative which requires such reflection and adjustment would be likely to have a positive effect. The granular foci of our ITaP units have added to the quality and success of our ITE and we would carry on some of the new ways we have devised for ITaP for university based learning.	5/22/2025 10:04 AM
17	The whole concept of an ITAP is wrong - ITE is intensive enough. Although it has been fine from a University perspective, schools and Mentors have not liked the disruption.	5/22/2025 8:41 AM
18	The principle of ITAP is good and overall the contents have strengthened our provision. However the 'rules' around ITAPs - 20 days in addition to placement time, minimum number of expert input ours etc, means that they are disruptive to manage and therefore have a detrimental impact on the overall effectiveness. The funding for ITAPs has generally been used on set-up / development costs, therefore there would be less impact if this were removed.	5/22/2025 8:32 AM
19	ITaPs have been a trigger for some providers to improve the link between theory and practice. For those with good partnerships with local (large) schools, this has been an interesting development, and one which we (HEI Lead Mentors / Programme Directors), our trainees, and our school-hosts, have typically enjoyed. But - there are significant costs associated with hosting and planning such events for all of those concerned, and while the experience has been positive, I would hope that the OFSTED Inspection Criteria. and the DfE views on ITT Compliance could be ammended so that there was more flexibility in terms of the number and format of these ITaP events. Regarding mentor funding... The money available to pay schools for placements from the fees paid is limited, and this additional fund available to schools this year, for those mentors engaging in the providers defined Mentor Training, has allowed schools to afford mentors time and capacity to undertake this training and to mentor more effectively	5/22/2025 8:32 AM

	than ever. Removing this funding will have a negative impact on schools ability to provide mentors, mentor's ability and willingness to fulfill the role, and the overall quality of mentoring... Not to mention the wider positive impact of better trained mentors also being better teachers and better middle leaders due to their knowledge of effective pedagogy, and effective coaching and mentoring methods.	
20	Q9 i would say detrimental to placement offers because at the start the expected 20 hrs of training put some schools off due to time pressures and staff workload. ITAP provision has been successful and is integrated within our provision so is cost neutral. When planning, there was an assumption made that we wouldn't receive further funding. The mentor training aspect has been a real headache and added so much admin to an already overstretched team for not much gain.	5/21/2025 6:33 PM
21	Funding for mentor training - we have not been able to reassure mentors that this will be easy to claim. We have instead maintained our own small payments to mentors themselves for their training, as part of our internal partnership budget. ITAP: this funding has hardly affected our approach, which was to build ITAP into and around our existing, largely subject-oriented university provision. ITAP funding will be distributed according to the way schools and colleges have supported this aspect of our provision.	5/21/2025 6:04 PM
22	This year's funding has increased the take up of Mentor Training which has had a positive impact on the equity of the Student Teacher experience.	5/21/2025 5:31 PM
23	from the outset we made sure our plans for ITaPs and mentoring did not rely on the additional funding as we were never guaranteed it would continue beyond 24/25.	5/21/2025 4:37 PM
24	We carried out some really successful pilot 'ITAPS' where we had a special focus for 4 weeks of the year. This was enough. The student teachers taught their normal timetable, we just added more sessions around the core topics. The ITAP has not been a success - it has been a disaster for neurodivergent student teachers. All good ITE programmes have a weekly focus that we weave into the ITE school based curriculum - for many of us our programmes were much more effective before ITAP. It has to go. It has definitely not made things better. As then mentoring lead for my ITE provider the core training has been a real burden to my mentors, professional tutors, me and my administration. Our programme was excellent before. What government need to do is fund the mentoring programmes and mentors appropriately - give the money to the ITE provider to pay the schools for mentor participation. Just stop adding more work to overworked, under funded, much maligned ITE tutors and our school colleagues. We need financial support and praise for what we do - not the constant (mostly unfunded) change that the last government put us through. Trust us to do the job as we have done for many decades. If the SCITTS are not doing theirs properly, put the scrutiny where it belongs. ITE was not broken, but it is now tired and fed up as a result of the constant change that has only had a negative effect on what we do.	5/21/2025 4:27 PM
25	For question 9 I would argue that compulsory training has negatively impactd on being able to secure placements as many settings have been put off of adding to mentors full work loads	5/21/2025 4:21 PM
