

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

Ted
Wragg TRUST



Trainee Code of Conduct

Approved by: TWTP Learner & Partner Experience Sub Group
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1.0 Mission 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.

2.0 Scope and Purpose

- 2.1 This Code of Conduct applies to all trainee teachers training with the Ted Wragg Teacher Training Partnership (TWTP). TWTP trainees work under the remit of Training Partners at the Brigshaw Learning Partnership, Exeter Consortium Schools Alliance, Reach Teacher Training and South West Teacher Training.
- 2.2 In addition to this Code of Conduct, all trainees must adhere to statutory guidance, and to the most recent 'Teachers' Standards' and in relation to this policy, Part 2 of the Teachers' Standards - Personal and Professional Conduct.
- 2.3 TWTP trainees will also be required to comply with Codes of Conduct within the settings in which they are training and practising. This is referred to within the partnership agreement our training partners hold with placement schools.
- 2.4 For the purpose of this document:
 - The Ted Wragg Teacher Training Partnership is referenced to as TWTP or 'the SCITT'.

3.0 Legal Framework

- 3.1 This Code of Conduct will be shared with Training Partners and will be included in the SCITT's Policy Monitoring Schedule.
- 3.2 This policy is written to ensure compliance with the Department for Education's Initial Teacher Training Criteria and Supporting Advice, specifically items 3.1-3.4

4.0 Professional Expectations

All trainee teachers within the TWTP partnership must at all times:

- 4.1 Demonstrate the highest standards of honesty, integrity and professionalism** in all aspects of their work.
- 4.2 Treat all pupils, staff, families and stakeholders with respect, dignity and fairness**, promoting an inclusive environment where all individuals feel valued, regardless of background or protected characteristics.

- 4.3 Uphold the rights of others**, including individual liberty, mutual respect and tolerance of those with different faiths, beliefs and perspectives.
- 4.4 Act in accordance with the ethos, values and policies** of TWTP and Training Partners and all placement schools, including full compliance with safeguarding, child protection and statutory requirements.
- 4.5 Maintain professional relationships and clear boundaries with pupils and colleagues at all times**, including in informal contexts and when using social media or digital communication.
- 4.6 Demonstrate professional conduct both within and beyond the school environment**, recognising their role as a representative of the profession and the partnership.
- 4.7 Take responsibility for their own learning and development**, engaging proactively with all aspects of the programme and demonstrating accountability for their progress.
- 4.8 Engage fully with training, feedback and support**, showing a willingness to listen, reflect and act on advice from mentors and colleagues across the partnership.
- 4.9 Reflect critically on their practice**, using feedback and experience to set targets, plan next steps and make sustained progress towards meeting the Teachers' Standards.
- 4.10 Contribute positively to all training and school-based experiences**, participating fully and acting on feedback to improve practice.
- 4.11 Manage their workload and wellbeing responsibly**, seeking support where needed and developing strategies to sustain their effectiveness in the profession.
- 4.12 Ensure all programme requirements are met**, following guidance provided by Training Partners in their course documentation.

5 Roles and Responsibilities

5.1 Trainee Teachers are expected to uphold the highest professional standards at all times and to comply with the guidance outlined in this Code of Conduct, as well as all statutory and school-based policies, including *Keeping Children Safe in Education (KCSIE)* and the Teachers' Standards (Part One and Part Two). Failure to meet these expectations may result in the implementation of the Rapid Action Plan or Cause for Concern procedures, in line with TWTP policies on Assessment, Attendance & Engagement and Non-Academic Misconduct.

5.2 Responsibilities of Trainee Teachers

Trainee Teachers are expected to:

- **Take responsibility for their own professional learning**, demonstrating initiative, curiosity and reflective practice in line with the ITT/ECF and the Teachers' Standards, ensuring they manage deadlines well.
- **Communicate proactively with their Mentor**, identifying areas for development, seeking feedback, and requesting opportunities to observe or practise specific elements of teaching.
- **Act in accordance with all safeguarding requirements**, demonstrating vigilance, professional curiosity, and adherence to reporting procedures at all times, as required by KCSIE.
- **Promote inclusive, respectful and equitable practice**, recognising and valuing the diversity of pupils, colleagues and communities within the partnership.

