



Working in Partnership

Quality Assurance Processes

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1. Foreword

This document is primarily for SCITT Teachers, 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) Deputy Director, 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 Director
- Lead Mentors have responsibility for supporting Quality Assurance processes, 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

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 Head of ITE will be responsible for overseeing the production of the SED. The associated action planning, including the ITE Improvement Action Plan and Partnership Improvement Plan will be led by the Steering Committee. The Steering Committee will report on all action 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 relation to groups e.g. gender, mature etc. In addition, rates of recruitment, those declining places, those rejected and those who fail to meet the conditions are monitored. 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 gauge the success of groups e.g. gender, salaried and tuition fee funded. Interview data is analysed for equality and diversity purposes and compared with SCITT Teacher outcomes. 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 a Training Action Plan supported at the Induction Event by a Class-based Mentors.

5.3 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:

- Key Review Point 1: Lead Mentors undertake joint observations, including writing the Review of Performance, with Class-based Mentors to support training and confirm expectations align with A Guide to Training.
- Key Review Point 2: Lead Mentors undertake QA visits, telephone calls and Zoom meetings to confirm that the SCITT Teacher is on track to meet the expectations for that stage of training. Lead Mentors also meet with SCITT Teachers to check their progress towards the targets and actions on their Training Action Plan.
- Key Review Point 3: Lead Mentors hold a cross partnership review meeting supported by a clear agenda to review Summary Reports and moderate judgement against the Six Key Areas of Continuous Learning. At Stage 3 any borderline judgement will be reviewed by the Lead Mentor to ensure all evidence has been considered.

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 1, 2 and 3 providing an overall judgement of the quality of training
- Meetings of the Management Group (See Appendix 2 Management group Terms of Reference) are held with the Director at each stage of training to ensure consistency of

expectations, feedback on QA measures and programme developments to meet the needs of partners and SCITT Teachers

- 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 outcomes and the quality of provision across the partnership to inform improvement planning

External moderation takes place over 2 days at Stage 3 and involves 20% of the cohort. The external moderation team is made up of 3 Assessors who play a key role in Quality Assurance procedures. Their 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.

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 provision and training Exceed SCITT ensures it captures information from all stakeholders

SCITT Teachers:

- Feedback to Lead Mentors at the Key Review Points
- Complete a Reflective Practice exercise 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 3 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)

Exceed Tutors:

- Complete a CV demonstrating their capabilities to undertake the training in the identified area, reviewed by the Director and Deputy Director.
- 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 Deputy Director
- A proportion of the taught course training sessions are observed by the Director or Deputy Director and feedback is provided to the tutor
- Exceed Tutor provision is a standing item for the SCITT Teacher Forum

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 progress meetings and setting key targets and actions on the SCITT Teacher's Training Action plan

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 Partnership Agreement. A HEI External Examiner will ensure assessment is in line with other HEIs. The Head of ITE will attend the HEI Progression Panels.

5.4 Quality Outcomes

Benchmarking is a crucial aspect of QA systems and a driver for improvement, ensuring evaluation of outcomes is well judged. 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 data to make comparisons with own cohort's data on groups such as gender, ethnicity, age.
- b) Use of DfE data in relation to employment and completion rates
- c) Comparative data from cross moderation with West Yorkshire SCITTs collaboration network
- d) 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) Bradford for Teaching network
- d) 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 Performance, observation, targets, next step actions, attendance, personal and professional conduct etc.

6.1 Procedures for SCITT Teachers at risk of not meeting the standards

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 or failing to respond to next step actions. Not meeting expectations regarding Personal and Professional Conduct will be the trigger for alerting the Lead Mentor that a SCITT Teacher is at risk of not progressing.

An Individual Recovery Plan will be put in place to provide additional support, clarify key targets and actions to address aspects of practice. Key targets will form part of the Training Action Plan.

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 3, 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 3 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 are required to see the SCITT Teacher teach to carry out the verification. In the final Assessed block the Director 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 Progress Meeting between the Director 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 an Assessed block resit in a different partnership school. This could lead to training being extended beyond the academic year.

Where SCITT Teachers are unsuccessful in the final Assessed block they will be denied QTS and should the Exceed SCITT Board agree to allow a resit, then the Assessed Block 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 can request a resit opportunity which would need to be agreed by the Exceed SCITT Board.

Should the school believe that the SCITT Teacher's opportunity for assessment 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 Assessed block.

