

We are an ambitious and inclusive Trust of schools
strengthening communities through excellent education.

Ted
Wragg TRUST



Assessment Policy

Responsibility for approval: Curriculum and Assessment Subgroup

Date of review: June 2024

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1.0 Policy Statement

- 1.1 Our Mission: We prepare teachers who will be equipped to join our school communities and make the world a better place for our young people.
- 1.2 Our Commitment: Our training prepares teachers to be resilient, inspiring professionals equipped to have a long-term impact on the children in the diverse communities we serve.
- 1.3 How we do it: We integrate school-based deliberate practice with evidence-informed learning to develop practitioners driven by inclusion and social justice for young people.
- 1.4 Our partnership encompasses a collective of teacher training programmes working together to meet the needs of trainees and schools in our localities. The Ted Wragg Institute SCITT is the accredited provider overseeing the delivery of ITT within this partnership.

2.0 Scope and Purpose

- 2.1 Our Assessment Policy is an approach to ensuring trainees receive an equitable, consistent and rigorous training experience. We want trainees to feel ready and prepared both for the recruitment market and their development as an early career teacher. This policy is used by each Training Partner working with the Ted Wragg Institute SCITT.
- 2.2 Trainees benefit from an Assessment Cycle which integrates their learning around the SCITT Curriculum, their PGCE study and their in-school experiences, including Intensive Training and Practice.
- 2.3 Our Assessment Cycle ensures that trainees build resilience through practice of appropriate professional reflection, following a formative assessment model which builds to a final summative assessment of their readiness for Qualified Teacher Status against the Teachers Standards.

3.0 Definition

- 3.1 For the purpose of this document:
Ted Wragg Institute SCITT and 'the partnership' refers to the SCITT and its Training Partners in ITT delivery

4.0 Legal Framework

- 4.1 This Policy will be shared with Training Partners and will be included in the SCITT's Policy Monitoring Schedule.
- 4.2 This policy is written to ensure compliance with the Department for Education's Initial Teacher Training Criteria and Supporting Advice, specifically items 3.1-3.4

5.0 Roles and Responsibilities

- 5.1 This policy will be used by TWTP and its Training Partners. The SCITT Director and Training Partner Directors, Lead Mentors and Mentors are all involved in the ongoing assessment of trainees. External Moderators are involved twice annually to moderate the decisions.
- 5.2 Decisions for formative and summative assessment of trainees are monitored and triangulated. Trainees are involved in their own assessment and co-construct their targets and development points. Any Trainees who have concerns regarding their assessment outcomes are referred to the SCITT's Complaints and Non-Academic Appeals policy. This policy asks trainees to raise concerns proactively with their Training Partner director in the first instance.

6.0 Equity, Diversity and Inclusion

- 6.1 The Ted Wragg Teacher Training Partnership SCITT is committed to ensuring that all of our processes are viewed through the lens of EDI, so that every trainee receives an equitable and inclusive experience.
- 6.2 Our Assessment Policy outlines how we Quality Assure this vital part of our work, to assure ourselves that all trainees receive a consistent assessment. The model ensures equity across Training Partners, school placements and mentoring.
- 6.3 The processes for Assessment include focus on ensuring the Curriculum delivers teachers who see social justice and inclusion as a key part of their role as teachers.

7.0 Process

- 7.1 The TWTP assessment of trainees features two important approaches:
- 7.2 Trainees engage with on-going formative assessment through weekly instructional coaching with their in-school mentor, which includes deliberate practice of pedagogies and strategies that are explicitly linked to the core Curriculum and therefore the ITTECF.
- 7.3 Trainees also engage with End of Phase Reviews at strategic points in the Curriculum. These Reviews are linked to their Intensive Training and Practice themes and also test the outcomes of the instructional coaching and deliberate practice approach within that Curriculum Cycle.
- 7.4 The End of Phase Reviews indicate the progress a trainee has made against the Curriculum and whether or not they are 'on track' to meet the Teachers Standards by the end of the programme. The Reviews set longer term goals to ensure trainees embed their learning, revisit and interleave powerful Curriculum-linked pedagogies.
- 7.5 A key aspect of this progress is the trainee's ability to reflect on how they have implemented what they have been taught in their core Curriculum sessions, in their Intensive Training and Practice cycles and within their PGCE study.