- **Demonstrate professional behaviour consistently**, including respectful communication, appropriate boundaries, and conduct (both in person and online) that upholds the reputation and values of TWTP and partnership schools.
- **Engage actively in feedback**, responding to guidance from Mentors, school staff and ITT colleagues, and using this to inform deliberate practice and ongoing improvement.
- **Reflect critically on teaching experiences**, using lesson observations, formative assessment information, pupil voice and research-informed practice to shape future learning and development.
- **Acknowledge that the welfare and best interests of children and young people must always come first.** Any support or adjustments required by trainees will be made with this principle at the centre.

5.3 Role of the Partnership

The partnership (TWTP, Training Partners and placement schools) will:

- **Provide structured support, guidance and feedback** to enable Trainee Teachers to develop the knowledge, skills and professional habits required to meet the Teachers' Standards.
- **Offer high-quality mentoring and coaching**, aligned with the ITTECF Framework and research-informed practice, to help trainees connect classroom experience with broader educational principles.
- **Model inclusive, ethical and safe professional practice**, supporting trainees to understand how national and local policies shape their responsibilities.
- **Encourage trainees to develop their own professional identity**, enabling them to contribute thoughtfully to discussions about teaching, learning, curriculum and the wider life of the school.
- **Ensure trainees understand and can uphold their safeguarding responsibilities**, including escalation procedures, expectations around professional curiosity, and maintaining appropriate relationships with pupils and colleagues.

6 Professional Cultures

6.1 Professional Boundaries and Safeguarding Culture

The training programme supports trainees to understand the importance of maintaining clear professional boundaries and contributing to positive, open, and vigilant safeguarding cultures. Trainees are expected to uphold these principles consistently, both within training environments and while on placement.

6.2 Trainees must use systems for reporting low level concerns that exist in each training partnership.

Trainees must follow protocols to ensure their safety during one-to-one work with pupils and members of staff.

6.3 Disclosure of Pre-Existing Relationships -Trainees must inform their Training Partner Director of any pre-existing personal or professional relationships with individuals within the school communities where they are placed or receiving training. This is to ensure transparency and the safeguarding of all parties.

6.4 Maintaining Professional Boundaries - Trainees must maintain appropriate professional boundaries at all times with mentors, colleagues, pupils, and fellow trainees. Interactions should reflect respect, integrity, and professional judgement.

6.5 Personal and Professional Conduct - Trainees must conduct themselves in a manner that upholds the reputation of the SCITT and its partner schools. This includes communicating professionally with the wider community and refraining from making statements to the press on behalf of the SCITT or any training partner.

7 Online Conduct

7.1 The training programme supports trainees to understand the importance of maintaining safe and professional online practices. Staff and trainees are expected to maintain the highest standards of professional conduct online, both during and outside of working hours. This includes all forms of digital communication, social media, and online platforms. As well as complying with placement School Policies around digital communication, Trainees must be aware of the following:

7.2 Key expectations:

1. Professional use of communication platforms

- Trainees must only use school or provider sanctioned digital platforms (e.g., school email, official messaging systems) for communicating with pupils, parents, and colleagues.
- Personal accounts on platforms such as WhatsApp, Discord or similar messaging services should **not** be used for professional communication.

2. Social media conduct

- Trainees must maintain high privacy settings on all personal social media accounts.
- Trainees must keep personal and professional online activity strictly separate.
- Trainees must avoid posting content that could be seen as unprofessional, offensive, or harmful to the reputation of their placement school, Training Partner or the Ted Wragg Trust.

3. Use of AI and generative tools

- Trainees must use AI tools (e.g., ChatGPT, other generative AI) responsibly, ensuring confidentiality and safeguarding considerations are respected.
- Pupils' personal information must **never** be input into AI tools without explicit consent and adherence to school policies which will be shared on induction.

4. Reporting concerns

- Any incidents, inappropriate messages, or breaches of online safety protocols must be reported immediately to the Training Partner Director.

5. Use of Wifi

Trainees must comply with policies and practices within their Training Partner and placement school regarding connecting personal devices to school wifi, including:

- Use school Wi-Fi and devices for professional purposes only.
- Only access websites and apps relevant to their work.
- Do not bypass filters or security measures.
- Keep devices secure and report any IT or security concerns.

Trainees must understand that Internet use on devices used on school sites may be monitored to ensure safety and compliance.

