



**Working in Partnership**

**Quality Assurance Processes**

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## **1. Foreword**

This document is primarily for SCITT Teachers, ITT Leads, Class-based Mentors and Lead Mentors across the Exceed SCITT Partnership. It provides guidance on Internal and External Quality Assurance processes, SCITT Teacher progression and the management and organisation of the partnership. This document is supported by A Guide to Training.

A SCITT Teacher is anyone on a route to Qualified Teacher Status and includes the Teaching Apprenticeship. All SCITT Teacher details are recorded on the DfE Register Service and will be issued with a Teacher Reference Number (TRN).

## **2. Aims**

- To ensure that Quality Assurance processes capture the voice of all stake holders
- To ensure all assessments undertaken are fair, robust and accurate in their judgements
- To enable Exceed SCITT to undertake continuous improvement through well informed and evidenced actions
- To ensure that Exceed SCITT operates in an open and transparent way by sharing the outcomes of its Quality Assurance processes appropriately

## **3. Responsibility for Quality Assurance**

- The CEO of the Multi Academy Trust has overall responsibility for the governance of the SCITT. (See Appendix 4: Exceed SCITT Board Terms of Reference)
- The Exceed SCITT Steering Committee reports to the Board and has a key role in evaluating the robustness of Quality Assurance and leading Improvement Planning. (See Appendix 3: Exceed SCITT Steering Committee Terms of Reference)
- The Director has operational responsibility for Quality Assurance supported by the Management Group (See Appendix 2: Management Group Terms of Reference) Head of Primary ITT, Head of Secondary ITT, ITT Leads, Head Teachers, Lead Mentors, Class-based Mentors, Exceed Tutors and SCITT Teachers (See Appendix 1: SCITT Teacher Forum Terms of Reference)
- ITT Leads are responsible for oversight of their programmes and ensure Quality Assurance procedures are implemented, reporting to the Steering Committee
- Lead Mentors have responsibility for supporting Quality Assurance processes through the management group (see Appendix 3), reporting to the Director

## **4. Links to ITT: criteria and supporting advice**

It is the responsibility of Exceed SCITT to ensure that its QA procedures are in line with the DfE's Guidance ITT: criteria and supporting advice. Regular and frequent audits of compliance are completed as part of the cycle of QA key dates.

## **5. Internal and External monitoring and evaluation to secure continuous improvements**

Exceed SCITT will carry out rigorous monitoring and evaluation to ensure quality SCITT Teachers are recruited, the quality of provision and training and the quality of final outcomes. (See Appendix 5 Quality Assurance Overview) An Annual Self Evaluation Document (SED) will provide detail on the monitoring and evaluation of all aspects of the programme. It will cover all requirements of the ITT Framework for Inspection. The Director will be responsible for overseeing the production of the SED. The associated SCITT Improvement Plan will be led by the Steering Committee. The Steering Committee will report on the impact of all actions to the SCITT Board.

### **5.1 Quality of SCITT Recruitment**

Applicants are tracked and monitored to gauge the efficacy of marketing and recruitment strategies. In addition, rates of recruitment, those declining places, those rejected and those who fail to meet the conditions are monitored at five key points in the year. This data analysis informs recruitment and marketing strategies with a view to maximise recruitment.

### **5.2 Quality SCITT Teachers recruited**

Applicants are tracked and monitored to inform improvement planning. Interview data is analysed for equality and diversity purposes and compared with SCITT Teacher completion rates. This informs the training programme and any potential changes to the recruitment and selection process as described in the Exceed SCITT Recruitment and Selection Policy. All recruited SCITT Teachers receive pre programme resources to support transition including early targets set through a Training Action Plan supported at the Induction Event and by a pre programme meeting with the Class-based Mentor. All recruitment procedures can be found in the Recruitment and Selection policy. Procedures for compliance include the following.

- Application review identifies gaps in employment history, criminal record declaration, qualifications, disability support and any adaptations to access the interview process, discuss the application review with the Director.
- Invite to interview: upload interview date to apply, email invite letter with instructions to the candidate.
- Additional adaptations or requests communicated to the interviewing school. ID reviewed at the interview.
- At least one member of the interview panel has completed recent (EAT policy) Safer recruitment training. Verbal feedback and decision provided on the same day.
- Administrator confirms the offer with the Director and offer uploaded to DFE Apply on the next working day.
- Conditions of provisional offer include, satisfactory safeguarding checks, Fitness to Train to Teach questionnaire, original certificates check first degree (normally 2:2 or above), GCSE or equivalent maths, English and a science (Grade 4/C or above), references confirming suitability in line with safeguarding requirements for the academy trust.
- Post acceptance of offer: candidate receives email confirming acceptance of offer subject to meeting all provider requirements. Confirmation of start date and other important information that the candidate needs to know, including timeline of information required.
- Candidates emailed the Trust Workforce Privacy Notice and General Data Protection Regulations. Then emailed Microsoft forms: Form 1- confirming read and understood the policy documents.
- A series of dates for compliance checks are shared with the candidate so that original documentation can be checked, photocopied and stored in the relevant file, and locked cupboard at Holybrook Primary School offices, these include: original certificates are checked by the SCITT Senior Administrator and or the Director prior to the start date of the programme, where appropriate a photocopy of the updating service. Where there is a delay in a DBS then