- 7.6 To guarantee consistency End of Phase Reviews are conducted by the Lead Mentor team in each Training Partnership according to contextually specific Standard Operating Procedures agreed with the SCITT. (Appendix A)
- 7.7 Each End of Phase Review considers trainees' on-going development of their phase and subject-specific knowledge through examination of an evidence bundle and direct questioning from their Lead Mentor or Mentor.
- 7.8 To foster self-efficacy and reflection, trainees self-assess their progress against the End of Phase Review matrix, which outlines the goals of the Curriculum. Mentors also use this matrix to inform discussions at the review.
- 7.9 Mentors or Lead Mentors use the Matrix Question Bank to ensure consistency of approach. This question bank is not used as a tick list – it's important that the professional conversation is responsive to trainee need. But Mentors and Lead Mentors are encouraged to use it as a guide to steer conversations.
- 7.10 Another important aspect of the End of Phase Reviews is the foregrounding of trainees' reflection on the impact of children's social context and how their choices as a professional can ensure an inclusive and aspirational climate for learning.
- 7.11 The core Curriculum provides Training Partners with detailed on-going evidence of how each trainee is progressing against the Curriculum and therefore the Teachers Standards. Our programme is designed to eliminate a high-stakes, workload heavy end point assessment. Instead, after the final End of Phase Review each Training Partner conducts an Assessment Panel reviewing the evidence gathered by trainees and Lead Mentors throughout the year. This assures us that the Teachers Standards have been met. The SCITT Director Quality Assures each Training Partners' Assessment Panel to ensure consistency of outcome.

8.0 Rigour

- 8.1 TWTP safeguards the rigour and quality of training through a multi-layered process. End of Phase Reviews involve:
 - **Lesson Observations** – through paired observations TWTP can make sure that trainees are developing by implementing the learning from the core Curriculum. Trainees learn the importance of an 'open-door' approach to visitors and retaining a coaching mindset that helps build resilience throughout their career.
 - **Evidence Bundle** – as part of TWTP's 'pedagogy not paperwork' approach, trainees are encouraged to carefully curate and present an evidence bundle. This is limited to pertinent items that reflect their progress against the themes of this cycle. It ensures that Lead Mentors have context and a lens through which to view the Lesson Observation. Trainees learn how to reflect on a body of evidence, rather than relying on a snapshot Lesson Observation.
 - **Professional Conversations** – to prepare teachers who are truly ready for the workplace, End of Phase Reviews include a professional conversation, led by the trainee, in which they orally explore how they

have progressed against the TWTP Curriculum. This includes direct questioning from the Lead Mentor about trainee practice, how they are integrating the learning from different components of their TWTP Curriculum in day-to-day teaching. There is an expectation that trainees will discuss the evidence base for their practice and reflect on their understanding of research-led approaches. Trainees learn that it is vital for effective teachers to be able to articulate their decisions to create a powerful climate for children’s learning and their own professional development.

- 8.2 At each End of Phase Review the Lead Mentor’s assessment of the trainee is triangulated by the General Mentor’s knowledge of the trainee’s day-to-day practice.
- 8.3 Lead Mentors undertake Internal Moderation of their judgements towards QTS either by conducting End of Phase Reviews or by completing folder moderation together mid-year.
- 8.4 On two occasions during the TWTP Assessment Cycle, an external moderator is invited to review our policy, processes and outcomes to ensure consistency with standards nationally.

9.0 Quality Assurance

- 9.1 Our school-centred partnership values our continuous drive for improvement and our focus on quality training. TWTP recognises that school placements and mentoring are integral components of trainee learning and are our methodologies for embedding the theory and research digest in the Curriculum. Our Quality Assurance of this element is therefore vital.
- 9.2 TWTP End of Phase Reviews perform a dual role – they provide formative assessment of trainee progress but the rigour of this is ensured by the way our visits also provide face-to-face quality assurance of in-school work.
- 9.3 The Lead Mentor team (which may work under a different name in different Training Partners) is an experienced and highly trained group of professionals committed to the TWTP Mission. They understand the shared Curriculum, its goals and deliver aspects of training. They are highly regarded within our Training Partner communities and are well-placed to both assess trainees and quality assure that minimum entitlement is met on placement.
- 9.4 TWTP is committed to continual development of the highest quality mentoring because mentors are one of the most important factors in a trainee’s success. Our End of Phase Review Cycle integrates with our Mentor Development Curriculum as these visits are a valued opportunity for Lead Mentors and General Mentors to work together. During the reviews, Lead Mentors will deliver some of the training our General Mentors value.
- 9.5 As trainees begin their contrasting placement, we ask in-school Teacher Training co-ordinators to conduct an internal Settling-In Review, to ensure Mentors have everything they need to provide a good experience for the

trainee. This will involve checking in with the trainee’s timetable, dropping in on a Weekly Target Setting meeting and discussing the mentor training with the mentor.

