

We are an ambitious and inclusive Trust of schools  
strengthening communities through excellent education.

**Ted**  
**Wragg** TRUST



# Wellbeing and Workload

## Contents Page

### Table of Contents

<b>Contents Page</b> .....	2
<b>1.0 Policy Statement</b> .....	3
<b>2.0 Scope and Purpose</b> .....	3
<b>3.0 Definition</b> .....	3
<b>4.0 Legal Framework</b> .....	4
<b>6.0 Appendices</b> .....	6

## 1.0 Policy Statement

1.1. **Our Mission:** We prepare teachers who will be equipped to join our school communities and make the world a better place for our young people.

1.2. **Our Commitment:** Our training prepares teachers to be resilient, inspiring professionals equipped to have a long-term impact on the children in the diverse communities we serve.

1.3. **How we do it:** We integrate school-based deliberate practice with evidence-informed learning to develop practitioners driven by inclusion and social justice for young people.

1.4 Wellbeing is absolutely central to the work of our organisation. As teacher trainers, we understand that new entrants to this profession require a level of support and training to thrive in fast-paced, children-centred environments. It is our responsibility to ensure that trainee teachers are equipped with the skills they need to be resilient and provided with the support they need to meet their goals.

Ted Wragg Teacher Training Partnership (TWTP) is committed to preparing teachers who are resilient, skilled and grounded in practice that improves outcomes for children in the communities our partnership serves. We recognise that teacher wellbeing and workload management are essential to:

- Trainee success and retention
- Safe and effective teaching
- Long-term professional fulfilment
- Sustained impact on pupils and partner schools

Our wellbeing approach is rooted in evidence, aligns with DfE expectations for initial teacher training, and reflects our partnership ethos and the ethos of the Ted Wragg Trust: *growing great people, having the highest standards and relentlessly positive collaboration.*

## 2.0 Scope and Purpose

This policy applies to all **trainees, mentors, school-based teacher educators, and staff** involved in the delivery of the TWTP programme.

Its purposes are to:

- Outline our partnership approach to reducing unnecessary workload
- Promote wellbeing across all individuals involved in training
- Describe how our curriculum explicitly teaches workload management and resilience
- Clarify procedures for supporting trainees experiencing wellbeing challenges
- Ensure compliance with:
  - ITT Criteria & Supporting Advice (2024)
  - Ofsted ITE Inspection Framework & Toolkit (2024)
  - DfE Education Staff Wellbeing Charter

## 3.0 Definition

3.1 For the purpose of this document:

- **Ted Wragg Teacher Training Partnership (TWTP) / “the partnership”** refers to the SCITT team and all Training Partners involved in programme design, school-based training and assessment.
- **Trainee** includes all individuals enrolled on QTS and QTS+PGCE routes.
- **Mentor** includes in-school subject mentors, phase mentors, and Lead Mentors.

## 4.0 Legal Framework

4.1 This Policy is shared with Training Partners and will be included in the SCITT’s Policy Monitoring Schedule.

- This policy supports compliance with:
- **DfE ITT Criteria (2024–25)** – particularly 3.1–3.4 regarding trainee support, workload, and mentor expectations
- **Ofsted ITE Framework & Toolkit (2024)** – regarding partnership culture, coherence, curriculum, and trainee support systems
- **Teachers’ Standards (2013)** – especially Part 2: personal and professional conduct
- **Education Staff Wellbeing Charter (DfE, 2021)**
- **School Workload Reduction Toolkit (DfE, 2022)**
- The policy sits within the TWTP Policy Monitoring Schedule and is reviewed by the Management Board.

## 5.0

### Named Staff and Responsibilities

5.1 A range of people across the Ted Wragg Teacher Training Partnership have responsibility for establishing and maintaining our collective culture around wellbeing and workload. These include:

- **SCITT Director** Penny Hackworthy - The SCITT Director retains oversight of the programmes under the Ted Wragg Teacher Training Partnership programmes. Penny.hackworthy@tedwraggtrust.co.uk
- **Training Partner Directors** Carys Davis (Brigshaw Learning Partnership), Dawn Chapman (Exeter Consortium), Ryan Holmes (Reach Academy ITT), Chloe Fox (South West Teacher Training).
- **Lead Mentors/Lead Subject Mentors** – These Lead Mentors (who are also in some settings the Training Partner Director) play a part in establishing our cultural habits.

