

Compliance and Quality Assurance Policy (ITT)

Last reviewed: January 2025

Next review date: January 2026

1. Aims and Objectives

The Tommy Flowers SCITT understands the importance of maintaining a high-quality training programme that serves Milton Keynes and the surrounding area by producing excellent teachers who have experienced, absorbed and implemented our curriculum. Rigorous monitoring with open and honest evaluation is important to ensure there is no complacency and standards are set and maintained at a high level.

This policy aims to:

- ensure that the Tommy Flowers SCITT is compliant with all aspects of the ITT criteria.
- ensure a high-quality and consistent approach to delivery of the TFSCITT course across the partnership.
- monitor and review the quality of training, mentoring, support across the partnership.
- inform the SCITT's self-evaluation and improvement plans.

2. Compliance

The Government's ITT Criteria and Supporting Advice

(<https://www.gov.uk/government/publications/initial-teacher-training-criteria/initial-teacher-training-itt-criteria-and-supporting-advice>) is mandatory guidance for all ITT providers.

For the Post Graduate Teacher Apprenticeship (PGTA), the PGTA Funding Manual

(<https://www.gov.uk/government/publications/postgraduate-teaching-apprenticeships-funding-manual>) and Apprenticeship Funding Rules (<https://www.gov.uk/guidance/apprenticeship-funding-rules>) provide the compliance expectations for the apprenticeship. TFSCITT Partnership Managers complete an annual audit of compliance to ensure all criteria are met. Results from this audit are presented to the Executive Board.

2.1 Recruitment and Selection

Applications are initially reviewed by the administrators for compliance, with a summary of their findings on each application sent to the Partnership Managers who review the application. Only applicants who fully meet the application criteria are taken forward to interview. This includes:

- Degree requirements
- GCSE requirements
- Right to work in the UK
- ENIC, where required

Evidence of these checks is completed at interview and electronic records of original documents, including ID, is stored electronically by the TFSCITT and recorded on the Single Central Record. For further detail on selection processes, please see the Safer Recruitment policy.

2.2 Additional compliance checks for apprentices

Additional compliance checks are completed for applicants to the Post Graduate Teacher Apprenticeship (PGTA):

- an employing school in place, with a contract on at least point 1 of the unqualified teacher pay scale for the duration of the training period.
- prior learning assessment to check the apprenticeship is the most appropriate route

- Level 2 functional skills in English and Maths (if an equivalency test has been used in place of the GCSE requirement for QTS)

2.3 Single Central Record

The Single Central Record keeps track of all candidates who have accepted a place on the course and records the following information, which in the case of apprentices is recorded on the monthly Individual Learner Record, submitted to the Education and Skills Funding Agency (ESFA).

(*=apprenticeship only)

- Data
 - Name
 - Address
 - Contact details
 - Ethnicity & Nationality
 - Gender
 - Date of Birth
 - Right to Study (Visa/Settled Status)
 - Status on Apply/Register
 - Course
 - Agreement with schools for employed trainee
 - References
 - Northumbria Student ID
 - Safeguarding Training
 - Prevent Training
 - Contract and payment options
 - Next of kin
 - Photo and video consent
- ID Check (type, date and initials of staff member who copied the original document)
- GCSE Check (grades, date and initials of staff member who copied the original certificates)
- Degree Check (subject, classification, date and initials of staff member who copied the original certificate)
- Vretta Elevate my Maths (original scores for each module and confirmation of upgrades where required, with date of certificate received)
- DBS
 - Issue date
 - DBS number
 - Initials and date of the staff member who saw the original
 - Whether the update service has been taken up
 - Prohibition order check (with date and initials of staff member)
 - Overseas checks (where required)
 - Confirmation that DBS letter has been sent to placement school and second placement school.
- Previous school experience
- Health and Fitness to teach
 - Date returned
 - Confirmation of approval by School Nurse
 - Outcomes if further follow up required
- TRN Number
- Placement details and contacts
- Employment
- Apprenticeship data
 - Learner Reference Number*

- Unique Learner Number*
- National Insurance Number*
- Prior attainment*
- Learning difficulties or disabilities*
- Learner funding and monitoring type*
- Employment information*
- EPAO*

See the GDPR policy for information about the storage and deletion of personal data.

2.4 Monitoring of Compliance

Partnership Managers review the Single Central Record for compliance checks regularly and at strategic points in the year, including prior to the course to chase candidates for outstanding documentation; at the start of the course to check for compliance; following safeguarding training and at the start of each placement to ensure schools are made aware of the DBS arrangements.

The SCITT Director checks and signs-off data inputted into DfE Register against the Single Central Record for the DfE census and again to sign off DfE performance profiles.

