Southend SCITT

Quality Assurance Policy

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, our partnership agreements with schools and the university. It recognises that the implementation of effective quality assurance processes and procedures is fundamental to the realisation of the above commitment and as such is the responsibility of every member of the partnership.

We aim to provide a high quality course that is continually being monitored, evaluated and improved. The Steering Group oversees the monitoring of quality, external consultants and external peers also use quality control procedures.

Areas of Quality Assurance:

See also SCITT Quality Assurance Mechanisms document

- Recruitment and retention;
- Recruitment of staff;
- Selection and de-selection of schools;
- Policies relating to the entire training programme;
- Financial systems;
- Assessment of Trainees & the award of QTS;
- Centre-based training;
- Effectiveness in meeting the needs of the schools in the locality;
- Leadership and management;
- Provision of school-based training;
- Training and development of mentors in school;
- Training and development of administration staff;
- Trainee induction;
- Management of the training programme including the provision of resources;
- The effectiveness of communication;
- Complaints and appeals procedures;
- Equal opportunities (including race equality) across all areas of the partnership’s work;
- Compliance with the requirements of the University.

The Course Director has oversight of the quality assurance of the programme and works with a series of groups/individuals to ensure that quality is assured across the SCITT in individual schools, the central programme and through administration procedures.
1 Roles, responsibilities and reporting lines of the Southend SCITT

1.1 Governing Body of the Lead School: body to whom formal reporting takes place annually and at strategic points throughout the year on trainee recruitment, progress and outcomes. It deals with appeals, disciplinary procedures and grievance, QA and finance. SCITT finances are also presented to the Subcommittie of the governing body – finance – three times per year.

1.2 Teaching School – full partnership board: To whom reporting takes place termly by either the Head Teacher of the lead school or the Course Director

1.3 Head Teacher of the Lead School: Accounting Officer, line manages the Programme Manager, Chair of the Steering Group. Accountable to the Governing Body, reports to the Teaching School.

1.4 Steering Group: consists of three headteachers, the Programme Director, the manager of the Teaching School, representative from the University, representative from the local authority, and HR administration; meets twice termly; approves the recommendations of trainees for QTS by the Programme Manager; advises on reviews of the programme at strategic points in the year including NCTL course allocations, marketing, trainee recruitment, induction and progress; additional review points are based upon actions addressing the Improvement Plan, outcomes of the SED and key evaluation reports from trainees regarding assessments of their individual schools/central training and from Subject Tutors and Programme Manager regarding quality of school observational visits; supports the development of SOUTHEND SCITT strategic planning; reviews the roles and responsibilities of all of the Partnership schools each year. Discusses financial management, deals with complaints and appeals, selection and de-selection of partnership schools.

1.5 Programme Director: overall responsibility for SOUTHEND SCITT trainee outcomes, QA and operational running of the SCITT Programme and recommends trainee outcomes/gradings to the NCTL for validation & conferral of QTS. Undertakes compliance visits, assessments, popins, reviews, QA, folder scrutiny, evaluation of central programme. Also responsible for the day to day running of this policy and ensuring all staff, mentors and trainees are aware of the policy, evaluation of training and mentoring, NQT surveys and risk assessments. The Programme Director undertakes paired assessments and observations with ITT coordinators and tutors to ensure consistency in judgements. Delivers Mentor training to make sure all mentors are well equipped for the role with ongoing monitoring of mentors in liaison with ITT coordinators.

1.6 Programme Manager: Oversees and plans the core programme in conjunction with the Course Director and ITT coordinators. Recruits and vets suitable tutors to deliver the core programme, evaluates training, participates in recruitment and assessments and report to the Course Director.

1.7 Finance and Administration Team: responsible for SOUTHEND SCITT financial arrangements, policies and auditing by the NCTL; accountable to the governing body via the Steering Group Board; communicates with partnership schools regarding salary grants; organises trainee bursaries and student finance; manages applications and interview process. Reports to the finance committee of the lead school governing body. Accounts are audited annually by an external accountancy company and submitted to the EFA and NCTL.

1.8.1 ITT Coordinators / Strategy Group: role of ITT coordinators in schools; meet as a Strategy Group twice per term chaired by Programme Director; support trainees in accessing further CPD opportunities in their schools; observe trainees termly; monitor the subject mentors in their schools; report to Programme Manager on reviews of the school-centred elements of the programme; respond to evaluations of the quality of schools’ support for ITT training and make the necessary improvements. They participate in the interview process and assessment procedures.

