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

Ted Wragg TRUST

Ted Wragg Teacher Training Partnership

Recruitment and Admission Policy

Responsibility for approval: Ted Wragg Teacher Training Strategic Board
Approved September 2026
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2.0 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.

3.0 Scope and Purpose

3.1 This policy lays out the requirements for our recruitment and admission processes to ensure our programmes are compliant with the ITT Criteria and Supporting advice. It lays out how we aim to ensure our programmes recruit candidates of the highest calibre and how we are proactively working to ensure we attract candidates who are representative of our diverse school communities.

4.0 Definition

4.1 For the purpose of this document:
Ted Wragg Teacher Training Partnership and 'The partnership' refers to all Training Partners in ITT delivery.

5.0 Legal Framework

5.1 This Policy will be shared with Lead Partners and will be included in The Partnership's Policy Monitoring Schedule.

5.2 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

6.0 Roles and Responsibilities

6.1 A range of people across the Ted Wragg Teacher Training Partnership have responsibility for recruitment and admission. These include:

- Ted Wragg Teacher Training Partnership Lead – The Partnership Lead retains oversight of the programmes under the Ted Wragg Teacher Training Partnership programmes.
- In line with the DfE Initial Teacher Training Criteria and Supporting Advice (2026-27), the Ted Wragg Teacher Training Partnership works with Training Partners who may undertake delegated responsibilities including trainee Recruitment and Admission.
- Lead Mentors/Lead Subject Mentors – These Lead Mentors (who are also the Lead Partner in some settings) play a pivotal part in Recruitment and

Admission.

- Strategic Board – this body has oversight of our vision, strategy, finance, Recruitment and Admission and Quality Assurance.

7.0 Introduction

7.1 Ted Wragg Teacher Training Partnership recognises the importance of a rigorous Recruitment and Admission process to secure sufficient high-quality applicants as trainees on our teacher training programmes. This policy applies to our provider-led routes at Primary and Secondary and routes offered by our Lead Partners.

7.2 We are committed to ensuring that the Recruitment and Admission of trainees is a fair and effective process. Each procedure will meet the requirements of the Department for Education's Initial Teacher Training: Criteria and Supporting Advice updated September 2026

7.3 This policy ensures that from the moment of recruitment and admission, the principles of equity DfE apply to all our work with trainees.

8.0 Safeguarding

7.1 Safeguarding and promoting the welfare of children is everyone's responsibility. The Partnership is committed to maintaining a culture of vigilance in which the welfare of children and young people is paramount. Effective safeguarding practice is embedded within all recruitment, admission and suitability assessment processes to ensure that only those who are suitable to train to teach are admitted to the programme.

The Ted Wragg Teacher Training Partnership is committed to conducting recruitment and admissions processes that are fair, transparent and compliant with safeguarding legislation, the Equality Act 2010 and safer recruitment principles. We are committed to ensuring equitable access to teacher training opportunities and will not unlawfully discriminate against applicants on the basis of age, disability, sex, gender reassignment, pregnancy and maternity, race, religion or belief, sexual orientation, marriage or civil partnership status. Reasonable adjustments will be considered throughout the recruitment and admissions process.

7.2 The Partnership's commitment to safeguarding and promoting the welfare of children and young people will be clearly communicated through recruitment, marketing and admissions materials. All applicants will be informed that safeguarding, suitability checks and compliance with statutory requirements form an integral part of the admissions process

9.0 Equity, Diversity and Inclusion

8.1 At Ted Wragg Teacher Training Partnership, we are committed to equity, diversity and inclusion and will ensure that Recruitment and admission processes are fair, transparent and compliant with the Equality Act 2010, including the provision of reasonable adjustments where required. We believe that everyone stands to benefit when we embrace and value the diversity of thoughts, ideas and ways of working. We aim to recruit people from different backgrounds, experiences and identities to strengthen the quality of the teacher workforce. Equity, Diversity and Inclusion lie at the core of our teacher training programme and underpin all areas of our work. This commitment helps our trainees to grow and learn, realise their potential, improves decision-making, encourages engagement and innovation, and enables us to better meet the needs of the diverse communities we serve.