### 5.2 Accredited Provider Responsibilities

- Monitor the implementation of the Wellbeing and Workload Policy
- Maintain regular communications with Training Partners focused on trainee progress. Ensure wellbeing and workload are considered as part of these conversations

- Provide mechanisms for trainee voice as part of the programme continuous improvement cycle
- Ensure programme developments consider trainee and mentor workload before implementation
- Provide support and challenge to Training Partners when trainees disclose wellbeing needs.

### 5.3 Partnership Responsibilities

- Prioritise trainee mental health and wellbeing and create a culture in which trainee wellbeing is prioritised
- Provide clear and consistent communication
- Create a psychologically safe culture where trainees and staff can share difficulties or concerns
- Reduce unnecessary workload across all programme elements
- Support mentors with guidance, tools and training needed to sustain their own wellbeing
- Ensure decisions are transparent and informed by trainee and mentor voice
- Safeguard personal and professional boundaries for the team around the trainee
- Monitor wellbeing and workload regularly through surveys, visits, feedback cycles and governance.

### 5.3 Trainee Responsibilities

Trainees are expected to:

- Engage with wellbeing and workload teaching within the curriculum
- Communicate early about challenges
- Use the systems and signposting available
- Maintain professional conduct in line with the Teachers' Standards
- Respect boundaries and the wellbeing of colleagues, pupils and mentors.

**5.4** Our programme emphasises trainee self-efficacy in all areas, and this is particularly important in wellbeing and workload management. Our approach strategically considers:

**PROGRAMME** – how our training programme supports trainees to be prepared to manage workload of this profession, how we lessen the challenge of workload in ITT and how we train trainees in understanding the importance of their own wellbeing.

**SCHOOL**– systems to ensure trainees' workload and wellbeing is considered in their school placements, including sharing helpful data and information that removes barriers to trainee progress.

**SELF** – how trainees develop habits of professionalism and resilience that will support them throughout their career.

## 6.0 PROGRAMME - Our Recruitment Process

The recruitment process at each Training Partner prioritises wellbeing by:

- 6.1 Being explicit about the demands of the ITT year and the support available. This is made clear on our websites and also at our online and in person taster experiences.
- 6.2 Assessing attributes related to resilience, reflective capacity, and workload management through our interview tasks and questions.
- 6.3 Communicating our commitment to inclusion, flexibility and accessibility via our website, marketing materials and events and our selection processes.
- 6.4 Ensuring all applicants understand how our partnership culture promotes wellbeing, collaboration and high expectations.
- 6.5 Signposting the support systems that underpin our programme from the outset
- 6.6 Gathering information about our trainees' needs from recruitment through to onboarding so that all trainees have the opportunity to discuss their situation.

## 7.0 PROGRAMME - Our Curriculum

7.1 We embed wellbeing into taught and practice-based components at each Training Partner through the Personal and Professional Habits Block of our Curriculum which covers ITTECF Strand 8 with:

- Structured input on managing workload, prioritisation, organisation and time management;
- Training on professional boundaries and sustainable working habits;
- Explicit teaching of resilience strategies for planning and resourcing lessons (phase-specific and subject-specific);
- Opportunities for trainees to reflect on stressors, triggers, and strategies in 1:1 and group contexts;
- Modelling and rehearsal of behaviour management strategies that reduce stress and promote safe, calm classrooms.

### 7.2 Workload-Reduction Principles

The programme adheres to a '*pedagogy, not paperwork*' approach.

Trainees, mentors and school leaders collaborate to reduce unnecessary burden through:

- Clear expectations at each Training Partner for evidence gathering towards QTS;
- Curriculum materials designed to be concise, purposeful and user-friendly;
- Rationalised assessment processes that focus on achievable, explicit next steps;
- Routines, habits and patterns of working made clear and achievable;

- Regular messaging about workload prioritisation and timelines;

## 8.0 SCHOOL - Our Mentors and Leaders

8.1 Mentors and leaders are central to our wellbeing strategy.

We commit to:

- Providing high-quality mentor development, including clarity around regular wellbeing check-in procedures in mentor meetings;
- Offering Standard Operating Procedures that structure supportive, manageable mentor meetings;
- Giving mentors a meaningful voice through forums, feedback loops and governance which is monitored through the Learner & Partner Experience Subgroup;
- Communicating programme changes early and clearly;
- Ensuring mentors focus on practice development rather than unnecessary documentation.