- 9.6 TWTP sets out Standard Operating Procedures which ensures consistency of approach and foregrounds how Lead Mentors will conduct the training and quality assurance aspects of the End of Phase Reviews.
- 9.7 Lead Mentors are trained to use End of Phase Review procedures to review each placement through the lens of our commitment to Equity, Diversity and Inclusion. Lead Mentors will review the equity of trainee experience and how well the placement school shares our commitment to social justice in action.
- 9.8 Actions from End of Phase Review quality assurance are three-fold:
- **Action and Intervention for Individual Trainees** – Lead Mentors make a decision at each End of Phase Review to determine whether a trainee is ‘on track’ to meet the Teachers Standards, according to the expectations of the Curriculum at that cycle. If a trainee is ‘not on track’ then a personalised plan of support is agreed with the trainee. This is a targeted intervention designed to step the trainee to success. This intervention is time-specific and should ensure that it includes at least ten days of teaching practice in order for the trainee to embed progress. Targets are specific and incremental and support considers trainee well-being and progress already achieved. (Appendix B provides a Flow Chart for the progression of support offered, Appendix C is the template used to record targets at each stage and Appendix D is the Standard Operating Procedures for how the team around the trainee provide support.)
 - **Action and Intervention for Mentors/Placement Schools** – The Lead Mentors gather qualitative feedback to work with schools to make any changes necessary to ensure the trainee has everything they need to be successful.
 - **Action and Intervention for the Lead Partners** – End of Phase Reviews also generate qualitative data which is used by the TWTP Core Team to formatively develop our Curriculum in response to trainee progress. This data is analysed to monitor how successfully taught strategies are being implemented in practice. Development areas are addressed in discussion with the partnership at governance level in our Curriculum & Assessment, and Learner & Partner Experience sub-groups. Representatives from Lead Partners, Lead Mentors, Trainees and placement schools review the data and agree how our curriculum will respond.
 - The SCITT Director samples the End of Phase Review process conducted by each Training Partner and works in partnership with the External Moderator to agree development points that may have arisen once standards are confirmed.

10.0 Award of Qualified Teacher Status

10.1 On completion of the core Curriculum, trainees will be considered for recommendation for the award of Qualified Teacher Status.

10.2 After the third End of Phase Review, trainees will have completed the Curriculum and will

be put forward for QTS Assessment Panel. At that panel, their portfolio of evidence will be considered and a judgement reached regarding their evidence that they have met the Teachers Standards by the end of the year.

- 10.3 In some cases, trainees may be considered for early recommendation for the award of QTS. This is determined by a number of factors not limited to number of days on programme and whether or not the trainee can evidence they are meeting the Teachers Standards.

11.0 Interruption, Deferral or Withdrawal from Programme

- 11.1 In some circumstances, it may be necessary for a trainee to interrupt their training. This may be due to a number of factors including personal circumstances, health reasons and maternity.
- 11.2 Trainees who defer their place on programme before End of Phase Review 3 will be able to bank their progress to date and simply resume their work on the Curriculum and assessment cycle on their return.
- 11.3 Trainees are able to request an early End of Phase Review 3 if circumstances mean they need to withdraw from programme before that third review point. The granting of this request is at the discretion of the Training Partner Director, who will determine whether or not the trainee has gathered enough evidence to successfully pass End of Phase Review 3. The criteria laid out in Appendix E will inform this decision, including but not limited to number of days on programme.
- 11.4 If trainees are able to evidence that they have met the Teachers Standards and have met the Compliance Criteria laid out in Appendix E they may be eligible for the award of QTS in advance of our June Assessment Panels. This decision will be quality assured by the SCITT Director, whose decision is final.
- 11.5 Trainees deferring and returning after a period of maternity may be offered additional weeks of practice if the trainee and Training Partner feel that is helpful for them to confidently meet the Teachers Standards.