8.2 The Ted Wragg Teacher Training Partnership Recruitment and Admission process ensures that all candidates have equality of opportunity – they work through the same processes and receive the same resources. Our processes ensure equity too as we recognise that each candidate has different circumstances and some applicants may need adjustments to our usual processes.

8.3 When candidates are invited to interview, the Ted Wragg Teacher Training Partnership and Training Partner Administrators email the candidate with an outline of the process, what they can expect and what they should prepare. Candidates are asked to reply to the invitation to interview and inform the administrator of any reasonable adjustments they may require.

8.4 When preparing for interview, the Ted Wragg Teacher Training Partnership and Training Partners review these adjustment requests, and any Disability, Access or Other Needs candidates have shared via DfE Apply.

10.0 Safer Practice

9.1 Safer practice in recruitment and admission means thinking about and including issues to do with child protection and safeguarding and promoting the welfare of children at every stage of the process. Via our commitment to equitable approaches, the rights of applicants with protected characteristics will be safeguarded. Training Partners and the Partnership Lead have up to date Safer Recruitment Training and Recruitment and Admission processes comply with expectations.

9.2 It requires a consistent and thorough process of obtaining, collating, analysing and evaluating information from and about applicants. The main elements of the process include:

- Ensuring the course materials and prospectus refer to the responsibility for safeguarding and promoting the welfare of children
- Ensuring that the course materials and prospectus include specific reference to suitability to work with children

- Obtaining and scrutinising comprehensive information from applicants, and taking up and satisfactorily resolving any discrepancies or anomalies
- Undertaking an online check of candidates to ensure a candidate's online presence would maintain public trust in the profession and in this institution's professional reputation
- Interview questions that explore the candidate's suitability to work with children as well as their suitability for the post of trainee teacher
- Interview questions that explore the candidate's commitment to the values of equity, diversity and inclusion
- Verifying the successful applicant's identity
- Checking their previous employment history and experience in line with Safer Recruitment procedures.

9.3 The Ted Wragg Teacher Training Partnership is committed to the fair treatment of its staff, potential staff or users of its services, regardless of sex, race, disability, religion or belief, sexual orientation, gender reassignment or pregnancy/maternity. We select all candidates for interview based on their skills, qualifications and experience.

11.0 Roles and Responsibilities of Partnership Personnel

10.1 The Ted Wragg Teacher Training Partnership Lead has oversight and accountability for Recruitment and Admissions via all Training Partners
Their role is to:
- Quality Assure the work of the recruitment Administrators
- Quality Assure the admission and interview processes of our partners

10.2 The Training Partner is a member of the Interview Panel or is represented by an appropriate member of staff from our team.
Their role is to:
- Shortlist Applications
- Oversee the Interview Panel
- Provide feedback to applicants

10.3 The Recruitment Administrators represent the Ted Wragg Teacher Training Partnership's Training Partners and follow the Ted Wragg Teacher Training Partnership Recruitment and Admission policy as they undertake recruitment processes.
Training Partner Administrators will:
- Administer applications and distribute to Training Partners
- Manage correspondence to applicants both successful and unsuccessful
- Administration of interview dates and planning

10.4 This work is quality assured by the Ted Wragg Teacher Training Partnership Lead on our Quality Assurance cycle.

10.5 The Training Partner Administrators will also collate data on applicants to all programmes.

12.0 The Application Process

11.1 The Ted Wragg Teacher Training Partnership will follow a thorough and consistent application process that manages the flow of applications efficiently and effectively and is fair to all applicants through DfE Apply.

11. 2 The Ted Wragg Teacher Training Partnership's Training Partners have dedicated contact numbers and email addresses to which all application enquiries are directed. The Training Partner Administrators will be responsible for responding to all enquiries which come through these channels. All enquiries will be responded to within 5 working days of receiving the initial call/email (within term time). Where the Training Partner administrator is unable to answer the enquiry, the details will be passed onto the appropriate member of staff. All enquiries will be recorded on the internal database which the administrators will be responsible for updating.