a risk assessment is initiated, as appropriate confirmation of overseas checks, confirmation of UQ1 contracts.

- Other checks completed and recorded on the central data base post acceptance, include: prohibition check, childcare disqualification form, online checks in line with KCSIE, pre ITT-fitness questionnaire, for salaried candidates a google form is returned by the employing school confirming that all safeguarding checks are satisfactory.
- Once recruited to the programme, trainees provide evidence and demonstrate that they have the necessary intellectual and academic capabilities to be recommended for the award of QTS. The provider will check and assure that all candidates are competent in speaking, listening, communication, reading, writing and maths prior to the award of QTS. This is reviewed at ITT Lead Meetings.

### **5.3 Quality selection to key roles**

Specialist Tutors:

- Complete a CV demonstrating their relevant knowledge, skills and expertise
- CVs validated by the appropriate line manager e.g. Headteachers, Manager, Head of Centre
- Engage in an interview process to evidence the selection criteria
- Line managers sign the Partnership Agreement committing to the roles and responsibilities of Tutors
- Annual review of Specialist Tutors by the SCITT Management Team

Lead Mentors:

- Recommendation by Headteacher to the SCITT Management Team.
- Skills scan of Lead Mentor knowledge, skills and expertise completed by Headteacher.
- Discussion with the SCITT Management Team.
- Evidence of further training in coaching and mentoring, e.g. NPQLTD.
- Annual review of Lead Mentors by the SCITT Management Team.

Class-based Mentors:

- Skills scan of mentor knowledge, skills and expertise completed by Headteacher, Manager, Head of Centre.
- Annual review of Class-based Mentors by the SCITT Management Team.

### **5.4 Quality assurance of key roles**

To ensure high quality and consistency, processes are informed by essential criteria (see Appendix).

Specialist Tutors:

- Systematic observation of delivery by SCITT Management Team
- Curriculum materials reviewed by SCITT Management Team
- Assessment evidence reviewed by SCITT Management Team

Lead Mentors:

- Shadowing of experienced Lead Mentors when new to the role.
- Observation by SCITT Management Team.
- School Summary Reports, QA Forms and other materials reviewed by SCITT Management Team.
- Attendance at the SCITT Management Group meetings.

Class-based Mentors:

- Joint observation with Lead Mentors at Stages 2, 4 and 6.

- Joint meetings with Lead Mentors at Stages 2, 4 and 6.
- Review of Lesson Feedback, Weekly Mentor Meeting Records and Stage Summaries of Progress by Lead Mentors and the SCITT Management Team.

## **5.5 Quality of provision and training**

Internal moderation takes place through a series of Key Review Points and feedback from all stakeholders. This activity is led by the Lead Mentors and ITT Leads:

Pre-programme Induction:

Stage 1

- ITT Lead Review Point: ITT Leads meet with SCITT Teachers to review progress against the Assessment Framework and set targets and next-step actions.

Stage 2

- Lead Mentor Key Review Point 1: an observation of practice and an opportunity to provide training, along with coaching for Class-based Mentors in instructional coaching.
- Lead Mentor Key Review Point 2: confirm that the SCITT Teacher is on track to meet the expectations for that stage of the training year. Targets and actions are reviewed. Lead Mentors also facilitate opportunities for further curriculum input and deliberate practice in their own schools.
- Lead Mentor Key Review Point 3: Lead Mentors, Class-based Mentors and SCITT Teachers meet to review the Summary of Progress in which the Class-based Mentor has summarised achievements and strengths against the Six Key Areas of Continuous Learning using the Assessment Framework. Lead Mentors moderate the use of the Assessment Framework across the partnership.

Stage 3

- ITT Lead Review Point: ITT Leads meet with SCITT Teachers to review progress against the Assessment Framework and set targets and next-step actions.

Stage 4

- Lead Mentor Key Review Point 1: an observation of practice and an opportunity to provide training, along with coaching for Class-based Mentors in instructional coaching.
- Lead Mentor Key Review Point 2: confirm that the SCITT Teacher is on track to meet the expectations for that stage of the training year. Targets and actions are reviewed. Lead Mentors also facilitate opportunities for further curriculum input and deliberate practice in their own schools.
- Lead Mentor Key Review Point 3: Lead Mentors hold a cross partnership review meeting supported by a clear agenda to review Summaries of Progress and moderate judgement against the Six Key Areas of Continuous Learning using the Assessment Framework.