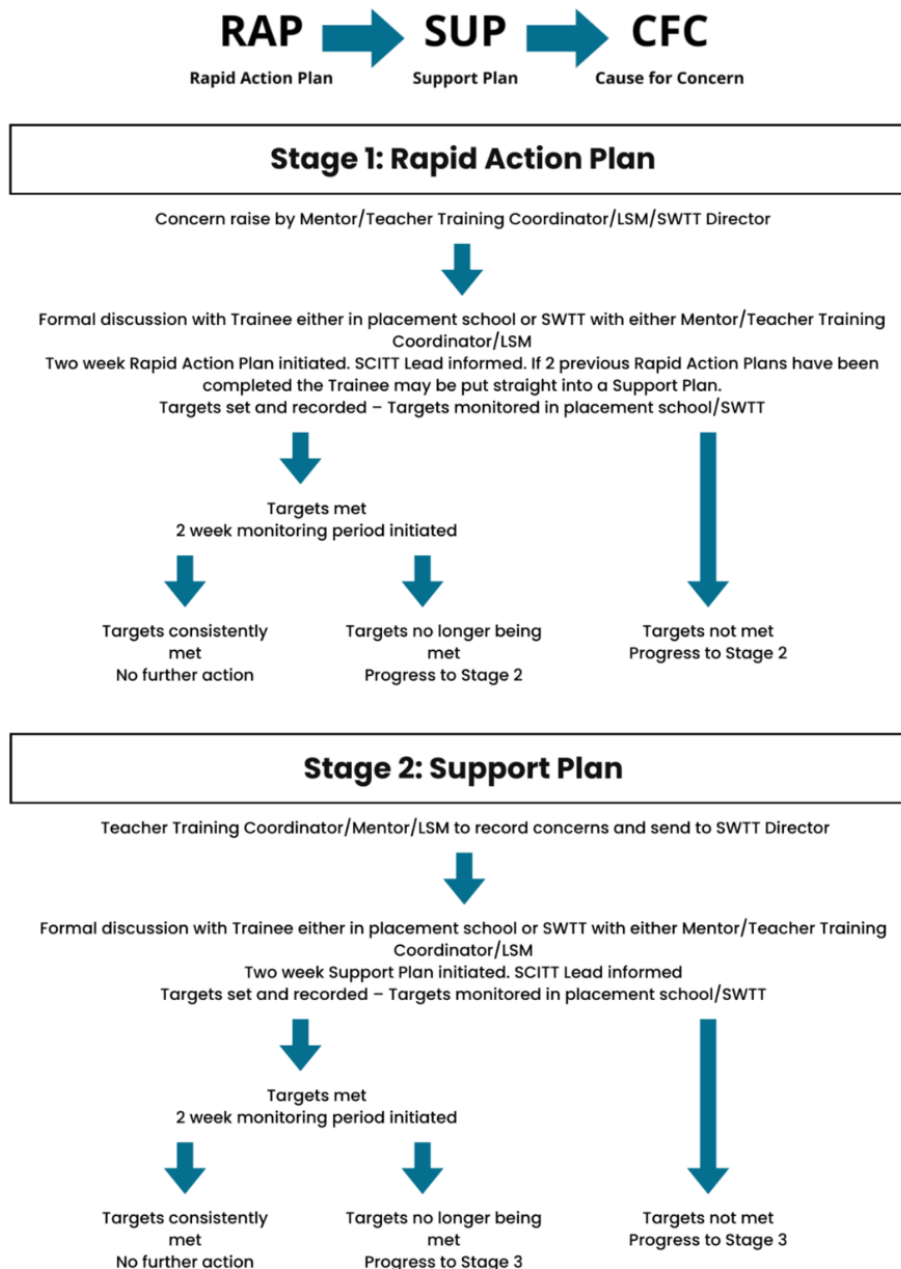
12.0 Maternity Leave

- 12.1 Pregnant trainees have the right to defer their place on programme and take maternity leave.
- 12.2 Trainees are able to take up to 52 weeks leave for maternity leave.
- 12.3 The two weeks immediately after childbirth are deemed as compulsory maternity leave and trainees are not permitted to return to programme during this time.