13.0 The Application Sift and Shortlist

12.1 All applications for the ITT programmes delivered by Ted Wragg Teacher Training Partnership will come through the DfE Apply portal.

12.2 The Training Partner Administrators will be responsible for recording all the applications which have been received and acknowledging receipt of them on the DfE Apply site. DfE Apply will be managed separately for each Lead Partner programme but the Ted Wragg Teacher Training Partnership Administrator will record numbers of applications and offers.

12.3 The Training Partner Administrators will carry out the initial sifting of applications, preparing them for an initial check by the Training Partners. This will include checking which applications meet the essential entry requirements for the course, as required by the Secretary of State's ITT Criteria for entry (C1.1; C1.2; C1.3) and as required by the Ted Wragg Teacher Training Partnership.

These are:

- GCSEs or certified equivalent qualifications in English and Maths at Grade 4/C or above, plus Science at Grade 4/C or above for Primary programmes
- A first degree from a UK higher education institution or a certified equivalent qualification.
- Suitability to train to teach including meeting the requirements of a rigorous admission process and successful completion of appropriate pre-admission checks such as DBS and occupational health checks upon offer.
- Applicants with qualifications from institutions outside of the UK will be asked to provide ENIC statement of comparability. Where there are more complex cases, Lead Partners will be asked to complete and record a series of due diligence checks to ensure candidates' qualifications are suitable (see Annex 1).

- In addition, for consideration for the Postgraduate Salaried Route, school experience expectations will be published within individual course information as previous experience is required. Applications for salaried training places will be considered as part of the recruitment process only.
-

The Partnership will ensure all recruitment and admission processes are fair, transparent, inclusive and compliant with the Equality Act 2010.

Assessment activities will be applied consistently for applicants to the same programme and route.

12.4 Once the initial sift has been carried out the Administrators will report unsuccessful candidates to DfE Apply after consultation with the Training Partner Directors.

12.5 The next shortlist is carried out by the Training Partner Director. Each application will be reviewed in more detail against the DfE entry criteria and against our Ted Wragg Teacher Training Partnership values regarding Safeguarding, Equity, Diversity and Inclusion.

Lead Partners are seeking candidates who demonstrate our core values including:

- a passion for sharing their subject or phase specific knowledge with young people
- an ability to form positive working relationships with children and adults
- a commitment to celebrating diversity
- a belief in the power of education to bring about a more equitable society
- a professional demeanour
- resilience and creativity
- positivity and a strong sense of moral purpose for improving the lives of young people.

12.6 Once the second sift has been completed, the Training Partner Administrators will contact applicants who they will invite to undertake pre-interview tasks and/or to proceed to interview and update DfE Apply accordingly. Invitations will be sent out to applicants within two working weeks of receiving their application from DfE Apply. In some circumstances, the Partnership team reserves the right to extend this window.

12.7 Candidates who meet the entry requirements may be invited to participate in a recruitment and admission process which may comprise one or more stages. The Partnership permits Training Partners to implement a staged admission process as part of the locally enabled element of recruitment. This may include online pre-interview assessments, written tasks, presentations, teaching activities, screening discussions or other assessment activities designed to determine a candidate's suitability and readiness for teacher training.

Following each stage, candidates may either:

- progress to the next stage of assessment;

- be placed on hold pending further consideration; or
- be informed that they have not been successful.
- Not all candidates will necessarily progress through every stage of the process where sufficient evidence has been obtained to make a fair and robust recruitment and admission decision.

12.8 The locally enabled element refers to recruitment activities determined by individual Training Partners to support local recruitment needs whilst operating within the Partnership's agreed Recruitment and Selection Policy.

12.9 It is the responsibility of the Training Partner administrators to liaise directly with applicants and to inform them of the status of their application progress as and when required.

14.0 The Interview Process

13.1 The Interview panel will consist of a combination of the following personnel:

- Training Partner Directors or a suitable representative
- Representatives from Partnership Schools if available
- Lead Mentors and Lead Subject Mentors may be involved.