1.8.2 There are two student representatives on the Strategy Group.

1.9 School Mentors: pivotal link between the school and SCITT management; attend Southend SCITT mentoring training; check trainee timetables for breadth of year groups/abilities and weekly mentor meeting entitlement; adapt programmes of training in response to trainee evaluations; track trainee progress through standardisation
and moderation of trainee file evidence, report gradings, schools’ input and central training; check files during central training regularly and report any issues to ITT coordinator of their school and trainees; meet with SCITT ITT coordinators to discuss trainee progress and feedback to Programme Director; active participation in all subject specific trainee interviews and track subject knowledge. Ensure consistency of mentoring standards and gradings of trainees within their schools; participate in collective and individual mentor training throughout the year; meet regularly with trainees and formally observe weekly; mentors are responsible for meeting with trainees as part of their induction.

1.10 Subject Tutors: Plan, write, resource, deliver and disseminate subject specific information to trainees individually or in communities of practice. Adapt programme to the needs of trainees. Audit trainee’s subject skills through the audit tool. Report issues to the Course Director or Course Manager. Participation in interviews, lesson observation and assessments.

2 Improvement Plan and Self Evaluation Document

The Programme Manager is responsible for the writing of an Improvement Plan in response to the annual SED. These are presented to the strategy group and the Steering group for discussion and adaptation. This plan is monitored and actioned at strategic points in the year by the Programme Manager and those identified as responsible for actions in the Improvement Plan.

3 Quality Assurance of schools/visits

Trainees complete four online evaluation each year. These cover their school based experience covering support by mentors and SCITT ITT coordinators, CPD opportunities, appropriateness of classes and support of the subject tutors. The Programme Manager gives feedback to schools (via SCITT ITT coordinators). This feedback is also disseminated to the Strategy Group. The Programme Manager gives feedback formally to the Strategy Group following school observation visits which includes monitoring of trainee files, quality of weekly targets set, observation feedback and consistency of lesson judgements. This feedback also checks that the observer co-observed the trainee, observed mentor feedback to the trainee and met with mentors and SCITT ITT coordinators to discuss any issues arising.

4 Mentoring

The SOUTHEND SCITT ensures that mentoring is understood by all as a vital and on-going process. The school mentors are required to attend (and SCITT ITT coordinators are invited to attend) initial mentor training. This consists of the role and qualities of mentoring as an on-going process, SOUTHEND SCITT documentation, including how to set rigorous and developmental targets for the trainees that link to the Teachers’ Standards, and how to use the language of the NASBITT levels when observing in order to secure consistency of lesson judgements made across all schools and trainees. Subsequent CPD is arranged for mentors throughout the year; there are 6 sessions of training in total, although further one to one training can be given should the need arise.

5 SOUTHEND SCITT Handbook/operational documents

The SOUTHEND SCITT handbooks are reviewed and updated regularly in response to key feedback from trainees, schools, management groups and external advisors. (minimum – yearly)

6 Ongoing CPD for SOUTHEND SCITT team

The Programme Manager regularly attends the local ITT Network group which shares best practice across a variety of ITT provider models. Mentoring is a standing item. The Programme Manager is also a member of NASBITT. The Finance Team attend DMS/NCTL training days. The Programme Manager attends OFSTED training.
7 Policies

See SOUTHEND SCITT website.

8 Central Programme and Curriculum Studies

8.1 Central Programme: this consists of specific pedagogy and curriculum, professional themes and SEN across the year taking place at partner schools. These sessions are delivered by current classroom teachers and experts in their field (see SOUTHEND SCITT Handbook). The programme is coordinated and managed by the Programme Manager who is accountable to the Course Director. The quality of Central Training delivered is evaluated by the trainees and the feedback shared with the Subject Tutors and ITT coordinators who make the necessary amendments and training. When not delivering training the programme manager sits in on training to evaluate quality and relevance. Review and change are ongoing. A report on this quality is fed back to the Steering Group once every half term and annually to Governors.

8.2 Curriculum Studies: This consists of specific subject pedagogy and curriculum, professional themes and SEN across the year and takes place at partner schools. These sessions are lead by proven, high quality current teachers. Individual training may take place or as communities of practice. The content of curriculum studies training is monitored by the Course Director.

8.3 Trainees complete a written evaluation of each central training session and also of each curriculum session

9 Trainee tracking and assessment

9.1 Early in the Autumn term the course Director undertakes compliancy visits to check that the placement is compliant with the requirements of the SCITT criteria.