8 Attendance, Punctuality and Engagement

8.1 The Trainee Teacher MUST:

- arrive promptly and be fully prepared for all course sessions, school days and lessons;
- remain on the school site for the full school day, including during non-contact time, unless prior permission has been granted;
- actively participate in the full life of the school, including meetings, parents' evenings and extra-curricular activities, recognising that some may take place outside normal teaching hours;
- notify their Mentor and the Training Partner Administrator by 7.30am on the day of any unplanned absence, providing a clear reason;
- if too unwell to attend school, inform the Mentor, Class Teacher and Training Partner at least 2 hours before the start of the school day, and ensure that all planning and resources are shared in advance;
- not leave the school site during the school day without prior permission, and must notify the Training Partner Director if they need to do so;
- alert the Training Partner Director in the event of any emergency, before leaving the site;
- provide medical certification in line with the Attendance and Engagement policy where required;
- arrange routine medical and dental appointments outside of school or training hours wherever possible;
- ensure that any variation to agreed attendance or working hours is approved in advance by the Training Partner Director;
- understand that unexplained absence or poor punctuality is a serious breach of professional expectations and may lead to formal procedures, including withdrawal from the programme;
- recognise that attendance and punctuality records form part of their professional profile and may be referenced in employment references;
- understand that prolonged or persistent absence may result in a course extension or failure to complete the programme;
- recognise that, as a trainee teacher, they are regarded as a member of staff and must uphold professional standards at all times; and

- attend a return-to-work meeting with their Training Partner Director in line with the Attendance and Engagement policy to discuss any support required to catch up after absences;
- Trainees must also ensure their engagement with the programme is such that it offers the the best chance of success. Enthusiastic engagement with the SCITT’s training tools, such as Deliberate Practice, Literature Review and regular reflection, is the expectation for all trainees;
- ensure all coursework and programme deadlines are met.

9 Fitness to Train to Teach

- 9.1** Trainees should inform their Training Partner of any health conditions, including physical health, mental health, or additional learning needs, that may impact their ability to successfully engage with and complete the programme. This information will be treated sensitively and will only be used to ensure appropriate support is in place.
- 9.2** Where necessary, trainees may be required to undertake an occupational health assessment in-year to determine their fitness to train and to identify any reasonable adjustments required to support them in their role. This process is supportive in nature and aims to enable trainees to succeed.
- 9.3** Any adjustments will be considered in line with the Equality Act 2010 and agreed in collaboration with the trainee and placement school.
- 9.4** Trainees must be assessed as fit to train before commencing the programme. Only once a trainee has been approved, or deemed fit for the role (with or without reasonable adjustments), will they be permitted to begin their training with TWTP SCITT.
- 9.5** Trainees should also make Training Partner Directors aware of any changes in their physical or mental health that may mean they require support to engage successfully.

10 Dress Code

- 10.1** Trainee Teachers should have due regard for the dress conventions of the schools in which they are placed, recognising that expectations may vary across different settings, including primary, secondary, and specialist SEND provisions. Professionalism is reflected in both presentation and conduct; therefore, trainees are expected to dress in a manner that is appropriate to the educational environment and supports their role as a professional.
- 10.2** Clothing should be clean, safe, and suitable for the duties being undertaken. Expectations apply during both school placements and training sessions at TWTP. However, these expectations will be applied with consideration of individual circumstances and in line with inclusive practice.
- 10.3** TWTP is committed to fostering an inclusive environment. Trainees are supported in expressing their identity, including through cultural and religious dress (for example, hijab, turban, or other faith-based attire), as well as gender identity and LGBTQ+ inclusion, provided this remains appropriate to the professional context.
- 10.4** The partnership recognises that some trainees may require reasonable adjustments in relation to dress due to disability, health needs, neurodiversity, or other individual circumstances. Where needed, adjustments will be agreed in collaboration with the trainee and placement school, in line with the Equality Act 2010.
- 10.5** Trainees should also be aware that individual schools may have specific policies regarding appearance. Any such expectations will be communicated clearly, and discussions will take place to ensure that these are applied fairly, respectfully, and without discrimination.

12 Other Policies

This Code of Conduct is intended to provide clarity to support trainee success against our programme aims of fostering resilience, professionalism and a commitment to social justice. It works in conjunction with policies within our suite, including: Assessment Policy, Non-Academic Misconduct Policy, Workload and Wellbeing Policy, Safeguarding Statement, Equality Statement to ensure trainee professional conduct is well supported within our systems and within our training curriculum.