13.2 A minimum of two members of the Partnership Staff will be present at all interviews, at least one of them Safer Recruitment trained within the last three years and trained in recognising unconscious bias.

13.3 Members of the interview panel should:

- Have the necessary authority to make decisions about appointment
- Be appropriately trained in Keeping Children Safe in Education, Safeguarding, Safer Recruitment, Equity Diversity & Inclusion and Unconscious Bias
- Discuss the interview process and ensure everyone is aware of their roles and responsibilities
- Make themselves aware of any reasonable adjustments required by the candidate and liaise with the Administrator to ensure those are in place.

13.4 Online and Remote Admission – a staged approach where the Training Partner feels it is appropriate.

Recruitment and Admission activities and interviews may be conducted online, in person, or through a blended approach, depending on programme's requirements and operational considerations. Where a candidate's performance at an earlier stage provides sufficient evidence that they do not meet the required standard for progression, The Partnership is not required to continue the candidate through all remaining assessment activities before reaching a recruitment decision.

13.5 Stage 1 may include:

- written assessments;

- literacy and communication tasks;
- responses to educational research or professional reading;
- lesson observation activities;
- values-based discussions;
- screening interviews; or
- other Partnership-approved assessment activities.

The Interview process will consist of the following activities:

13.6 Lesson Episode or Student Panel, the applicants will be assessed on the following:

- Communication, presence and interaction with the panel
- Confidence in the delivery of an activity
- Planning and preparation of activity
- Subject Knowledge including Literacy/Numeracy
- Understanding of age-appropriate tasks
- Use of subject specific terminology

13.7 Panel Interview

This part of the interview will focus on assessing the applicant's suitability to train to teach.

It is an opportunity for the candidate to expand on their experiences and the information they have provided on the application form. The interviewers will consider the following:

- a passion for sharing their knowledge with young people
- their commitment to teacher training and an understanding of what it realistically involves
- an ability to form positive working relationships with children and adults
- a commitment to celebrating diversity
- a belief in the power of education to bring about a more equitable society
- a professional demeanour
- resilience and creativity
- positivity and a strong sense of moral purpose for improving the lives of young people.

13.8 The applicants will be asked to complete a task involving academic reading. This will ascertain both their literacy skills and their readiness for PGCE study. The applicant may have been asked to do this as part of a pre-interview Recruitment and Admission process.

13.9 At the end of the interview process, the panel will collate all documentation and agree, by majority decision, which applicants have been successful. Successful applicants will be offered a place on the relevant ITT programme and informed what (if any) further conditions must be met.

Once all the decisions have been made, the Partner Administrators will inform all

applicants of their outcome by email and update the DfE Apply record.
Successful candidates are given an information pack to help them with their decision and an evaluation form for the interview day to help us refine our processes.

13.10 Applicants offered a place on the school-based fee-funded route will not subsequently be transferred to a salaried route by request of the trainee once an offer has been made by the Training Partner. In the event such a salaried route becomes available, trainees who have expressed interest and who have the appropriate prior experience will be contacted by the Training Partner to undergo a further Recruitment and Admission process.

13.11 The above processes outline our partnership's consistent core around Recruitment and Admission. Lead Partners have the freedom to make locally enabled appropriate enhancements to these processes to suit the needs of the context of their partner schools.

13.12 The Partnership Administrators will record all recruitment and admission outcomes on the Partnership's management information systems and, when required, will provide analysis of recruitment and admission activity and outcomes to the Strategic Board, which has oversight of the Partnership's recruitment strategy.

13.13 All offers of a training place will be made subject to the satisfactory completion of relevant pre-entry, safeguarding and eligibility checks, including:

- Enhanced Disclosure and Barring Service (DBS) check, including children's barred list information where appropriate;
- Verification of identity and qualifications;
- Confirmation of degree classification and award, where not known at the time of application;
- Occupational health assessment and confirmation of fitness to teach, where required;
- Prohibition from teaching check;
- Satisfactory references;
- Investigation and satisfactory explanation of any gaps in employment, education or training history;
- Completion of a Subject Knowledge Enhancement (SKE) programme, where required;
- Any other checks required to satisfy statutory safeguarding, compliance or funding requirements.

