



London
School of
Jewish
Studies
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ITT Wellbeing Policy

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Introduction

In line with the Initial Teacher Training and Early Career Framework (ITTECF), the London School of Jewish Studies' (LSJS) Initial Teacher Training (ITT) Programme is committed to fostering a culture in which trainee wellbeing is recognised as fundamental to effective teacher development, professional learning and long-term career sustainability. We recognise that managing workload and wellbeing is a core part of professional development for trainee and understand that various factors can impact mental health and wellbeing during the induction process and throughout the course.

We believe that trainees learn best when they feel supported, valued and able to maintain a healthy balance between the academic, professional and personal demands of teacher training. Wellbeing is therefore embedded within all aspects of programme design, mentoring, school placements and quality assurance.

Mental health and wellbeing are as important as physical health and so we educate trainees how to look after their own mental wellbeing and have a commitment to providing a safe space for open communication.

This policy supports compliance with the Equality Act 2010 and reflects the standards outlined in the 2025 Initial Teacher Education (ITE) Inspection Toolkit.

Our commitment

As an Initial Teacher Training provider, we are committed to:

- Creating a culture where wellbeing is everyone's responsibility
- Creating psychologically safe learning environments and a supportive culture where trainees feel able to seek support without stigma or judgement
- Making reasonable adjustments to the learning environment to accommodate individual needs
- Fostering a culture of open reflection and dialogue throughout the course
- Providing opportunities for trainees to develop their resilience as a core element of managing their wellbeing
- Prioritising wellbeing during teaching observations and feedback to trainees
- Equipping trainees with strategies to manage workload, to maintain resilience and sustain their wellbeing throughout their careers
- Deliver evidence-informed practice: grounding professional development in the ITTECF's research base, reducing guesswork and unnecessary anxiety about "getting it right."

- Provide high-quality mentoring that supports both professional development and personal wellbeing
- Monitoring trainee wellbeing through regular quality assurance and continuous improvement processes
- Provide regular check ins, monitoring workload and wellbeing formally (e.g. through progress meetings and questionnaires) and informally, adjusting support where needed
- Above all, we are committed to providing a safe, caring, friendly, and listening space for trainees whenever they need it

Our approach

At the start of the course and approximately monthly thereafter, using the Govox proactive wellbeing surveys system, trainees will be asked to complete a short wellbeing survey regarding their health management needs. This helps to set a baseline and to monitor trainee mental health, to help identify trainees who might need support without being intrusive.

These regular check ins help to normalise talking about wellbeing and asking for help. A follow-up 1:1 session will be scheduled when necessary to discuss any specific support needs. We will also explore non-response, which may be an indicator of need.

Our commitment to positive mental health is made explicit throughout all stages of the programme with wellbeing and personal development embedded into the ITT curriculum. We will ensure training is carefully sequenced and manageable, assessment deadlines are communicated clearly and administrative processes are efficient.

We support trainees to develop the sustainable professional habits including effective time management, reflective practice, realistic professional expectations, healthy work-life boundaries, strategies for managing workload and the confidence to seek support. Where patterns emerge, we will take action to improve programme design, workload or support arrangements.

Designated Student Representatives are appointed at the start of the course, providing another feedback channel for trainees to share their thoughts and concerns with programme leaders. We ensure that feedback informs programme development.

Trainees are able to access a trained LSJS Mental Health First Aider on site and will be signposted to specialist support where necessary.

We work collaboratively with our placement schools, encouraging our school-based mentors to play a central role in supporting trainee wellbeing. They undertake mentor development and training, provide regular developmental meetings, support trainee confidence and wellbeing, recognise when additional support may be needed and know how to escalate concerns appropriately.

Trainee responsibilities

Trainees have an important role to play in taking responsibility for managing their wellbeing during the ITT programme, supported by LSJS and school mentors. Applying these approaches will help to embed tools to support their growth as qualified teachers in their future careers.

Honesty

Trainees should complete their Govox wellbeing surveys honestly to ensure their needs are effectively supported throughout the course.

Effective communication

Trainees are encouraged to communicate any needs or concerns early to the course leaders and/or their mentor to enable effective support is put in place.

Reporting compromised mental health

If trainees feel that their mental health and wellbeing are compromised, they are encouraged to reach out to any team member for assistance.

Sharing strategies

Trainees are invited to share the strategies they use to support themselves, enabling the ITT team to be aware of them and provide encouragement when needed.

Utilising support networks

Trainees are encouraged to identify and utilise their support networks outside of ITT, such as friends and family, for additional support.

Reflection on strategies

Trainees are encouraged to reflect on past strategies that have helped them and share them to contribute positively to the wellbeing of others.

Early indication and warning

All staff will be vigilant in identifying a range of possible difficulties that may contribute to a trainee's poor mental health, including:

- Attendance/punctuality
- Approach to learning/changes in mood
- Becoming socially withdrawn
- Physical indicators
- Recent bereavement/change in home circumstances
- Expressing negative thoughts

These warning signs will always be taken seriously and staff observing any of the above indicators will communicate their concerns with their phase Wellbeing Lead as appropriate.

Signposting

Through the promotion of wellbeing and by sharing this policy with all trainees, we will ensure that staff and trainees are aware of what wellbeing support is available within the LSJS Initial Teacher Training Programmes and how to access further support if needed.

Sources of Support

Trainees experiencing stress, anxiety, or other wellbeing concerns are encouraged to seek support early. The following services are available:

Within school

Speak to your mentor or line manager in the first instance.

Education-specific support

Education Support — the UK's only charity dedicated to the mental health and wellbeing of teachers and education staff. Free, confidential helpline available 24/7.

Phone: 0800 056 2561 | Website: [Education Support, supporting teachers and education staff | Education Support](#)

General mental health and crisis support

JAMI - the mental health service for the Jewish community

Phone: 020 8258 2223 | Website: [Jami is the mental health service for the Jewish community - Jami UK](#)

The Helpline - a confidential and anonymous helpline supporting individuals from the Jewish Community facing challenges.

Phone: 0330 127 3333 | Website: [Home - The Helpline](#)

Samaritans - 24/7 emotional support for anyone in distress.

Phone: 116 123 (free) | Email: jo@samaritans.org | Website:

<http://www.samaritans.org>

Shout - 24/7 free, confidential text support.

Text: "SHOUT" to 85258 | Website: <http://www.giveusashout.org>

NHS 111 — for urgent, non-emergency mental health advice, including out-of-hours.

Phone: 111 (select the mental health option) | Website: www.nhs.uk/111

Mind — mental health information, advice and local support services.

Phone: 0300 123 3393 (Mon–Fri, 9am–6pm) | Text: 86463 | Website:

<http://www.mind.org.uk>

Rethink Mental Illness — advice line for people experiencing mental illness and their carers.

Phone: 0808 801 0525 (Mon–Fri, 9:30am–4pm) | Website: <http://www.rethink.org>

CALM (Campaign Against Living Miserably) — support for anyone in crisis, particularly aimed at men.

Phone: 0800 58 58 58 (5pm–midnight, daily) | Website: <http://www.thecalmzone.net>

Anxiety UK — support for anxiety-related conditions.

Phone: 03444 775 774 (Mon–Fri, 9:30am–5:30pm) | Website:

<http://www.anxietyuk.org.uk>

In an emergency

If you or someone else is in immediate danger or at risk of serious harm, call 999 or go to your nearest A&E.

Signed on behalf of the LSJS Senior Leadership Team by Paul Gould, Interim Chief Executive Officer

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