Stage 5

- ITT Lead Review Point: ITT Leads meet with SCITT Teachers to review progress against the Assessment Framework and set targets and next-step actions.

Stage 6

- Lead Mentor Key Review Point 1: an observation of practice and an opportunity to provide training, along with coaching for Class-based Mentors in instructional coaching.
- Lead Mentor Key Review Point 2: confirm that the SCITT Teacher is on track to meet the expectations for that stage of the training year. Targets and actions are reviewed. Lead Mentors also facilitate opportunities for further curriculum input and deliberate practice in their own schools.
- Lead Mentor Key Review Point 3: Lead Mentors, Class-based Mentors and SCITT Teachers meet to review the Summary of Progress in which the Class-based Mentor has summarised achievements and strengths against the Six Key Areas of Continuous Learning using the Assessment Framework. Lead Mentors moderate the use of the Assessment Framework across the partnership to inform recommendation for the award of QTS at the SCITT Board.
- ITT Lead Review Point: ITT Leads meet with SCITT Teachers to review progress against the Assessment Framework and set targets and next-step actions to take into their ECT year.

At every review point the mental health and wellbeing of the SCITT Teacher is reviewed and when appropriate actions are put in place to support SCITT Teachers. Additionally, where the SCITT identifies that a joint observation between the Host and Home school Class-based Mentors would support development targets and next step actions, this is facilitated.

Lead Mentors:

- A QA form is completed at each Review Point to capture Class-based Mentor's and SCITT Teacher's feedback and allows the Lead Mentor to judge the quality of training and assessment.
- A School Summary Report is completed for Stages 2, 4 and 6 providing an overall judgement of the quality of training.
- Meetings of the Management Group (See Appendix 2 Management group Terms of Reference) are held in line with the QA cycle to ensure consistency of expectations, feedback on QA measures and programme developments to meet the needs of partners and SCITT Teachers. As an outcome the Management Group Report informs the work of the Steering Committee.
- An Annual Review meeting composed of the Steering Committee, Management Group and representatives from the SCITT Teacher forum considers the quality of training, analysis of trainee evaluations and the quality of provision across the partnership to inform improvement planning.

External moderation takes place over 2 days at Stage 6 and involves 20% of the cohort. The report comments on the appropriateness of assessment procedures, the quality of training and the comparability of standards in operation across the partnership, as well as providing key recommendations to be considered. The views of the external moderator are taken into account when reaching decisions about SCITT Teacher achievement of the Teachers' Standards.

External Moderators/assessors will:

- Have access to all training documentation
- Observe a sample of the SCITT Teacher's teaching
- View the range of evidence that contributes to assessment evidence for the award of QTS
- Meet SCITT Teachers, Head Teachers, Class based Mentors and Lead Mentors
- Produce a Key Findings and Recommendations Report

In assuring the quality of education and training Exceed SCITT ensures it captures information from all stakeholders.

SCITT Teachers:

- Feedback to Lead Mentors at the Key Review Points
- Feedback on the quality of training through evaluation forms and post-it reviews at Hub Days
- Complete a SCITT Teacher Evaluation at the end of each stage to capture both training in school and the impact of dedicated training sessions on their developing practice in the classroom. Following Stage 6 an Exit Survey is completed to inform programme developments and judge SCITT Teachers confidence in the quality of training
- SCITT Teacher representatives attend the SCITT Teacher Forum (See Appendix 1 Exceed SCITT Teacher Forum: Terms of reference)
- SCITT Teachers are represented on the Steering Committee (See Appendix 4 Exceed SCITT Steering Committee: Terms of Reference)

Exceed Tutors:

- Evaluate the quality of the training delivered through either undertaking a post-it review, questionnaire or the content area being a focus for the end of stage reflection.
- Evaluate programme content and its impact and make recommendations for programme improvements alongside the Director and Head of Primary/Secondary ITT
- A proportion of the taught course training sessions are observed by the Director or Head of Primary/.Secondary ITT and feedback is provided to the Tutor
- Exceed Tutor provision is a standing item for the SCITT Teacher Forum
- Exceed Tutors are represented on the Steering Committee (See Appendix 4 Exceed SCITT Steering Committee: Terms of Reference)

Schools, employers and ECTs:

- A Partnership Questionnaire is provided to inform Improvement Planning and all partnership schools are invited to attend the Annual Partnership Review meeting
- A First Employer Survey is completed twice by employing Head teachers, in Autumn 1 and Summer 2 to capture how provision has enabled ECTs in the Induction years. Completion of the ECT induction is monitored.
- An ECT survey captures how provision has supported transition to the ECT years.

