Document Title	**Initial Teacher Training Policy**
Committee Responsible for Policy	**Board of Directors**
Review Frequency	**Annual**
Last Reviewed	**April 2026 (update July 2026)**
Next Review Due	**April 2027**
Policy Author	**Head of Teach West London and Directors of Initial Teacher Training**

Assessment of the Impact of a Policy on Equality & Diversity

Policy: Initial Teacher Training Policy	
Impact assessed by: Richard Lane	**Date:** 10th November 2025
1. What is the potential for this policy impacting a person or group with a protected characteristic differently (favourably or unfavourably) from everyone else? A person with protected characteristics could experience a lower quality initial teacher training year than another trainee teacher.	
2. How would this be evidenced? Through regular trainee satisfaction surveys and monitoring of dropout rates.	
3. What is the impact of the policy and latest changes on people with protected characteristics?	

Protected Characteristic	Impact before change*	Impact after change*	Comments
Age	Neutral	Neutral	The Policy includes a section on Equality and Diversity which provides for training and monitoring
Disability	Neutral	Neutral	
Gender Reassignment	Neutral	Neutral	
Marriage and civil partnership	Neutral	Neutral	
Pregnancy and maternity	Neutral	Neutral	
Race	Neutral	Neutral	
Religion or belief	Neutral	Neutral	
Sex	Neutral	Neutral	
Sexual orientation	Neutral	Neutral	

* Positive/Negative/Neutral[1]

4. Policies are required to reduce or eliminate inequality and disadvantage and promote diversity. Does this assessment indicate that the Policy and latest changes pass or fail this test? Pass/~~Fail~~

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Introduction

1. Introduction

1.1. This policy is drawn up for the Teach West London ITT provision, which is part of the Twyford Church of England Academies Trust ('the Trust'). Teach West London (TWL) is the Teaching School Hub for the four London boroughs of Ealing, Harrow, Hillingdon and Hounslow. Teach West London is committed to working in partnership with others to provide high quality initial teacher training to support as many trainee teachers on its programmes as possible to achieve qualified teacher status (QTS).

1.2. It is the aim of Teach West London Teaching School Hub to:

- Develop professional expertise and make a difference to the lives of children

When training a new teacher we aim to:

- Inspire excellence in teaching by developing skilled teachers who put children first and create lasting impacts in classrooms and communities.

1.3. This policy is written for trainee teachers (including apprentices) training with Teach West London. All trainee teachers will spend most of their training year in schools. Trainee teachers will come to appreciate that schools are institutions that rely on rules being followed by all the different stakeholders including staff and trainee teachers alike. The sections that follow in this document provide trainee teachers and partners with a synopsis of key issues to be aware of.

1.4. Any reference in this policy to "trainee" can be meant to also include apprentices on the postgraduate teaching apprenticeship programme.

1.5. This document should be read in conjunction with other Twyford Trust Policies, most of which can be found at Policies | Twyford CofE Academies Trust (twyfordacademies.org.uk). Where appropriate, each section refers to the relevant Twyford Trust Policy that should be read. Other relevant policies that should also be read are:

- Data and Document Retention Policy
- Data Protection and Confidentiality Policy (including Appendix D – Privacy notice for Teach West London)
- Whistleblowing Policy

1.6. In some instances, a staffing policy will be referred to as the relevant policy, which mainly applies to employees. Trainees may or may not be employed by the Trust or by a placement school. In circumstances where the trainee is not employed by the Trust or placement school, the staffing policy should be applied *as if* they were an employee.

1.7. Teach West London will ensure all requirements are satisfied for trainees carrying out specified work in our placement schools including the need for fee-funded trainees (not on an employment-based programme) to work under the direction and supervision of a qualified teacher. These requirements will also be made clear to placement schools via our partnership agreement. Education (Specified Work) (England) Regulations 2012 (SI 762) states that individuals who are working towards gaining qualified teacher status, may lawfully carry out "specified work". "Specified work" for the purposed of section 133 of the Education Act 2002 include planning, preparing and delivering lessons, assessing pupils' progress and reporting on their progress.

Absence

Introduction:

This policy aims to enable Teach West London to exercise its duty of care and responsibilities in relation to ensuring that its trainees pursue their studies with diligence and avail themselves of the educational opportunities made available. It recognises that in such an intensive, one-year course absence, for whatever reason, leads to missed learning opportunities which may impact on the ability to provide evidence relating to the successful demonstration of the Teachers' Standards at the end of the course. It is, therefore, expected that a trainee will be regular and punctual in attendance at all centre and school-based sessions prescribed by the course.

This policy encompasses, with minor adaptions, approaches to the management of absence commonly used in the teaching profession as a whole.

1. Notification of absence

1.0. The contact for all matters relating to absence is PrimaryITT@teachwestlondon.org.uk or SecondaryITT@teachwestlondon.org.uk. A trainee must copy in their mentor and school ITT lead for all absence matters.

