Quality Assurance Policy & Procedures

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Aims and Values

Yorkshire and Humber Teacher Training (YHTT) is committed to establishing and maintaining a high-quality teacher training programme that produces excellent teachers and ensures that all stakeholders are equipped to offer bespoke support to each trainee.

Our quality assurance process underpins our ethos around supporting each trainee as a whole to support their teacher training journey to meet the Teachers' Standards and be the best teacher they can be.

At YHTT we are committed to continually improve our training programme to ensure it remains current and relevant to equip our trainees for the demands of the modern classroom. This policy is designed to ensure that our programme remains flexible enough to meet the needs of every trainee, to support them in achieving the Teachers' Standards and prepare trainees for the ECF and the broader demands of their early career. We will ensure that our curriculum is fully developed and based on robust evidence, encompassing all aspects of the ITTECF framework.

The QA process will ensure that all curricula are appropriate for their specific subjects and/or phases.

Roles & Responsibilities

SCITT Director

The SCITT Director is responsible for the overall quality of the programme. The SCITT Director will regularly review trainee progress against the Teachers' Standards. They will also review the in-school experience on SchoolIP. This includes checking the frequency and quality of weekly mentor meetings, observations and feedback as well as the timely completion and quality of the lead mentor visits.

The SCITT Director will observe the core training facilitators and review their learning materials to ensure that the ITTECF framework is embedded in every aspect of the course. This will ensure that those responsible for the professional development of the trainees have a deep understanding of the planned curriculum and its basis in evidence.

The SCITT Director will ensure that all curricula encompass a variety of teaching and learning approaches and experiences, including direct explanation, deconstruction, structured and focused observation and targeted practice with systematic analysis, feedback and mentoring.

Primary Education Development Lead

The Primary Education Development Lead (PEDL) leads on the primary provision of YHTT. The role of PEDL also encompasses the role of the lead mentor for the primary phase. The PEDL has developed the primary training programme and will quality assure this throughout the training year.

The PEDL is part of the Programme Development Committee and the Parnership Steering Group.

The PEDL will monitor and review trainees' progress against the Teachers' Standards and review the in-school experience on SchoolIp and through the monitoring visits.

Lead Mentors

The lead mentors will quality assure the trainee's in-school experience through regular monitoring visits and communications with trainees and mentors. The monitoring visits include a joint observation of the trainee

and the lead mentor observing the mentor giving feedback to ensure that all trainees receive high quality feedback.

Lead mentors will attend the core mentor training sessions to establish a good subject/phase specific network of support. Lead mentors will also sit on the assessment panel for the big questions to ensure that high quality subject and phase specific links are made.

Programme Development Committee

The Programme Development Committee gives trainees a termly opportunity to give feedback on all aspects of the programme:

- core training, including ITAP weeks
- in-school experience
- mentoring
- subject specific training and the subject specific lead mentor
- assessments

In-school mentors and subject specific lead mentors are part of the Programme Development Committee. This will help to drive continuous improvement. A report from the Programme Development Committee feeds into the Partnership Steering Group.

Partnership Steering Group

The Partnership Steering Group gives partnership schools the opportunity to give feedback on the quality of trainees and the training they have received as well as the quality of the mentor training programme. The Partnership Steering Group ensures that the recruitment process is robust, recruitment suitable candidates who thrive on the course. The Partnership Steering Group receives feedback from the Programme Development Committee and agrees relevant appropriate actions. The report from the Partnership Steering Group feeds into the Quality Assurance Committee.

Quality Assurance Committee

The QA Committee ensures that the SCITT is fit for purpose by assuring the quality of trainees, the quality of the core training programme, the quality of the in-school practice, the quality of the assessments and the quality of the mentor training programme.

The report from the Quality Assurance Committee feeds into the SCITT Board.

SCITT Board

The SCITT Board will maintain overall responsibility for compliance for ITT. Monitoring will be through termly reports from the SCITT Director. The SCITT Director will present data to the SCITT Board collected from:

- Evaluations of training sessions from trainees
- Feedback from the Programme Development Committee
- Feedback from the Partnership Steering Group
- Feedback from the QA Committee
- Written evidence from external sources including Ofsted and the External Moderator
- Recruitment & Outcome data

Assessment Panels

The assessment panels assess the trainees' submissions/presentations of their big questions. A panel shall consist of at least three SCITT staff, including one phase/subject specialist, ideally the lead mentor. The Big Questions are submitted by way of a presentation followed by a professional discussion to best establish the trainee's understanding of the big question and how they draw upon the core training programme, ITAP weeks and the trainee's classroom practice.

Assessment Board

The Assessment Board consists of the SCITT Director, the PEDL, a member of the SCITT Board and the subject specific lead mentors and will meet twice a year to ensure that the assessment of trainees is accurate and reliable in establishing, consistently over time, whether or not trainee teachers meet the Teacher's Standards.