Partnership ITT Leads

- ITT Leads are part of the management structures and meet four times per year
- Are responsible for oversight of their programme
- Ensure all Quality Assurance measures are implemented
- Are responsible for leading reviews of progress and setting key targets and actions on the SCITT Teacher's Mosaic profile

The Director will meet regularly with the ITT Leads to ensure the quality of provision and training. The PGCE (PG Cert in Primary Education- Level 7) will be subject to HEI quality assurance systems for Academic Standards in line with the University Partnership Agreement. A HEI External Examiner will ensure assessment is in line with other HEIs.

## **5.6 Quality Outcomes (completion and employment)**

Benchmarking is a crucial aspect of QA systems and a driver for improvements. Benchmarking will inform improvement planning as part of the work of the Steering Committee and outcomes will be referred to the SCITT Board.

Quantitative Benchmarking

- a) Use of DfE performance profiles to make comparisons with own cohort's data on groups such as gender, ethnicity, age.
- b) Use of DfE performance profiles in relation to employment and completion rates
- c) LA population data on ethnicity to track representative nature of the cohort in relation to the community in which the SCITT operates

Qualitative Benchmarking

- a) External Moderators report
- b) Ofsted reports
- c) Insights from NASBTT network meetings

## **6 Quality Assuring SCITT Teacher Progression**

Causes for concern are identified through careful monitoring of SCITT Teacher progress at each stage of training informed by evidence drawn from a range of sources, e.g. Reviews of progress



through weekly mentor meetings, subject specific lesson feedback, observation, targets, next step actions, attendance, personal and professional conduct, SCITT Teacher wellbeing etc.

### **6.1 Procedures for SCITT Teachers at risk of not progressing and not meeting the Teachers' Standards by the end of training.**

Ensuring that the procedures are followed in relation to those SCITT Teachers who are at risk of not meeting the expectations for progression is the responsibility of the Director.

Class-based Mentors should alert the Lead Mentor as soon as they consider an Exceed SCITT Teacher to be at risk of not meeting the expectations (not on track), failing to respond to next step actions or any inconsistency in regard to Part 2 of the Teachers' Standards: Personal and Professional Conduct.

An Individual Recovery Plan (IRP) will be put in place to provide additional support, clarify key targets and actions to address aspects of practice.

Where appropriate, a joint observation with the Class-based Mentor will be undertaken and a training tutorial with the SCITT Teacher. The tutorial will involve feedback and the completion of the IRP, including an agreed review date. In some cases, an extended period of training will be suggested to allow the SCITT Teacher further opportunity to meet the expectations. SCITT Teachers must achieve the minimum expectations for each stage to demonstrate that they are on track to meet the Teachers' Standards by the end of training, and have met PPC (Part 2) to progress to the next stage of training.

Key targets from the IRP will be carried forward to the next stage of training. However, the SCITT Teacher must meet the minimum expectations and demonstrate progress at the agreed review date.

At Stage 6, the SCITT Teacher must meet the expectations to demonstrate that they have met the Teacher's Standards and can be recommended for QTS. All assessment evidence at Stage 6 will be considered by the Exceed SCITT Board.

For any SCITT Teacher who may not progress to the next stage, or not be recommended for the award of QTS a Verification process is completed. The Director verifies this outcome and provides a written Verification Report for the Exceed SCITT Board.

A verifier is required to make a judgement about:

- (a) the nature and quality of the evidence to support the Mentor's judgements
- (b) the standards enforced relative to those obtained in other typical Partnership schools

The Lead Mentor and Director/Head of Primary/Secondary ITT are required to observe the SCITT Teacher teach to carry out the verification. In the final stage of training, an external assessor is required to make an additional observation as part of verification. The additional observation may not take place in the event of circumstances outlined under (ii) and (iii) below. Discussion with the Class-based Mentor and SCITT Teacher is essential. A Review Point Meeting between the Director/Head of Primary/Secondary ITT and the SCITT Teacher would also take place.

The Lead Mentor provides additional information about the school context, which will enable the Exceed SCITT Board to make a judgement about the assessment evidence.

### **6.2 Consequences for SCITT Teachers**

The SCITT Teacher will not be allowed to continue to the next stage of training without a resit of the stage of training in a different partnership school. This could lead to training being extended beyond the academic year.

Where SCITT Teachers are unsuccessful in the final stage of training, they will be denied QTS and should the Exceed SCITT Board agree to allow a resit, then the resit will take place in a different partnership school. This will lead to training being extended beyond the academic year.