13.14 In accordance with Department for Education recruitment and admission processes and safer recruitment principles, references will not be used as part of the shortlisting process and will only be reviewed following the decision to make an offer. All offers will remain conditional until the Partnership has received and assessed two satisfactory references.

13.15 Applicants will be informed of any outstanding conditions attached to their offer and the timescales for meeting them. The Partnership reserves the right to withdraw an

offer where required checks, references or documentation have not been satisfactorily completed within the agreed timescales, or where information received raises concerns regarding an applicant's suitability to train to teach. Decisions will be made on a case-by-case basis, taking account of individual circumstances and the Partnership's responsibilities under safeguarding legislation and the Equality Act 2010.

13.16 The Partnership is committed to recruiting trainees who have the potential to become excellent teachers and will ensure that recruitment decisions are fair, transparent and compliant with the Initial teacher training: criteria and supporting advice, 2026 to 2027, Keeping Children Safe in Education, and the Equality Act 2010. Reasonable adjustments will be considered throughout the recruitment and admissions process to ensure equitable access for all applicants.

15.0 Recruitment and Admission of Persons with Criminal Conviction

14.1 Having a criminal record will not necessarily bar a candidate from working with us. The Ted Wragg Teacher Training Partnership is committed to ensuring that all trainees are treated fairly and with consideration. We require all applicants to inform the Training Partner of all the details and nature of their offence. This should be done via DfE Apply on application and during the interview process. The nature of the training programme allows Ted Wragg Teacher Training Partnership to ask questions about an applicant's entire criminal record.

14.2 Ted Wragg Teacher Training Partnership complies fully with the DBS Code of Practice and undertakes to treat all applicants for positions fairly. It undertakes not to discriminate unfairly against any subject of a Disclosure on the basis of a conviction or other information revealed during the application and admission procedure. We will provide a copy of the DBS Code of Practice on request.

14.3 In the event of a disclosure, the Training Partner team will make a professional judgement and then seek approval from the Partnership Lead/Designated Safeguarding Lead of The Ted Wragg Teacher Training Partnership School regarding the applicant's place on the programme. We guarantee that this information will only be seen by those who need to see it as part of the recruitment and admission process.

16.0 Recruitment and Admission Appeals Procedure

15.1 The aim of this procedure is to enable applicants to appeal against decisions in respect

of recruitment and admission for places on the programme. This process will be conducted under the Ted Wragg Trust Complaints Policy process. The chair of the appeals panel will be the Partnership Strategic Board Chair.

15.2 Grounds for Appeal:

The Ted Wragg Teacher Training Partnership Strategic Board has the authority to deal with appeals against the decisions of the interview panel upon one of the following grounds:

- that the applicant's interview performance had been adversely affected by circumstances which the applicant could not have reasonably divulged to the Interview Panel at the time of the original interview (submissions made on these grounds must be supported with appropriate documentary evidence)
- that there had been an administrative error materially affecting the interview
- that procedural irregularities with regards to the formal conduct of the interview process can be found
- where there is positive evidence of prejudice or discrimination on the part of a person involved in the interview process.

15.3 The Appeals Group will be made up of staff from the Ted Wragg Teacher Training Partnership Strategic Board not involved in the original interview process

15.4 **Procedures to be followed before a formal appeal**

Stage One**:** Before the formal commencement of an appeal, it is expected that the applicant will discuss the grievance with The Training Partner and then The Ted Wragg Teacher Training Partnership.