The Assessment Board standardises the assessment of the Big Questions and during the final meeting each year agrees the recommendations for QTS.

External Moderator

A suitably experienced and appropriately qualified external moderator will be appointed. The external moderator will moderate all aspects of the programme at two points during the year.

The first external moderation point will also include the moderator's participation on the assessment panel of a Big Question.

Monitoring

The training programme will be evaluated against the ITTECF framework by completing the ITT Criteria Compliance Audit. This self-evaluation document will be presented to the QA Committee and the SCITT Board.

QA Procedures by phase

Application process

The quality of applicants is assured by applications and qualifications being checked for compliance with the eligibility criteria by the SCITT Administrator and Director of Operations. This includes:

- Degree requirements
- GCSE requirements
- Right to work/study in the UK
- ENIC, where required
- For apprentices: an employing school is in place, with a contract on at least point 1 of the unqualified teacher pay scale for the duration of the training period

Shortlisting decisions are made by subject/phase specific lead mentor.

Interview process

The quality of applicants is checked during the interview process with rigorous questions by a panel of 3 interviewers. The identity of applicants is checked by the SCITT Administrator. At least one member of the SCITT management team (SCITT Director or Primary Education Development Lead) will be on each interview panel. A subject specialist will be present on each interview panel to assess applicants' subject knowledge. Partnership headteachers or their representatives may be involved in the interview panel. All YHTT staff involved in the interview process have been safer recruitment trained.

Programme Design

Trainee Curriculum

The training programme has been quality assured by the SCITT Director and the Primary Education Development Lead and the external moderator. The SCITT Director and the Primary Education Development Lead have ensured that the ITTECF if fully embedded in the curriculum.

The programme is continuously quality assured by seeking feedback on training sessions from trainees and through feedback from the Programme Development Committee and the Partnership Steering Group.

Mentor Curriculum

The quality of the mentors is ensured by our comprehensive mentor curriculum. The mentor curriculum has been designed to ensure that mentors have a clear understanding of their role and the skills to undertake it. It will ensure that mentors are familiar wit the ITT ECF framework and the YHTT trainee curriculum so they can effectively support their mentees. The mentor curriculum will be quality assured by the Programme Development Committee, through feedback from trainees on their mentors and by the Partnership Steering Group, through feedback from ITT Coordinators.

Core Training

The core training programme, including the 4 ITAP weeks, has been mapped against the ITTECF framework. Objectives and learning outcomes are identified by the SCITT Director and the Primary Education Development Lead and shared with the facilitators. Facilitators are expert teachers with a proven track record of successful CPD delivery. The quality of the core training sessions is evaluated by the trainee teachers and by regular observation through the central SCITT team.

In-school Practice

The quality of the trainee's in-school practice is the responsibility of the school ITT coordinator. This will be quality assured by the subject specific lead mentors through the termly monitoring visits as well as through the termly Programme Development Committee meetings (feedback from trainees & mentors) and the termly Partnership Steering Groups (feedback from headteachers/ITT Coordinators).

A consistent high quality experience for all trainees is ensured by providing a rigorous mentor training curriculum which aims to enable each mentors with the knowledge, skills and behaviours to provide comprehensive support.

Trainee entitlement to weekly mentor meetings and observations is tracked by the central SCITT team.

A sample of trainee teachers will be observed by the External Moderator.

SCITT Self-evaluation

Each part of the programme has been evaluated against the Ofsted framework and the ITT Criteria Compliance Audit is shared with the SCITT Board.

SCITT Self-evaluation

Quality Improvement Flow Diagram

Recruitment
Safer recruitment training of full central SCITT team
Consistent interview format for all applicants
SCITT Director on all interview panels
Regular reporting on recruitment to SCITT Board

Curriculum - Core Training

Quality Improvement
Central SCITT Team to observe facilitators to ensure ITTECF is embedded into central learning

Trainee Evaluations

External Moderator
Review of curriculum

Programme Development Committee Feedback

Partnership Steering Group
Feedback on efficency of trainee and mentor curriculum and quality of trainees

Curriculum - In-school Practice & Learning

Quality Improvement
Lead mentor to visit termly, plus one settling-in visit

Mentor Training
Each mentor will receive a training programme tailored to their level of experience as a mentor

Monitoring of records on SchoolIP
Central SCITT team to monitor the frequency and quality of weekly observations, mentor meetings and feedback

External Moderator
Reviews systems for mentor support and training

Trainee Progress

Lead Mentor Visit
Each trainee will have 1 visit per placement plus a settling-in visit

Placement Reviews through SchoolIP
The SCITT Director reviews all placements.

Concerns communicated with trainee, mentor, ITT Coordinator and lead mentor

Big Questions
During their Big Questions (assignments) trainees reflect on their teaching practice in the context of each Big Question and demonstrate understanding

External Moderator
Range of trainees selected for moderation at the mid-point and end of the programme