1.1. A trainee will, before the course commences, provide the contact details for a named representative who will contact, or can be contacted by, Teach West London, in relation to the trainee's absence from the course. The "course" describes all activities including centre based learning days, school based training, school visits and ITaPs.

1.2. A trainee will notify Teach West London via email of any absence from the course, whether the absence relates to centre based learning days including PGCE days, school based training, school visits and ITaPs, no later than 8am on the first day of any period of absence. The email must explain the reason for the absence. Each subsequent day of absence, unless already covered by a sick note or other prior arrangement, must be reported in the same way.

1.3. If, by 8am, Teach West London has not been informed of an absence, Teach West London or the Placement School will contact the named representative to confirm the safety of the trainee and ascertain why they are not in attendance.

1.4. If after ten working days Teach West London is unable to contact the trainee or the named representative, Teach West London will invoke a suspension of studies, informing Student Finance England (SFE) through a Change of Circumstances (COC) submission should one be required. This may have an impact on any maintenance loans and bursaries that have been arranged. If there is no contact in the following ten working days, the trainee will be deemed to have withdrawn from the course and the relevant authorities will be informed.

1.5. Trainee teachers (both on the salaried and fee funded courses) will also be required to follow the absence policy in their placement school for absences that are on school placement days.

2. Punctuality:

2.1. It is expected that a trainee will be punctual at all centre and school-based sessions prescribed by the course.

2.2. Trainees will be required to follow their placement schools' expectations in relation to start/end times for school-based days/sessions.

2.3. A trainee will notify Teach West London by 8am if they will not be on time to a centre-based sessions providing a reason. The contact is PrimaryITT@teachwestlondon.org.uk or SecondaryITT@teachwestlondon.org.uk.

2.4. Teach West London will require placement schools to keep records of trainee punctuality which will be regularly reviewed by Teach West London.

2.5. If there are concerns regarding a trainee's punctuality, they will be invited to a supportive meeting with the Director of ITT.

3. Sickness absence

3.1. Self-certificated absence

2.1.1 For absences of five days or less, a trainee will be required to provide reasons for their absence by email to Teach West London as described above.
2.1.2 There is a limit for self-certification of six days within the course as a whole.
2.1.3. See below for absence triggers. Trainees reaching trigger points will be invited to attend a supportive meeting with the Director of ITT.

3.2. Medically statemented sickness

2.2.1 If a trainee is absent for more than five consecutive days, a medical certificate or statement signed by a doctor must be sent to Teach West London as soon as is practical.
2.2.2 If the trainee remains ill when the note expires, further medical evidence will be required.
2.2.3 If the absence continues for a prolonged period (more than 15 working days) or a date for the return to study exceeds 15 working days from the beginning of the absence, Teach West London will notify the trainee in writing that it is suspending their study from that 15 day point. If the trainee is in receipt of finance from Student Finance England (SFE), a Change of Circumstances form (COC) will be submitted to SFE by Teach West London suspending studies on medical grounds effective from that date.
2.2.4 If a trainee is subject to an ongoing illness, they should submit a form for mitigation (see example below) together with a medical certificate which explains the extent of the illness and the likely effect on their progress through the course before the 15 working day deadline. The situation will be reviewed by Teach West London to determine whether the trainee should be considered for deferral on medical grounds. Teach West London reserves the right to undertake a management referral through their occupational health provider in these circumstances.

3.3. Convalescence

2.3.1 The nature of the course does not easily allow for light duties or other ways of reducing the workload. However, upon returning to the course, Teach West London will ensure that trainees are given a short period of adjustment (usually 2-3 days) to regain full fitness before undertaking any significant assessments. This would be agreed in a 'return to course' meeting.
2.3.2 A trainee returning to course after an extended period of absence may be required to submit to a medical examination by Occupational Health professionals to determine whether and what staged return to work should be implemented.

4. Medical appointments

4.1. A trainee should inform Teach West London of any appointments for which they need to take leave, being prepared to offer further evidence if requested. The difficulty of obtaining GP and hospital appointments is acknowledged and these will be honoured wherever possible though a trainee should attempt to ensure follow up appointments do not impact unnecessarily on attendance on the course.

4.2. Other routine medical appointments should not be made during the working day.

5. Leave of absence

5.1. Leave of absence for other reasons may be granted by the ITT Director.

5.2. For absences longer than two consecutive days, or for a cumulative total of more than five days, the request will require the additional approval of the ITT Director. It is expected that an application will be made for leave of absence, in writing, by email, at least two working days before the absence occurs.

5.3. In the case of absence included in private and personal or compassionate categories, an email outlining circumstances should be submitted to Teach West London on the return to study.

5.4. The following outlines the rationale for decisions relating to common requests for leave of absence. They should not be seen as an exhaustive list but serve as an indication as to how leave of absence decisions will be expedited.

5.5. Graduation ceremonies: Absence of one day to attend a graduation ceremony for a first degree will be granted. Any requests for travelling time associated with this would not be expected to exceed half a day in total.