All SCITT Teachers that have not met expectations at any stage of training can request a resit opportunity. The opportunity for a resit would need to be agreed by the Exceed SCITT Board.

Should the school believe that the SCITT Teacher's opportunity for training should be withdrawn, this will be fully investigated by the Director and referred to the SCITT Board.

### **6.3 Risks to progression:**

#### **i. Unprofessional conduct**

An Exceed SCITT Teacher is expected to demonstrate consistently high standards of personal and professional conduct as outlined in Part Two of the Teachers' Standards.

#### **ii. Any circumstance in which pupils are judged to be 'at risk'**

SCITT Teachers must ensure the safety and wellbeing of pupils. Inadequate teaching leading to inadequate pupil progress can result in termination of the SCITT Teacher's stage of training.

#### **iii. Inability to demonstrate that they can meet the expectations**

A Verification from the Lead Mentor is always required if the Mentor judges that competence is not demonstrated and is not meeting the expectations for that stage of training. Verification must be completed by the end of the stage of training or in agreement by the Head Teacher, at the end of an extension of time considered to be reasonable in relation to pupil progress. In this situation, it is vital that the SCITT Teachers' Reviews of Progress (weekly mentor meeting) clearly show that the SCITT Teacher has not evidenced the expectations and that next step actions have been in place. They will have demonstrated a failure to progress towards these next step actions and the SCITT Teacher can be withdrawn from the stage of training. They will have been supported by the provision of an Individual Recovery Plan, with clear targets and actions.

#### **iv. Mentor unable to make judgements due to SCITT Teacher absence**

If, for good reason, an Exceed SCITT Teacher has insufficient time in school for the Mentor to make any judgement about whether the SCITT Teacher can benefit from further training, they may be granted a Deferred Opportunity. This would need to be supported by certificated medical evidence provided by the SCITT Teacher to the Exceed SCITT Board. This may lead to training being extended beyond the academic year.

On other occasions, it may be possible to extend the stage of training and complete it later that same academic year given the consent of the training school to continue training.

It may also be necessary for a SCITT Teacher to extend beyond the academic year due to medical reasons where they will no longer be compliant for QTS due to attendance.

If the SCITT Teacher is unable to evidence the reasons for the absence, then they will be withdrawn from the stage of training on the grounds of Professional conduct as outlined in (ii) above.

### **6.4 Grounds for Appeals**

A SCITT Teacher may believe that an unfair assessment/judgment has been made in relation to their assessment for progression. In such cases the SCITT Teacher can lodge an appeal in the following circumstances:

- A judgement has been made without taking the full range of evidence into consideration
- Personal circumstances have led to reasonable actions that have impacted on outcome for assessment
- The SCITT Teacher has not had their entitlement to training as outlined in key documentation

## **6.5 Appeals Procedures**

A SCITT Teacher who considers they have grounds for appeal would contact the Director either by phone or in person and follow this up in writing.

Stage 1 Appeal:

1. The Director will meet, separately or together with the SCITT Teacher, the Class-based Mentor and the Lead Mentor to investigate the appeal.
2. The Director will then rule on the appeal. The Director may rule that an extension of the Assessed Block (into the next academic year if necessary) may be sufficient for the SCITT Teacher to meet the expectations and demonstrate assessment for recommendation for the award of QTS or progression to the next stage of training.
3. Should the decision of the Director not prove a satisfactory resolution to all parties, it is possible to proceed to Stage 2 of the appeals procedures.

Stage 2 Appeal:

1. The Appeal lodged in writing within 14 days of Stage 1, will be referred to the Chair of the SCITT Board.
2. The Chair of the SCITT Board and 3 other members of either the Steering Committee or the SCITT Board who have not been involved in the dispute will review all available evidence and testimony as an Appeals Committee.
3. The SCITT teacher may wish to bring a supporter to any meeting requested to attend.
4. The Appeals Committee may utilise whatever expertise they deem appropriate in judging the case.
5. The Appeals Committee will rule on the appeal within 30 days of the date of receipt of the letter of appeal reporting to the Board.
6. The ruling of the Board will be final.

## **6.6 Complaints**

Should a SCITT Teacher wish to make a complaint they would follow procedures outlined in the Exceed Academies Trust's complaints policy, available on the website.

## **7. Communication to the Partnership**

The Director communicates with the partnership to ensure that partners are aware of:

- The provision of a Partnership Agreement
- The partnerships key priorities
- The quality of their contributions to training
- General outcomes for the provision e.g. employment rates, recruitment rates etc.

Effective communication across the partnership is facilitated by:

- Partnership Newsletter
- Exceed SCITT Website
- Mentor Training events
- School Summary Reports

## **8. The Effectiveness of ECTs in their first and subsequent years of training**

Sources of evidence will be used to track the progress of ECTs and provide feedback about the Exceed SCITT ITT programme.