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 assessed block 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 Performance clearly show that the SCITT Teacher has not evidenced the expectations and that next step actions have been indicated that the SCITT Teacher must act upon. They will have demonstrated a failure to progress towards these next step actions and the SCITT Teacher can be withdrawn from the Assessed block. They will have been supported by the provision of an Individual Recovery Plan, with clear targets.

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 Assessed block 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 Assessed block 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 appeals 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 procedure outlined in the Exceed Academies Trust's complaints policy, available on the website.

7. Communication to the Partnership

The Head of ITE 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
- ECT Mentors
- 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 and 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 Bradford Teaching School Hub
- SCITT ECTs will be visited with their Employer's permission and where the school is accessible to the SCITT provision

9. Teaching Apprenticeships

End point assessment and meeting the apprenticeship standards

Apprenticeships will additionally be recorded on the individual learner recorder 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. Funding to help support the costs of the apprenticeship will be updated annually in line with the allocations methodology and issued to the employing school.

Appendix 1: Exceed SCITT Teacher Forum

Membership:

Director

Deputy Director

Lead Mentor representative

SCITT teacher representatives from:

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

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 provision and assessment arrangements for the award of QTS using all moderation process and benchmarking data

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) Comment on the robustness of Quality Assurance procedures relating to the Professional Standards for Qualified Teacher Status
- iii) Suggest changes to the programme design, delivery, assessment and management
- iv) Inform Action Planning and Improvement Planning, taking account of Assessment evidence, QA data, evaluations from SCITT teachers, feedback from Programme Tutors, Lead Mentors and Class-based Mentors,
- v) Meet at each stage of training

Appendix 2: Partnership ITT Leads Terms of Reference

Membership:

Director (Chair)
Deputy Director
ITT Leads

Aims:

- To systematically monitor and evaluate:
 - the quality of training within the partnership
 - SCITT Teacher outcomes through Progress Meetings
- 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 progress meetings and setting key targets and actions on the SCITT Teacher's Training Action plan

Appendix 3: Management Group Terms of Reference

Membership:

Director (Chair)
Deputy Director
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 Teachers' Standards
- ii) Evaluate the quality of school provision
- iii) Recommend changes to the programme design, delivery, assessment and management,
- iv) Meet 4 times during the training year, reporting to the Steering Committee

Appendix 4: Exceed SCITT Steering Committee Terms of Reference

Membership:

Executive Head Teacher/ NLE (Chair)
Director
Deputy Director
ITT Lead representation
Lead Mentor
SCITT Teacher forum representation
SCITT Tutors – Leeds / Bradford / EY
Class-based Mentor

Aims:

- To systematically monitor and evaluate the quality of provision and assessment arrangements for the award of QTS using 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 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 Programme 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, including funding for training
- vi) Meet 3 times during the training year and lead the partnership's Annual Review procedures

Appendix 4: Exceed SCITT Board Terms of Reference

Membership

CEO/NLE (Chair)
Director
Deputy Director
Steering Committee Chair
Teaching School Hub
Head Teacher from the geographical Exceed Partnership
Head Teacher from a MAT (non-Exceed MAT)
Head Teacher from Leeds Hub Partnership
School Chair of Governors