### 8.2 Supporting the Team Around the Trainee

Recognising the emotional load on mentors and trainers:

- Mentor training includes content on boundary-setting, self-care and referral pathways;
- Communications are designed to reduce duplication and avoid overload;
- Timely responses to communications from mentors;
- Remote working arrangements and asynchronous trainings for SCITT staff and trainees are used flexibly to support wellbeing where appropriate;
- Training Partners monitor mentor workload as part of quality assurance.

## 9.0

### SELF – How Trainees Develop Self-Efficacy

We recognise that ITT is demanding and that many trainees will experience periods of challenge as they learn about this high performance profession. Our approach is proactive, compassionate and structured.

#### 9.1 Systems to Support

While our size as a partnership enables responsive support for trainees, that support is underpinned by systematic approaches that inform our culture. These include:

- Documents for trainees with SEND or who face barriers to learning are co-created with the trainees themselves and, with their consent, are shared with trainers, mentors and schools;

- Mentor training includes resources on supporting neurodivergent trainees to proactively lessen wellbeing challenges;
- Processes for Trainees to self-assess their needs, empowering them to consider support that would be useful;
- Education Support Partnership/ Employee Assistance Programme access for all trainees in the TWTP partnership;
- Information shared in relation to wellbeing is handled sensitively and confidentially, in line with data protection requirements, and only shared on a need-to-know basis.

## 9.2 Support for Trainees Experiencing Wellbeing or Mental Health Challenges

### When a Concern is Raised

A trainee may disclose difficulties or a mentor/TrainingPartner may identify concerns. In either case, the following steps apply:

1. **Initial Meeting**  
Led by the Mentor and/or Lead Mentor; includes open dialogue, supportive enquiry and identification of needs.
2. **Support (Wellbeing) Plan Initiated**  
A two-week plan may include:
  - Temporary reasonable adjustments
  - Prioritisation guidance
  - Reduced timetable recommendations (with school agreement)
  - Targeted coaching
  - Referral to external services
3. **PGCE Provider Notified**  
Where applicable, to coordinate adjustments and maintain academic alignment.
4. **Signposting**  
Using Appendix 1, mentors guide trainees to suitable internal or external support.
5. **Extension or Escalation**
  - Plan may extend for a further two weeks if improvement is evident but incomplete.
  - If, after four weeks, the trainee remains unable to meet expectations, the **Cause for Concern** process is initiated (Appendix 2).

### 9.3 Culture of Open Communication

We actively encourage trainees to communicate concerns early and honestly so that support can be timely and effective.

### 9.4 Continuation Decision-Making

Where wellbeing concerns impact safety, progress, or pupil outcomes, trainees may be supported to take a break from training or consider alternative pathways.

## 10.0 Appendices

### A. Signposting for Wellbeing and Mental Health

#### Support Resources for Employees

##### Mental Health Support Resources



Employee Assistance Programme- EAP. Access online can be through the mobile app or the website [www.HealthAssuredEAP.co.uk](http://www.HealthAssuredEAP.co.uk).  
Username: wellbeing Password: FirmFamePill  
Alternatively, you can call 0800 028 0199 and speak with a trained counsellor 24 hours a day, 365 days a year with complete confidentiality. You can also access the *My Healthy Advantage* app via the unique code MHA180714.



##### Talk Works

TalkWorks offers a self-referral service in Devon for anxiety and depression. They offer immediate support on their website: [www.talkworks.dpt.nhs.uk](http://www.talkworks.dpt.nhs.uk) and you can refer online or speak with them over the phone 0300 555 3344 to discuss requirements.