9.2 Trainee progress is tracked throughout the year via a variety of routes. Trainees’ files are all checked by the mentors and also by the Course Manager on Central Training days; feedback is given directly to the trainee. Files are also checked by assessors during observational visits. Files are checked for; the quality of targets set each week linked to the Teachers’ Standards; reviews of those targets, progression of targets set; numbers of observations and their judgements; language of ITT levels used and consistency of lesson judgements made; lesson reflections/evaluations; quality of evidence under the Teachers’ Standards; and observations made of other staff.

9.3 At the end of October an Interim review takes place by the mentor reporting to the Course Director. Half termly reports are completed about the trainees by their mentors and checked by the SCITT ITT coordinators; these are also moderated by the SCITT Director who checks consistency across trainee grading through paired observations and compliancy visits. Overall there are two compliancy visits and 9 review points. However, the number of reviews may increase where a Cause for Concern is noted. New assessors undertake their first assessment with an experienced assessor.

9.4 Tracking of trainee progress also happens during external visits (once per term) by designated SCITT personnel (by Course Director). These may include co-observation with the class teacher or mentor. A review is completed by the external visitor who comments on quality of trainee files, how the observation was conducted, the quality of the feedback given to trainee by class teacher and any issues raised in meetings with the mentor and the SCITT Coordinator concerning the progress of the trainee.
In the Spring Term, trainees are in their second placement schools Monday – Friday. To ensure the tracking of trainees continues the Course Director undertakes compliance visits to each of the partnership schools. During these visits, files are checked, meetings with trainees are observed and a weekly target setting meeting (per school) is observed. Any Causes for Concern will have been raised very early in the academic year and a support and review form discussed between school and trainee, with time bonded reviews. The Programme Manager receives copies of the support plan put in place and the outcomes of the reviews.
Tracking and assessment also takes place at the transitional points between placement schools where specific targets linked to Teachers’ Standards are set for trainees for the particular focus of the next school.

9.5 Assessment takes many varied forms throughout the SOUTHEND SCITT year: on-going file checks; discussions between subject tutors and Programme Manager with trainees about progress; micro-teaching tasks at central training; quality of their reflective practice after all lessons taught and observed as evidenced by the SOUTHEND SCITT Handbook paper work; lesson observations; reflective diary; a formal summary of the diverse placement experiences; and key research/learning in relation to days spent in Primary schools on the theme of Transition. This is assessed by the Programme Manager and moderated.

9.6 All assessment is externally moderated in June by the External Moderator and a full report provided. An external consultant QA’s two assessors at two points in the year.

9.7 Final graded judgement in relation to the award of QTS is made following scrutiny by the Programme Manager of all evidence against each of the Teachers’ Standards and through a final assessment meeting between each trainee and the Programme Manager. The recommendations are presented to the awarding group (members of the Steering Group) for discussion and ratification.

9.8 NQT survey: NQT’s will be surveyed twice during their first year of teaching to gather feedback on how useful the training programme was and what can be done to improve the training provision.

10 Recruitment/selection and interview procedures

The SOUTHEND SCITT Website and UCAS has a very clear recruitment policy. We look for good graduates who have experience working with young people. Where the degree may not be in the specialist subject, an offer is conditional on the applicant completing the Subject Knowledge Enhancement course. We are compliant with skills tests and NARIC checks. Earlier in the year, the Headteachers of the partnership schools identify the course subject/types where they can support training and where they perceive a need in terms of future/employment recruitment. The two day interview process involves staff from partner schools and is rigorous in terms of the variety of activity and the fact that it includes both a presentation to adults and the teaching of a short (30 min) lesson.

11 Complaints and appeals process (see separate policy)

12 Financial systems (see separate procedures)

13 Recruitment and selection of the SOUTHEND SCITT Team

Subject tutors are recommended by Headteachers of partnership schools. They are interviewed in order to demonstrate how they would effectively share pedagogy with trainees. The quality of performance is determined by the Course Director and through trainee evaluations and scrutiny of training materials. SCITT ITT coordinators are selected as the CPD managers within their schools; mentors are selected by SCITT Coordinators on experience and aptitude. The Course Director can intervene and request changes of school or mentor if the need arises.

14 Trainee Induction

Trainees meet their mentors and have dedicated induction time in the Autumn term for both the SCITT and their own school. Schools include SOUTHEND SCITT trainees in relevant sessions of their in-house ITT/NQT induction.

15 Risk Assessment
Schools which are RI or may become RI are risk assessed. Within RI schools individual departments may be risk assessed by the Course Director. Schools which do not comply with the SCITT requirements will become dormant and reassessed the next year or until they have the capacity to train teachers effectively. The SCITT Director will take such recommendations to the Steering Group for discussion and final decision.

**Review date for the Policy**

This policy will be reviewed by the Programme Manager and ratified by the Strategy Group in July 2016.