- 12.4 Pregnant trainees must inform their Programme Director, in writing, by the end of the 15th week before childbirth.
- 12.5 Maternity leave can start at any time from the beginning of the 11th week before the expected week of childbirth (EWC) unless the baby is born prematurely in which case it will start from the date of birth.
- 12.6 If a trainee wishes to change their mind about when to start maternity leave, they must inform their Programme Director giving at least 28 days' notice.
- 12.7 If trainees are in receipt of a bursary, payments will cease at the date on which they start their maternity leave and will resume on their return. Course fees will be taken by the SCITT at the start of each term as per the payment schedule. Details of Maternity related benefits that trainees may be entitled to can be found on- <https://www.gov.uk/maternity-allowance>
- 12.8 Trainees do not have to give notice of their intention to return unless it is before the 52 weeks. In which case they should give at least 8 weeks' written notice.
- 12.9 If a trainee is absent from work due to a pregnancy related illness during the four weeks prior the EWC, their maternity leave will start automatically.
- 12.10 Pregnant trainees are entitled to time off programme to attend ante-natal, midwife or health visitor appointments. This time should be requested through their Programme Director or Administrator, providing evidence of the appointments and, where, possible, the appointments should be made outside school hours.
- 12.11 Programme Directors may support trainees who have experienced pregnancy related absence with a Rapid Action Plan to structure their catch-up of lost learning.
- 12.12 Partners of pregnant women will be allowed unpaid leave to attend up to two ante-natal appointments.
- 12.13 Trainees whose EWC is within 8 weeks of the programme end date as stated in the Trainee Contract in exceptional circumstances may request to be considered for the early award of Qualified Teacher Status.
- 12.14 Early award of Qualified Teacher Status is dependent upon: completion of 120 days on placement, completion of 20 days of Intensive Training and Practice, successful completion of three End of Phase Reviews, successful completion of six weeks practice at 80% timetable, an Evidence Bundle that demonstrates the trainee meets the Teachers Standards, as described by our SCITT Assessment Matrix. Award of early QTS is at the discretion of the SCITT Director.

13.0 Appendices

A Rapid Action Flow Chart



Stage 3: Cause for Concern

Teacher Training Coordinator/Mentor/LSM to record concerns and send to SWTT Director



SCITT Lead and SCT formally meet with Trainee and complete formal Cause for Concern Form
Targets agreed – monitored by SCITT Lead for an agreed period of time, usually 2 weeks



Targets met
2 week monitoring period initiated



Targets consistently met
No further action



Targets no longer being met
Progress to Stage 4



Targets not met
Progress to Stage 4

Stage 4

Formal meeting with SWTT Director leading to termination of place

B. TWTP Proformas
 Trainee Rapid Action Plan
 (Cc to Phase Lead, LSM, Mentor and SCITT Lead)

Trainee:	LSM:	
Placement:	School:	
Meeting Date:		
Reason for Rapid action Plan:	Some possibilities: <ul style="list-style-type: none"> • Attendance (above Trigger point 2) • Evidence folder ready for EPR • Lesson observation form indicating good lessons • Viva can link to research • Lesson visit • Mentor Judgment • General Professionalism • PGCE assignment with Exeter Uni 	
Menu of support (please underline)	Some possibilities: <ul style="list-style-type: none"> • Peer mentoring • Coaching/advice from the SWTT team (SCT or Secondary Lead) • Follow-up observation with feedback • Joint meeting with Mentor • Shadowing another trainee • Review of SWTT training sessions 	
Trainee Agreed Actions	What:	When:
1.		
Trainee Agreed Actions	What:	When:
2.		
Trainee Agreed Actions	What:	When:
3.		
Signed (Trainee).....		Date.....
Signed (Phase Lead).....		Date.....
Next meeting scheduled		

(within 2 weeks)	
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Rapid Action Visit Record

Trainee:		
TWTPP visitor:		
Placement:	School:	
Visit Date:		
Focus of Visit:	Rapid Action Plan Meeting	
Progress against Action 1	Progress	Evidence
Progress against Action 2	Progress	Evidence
Progress against Action 3	Progress	Evidence
Support Plan or monitoring?		
Signed (Trainee)..... Date		
Signed (Phase Lead)..... Date		

Monitoring Record

Trainee:		
Monitor:		
Placement:	School:	
Visit Date:		
Focus of Meeting:	Monitoring after Rapid Action Plan	
Progress against Action 1	Progress	Evidence

Progress against Action 2	Progress	Evidence
Progress against Action 3	Progress	Evidence
Support Plan or targets consistently met?		
Signed (Trainee).....		Date
Signed (Phase Lead).....		Date