##### Mind

Mind is a mental health support charity and offer a whole range of resources on mental health issues and how to manage them. They can also facilitate access to emergency support, helplines, crisis coping tools, speaking with doctors, and concerns about someone else. Access online at: [www.mind.org.uk](http://www.mind.org.uk)



##### Able Futures

Able Futures deliver the Access to Work Mental Health Support Service and can support with anybody experiencing some form of mental health difficulty including stress, anxiety and depression which may result from both inside or outside the workplace. Able Futures offers Information, education on wellbeing strategies and you can be assigned a 'Mental Health Life Coach' to support you. You can contact them through the helpline on **0800 321 3137**, emailing them at: [hello@able-futures.co.uk](mailto:hello@able-futures.co.uk), or by completing their Self-Referral Form at: <https://able-futures.co.uk/mental-health-support-for-individuals/apply-for-able-futures/>

##### Further Support Resources



#### The Money Advice Service

The Money Advice Service, work to improve financial wellbeing across the UK, and provide free, independent support. Access the free and impartial money advice telephone support line (Typetalk 18001 0800 915 4622), or their WhatsApp +44 7701 342 744 or webchat service: <https://www.moneyhelper.org.uk/en> NHS telephone support line: 0800 448 0826.



#### Refuge

Refuge offer support to victims and perpetrators of domestic violence. This can take many forms and be incredibly subtle – this can also be used to report concerns that someone is being abused. They can be contacted free of charge, 24 hours a day at: 0808 2000 247 or reached via their website: [refuge.org.uk](https://refuge.org.uk).

Refuge is targeted towards women and children, as the primary victims of domestic violence, however they do operate support services for people of all genders.



#### Victim Support

Victim Support can help anyone affected by crime. As they are an independent charity this does not have to involve legal or governmental process. Access support resources here: <https://www.mysupportspace.org.uk/moj> Call free anytime: [0808 1689111](tel:08081689111) Further information at:

<https://www.victimsupport.org.uk/>



#### The Spark

The Spark offers support and advice for those struggling with relationships, both together and individually whether it's romantic, friendship, or family. Spark also offers counselling support for children, parents, and stepparents. Call for free on 0808 802 2088 9am-9pm Monday-Friday. Website here:

<https://www.thespark.org.uk>



#### Shout

Shout is a free texting support service available 24/7. It is primarily a confidential 'listening' service, where individuals can text their concerns and worries to a trained volunteer who can offer support, and signpost to other resources if necessary. Text SHOUT to 85258 to start a conversation. Access further support resources on their website: <https://giveusashout.org>

### **Bereavement Support**

- **Cruse** - [Home - Cruse Bereavement Support](#) –

0808 808 1677

Includes guides on understanding grief written by specialists as well as offering one to one support for adults, children and young people.



## Financial Support

- **The Money Advice Service -**  
<https://www.moneyhelper.org.uk/en/> / Whatsapp 07701 342 744 / webchat service: NHS telephone support line: 0800 448 0826.



The Money Advice service works to improve financial wellbeing across the UK, and provide free, independent support. Access the free and impartial money advice.

- **The Money and Pensions Service -** <https://moneyandpensionservice.org.uk/>

We help people – particularly those most in need – to improve their financial wellbeing and build a better, more confident future. Working collaboratively across the UK, we make sure customers can access high-quality money and pensions guidance and debt advice throughout their lives, how and when they need it



- **Government Support -** <https://www.gov.uk/check-benefits-financial-support>  
 Find out what support you might be able to get with your living costs. You can get benefits and other financial support if you're eligible. The link above includes a tool which can help you in identifying what support may be available to you.

## Health Conditions

### a. Cancer

- **Macmillan -** [Macmillan Cancer Support | The UK's leading cancer care charity](#) / 08088 080000

The [Macmillan Support Line](#) offers free, confidential support to people living with cancer and their loved ones.



- **Cancer Support -** [Cancer Support UK: Supporting People with Cancer, During and After Treatment](#) / 020 3983 7616 / [hello@cancersupportuk.org](mailto:hello@cancersupportuk.org)

Providing practical and emotional support to people with cancer, during and after the treatment period. Supporting people with all kinds of cancer across the UK. Services are designed and delivered by people who have experienced cancer themselves – to improve the experience of others.



- **Cancer Research UK** - [Support at home for you and your family | Cancer in general | Cancer Research UK](#) / 0808 800 4040

For support and information, you can call the Cancer Research UK information nurses. They can give advice about who can help you and what kind of support is available.



### b. Heart

- **British Heart Foundation** - [Support - BHF](#) / 0300 330 3311 / [heretohelp@bhf.org.uk](mailto:heretohelp@bhf.org.uk)

Information on heart and circulatory diseases will help you to better understand and manage a condition and can offer guidance. Gain advice on moving back towards a normal life, managing blood pressure or lifestyle changes to help boost chances of recovery. You can also sign up to a free magazine, Heart Matters, for information, inspiration and support.