- Exit Survey
- Head Teacher First Employer Survey

On exit, the SCITT Teacher will complete a Passport to Induction booklet informing the ECT Mentor and the Induction Lead of key developmental targets against the Teachers' Standards.

To maintain alumni relationships:

- The SCITT will have a Twitter account and Facebook for professional purposes
- Access to network meetings and resources through Exceed Teaching School Hub

## **9. Teaching Apprenticeship Partnerships**

### **Due Diligence of Apprenticeship Employers:**

- Discussion with the Headteacher to check that the school can support the Apprentice application, that they pay into the apprenticeship levy and have sufficient funds to pay for the training.
- Complete Apprenticeship Agreement and Contract for the Apprenticeship with the employer and apprentice.
- Meet with the employer and apprentice to discuss and agree the initial assessment, training plan and off the job training.
- Employer to sign and agree to the Partnership Agreement.
- Check the apprentice contract from the employer to ensure it complies with funding rules.
- Check the employer has carried out the necessary safeguarding checks

### **End point assessment and meeting the apprenticeship standards**

Apprenticeships will additionally be recorded on the individual learner record data. After completion of the ITT programme and in the fourth term the apprentice will need to pass an end point assessment. This is undertaken by an EPA provider separate to the training programme.

## **Appendix 1: Exceed SCITT Teacher Forum**

### **Membership:**

Curriculum Lead

SCITT teacher representatives from:

- The 3-7 programme
- The 5-11 programme
- The Teaching Apprenticeship programme
- Leeds and Bradford
- SEND

### **Aims:**

- To capture the voice of the SCITT Teachers ensuring their views and experiences are represented in wider quality assurance processes
- To systematically monitor and evaluate the quality of training and implementation of the curriculum

### **To meet these aims the Exceed SCITT Teacher Forum will:**

- i) Operate in an inclusive way through its representatives ensuring that the views of all SCITT Teachers can be heard and that outcomes from the Forum are reported back to SCITT Teachers
- ii) Suggest changes to the programme design, curriculum content and delivery, and assessment framework
- iii) Provide feedback on the focus of research and evidence within SCITT curriculum
- iv) Inform Action Planning and Improvement Planning
- v) Meet in line with the QA cycle and to inform the Steering Committee and SCITT Board

## **Appendix 2: Partnership ITT Leads Terms of Reference**

### **Membership:**

Director (Chair)  
Head of Primary/Secondary ITT  
ITT Leads (Lead Partners)

### **Aims:**

- To systematically monitor and evaluate:
  - the quality of training within the partnership
  - SCITT Teacher progress through Review Point Meetings- Progress Reviews
- To support the development of provision within the partnership, reporting to the Steering Committee.
- To manage communications across their partnership
- To lead on recruitment and selection in line with Exceed SCITT's expectations

### **To meet these aims the Management Group will:**

- i) ITT Leads are part of the management structures and meet four times per year
- ii) Are responsible for oversight of their programme
- iii) Ensure all Quality Assurance measures are implemented
- iv) Are responsible for leading review point meetings and setting SCITT Teacher's key targets and actions

## **Appendix 3: Management Group Terms of Reference**

### **Membership:**

Director (Chair)  
Head of Primary/Secondary ITT  
Lead Mentors

### **Aims:**

- To systematically monitor and evaluate:
  - the quality of training within the partnership
  - SCITT Teacher outcomes
- To support the development of provision within the partnership, reporting to the Steering Committee
- To support the outcomes for SCITT Teachers through the monitoring of outcomes and organisation of interventions

### **To meet these aims the Management Group will:**

- i) Evaluate the performance of SCITT Teachers in relation to the Assessment framework and meeting the Teachers' Standards by the end of training
- ii) Evaluate the quality of school provision
- iii) Evaluate the impact of the curriculum on SCITT Teacher progress
- iv) Recommend changes to the programme design, delivery, assessment and management
- v) Meet 4 times during the training year, reporting to the Steering Committee
- vi) Engage in professional development to support the role of Lead Mentor

## **Appendix 4: Exceed SCITT Steering Committee Terms of Reference**

### **Membership:**

Exceed Head Teacher (Chair)  
Director  
ITT Leads  
Lead Mentor  
SCITT Teacher forum representation  
SCITT Tutors  
Director of the Teaching School Hub  
PGCE Tutor (Leeds Trinity University)

### **Aims:**

- To systematically monitor and evaluate the quality of provision and assessment arrangements for the award of QTS utilising all moderation process and benchmarking data.
- To make recommendations that secure continuous improvements for SCITT Teacher outcomes and those that impact on learners across the partnership.