26	ITAPs have provided a space where we can focus on one thing and link theory to practice - students have liked them, there are positive here. However, to expect impact to be demonstrable within a week shows a complete lack of understanding of ITE and the importance of ongoing practice. We should consider ITAPs more broadly than they were written by the DfE.	5/21/2025 3:58 PM
27	The impact of the ITAPs has been positive in that they have further strengthened ways of working effectively in partnership, making university colleagues more aware of current school practices and of the variation between and within schools. The school-based colleagues who lead them in collaboration with university colleagues have also grown in confidence - and the ITAPs have effectivel served as a valuable form of mentor development in their own right. Funding for ITAPs is essential if they are to continue and is more important than the mentor training grant in securing school placements. We simply could not run ITAPs without the funding. Funding for mentor training (particulary for new mentors) makes a big difference to the quality of mentoring and the speed with which the necessary expertise is developed, but (unless the 20 hours are mandated again) does not seem to be quite so critical to securing placments. This might change, however, with schools reluctant to engage in training next year without the payment that they received this year!	5/21/2025 3:34 PM
28	1) ITAP - we deliberately designed out ITAP weeks to be self sustaining just in case funding did not continue. 2) Mentor training - we have invested considerable time and energy in making	5/21/2025 3:32 PM

	our mentor curriculum work for our mentors and with our mentors and professional tutors we have created something of high quality which is really helping our mentors focus on what a trainee needs at any one time in their training programme. If the money goes, we will not have staffing capacity to keep developing this, and we worry that further developments in ITE mentoring with our partners will once again go on the back burner. If it's a Treasury choice between the two for funding going forwards, we would advocate keeping the mentor funding for sure.	
29	Feedback from Student Teachers and mentors suggests that the ITAP focus has taken them away from making progress with their teaching. It also tells us that although the foci are useful, they are too granular to be meaningful.	5/21/2025 3:22 PM
30	High quality ITAPs require funding for schools to engage in sharing expert practice and logistically organise large cohorts of students. There is a significant workload for ITT providers due to ITAP organisation and specified hours and so funding allows some support with this. For mentors, funding is positive and has helped to develop new Partnerships and secure existing ones. Funding acknowledges the additional workload for mentors and schools and enables schools to be able to engage in ITT more frequently. If funding is removed for the AY 2025-26, this may result in partner schools withdrawing from engaging in ITT as releasing mentors for training becomes unsustainable given pressures on school budgets and staffing.	5/21/2025 3:15 PM
31	The ITAPs have been disruptive to the flow of school placements. However, there has been a deep focus on important areas of teacher practice, with marked benefits to student teachers.	5/21/2025 2:59 PM
32	ITAP really effects subjects where they only teach one lesson per class a week. It is hard for student teachers to build relationships with lots of classes and missing one lesson impacts hugely as they don't see a class for two weeks. Have increased time out of the classroom mid placement has really impacted this.	5/21/2025 2:57 PM
33	The funding for mentor training doed not act as an incentive for mentoring. Most mentors do this as a calling as apart of their role. Mentors need time to do this, and not extra pay for extra work. The ITAPs have put quite a strain on providers and student teachers. The nature of these tends to disrupt the flow of learning and teaching they are experiencing through their placement, and put a greater strain on providers to deliver..	5/21/2025 2:53 PM
34	ITAP has been disruptive for student teachers, schools and ITE colleagues. The foci have been good and well received but the amount of tasks and time spent during the weeks has been stressful and has increased workload in an already busy year.	5/21/2025 2:50 PM
35	If anything some schools could not commit to releasing mentors for the training so some placements were lost. ITAPs have been successful but has lead to increased workload for university staff and mentors.	5/21/2025 2:45 PM
36	ITap has certainly had a positive impact on the progress of student teachers but without funding some of that will not happen. The issue we have got is on the intensity (by its very nature) on our staff and students. They were exhausted!	5/21/2025 2:45 PM
37	We really need clarity asap about mentor training and ITAP funding as we are communicating with them about placements and all of the queries are about expectations for mentor hours and lead mentor hours and funding	5/21/2025 2:42 PM
38	Allow ITAP days to be part of 120 days as will reduce burden on schools, mentors, and trainees. Will also support findign placements.	5/21/2025 2:40 PM
39	We have offered extremely high quality ITAPs this year but are already holding meetings with our finance team to discuss what is feasible and what we may have to downgrade due to no further funding being available after this year.	5/21/2025 2:39 PM