



Southend SCITT Policy for partnerships with schools going into an Ofsted category during training or who are already in a category

Aims and values:

The Southend SCITT is committed to ensuring a high standard of training provision that complies with the requirements and standards for Qualified Teacher Status for the Training Agency for Schools and our partnership agreement. It recognises that the implementation of effective quality assurance processes for the selection of partner schools is fundamental to the realisation of the above commitment and as such is the responsibility of every member of the partnership.

The Southend SCITT aims to provide a high quality course that is continually being monitored and evaluated and improved. Quality assurance of partnership schools is a core feature of The Steering Group meetings. All work in this area will be based upon clear policies, transparent processes and reliable evidence.

Background

- It is now possible for ITT providers to place trainees in schools which are in Special Measures for part of the course (ITT criteria C2.3 Feb 2017) if the 'improvements to be made do not affect the subject or age range in which the trainee is teaching.' In such cases the Partnership needs to be confident that the trainee will 'not be disadvantaged' by the school experience and that the situation is kept under close review. (ITT criteria C2.3 Feb 2017)
- In the interests of providing high quality training, therefore, placements will not normally be arranged for trainees in schools that have been given notice to improve unless they are being placed in a good / outstanding curriculum area
- On occasion a school may be placed in Special Measures or be given notice to improve during a trainee's placement there. If this is the case, the provider will need to consider whether the trainee should remain within the school or be moved to an alternative placement
- If a placement school goes into an Ofsted category, The Headteacher is required to contact the ITT provider at the earliest opportunity

Provision of high quality training



- The key principle that should underpin any course of action is: where will the trainee in question receive the best possible training experience?
- In order to establish the best outcome for the trainee, the provider will need to consider the following: Which aspects of the school have given cause for concern and will these areas have an impact on the trainee's experience? What is the quality of the specific curriculum area to which the teacher is attached? Does the department / faculty have the capacity to provide effective Initial Teacher Training? Will the school's Improvement Plan divert resources, including staffing, away from the trainee?

Initial assessment

The provider must undertake an initial assessment of the school's capacity to provide an effective training experience. Evidence may be gathered from Headteachers, Ofsted data, the school's mentors and from the provider's own tutors. The views of the trainee's experiences to date should also be taken into account. Additionally, the school itself should be allowed to make a case for continuing the provision of training, based on factors such as capacity and recent record of success in ITT.

Monitoring of Training

If the conclusion of the provider is that the school is proving to be effective in its provision of training and that the trainee should remain there then the following measures must be implemented:

1. An agreement should be drawn up together with the school that sets out specific requirements, targets and outcomes for the school to meet in providing effective training, together with dates for achieving them.
2. The provider must work in partnership with the school in supporting and monitoring the department / faculty to which the trainee is attached.
3. The programme's own external mentors and tutors must visit the trainee at least monthly to monitor provision, give support and to assess the trainee's progress.
4. Paperwork should also be checked carefully to ensure that weekly mentor meetings and lesson observations are occurring, that the quality of training is high and that the trainee is making at least good progress.
5. The views of the trainee him or herself and the school should be sought and considered in assessing the effectiveness of the training.



If the conclusion of the provider is that the school's provision is not effective then alternative arrangements for the trainee must be made. This will be stated in a letter to the Headteacher that has been ratified by the Steering Group.

The final decision regarding continuance of training at the placement school will rest with the SCITT Director and be ratified by the Steering group following careful consideration.

Where appropriate, a school in special measures and or RI may be invited to become a 'dormant' partner until improvements have been made.

Policy written: 11th April 2016.

Reviewed by Steering Group: May 2016.

Review Date: Sept 2017