### **To meet these aims the Steering Committee will:**

- i) Evaluate the robustness of Quality Assurance procedures relating to the Assessment framework and the Professional Standards for Qualified Teacher Status
- ii) Make changes to the programme design, delivery, assessment and management, including changes necessary to meet statutory requirements
- iii) Evaluate the impact of Action Planning and Improvement Planning, taking account of Assessment evidence, QA data, evaluations from SCITT Teachers, feedback from Specialist Tutors, Lead Mentors and Class-based Mentors, recommendations from External Moderators and Ofsted Inspection
- iv) Review the arrangements for the recruitment, selection and admission of SCITT Teachers for the partnership
- v) Review all roles and responsibilities identified in the Partnership Agreement
- vi) Meet 3 times during the training year and lead the partnership's Annual Review procedures



## **Appendix 5: Exceed SCITT Board Terms of Reference**

### **Membership**

CEO/Accounting officer (Chair)  
Director  
Head of Primary ITT  
Head of Secondary ITT  
Steering Committee Chair  
Head Teacher from the geographical Exceed Partnership  
Head Teacher from a MAT (non-Exceed MAT)  
Head Teacher (s) from Leeds Hub Partnership  
School Chair of Governors

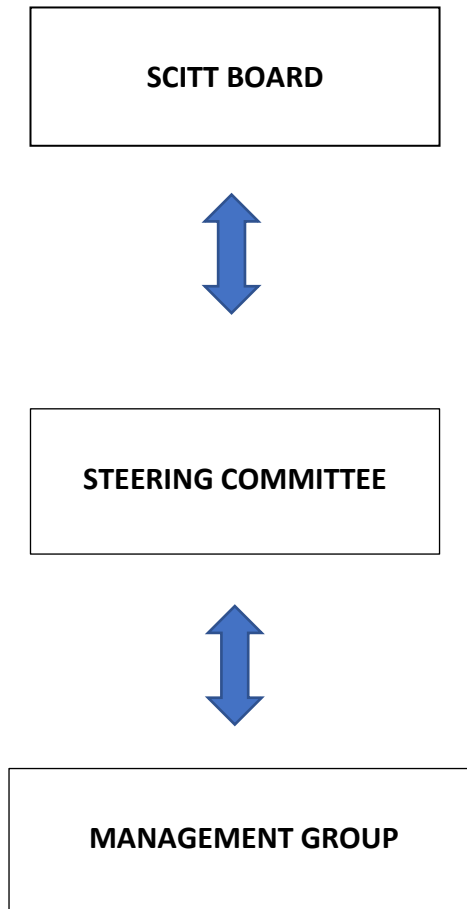
### **Aims**

- To confirm SCITT Teacher progress at each stage of training for progression and final outcomes for the recommendation for the award of QTS.
- To evaluate the work of the Steering Committee and the impact of action planning on the SCITT's capacity to improve.
- To provide the strategic direction for quality and sustainability of provision
- To ensure all policy and practice comply with the expectations of the Multi Academy Trust.