South West Teacher Training
 Trainee Support Plan
 (Cc to Phase Lead, LSM, Mentor and SCITT Lead)

Trainee:	LSM:	
Placement:	School:	
Meeting Date:		
Menu of support (please underline)	Some possibilities: <ul style="list-style-type: none"> • Peer mentoring • Coaching/advice from the SWTT team (SCT or Secondary Lead) • Follow-up observation with feedback • Joint meeting with Mentor • Shadowing another trainee • Review of SWTT training sessions 	
Trainee Agreed Actions 1.	What:	When:
Trainee Agreed Actions 2.	What:	When:
Trainee Agreed Actions 3.	What:	When:
Signed (Trainee).....		Date
Signed (Phase Lead).....		Date
Next meeting scheduled (within 2 weeks)		

Support Plan Visit Record

Trainee:		
TWTP visitor:		
Placement:	School:	
Visit Date:		
Focus of Visit:	Support Plan Meeting	
Progress against Action 1	Progress	Evidence
Progress against Action 2	Progress	Evidence
Progress against Action 3	Progress	Evidence
Cause for Concern or monitoring?		
Signed (Trainee).....		Date
Signed (Phase Lead).....		Date

Monitoring Record

Trainee:		
Monitor:		
Placement:	School:	
Visit Date:		
Focus of Meeting:	Monitoring after Support Plan	
Progress against Action 1	Progress	Evidence
Progress against Action 2	Progress	Evidence
Progress against Action 3	Progress	Evidence
Cause for Concern or targets consistently met?		
Signed (Trainee).....		Date
Signed (Phase Lead).....		Date

Trainee Course for Concern Plan
(Cc to Phase Lead, LSM, Mentor and SCITT Lead)

Trainee:	LSM:
Placement:	School:
Meeting Date:	
Menu of support (please underline)	<p>Some possibilities:</p> <ul style="list-style-type: none"> • Peer mentoring • Coaching/advice from the SWTT team (SCT or Secondary Lead) • Follow-up observation with feedback • Joint meeting with Mentor • Shadowing another trainee

	<ul style="list-style-type: none"> Review of SWTT training sessions 	
4.	Trainee Agreed Actions	What: When:
5.	Trainee Agreed Actions	What: When:
6.	Trainee Agreed Actions	What: When:
Signed (Trainee).....		Date.....
Signed (Phase Lead).....		Date.....
Next meeting scheduled (within 2 weeks)		

Cause for Concern Visit Record

Trainee:		
SWTT visitor:		
Placement:	School:	
Visit Date:		
Focus of Visit:	Cause for Concern Meeting	
Progress against Action 1	Progress	Evidence
Progress against Action 2	Progress	Evidence
Progress against Action 3	Progress	Evidence
Formal Meeting with SCITT Lead or monitoring?		
Signed (Trainee).....		Date.....
Signed (Phase Lead).....		Date.....

Monitoring Record

Trainee:

Monitor:		
Placement:	School:	
Visit Date:		
Focus of Meeting:	Monitoring after Cause for Concern	
Progress against Action 1	Progress	Evidence
Progress against Action 2	Progress	Evidence
Progress against Action 3	Progress	Evidence
Formal Meeting with SCITT Lead or targets consistently met?		
Signed (Trainee).....		Date
Signed (Phase Lead).....		Date

E. Standard Operating Procedure for Trainee Support

This is the Standard Operating Procedures for personalised trainee support. The stages below outline the full process but additional meetings may be requested to create clarity at any stage deemed necessary by the SCITT Director. This Procedure works alongside the Assessment Policy and the Complaints and Appeals Policy. For more details, rationale and background please refer to these policies.

Terminology:

- Team around the trainee**
 Ted Wragg Teacher Training has a wide range of people to support trainees. Those referred to as the team around the trainee for the remainder of this document are the trainee’s Mentor, Teacher Training Coordinator, Lead Mentor and the SCITT Director.
- Monitoring Phase**
 Within each stage is a monitoring phase that should be completed as follows:
 The trainee will continue to be monitored on the same targets to support them to achieve consistency. At the end of this monitoring phase, one member of the team around the trainee will complete the Monitoring record. If the trainee is consistently able to meet these targets there is no further action. If the targets are no longer being met trainee progresses to the next stage.

