



Well-being Policy and Charter

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<p>Target Audience:</p>	<p>Trainee Teachers and Vantage mentors, tutors and staff.</p>
<p>Related Documents:</p>	<p>VNHTT Trainee agreement VNHTT Assessment Policy VNHTT Complaints Policy VNHTT Quality Assurance Policy VNHTT Deferral policy VNHTT Withdrawal procedure VNHTT Concerns form</p>

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1. Purpose and Scope

The Vantage North Humber Teacher Training (VNHTT) Well-being Policy sets out our commitment to ensuring the physical, emotional, and professional well-being of all trainees, mentors, and staff. It recognises the unique challenges of teacher training, including workload, academic requirements, and classroom responsibilities, and ensures that all members of the VNHTT community are supported to thrive professionally and personally.

This policy applies to:

- All VNHTT trainees
 - Mentors, professional tutors, and core training staff
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2. Vision and Principles

At VNHTT, we believe that:

- Professional excellence and well-being are mutually reinforcing.
 - Well-being is a shared responsibility: trainees, mentors, tutors, and leadership all contribute.
 - Early identification and proactive support prevent burnout and promote resilience.
 - Diversity, inclusion, and equity underpin well-being: all trainees' needs are acknowledged and supported.
 - Trainees are respected as professionals and are treated as active members of their school communities.
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3. Well-being Roles and Responsibilities

Strategic Board

- Continuously monitor the workload and well-being of SCITT leaders and support their professional development
- Ensure that decisions, expectations and information requests support reasonable workloads and a positive working environment for trainees, mentors and colleagues.
- Provide oversight of well-being across the partnership, scrutinising SCITT workload and well-being policies, practices and improvement priorities

and holding the leadership team accountable for their implementation and review.

Leadership Team

- Ensure policy implementation and continuous monitoring.
- Continuously monitor and refine curriculum design and implementation to reduce unnecessary workload and promote well-being
- Promote a culture of psychological safety, modelling work-life balance.
- Maintain access to internal and external support services.

Mentors and Professional Tutors

- Monitor trainee workload, mental health, and professional behaviours weekly.
- Conduct reflective review meetings focusing on well-being, progress, and development.
- Identify and escalate early concerns using the Cause for Concern procedures.

Operations manager / administrators

- Maintain positive, respectful relationships with trainees, mentors and colleagues, providing a confidential and non-judgemental point of contact and ensuring clear communication, induction and access to support.
- Monitor trainee wellbeing and workload, responding appropriately to concerns or patterns of absence, and escalate issues to the Vantage Leadership team in line with SCITT policies.

Trainee Well-being Reps

- Act as advocates and coordinators for trainee well-being.
- Gather peer feedback on pressures, challenges, and positive practices.
- Organise well-being activities, support networks, and signposting to resources.

Trainees

- Actively engage in their own well-being, using strategies taught in training and the wellness toolkit.

- Communicate concerns to mentors, tutors, or Trainee Well-being Reps.
 - Participate in peer support, reflection, and community activities.
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4. Well-being Provision

A. Professional and Pastoral Support

- Weekly mentor meetings to discuss workload, professional development, and personal well-being.
- Structured half-termly review points tracking professional behaviours, progress, and mental health.
- Access to professional tutors for additional pastoral guidance.
- Clear escalation routes for urgent concerns.

B. Mental Health and Emotional Resilience

- Mental health awareness embedded in core training.
- Trained Mental Health First Aiders (“Mental Health Champions”) available for one-to-one support.
- Optional external counselling via Focus or Education Support.
- Wellness Recovery Action Plan (WRAP) principles taught for self-monitoring and proactive coping.

C. Curriculum design to support workload and time management

- Gradual increase in teaching responsibilities: 30% Term 1 → 50% Term 2 → 80% Term 3.
- Protected planning, marking, and reflection time, tailored to primary and secondary placements.
- Provision of resources, templates, exemplars, and Vantage laptops to reduce unnecessary workload.
- Training in efficiency strategies and sustainable approaches (e.g., peer assessment, “good enough” teaching standards).
- PGCE reading weeks before Christmas and Easter to support academic workload and rest.

D. Community, Peer Support, and Well-being Culture

- Structured peer collaboration in core training sessions, with rotating seating to foster cohort bonding.
- Social and light-hearted activities embedded into training sessions (quizzes, games, team-building).
- Trainees encouraged to participate in the wider life of the school, building identity and belonging.
- Trainee Well-being Reps coordinate events, campaigns, and peer support initiatives.

E. Reporting and Escalation

- Trainees can report well-being concerns confidentially to the Vantage programme leaders, the Operations Manager, mentors, professional tutors, or Well-being Reps, or through our online **Concerns form**.
[Vantage North Humber Teacher Training Concerns Form – Fill out form](#)
 - Cause for Concern procedures remain separate from well-being disclosures to maintain safety and trust.
 - External support services are signposted for specialist mental health or personal crises.
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5. Inclusion and Equity

- All reasonable adjustments are made for trainees with disabilities, long-term conditions, pregnancy, or caregiving responsibilities through our **trainee support pathway** procedures.
- Anti-bullying, anti-harassment, and equality policies underpin all well-being practices.
- Commitment to cultural competence, fairness, and respect across all school placements and VNHTT training sessions.

6. Deferral, Withdrawal and Exit Support

- Trainees who need to defer their place or leave the programme, whether voluntarily or due to performance issues, are treated with dignity and respect.

- Pastoral support is provided to manage emotional well-being during deferral or withdrawal.
- Career guidance conversations and reference provision are handled professionally.
- Exit processes are communicated clearly, confidentially, and in line with legal and professional requirements.

7. Monitoring and Review

- Policy reviewed annually by leadership with input from trainees, including Well-being Reps.
 - Well-being is evaluated via termly surveys conducted each term to identify trends and areas for improvement.
 - Reports to governance focus on systemic patterns, not individual disclosures, to preserve confidentiality.
 - Continuous improvement informed by external moderation, trainee feedback, and Ofsted/Quality Requirements guidance.
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VNHTT Trainee Well-being Charter

Our Commitments as a Community

1. **We prioritise well-being** – We recognise that professional excellence depends on personal health and emotional resilience.
2. **We communicate openly and safely** – Trainees, mentors, and staff will share concerns, challenges, and successes in a supportive environment.
3. **We work sustainably** – Planning, marking, and lesson preparation are managed with realistic expectations and protected time.
4. **We act inclusively** – Everyone's individual needs, circumstances, and diversity are respected and accommodated.
5. **We learn together** – Peer support, collaboration, and shared problem-solving are embedded in our training culture.
6. **We embrace professional identity** – Trainees are treated as teachers, developing responsibility, integrity, and confidence in the profession.

7. **We respond proactively** – Trainee Well-being Reps and mentors help identify challenges early and connect peers to practical solutions and resources.
8. **We celebrate achievements** – Successes, progress, and contributions to school life and the cohort community are recognised and valued.

Trainees' Rights and Support

- To access well-being resources and support confidentially.
- To have workload and placement responsibilities managed reasonably.
- To participate in well-being initiatives led by peers and the VNHTT team.
- To feel valued as a member of the school and VNHTT community.

Trainees' Responsibilities

- To take an active role in their own well-being.
- To engage respectfully and professionally with peers, mentors, and staff.
- To communicate concerns promptly and appropriately.
- To support peers where possible through positive actions, peer mentoring, and Well-being Rep initiatives.