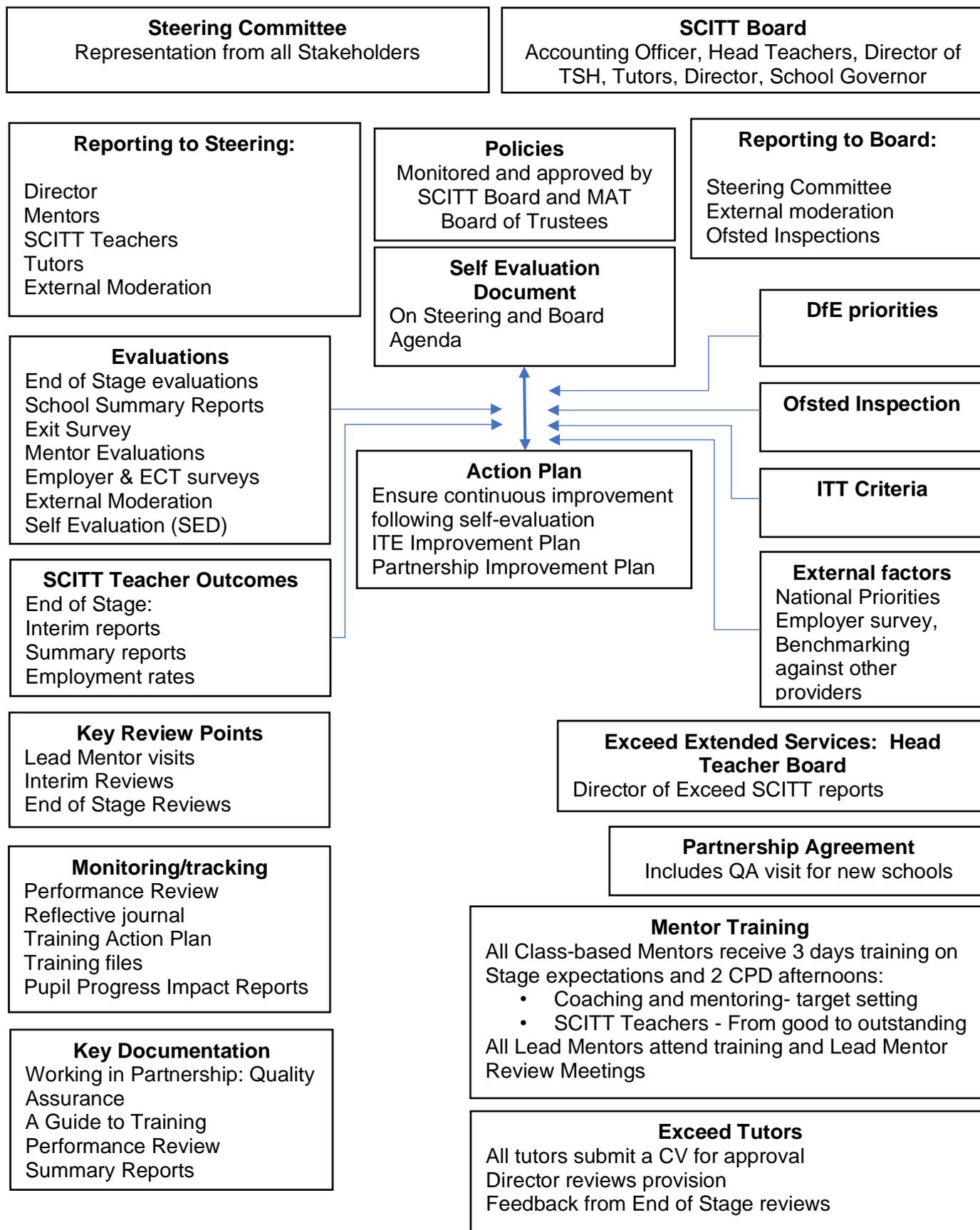
Aims

- 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.

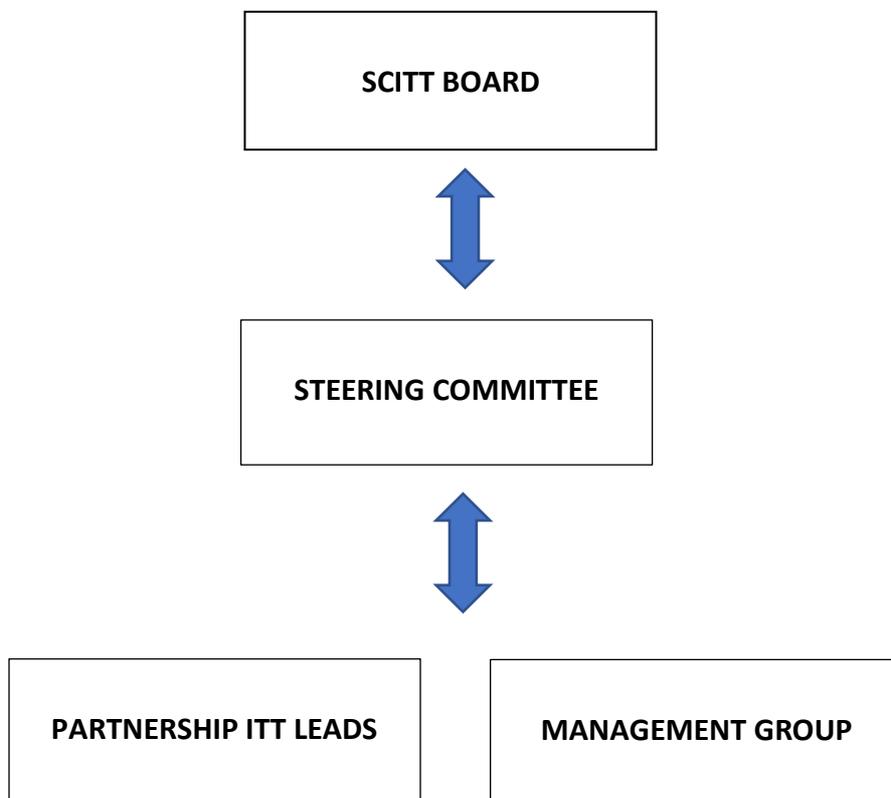
To meet these aims the Board will:

- 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 Action plan, the External Moderation Report Ofsted recommendations and support the Partnership Annual Review process.