### c. Stroke

- **Stroke Association** - [Finding support | Stroke Association](#) / 0303 3033 100 / [helpline@stroke.org.uk](mailto:helpline@stroke.org.uk)

Helping to rebuild lives after stroke. From local support services and groups to our dedicated Stroke Helpline, they are there to support you.



- **Headway** / [Stroke | Headway](#) / 0808 800 2244  
Headway offers a range of support to people with a brain injury, their family and friends. From a network of local groups and branches to specialist nurses, grants to individuals in need and nurse-led helpline.

### d. Other

GP / <https://www.nhs.uk/nhs-services/gps/gp-appointments-and-bookings/>

### Victim Support

- **Refuge** - [refuge.org.uk](http://refuge.org.uk) / 0808 2000 247

Refuge offer support to victims and perpetrators of domestic violence. This can take many forms and be incredibly subtle – this can also be used to report concerns that someone is being abused. They can be contacted free of charge.

Refuge is targeted towards women and children, as the primary victims of domestic violence, however they do operate support services for people of all genders.



- **Victim Support** - <https://www.victimsupport.org.uk/> 0808 168911

Victim Support can help anyone affected by crime. As they are an independent charity this does not have to involve legal or governmental process. Call free anytime. Access support resources here: <https://www.mysupportspace.org.uk/moj>

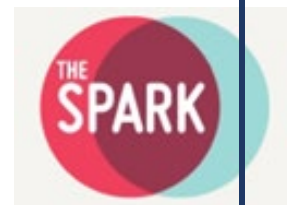


- **Hestia – For Employers** - [Everyone's Business | Hestia](#)

Everyone's Business works with employers so that they can provide information, resources and practical guidance to employees who have experienced domestic abuse. When employers take action and respond to domestic abuse we know it saves lives.

- **The Spark** - <https://www.thespark.org.uk/> 0808 802 2088

The Spark offers support and advice for those struggling with relationships, both together and individually whether it's romantic, friendship, or family. Spark also offers counselling support for children, parents, and stepparents.



## Housing

- **Local Council** - [Find your local council - GOV.UK \(www.gov.uk\)](#)

If you are homeless or about to lose your home, your local council may be able to help. You can find the details of any English council on the 'find your local council tool' so that they can provide help.



### Sing

- This page has ways to find support if you are struggling with housing problems or homelessness.

## LGBTQ+

- **LGBT Foundation** - [LGBT Foundation - Who we're here for / 0345 330 3030 / info@lgbt.foundation.](#)

Provides a wide range of support services to lesbian, gay, bi and trans people. They also work with healthcare and other professionals to help make public services more accessible and inclusive for LGBT communities. Click the link to find out about their wide range of support services for lesbian, gay, bi and trans people, which are delivered by a team of dedicated staff and volunteers.

- **Queer Menopause** - [Queer / LGBTQIA+ Menopause \(queermenopause.com\)](#)

Provides a list of inclusive menopause sites, blogs and projects that are designed to support those going through menopause whilst promoting greater visibility.

## Mental Health

### a. Stress, Depression and Anxiety

- **Talk Works** - [www.talkworks.dpt.nhs.uk/](http://www.talkworks.dpt.nhs.uk/) / 0300 555 3344  
TalkWorks offers a self-referral service in Devon for anxiety and depression. They offer immediate support on their website and you can refer online or speak with them over the phone to discuss requirements.



- **Mind** - [www.mind.org.uk](http://www.mind.org.uk)

Mind is a mental health support charity and offer a whole range of resources on mental health issues and how to manage them. They can also facilitate access to emergency support, helplines, crisis coping tools, speaking with doctors, and concerns about someone else.



- **Able Futures** - <https://able-futures.co.uk/mental-health-support-for-individuals/apply-for-able-futures/> / [hello@able-futures.co.uk](mailto:hello@able-futures.co.uk) / 0800 321 3137

Able Futures deliver the Access to Work Mental Health Support Service and can support with anybody experiencing some form of mental health difficulty including stress, anxiety and depression which may result from both inside or outside the workplace. Able Futures offers information, education on wellbeing strategies and you can be assigned a 'Mental Health Life Coach' to support you.