15.5 **Lodging an Appeal**

Stage Two:

- If the applicant wishes to continue the appeal, they must inform The Ted Wragg Teacher Training Partnership in writing within 10 working days of the notification of the outcome of the interview using the appropriate proforma (Appendix 2).
- On receipt of the notice, the Chair of the Strategic Board, in consultation with The Partnership's Accountable Officer, will convene a meeting of the Appeals Group within 14 working days
- The Appeals Group will consist of three members selected from the Ted Wragg Teacher Training Partnership Strategic Board. No-one may sit on the panel if they have a conflict of interest or the applicant is known to them.
- The members of the Appeals Group shall not have a direct connection with the applicant. The Ted Wragg Teacher Training Partnership may give evidence. A Training Partner administrator or a Governance Clerk will act as secretary.
- The applicant shall be informed of the date of the appeal meeting at least 7 days in advance and will be invited to attend. Any written statements or documentary evidence must be passed to The Partnership Administrator 5 days in advance of the meeting to allow time for distribution to the other members of the Group.

15.6 **The Appeals Group Meeting**

The following procedure shall be followed in the case of an Appeal against an interview decision:

- The Appeals Group shall proceed if a quorum of 3 persons are present
- No observers are permitted to attend the meeting, but the applicant may be accompanied by another person who can act as their representative
- The Group shall have the authority to ask any individual to appear before it if it is

considered to be in the interests of the parties for it to do so

- The Ted Wragg Teacher Training Partnership will provide information regarding the rejection
- The Applicant will provide information to support his/her appeal
- The Group shall adjourn after the hearing to consider the evidence and arguments presented to it. Only its members may be present at this time
- The only options open to the Group shall be to:
    - dismiss the appeal and decree that the original decision shall stand
    - uphold the appeal, in which case it shall request those responsible for the initial decision to reconsider that decision in the light of the new evidence
- The applicant shall be notified of the Appeals Group decision without delay
- Confidential minutes of the meeting will be agreed by The Ted Wragg Teacher Training Partnership and Chair of the Appeals Group and given to the Accounting Officer
- If the Group decides for the applicant, the panel responsible for the original decision shall be reconvened at the earliest opportunity and its decisions conveyed to The Partnership Administrator and Chair of the Appeals Group, before informing the applicant of the final decision

17.0 Monitoring and Evaluation

16.1 Ted Wragg Teacher Training Partnership and its partners are on a continuous cycle of improvement driven by our Quality Assurance processes. These involve:

- Analysis of application data and trainee data each year
- Applicant evaluation forms completed at the end of each recruitment day
- QA checks on recruitment and admission processes by The Ted Wragg Teacher Training Partnership Lead.

16.2 Data collected through the analysis of trainees' applications and evaluation form will be used to inform the planned review of the policy and procedures.

This policy works in conjunction with our Quality Assurance Policy and the Ted Wragg Trust Complaints Policy.

18.0 Appendices

17.1 The Ted Wragg Teacher Training Partnership recognises the importance of a rigorous recruitment and admission process to secure sufficient high-quality applicants as trainees on our teacher training programmes.

Appendix A: Due Diligence Form

Due Diligence Form – Recruitment and Admission

Trainee Recruitment File Review and Exception Approval Form

Purpose: To record additional due diligence undertaken where an applicant's qualifications, identity documents, suitability checks, employment history, or entry profile require further verification or review.

Applicant Name:

Training Route:

Training Partner:

Reviewer:

1. Identity and Right to Study in the UK

Original documents seen and verified:

☐ UK Passport

☐ Birth Certificate and evidence of National Insurance Number

☐ Irish Passport

☐ Valid Visa / Immigration Status

☐ Share Code Checked

☐ Other (specify)

Details:

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2. Overseas Criminal Record and Safeguarding Checks (where applicable)

Has the applicant lived, worked or studied overseas?

