MID ESSEX ITT
INITIAL TEACHER TRAINING

Well-Being, Inclusion and Sustainable Charter

Context
At Mid Essex Initial Teacher Training (ITT), our approach to trainee well-being, inclusion and workload reduction is rooted in our core values of being committed, optimistic, research-informed and effective. These values underpin how we design our curriculum, work with partner schools and support trainees to develop as confident, resilient and inclusive professionals. In line with the ***Ofsted Initial Teacher Education Inspection Toolkit (2026)*** and ***The DfE Education Staff Well-being and Workload Reduction guidance***, we recognise that trainee well-being is shaped primarily by the quality of leadership, systems and daily professional practices, rather than by individual resilience alone. Removing unnecessary burden, promoting psychological safety and ensuring equitable access to support are therefore central to the way our partnership operates. This Charter sets out how Mid Essex ITT enhances and adds value to the support already offered by partner schools and Anglia Ruskin University, ensuring trainees experience a coherent, proportionate and inclusive training journey.

Our Core Values in Practice	
Committed	○ We are committed to placing trainee well-being and inclusion at the centre of decision making across the partnership ○ Leaders, Mentors and Course Tutors take shared responsibility for ensuring trainee workload is manageable, purposeful and aligned clearly with professional development ○ Trainees can expect consistent, timely access to support and a culture in which concerns are taken seriously and addressed early
Optimistic	○ We promote an optimistic professional culture rooted in high expectations and belief in trainees' potential ○ Trainees are supported to view challenge as a normal part of professional learning, within a training environment where mistakes are treated as opportunities to develop, through honest and respectful professional dialogue
Research-informed	○ Our approach is informed by national guidance and evidence informed practice, including the ***DfE Well-being and Workload Reduction toolkit*** ○ Decisions about curriculum design, assessment, mentoring and quality assurance are shaped by what is known to reduce unnecessary workload, support well-being and improve professional learning ○ This ensures that trainees' time and energy are focused on practices that have the greatest impact on pupil learning and classroom effectiveness
Effective	○ We focus relentlessly on effectiveness, ensuring that systems, expectations and support structures work in practice

	○ Trainee workload is regularly reviewed to prevent duplication or performative compliance ○ Quality assurance processes, including the Quality Assurance Committee and professional conversations with schools, are used not as accountability measures alone, but as tools to improve consistency, equity and trainee experience across the partnership

How do we Support Inclusion and Workload across the Partnership?

- Core training and Subject Expert Training reinforce efficient planning, realistic expectations and sustainable professional habits, supporting trainees to make effective use of their time and professional judgement
- Mentors, Professional Tutors and Lead Subject Tutors receive ongoing CPD aligned to inclusion, workload and well-being, ensuring trainees experience high quality, consistent and sustainable mentoring across placements
- Trainees leave Mid Essex ITT well prepared for their ECT years, confident in managing workload, accessing support and sustaining their well-being as part of long-term professional practice

How do leaders ensure that this Charter is Embedded, Evaluated and Sustained over time?

- Leaders evaluate the effectiveness of this Charter through routine quality assurance, trainee voice and professional dialogue, using evidence to refine systems and ensure sustained impact
- This Charter reflects Mid Essex Teacher ITT's commitment to inclusive, optimistic and research informed leadership, ensuring that trainee well-being and workload reduction are embedded and sustained