- **The Stress Management Society** - [The Stress Management Society - From Distress to De-Stress](#) / Phone 0203 142 8650 / [info@stress.org.uk](mailto:info@stress.org.uk)

Stress Management Society is a non-profit organisation dedicated to helping individuals and companies recognise and reduce stress. There are a number of free resources available including 30 day challenges and advice on how to de-stress.

### b. Overview

- **CALM** - [Support After Suicide Partnership \(SASP\)](#)  
A campaign against living miserably (CALM) is leading a movement against suicide, the single biggest killer of men under 45 in the UK and the cause of 18 deaths every day. Anyone can hit crisis point. Calm run a free and confidential helpline and webchat, 7 days a week for anyone who needs to talk about life's problems.
- **Education Support** - <https://www.educationsupport.org.uk/> / Phone 08000 562 561 / Text 07909 341229



A charity who offer mental health and wellbeing support to education staff working in schools, colleges and universities. They can be contacted by telephoning their free confidential helpline available 24/7.



- **Livewell** - <https://www.livewellsouthwest.co.uk/plymouth-options>  
If you live in Plymouth, you can access support from Livewell who also offer a similar support service to those who are experiencing a mental health difficulty.
- **Shout** - <https://giveusashout.org/> / Text SHOUT to 85258 to start a conversation.  
Shout is a free texting support service available 24/7. It is primarily a confidential 'listening' service, where individuals can text their concerns and worries to a trained volunteer who can support, and signpost to other resources if necessary.



## Sleep

- **The Sleep Charity** - [Home - The Sleep Charity](#) / 01302 751416
- The leading, independent expert voices on sleep issues in the UK and they are there to help everyone get a better night's sleep. Whether it's advice, education or support, they are on hand with expert knowledge, resources and accredited training.

## Family and maternity-related Support

**Family Lives** - [Parenting and Family Support - Family Lives \(Parentline Plus\) | Family Lives](#) – 0808 800 2222

Offers advice on parenting and family relationships. Family Lives offers a confidential helpline and online chat as well as parenting advice videos and parenting courses.



- **Family action** - [Family Action, Building stronger families \(family-action.org.uk\)](http://family-action.org.uk) / 0808 802 6666

Offers specialist support services for parents with a mental health problem. This includes services during pregnancy and after giving birth.

- **NCT** – [The UK's leading charity for parents | NCT](#) / 0300 330 0700

Offers a range of information and courses for new parents and has a membership that runs activities and social groups.

- **The Association for Postnatal Illness (APNI)** - [APNI - Association for Post-Natal Illness | Post Natal Depression](#) / 0207 386 0868

Provides information and support about postnatal depression including information for partners and carers.



- **The Breastfeeding Network** - [The Breastfeeding Network | Independent Breastfeeding Support](#) / 0300 100 0212

Offers nationwide support for breastfeeding including a helpline



- **The Miscarriage Association** [Miscarriage and pregnancy loss support - The Miscarriage Association](#) / 01924 200799

Provides support and information to anyone affected by miscarriage, ectopic pregnancy or molar pregnancy.



## B. Cause for Concern Process

### Stage 1

Concern raised by Mentor/Teacher Training Coordinator/Lead Mentor/Lead Partner Director



Formal discussion with Trainee either in placement school or SWTT with either Mentor/Teacher Training Coordinator/Lead Mentor. Two-week Support Plan initiated.

SCITT Director informed in monthly meeting with Lead Partner Director.

Targets may be set – Targets recorded – Targets monitored in placement school/SWTT



Targets met – no further action shown



Targets not met / no improvement

### Stage 2

Teacher Training Coordinator/Mentor /Lead Mentor to record concerns and send to Lead Partner Director.



Lead Partner Director and Lead Mentor or Mentor formally meet with Trainee and complete formal **Cause for Concern Form**.



Targets agreed – monitored by SCITT Lead for an agreed period of time, usually 2 weeks.



Targets met – no further action  
improvement



Targets not met/no

**Stage 3**

Formal meeting with SWTT SCITT Lead



Targets met – no further action



Targets not met – further  
action taken *such as termination of  
place or 2-week extension of CfC*

## 11.0 Adoption

- 11.1 This document has been adopted by the Ted Wragg Teacher Training Partnership Learner & Partner Experience Sub-Group. [Click or tap here to enter text.](#)