Stage 1: Rapid Action Plan

1. Once a concern is raised by a member of the team around the trainee there will be a formal discussion with the trainee. This will take place within the trainee's placement schools, programme base, or on online. The meeting will be between the trainee and at least one member of the team around the trainee. At the meeting a Rapid Action Plan will be written. The Rapid Action Plan will contain 2 or 3 targets.
2. The SCITT Director must be informed that a Rapid Action Plan has been put in place.
3. If a trainee has already completed 2 Rapid Action Plans they may be put straight into the Support Plan at the discretion of the Programme Director.
4. The Rapid Action Plan lasts for 2 weeks during which the trainee is monitored and supported by the team. The Rapid Action Plan ends with a review of the targets with one member of the team around the trainee. This will take place within the trainee's placement schools, the programme base, or on online.
5. If the Trainee has met the targets of the Rapid Action Plan, they will continue to the monitoring Phase. Otherwise they will progress to the next stage of trainee support.

Stage 2: Support Plan

1. The team around the trainee continue to record concerns and send them to the Programme Director.
2. There will be a formal discussion with the trainee. This will take place within the trainee's placement schools, programme base, or on online. The meeting will be between the trainee and at least one member of the team around the trainee. At the meeting a Support Plan will be written. The Support Plan will contain 2 or 3 targets.
3. The SCITT Director must be informed that a Support Plan has been put in place.
4. The Support Plan lasts for 2 weeks during which the trainee is monitored and supported. The Support Plan ends with a review of the targets with at least one member of the team around the trainee. This will take place within the trainee's placement schools, SWTT, on online.
5. If the Trainee has met the targets of the Support Plan they will continue to the monitoring Phase. Otherwise they will progress to the next stage of trainee support.

Stage 3: Cause for Concern

1. The team around the trainee continue to record concerns and send them to the Programme Director.
2. There will be a formal discussion with the trainee. This will take place within the trainee's placement schools, programme base, or when necessary, on online. The meeting will be between the trainee, the SCITT Director and the LSM. At the meeting a Cause for Concern Plan will be written. The Cause for Concern Plan will contain 2 or 3 targets.
3. The Cause for Concern Plan duration will be agreed upon, normally lasting for 2 weeks during which the trainee is monitored. The Cause for Concern Plan ends with a review of the targets with either the SCITT Director, Lead Mentor or both. This will take place within the trainee's placement schools, the programme base, or when necessary, on online.

4. If the Trainee has met the targets of the Cause for Concern Plan they will continue to the monitoring Phase. Otherwise they will progress to the next stage.

Stage 4: Consideration of Termination of Training

1. A formal meeting will be arranged with the SCITT Director Director and will follow the procedures outlined in the Complaints and Appeals Policy.

F. Early Award of Qualified Teacher Status

In exceptional cases, trainees may be considered for early recommendation for the award of QTS. This is determined by a number of factors including the criteria for Initial Teacher Training laid down by the Department for Education

https://assets.publishing.service.gov.uk/media/65ccac0ec96cf300126a3718/2024_25_ITT_criteria_and_supporting_advice.pdf

These include:

- Trainees must have evidenced they meet the Teachers Standards by completing three successful End of Phase Reviews, meeting the criteria in the 'Consolidating' or 'Aspiring' phase of our Assessment Matrix by their final Review. C2.1
- Trainees must have completed 120 days on placement. C2.4
- Trainees must have completed 20 days of Intensive Training and Practice as outlined by the Lead Partner curriculum plan. C2.2
- Trainees must have taught classes across no fewer than four consecutive school years and should have experience of adjacent key stages to the age phase in which they are training. C2.3
- Trainees must have taught classes in two contrasting placements. C2.4
- Trainees must have experienced at least six weeks of 80% contact ratio teaching. C2.4

Additionally, to safeguard trainee progress, the SCITT expects:

- Any trainees who meet the criteria above to be completing early in order to join an employing school who will provide 1.5hrs of expert mentoring and/or coaching weekly to support the trainee in their first weeks of teaching. C2.5
- The exception to this is trainees who are recommended for early award of QTS as part of our Maternity Policy, when their Expected Week of Childbirth falls within eight weeks of the course end date.
- All early recommendations for the Award of QTS are at the discretion of the SCITT Director who has oversight of moderation and quality assurance of Lead Partner programmes.