Appendix 5: Quality Assurance Overview

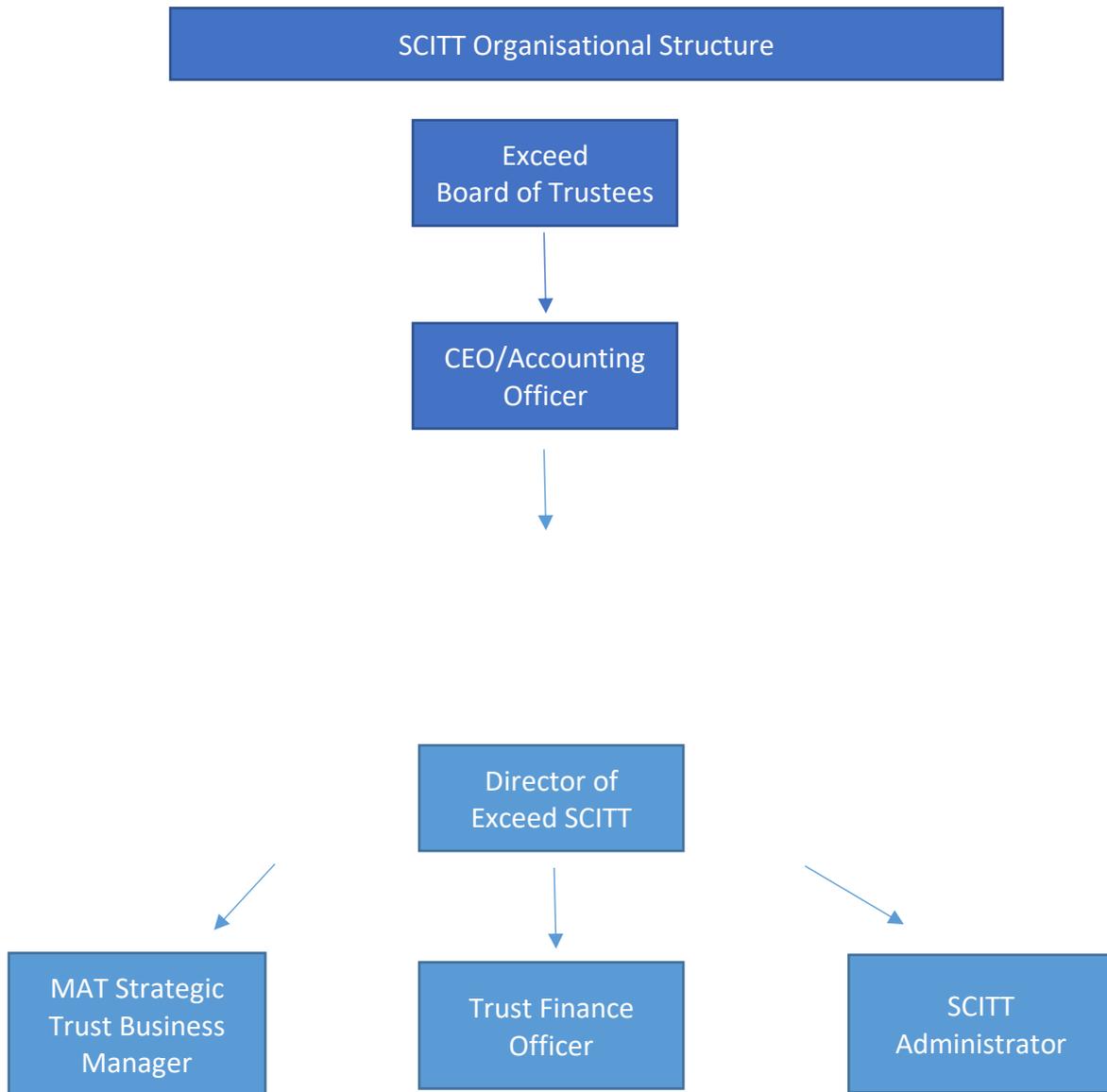


Appendix 6: Exceed SCITT Leadership Structure



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.