



## Appendix A: Initial Teacher Training (ITT) Equality Supplement

### Vantage North Humber Teacher Training (VNHTT)

#### A1. Purpose, Scope and Status

This Appendix sets out how the Single Equality Policy (2025–2026) applies to Initial Teacher Training (ITT) provision delivered through Vantage North Humber Teacher Training (VNHTT).

This Appendix ensures that the Trust's ITT provision fully complies with:

- The Equality Act 2010
- The Public Sector Equality Duty (PSED)
- The Department for Education's statutory requirements for ITT accreditation

This Appendix forms an integral part of the Single Equality Policy and must be read alongside it. Where relevant, it provides clarification and additional requirements specific to ITT provision but does not replace or dilute the overarching policy.

#### A2. Application of the Policy to ITT Trainees

For the avoidance of doubt, the Single Equality Policy:

- Extends to all entities operating within the Trust, including Vantage North Humber Teacher Training (VNHTT); and
- Applies fully to ITT trainees, who are recognised as stakeholders within the Trust's equality framework.

Accordingly, Section 3 (Scope and Purpose) of the main policy should be read as including:

"ITT trainees (including those training under Vantage North Humber Teacher Training / VNHTT)"

#### A3. Definition and Classification of ITT Trainees

To address the unique *dual classification* of individuals undertaking ITT programmes, the Trust adopts the term "ITT Trainee" throughout its ITT provision.

This classification recognises that:

- ITT trainees are students for the purpose of academic study and professional qualification; and
- ITT trainees are also regarded as staff in respect of professional conduct, workplace responsibilities, safeguarding duties, and the legal protections that apply during school-based placements.



By using this specific classification, the Trust provides a comprehensive and inclusive framework that:

- Covers recruitment, training, placement, qualification, and post-course progression.
- Removes ambiguity for trainees, placement schools, and staff; and
- Maintains consistency with the overarching Single Equality Policy.

#### **A4. Vision for the Teaching Workforce**

In line with the Trust's mission and commitment to the communities it serves, VNHTT seeks to recruit, support, and develop trainees from diverse backgrounds, ensuring that pupils across partner schools' benefit from teachers and leaders drawn from all walks of life.

The ITT provision aims to develop ethical, reflective, and inclusive professionals who:

- Demonstrate excellent classroom practice.
- Actively promote equality, dignity, and mutual respect.
- Foster positive relationships and social cohesion within school communities; and
- Serve as advocates for the teaching profession.

#### **A5. Trainee Participation and Governance**

To ensure the Equality Policy remains a *living document* within ITT provision:

- ITT trainees will be meaningfully involved in the Strategic Board's annual review of equality objectives that impact the ITT programme.
- Trainees will be invited to contribute to discussions on equality, diversity, and inclusion, including:
  - Evaluation of the ITT curriculum.
  - Identification of potential barriers to participation or success.
  - Review of training materials to ensure they remain inclusive and free from stereotypes.

Trainee voice will form part of VNHTT's quality assurance and continuous improvement processes.

#### **A6. Roles and Responsibilities in Relation to ITT Trainees**

All Staff

In addition to the responsibilities set out in Section 7 of the main policy, all staff will:



- Support and model inclusive behaviour for ITT trainees, ensuring they are fully integrated into the academy's collaborative and professional ethos.
- Challenge inappropriate language or behaviour that may negatively affect ITT trainees.
- Act as positive role models in promoting equality and respect.

Human Resources (HR)

HR responsibilities are extended to ITT provision and include:

- Ensuring recruitment, selection, and support processes for VNHTT trainees comply with equality legislation and Trust policy.
- Providing advice to leaders and placement providers on equality-related issues involving trainees.
- Supporting equality monitoring and reporting for ITT provision where appropriate.

#### **A7. Collaboration with Placement Providers**

As VNHTT operates across a partnership of schools, equality standards must be upheld consistently during school-based placements.

VNHTT will ensure that:

- Partner Alignment  
All placement providers are expected to promote and uphold the principles of the Trust's Single Equality Policy and this Appendix.
- Safe and Inclusive Environments  
Placement schools provide a safe, inclusive, and respectful working environment in which ITT trainees are protected from discrimination, harassment, and victimisation.

VNHTT will take proportionate action where equality concerns arise during placements.

#### **A8. Trainee Responsibilities and Equality Training**

ITT trainees are recognised as emerging professionals with specific responsibilities.

Accordingly:

- Mandatory Induction  
All VNHTT trainees will receive formal training on their responsibilities under the Equality Act 2010 as part of programme induction.
- Active Advocacy  
ITT trainees are expected to:
  - Model inclusive and respectful conduct.



- Respond appropriately to incidents of discrimination or prejudice they witness among pupils, staff, or visitors.
- Raise concerns in line with VNHTT and Trust procedures.

#### **A9. Monitoring the ITT Trainee Lifecycle**

To meet the Public Sector Equality Duty, VNHTT will collect and analyse equality-related data, where lawful and proportionate, across the full trainee lifecycle, including:

- Recruitment – applications and enrolment trends to identify under-represented groups.
- Progress and Achievement – engagement, placement outcomes, progression, and qualification rates, including identification of attainment gaps.
- Employment and Retention – post-course employment and retention within the profession.

Monitoring will consider protected characteristics defined by the Equality Act 2010 and will inform equality objectives, governance oversight, and continuous improvement.

#### **A10. Handling Concerns and Complaints**

ITT trainees who believe they have been treated unfairly, or who witness a breach of this policy, may raise concerns through:

- The VNHTT Complaints Policy, or
- The VNHTT Reporting Concerns procedures using this form [Vantage North Humber Teacher Training Concerns Form](#)

All concerns will be investigated promptly, fairly, and sensitively, in line with Trust policies and legal requirements, and without fear of detriment.

#### **A11. Relationship to the Single Equality Policy**

This Appendix supplements and strengthens the Trust's Single Equality Policy by clarifying its application to ITT provision. Together, they provide a coherent, inclusive, and legally compliant framework for equality across all Trust and VNHTT activities.