☐ Yes

☐ No

If yes:

☐ Overseas Criminal Record Check obtained

☐ Certificate of Good Conduct obtained

☐ Country-specific requirements reviewed using GOV.UK guidance

☐ Additional overseas references obtained where criminal record checks are unavailable

☐ References verified directly with employer(s)

☐ Additional safeguarding due diligence completed

Evidence stored in trainee file:

☐ Yes

☐ No

Notes:

3. Qualifications Verification

English Qualification

Qualification:

Awarding Organisation:

Verified:

☐ Yes ☐ No

Mathematics Qualification

Qualification:

Awarding Organisation:

Verified:

☐ Yes ☐ No

Science Qualification (Primary applicants only, where required by Partnership policy)

Qualification:

Awarding Organisation:

Verified:

☐ Yes ☐ No

Overseas Qualifications (if applicable)

☐ UK ENIC Statement Obtained

☐ Certified Translation Obtained

☐ Equivalency Confirmed

Notes:

4. Degree Verification

Degree Title:

Institution:

Classification:

Date Awarded:

Verification completed:

☐ Original Certificate Seen

☐ Official Transcript Seen

☐ Award Confirmation Received from Institution

☐ UK ENIC Comparability Statement Obtained (where applicable)

Additional notes:

5. Suitability Assessment

Please indicate the reason additional due diligence is required:

☐ Overseas qualification

☐ Overseas residence history

☐ Degree classification below Partnership entry requirement

☐ Incomplete documentation

☐ Employment history gaps

☐ Complex safeguarding considerations

☐ Other

Details and outcome of review:

6. Interview Outcome

Interview Date:

Panel Members:

Summary of Outcome:

Recommendation:

☐ Offer

☐ Conditional Offer

☐ Reject

Conditions attached to offer:

7. Funding Eligibility Review

Student Finance England

Required:

☐ Yes ☐ No

Confirmed Eligible:

☐ Yes ☐ No

Bursary / Scholarship Eligibility

Funding Band:

Eligibility Confirmed:

☐ Yes ☐ No

Evidence Verified:

☐ Degree Qualification

☐ Subject Eligibility

☐ Other Funding Requirements

Notes:

8. Final Due Diligence Decision

The reviewer confirms that all required checks have been completed and that any identified risks or concerns have been considered in accordance with the Partnership's Admissions Policy, Safeguarding Procedures, Equality, Diversity and Inclusion Policy, and the ITT Criteria 2026-2027.

Outcome:

☐ Approved

☐ Approved with Conditions

☐ Further Information Required

☐ Not Approved

Summary of rationale:

Reviewer Sign-off

Training Partner Lead:

Signature:

Date:

Partnership Approval

Ted Wragg Teacher Training Partnership Lead

Signature:

Date:

Document Storage

A copy of this form and all supporting evidence must be retained within the applicant's electronic recruitment file. Any approval documentation, qualification verification records, safeguarding checks, and correspondence relating to due diligence must be stored in accordance with the Partnership's data retention and safeguarding procedures.

Reviewed and updated in line with recruitment and admission policy 28th September 2026

Appendix B: Ted Wragg Teacher Training CONFIDENTIAL COMPLAINT FORM:

STAGE TWO:

Personal Information	
Name (in full)	
Date of Application	
Programme of study and subject specialism	
Your contact address	
Telephone number	
Email address	

SUMMARY OF THE INFORMAL STAGE OF YOUR COMPLAINT:

Date of Stage one informal meeting / email exchange: ……

Name of person involved in the complaint: ……

Please confirm the date and with whom you had your **last correspondence** from the person who was dealing with this complaint at the informal stage (if applicable):

Date: ……..

Name: ……

Please attach written confirmation that this matter has been raised informally.

COMPLAINT

Please state clearly why dissatisfaction remains from the informal stage of the complaint.

DESIRED OUTCOME

Please state the outcome you would like to resolve the complaint to your satisfaction.

EVIDENCE

List here any documents that are being attached to support the appeal. Please explain their significance to the appeal	
Document Name	Significance

SUPPORT

Please give the name of any Ted Wragg Teacher Training Partnership staff that are supporting (if applicable)

This form should not be used for academic appeals.
Please keep a copy of this form for your records, plus any material you submit.

Please send the completed form to the Ted Wragg Teacher Training Partnership Administrator.

DECLARATION
I believe that the above information is accurate. I confirm that details of this complaint can be shared with relevant staff and any advisor or representative (if applicable)

SIGNATURE: ……

PRINT: ……

DATE: ……