### **To meet these aims the Board will:**

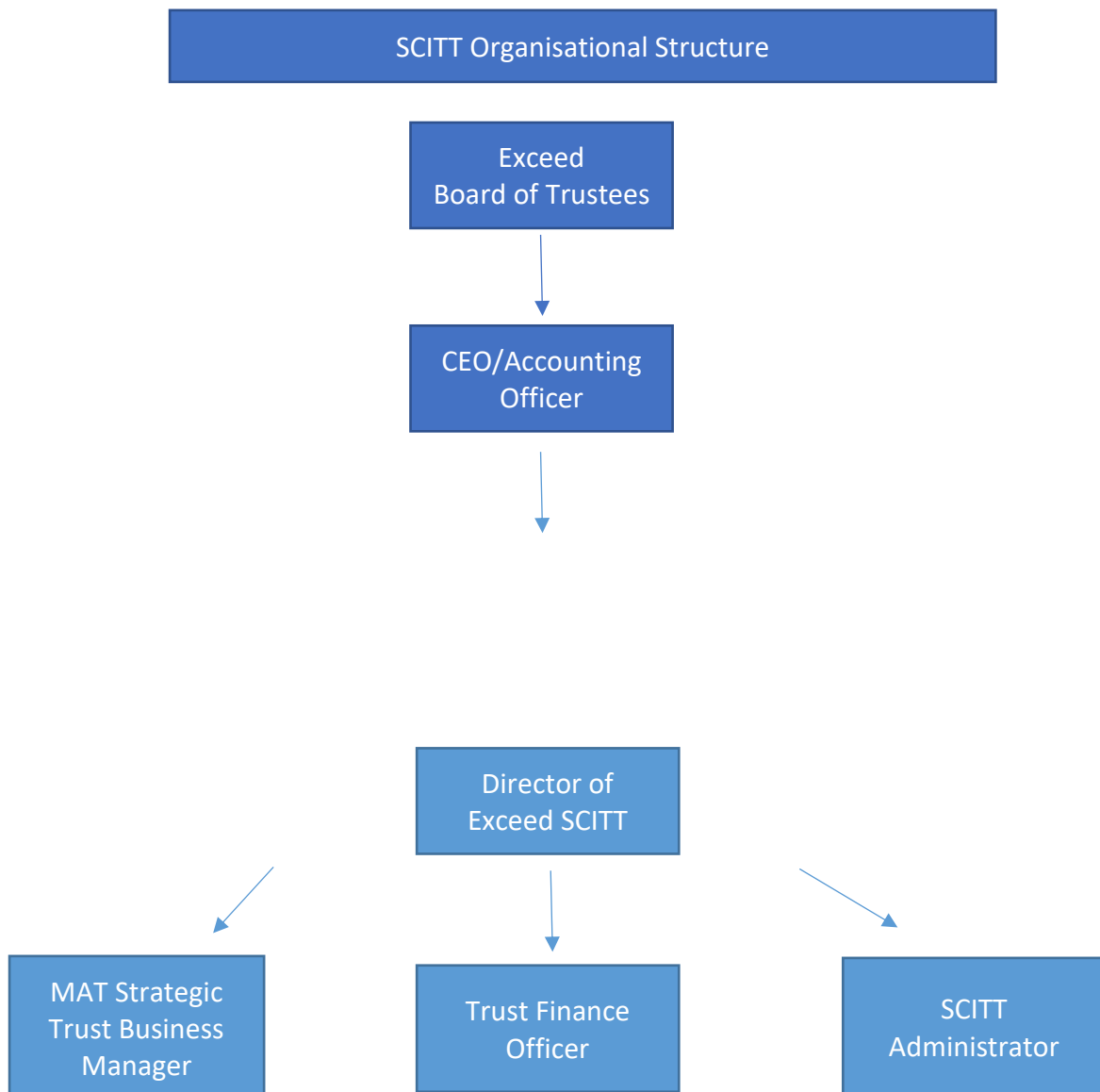
- i) Receive SCITT Teacher outcomes for progression and recommendation for the award of QTS at the end of each stage, including issues of misconduct or grounds for appeals
- ii) Ratify policies and practice
- iii) Review the Self Evaluation Document (SED) and Improvement plan, the External Moderation Report, Ofsted recommendations and support the Partnership Annual Review process.

## Appendix 6: Exceed SCITT Leadership Structure



The responsibilities of the Director are described within this document along with the terms of reference for the above structures.

## Appendix 7: Exceed SCITT Accounting Structures



Exceed SCITT will provide regular reports to Exceed Board of Trustees about all aspects of operations and finance as they are ultimately responsible for the smooth running of the SCITT and its financial viability.

The responsibility of Exceed SCITT finances are structured as above. The operational aspects of the finances and administration are undertaken by operational team with an oversight provided by the Strategic Trust Business Manager and the Chief Finance Officer.

**Appendix 8: Specialist Tutor Selection Criteria**



**Specialist Tutor Selection Criteria**

<b>Tutor Name:</b>	<b>Subject Specialism:</b>
<b>Date:</b>	
<b>Place of work:</b>	<b>CV Completed: YES / NO</b>
<b>Recommendation to proceed:</b>	<b>YES/NO</b>

**Overall Criteria for ‘suitability to be a Specialist Tutor’**

<b>1</b>	Can evidence relevant subject knowledge	
<b>2</b>	Can evidence expertise in the delivery of CPD	
<b>3</b>	Can evidence engagement and understanding of the current evidence-base and relevant research	
<b>4</b>	Can evidence knowledge and understanding of the ITT Core Content Framework	
<b>5</b>	Can commit to the essential criteria for the delivery of the SCITT Curriculum (Tutor Handbook)	
<b>6</b>	Can evidence the attributes required for the delivery of CPD	
<b>7</b>	Can evidence the capacity to work as part of subject networks	
<b>8</b>	Can evidence how they have engaged with professional networks / associations / organisations, etc.	
<b>9</b>	Can commit to continued professional development and respond to feedback	
<b>10</b>	Can evidence their understanding of how to measure the impact of their delivery	
<b>11</b>	Can commit to Exceed SCITT’s Quality Assurance procedures	
<b>12</b>	Can commit to the Tutor requirements identified in Working in Partnership	

**Commentary:**

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**Feedback / Recommendations:**

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<b>Interviewed by:</b>	<b>Signed:</b>	<b>Date:</b>
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