3. Quality Assurance of the Course

Please also refer to the Assessment and Moderation policy. The roles of each person are outlined in the Course Handbook and the Partnership Service Level Agreement. The table below outlines the Quality Assurance procedures that take place throughout the training year and the person(s) responsible.

	QA Procedure	Frequency	Person/s responsible
Trainees <i>(quality of planning, teaching and understanding of the TFSCITT curriculum)</i>	Continuous formal lesson observations of trainees with written and verbal feedback given. (For primary, this includes at least 1 core and 1 foundation subject per week.)	3 times per week (minimum of 1 per week for apprentices)	Mentors
	Mentor meetings linked to a theme for the week.	Weekly	Mentors
	Joint observations of trainees.	At least termly	Professional Tutors
	Lead Mentor visits including a joint observation, Professional Learning Conversation, placement review and One Drive check.	Termly	SCITT PMs/LMs
	One Drive reviews including feedback given on mentor meetings, Professional Development Time tasks and projects.	Half-termly	SCITT PMs/LMs
	School moderation visits including an observation of lesson, discussion about the curriculum, review of supporting material.	Annually	External Moderator
	Pastoral meetings with SCITT team; informally and formally as required.	Weekly; as required	SCITT PMs/LMs
Mentors <i>(quality and accuracy of mentoring)</i>	Mentors attend Mentor training . Access to additional training, e.g. NASBTT TEP courses.	Up to 19.5 hours for new mentors; 6 hours for experienced mentors	SCITT PMs
	Joint observations with the Mentor.	At least termly	Professional Tutor

	Lead Mentor visits including a joint observation with Mentor and placement review with Mentor.	Termly	SCITT PMs/LMs
	One Drive reviews including feedback given on mentor meetings and target setting.	On-going	SCITT PMs/LMs
	School moderation visits including a joint observation with mentor and observation of the feedback given by the mentor.	Annually	External Moderator
	Feedback from trainees on their school experiences and the support received.	Annually	Trainees
Professional Tutors <i>(quality of placement, support and mentoring)</i>	Central training and Steering Committee meetings.	Half-termly	SCITT PMs
	School moderation meetings with Professional Tutors.	Annually	External Moderator
	Feedback from trainees on their school experiences and the support received.	Annually	Trainees
	Additional visits/ placement review meetings where it is appropriate or necessary.	On-going	SCITT PMs/LMs
SCITT Team	Team meetings held by Partnership Managers and Lead Mentors to review all quality assurances processes taken and moderate progress of trainees.	Weekly - Monthly	SCITT PMs/LMs
	Executive Board meetings to review strategic approach, compliance, policies and trainee progress.	Half-termly	Exec Board
	Trainees receive at least one Lead Mentor visit from Partnership Manager and at least one from Lead Mentor/Associate Partnership Manager. This ensures cross moderation .	Termly	SCITT PMs/LMs
	Feedback from trainees on quality of leadership and management.	Annually	Trainees
Placement schools	Feedback from trainees on quality of placements, support and mentoring.	Annually	Trainees
	Selection and de-selection criteria outlined within the Partnership Service Level Agreement.	On-going (reviewed annually)	SCITT PMs/Exec Board
	New school meeting to set out arrangements and expectations for all new schools as they join the partnership.	As required	SCITT PM
	Lead Mentor visits provide opportunities to quality assure the placement school.	Termly	SCITT PMs/LMs
Core Training	Observations of core training sessions.	Weekly	SCITT PMs/LMs
	Feedback of training sessions.	Each session	Trainees
	Subject Tutor meetings to allow for sharing of good practice.	Termly	SCITT PM
	Secondary Subject Sessions observed for quality.	Rotation	SCITT PM
	Ongoing review of the core training programme and subject studies sessions.	Annually	SCITT PMs/LMs and Subject Tutors
PGCE	Northumbria University external moderator.	Annually	NU External moderator
	Northumbria University ask trainees for feedback	Annually	Trainees
ECTs	ECT reports requested from employing schools and results analysed and shared with Exec Board.	Termly	SCITT Admin
	5 year 'Where are you now?' survey	Annually	SCITT Admin
	ECT reunion to check on wellbeing, support and to review quality of the course preparing ECTs for ECT year.	Annually	SCITT PMs/LMs
Policy and procedures	Reviewed on a cycle with identified review date.	At each review date	Exec Board

4. Review

Partnership Managers meet termly to review the outcomes of QA procedures and update the Improvement Plan and inform the annual self-evaluation document. Both documents are shared with the Exec Board and inform strategic planning. Training needs related to QA issues will be identified by the Partnership Managers and Exec Board.