5.6. Interviews: All reasonable requests will be honoured. Decisions relating to absence for interviews abroad or in places involving extra days for travel will be limited to a cumulative maximum of three working days in the year.

5.7. Visits to schools before application/interview: Given the open-ended nature of these absences and the significant demands of the course, leave of absence will not be granted for these visits. In refusing the application, Teach West London will, if requested by the trainee, contact the school in question, informing them both of the trainee's expression of interest in attending and the rationale for the refusal of the application.

5.8. Visits to schools prior to employment: Up to two days will be granted before the end of the course. Additional days requested by the school employing the trainee after the course may be granted at the discretion of Teach West London.

5.9. Where a trainee requires an extended period of absence e.g. maternity / paternity / share parental leave, Teach West London will discuss with the trainee on a case-by-case basis. It may be necessary for a course deferral to be considered, where the level of absence will prevent the trainee from providing evidence relating to the successful demonstration of the Teachers' Standards at the end of the course.

6. Compassionate leave

6.1. Trainees who have suffered a family bereavement are entitled to take three or five days leave depending on the closeness of the relationship. Family bereavement includes partners (including same sex relationships), sons and daughters, mothers and fathers, parents in law, brothers and sisters and grandparents. Trainees who have to make funeral arrangements for any member of their family not covered above may be granted up to an additional 5 days leave.

6.2. Teach West London will follow Twyford CofE Academies Trust Staff leave policy where statutory

parental bereavement leave applies.

6.3. Requests for additional compassionate leave, or in the case of a cumulative total of more than ten working days, will be reviewed by the ITT Director

7. Private and personal

7.1. A maximum of two days at any one time will be granted for the purposes of urgent and unforeseen personal business which does not come under the scope of compassionate leave or to fulfil an important and significant personal commitment which cannot be undertaken at any other time.

7.2. Holidays: The intensive nature of the course means that holidays, including those booked before commencement of the course, should not be undertaken.

7.3. If additional leave is granted, for example to attend a family wedding, it should be noted that SFE will be informed and an adjustment to any maintenance loans may follow.

8. National emergency / industrial action / public transport disruption

8.1. In the event of national emergency, industrial action or public transport disruption participants would normally be expected to continue to engage with their course as advised by the Director of ITT. Participants who are employees will have the right to take part in industrial action. If trainees are unable to engage with the course, they should follow absence procedures in the normal way.

9. Absence Trigger points / Absence and Cause for Concern / Support plans

9.1. Absence trigger points which may lead to further review:

- A total of 7 or more days of absence
- Three or more separate occasions of absence within a rolling 6-month period
- Whenever a combination of odd days or longer periods or patterns of absence causes concern

Trainees reaching these trigger points will be invited to attend a supportive meeting with the Director of ITT. In order to support improved attendance, a support plan or cause for concern plan may be initiated.

9.2. Trainees who fail to follow procedures outlined in this policy will be invited to meet with the Director of ITT and provided with an opportunity to demonstrate correct adherence to procedures. This might take the form of a support plan or cause for concern plan. Trainees who repeatedly fail to follow procedures may be liable to termination of the course.

9.3. Where Teach West London become concerned that absence may impact on the ability of the trainee to provide evidence relating to the successful demonstration of the Teachers' Standards at the end of the course a support plan or cause for concern plan will be initiated.

Appendix A: Teach West London ITT - Form of Mitigation

Trainee Name: [Full Name]
Course Title: [e.g., Secondary Mathematics]
Course Start Date: [e.g., September 2025]
Date of Submission: [DD/MM/YYYY]
Submitted to: Teach West London
Reason for Submission: Ongoing illness

Section 1: Nature of the Illness
Please provide a brief summary of the illness and how it is affected your ability to engage with your training:

Section 2: Medical Documentation
Attached Document(s):
☐ Medical Certificate
☐ Other (please specify): _____
The certificate provided includes:

- A description of the medical condition
- Duration of the illness and treatment timeline
- Likely impact on training progress and ability to meet course requirements

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Section 3: Trainee Declaration

- I understand that this form and the accompanying medical documentation will be reviewed by Teach West London's Director of ITT in accordance with their absence policy.
- I am requesting a deferral on medical grounds.
- I acknowledge that Teach West London reserves the right to undertake a management referral to their occupational health provider in support of this process.

Signature: _____

Date: _____

Appeals Procedure

1. A trainee may appeal a course termination or a course outcome of 'failed to meet standards for QTS'. To do so the trainee must set out in full in writing their grounds for the appeal by completing our appeals form (appendix A) within ten working days of the date on the outcome letter. The appeal form should be sent to ITT@teachwestlondon.org.uk.
2. The grounds for making an appeal are:
    - A procedural error in the assessment process
    - Bias or a reasonable perception of bias in the assessment
    - Personal circumstances which have impacted a trainee's assessment which, for good reason, they were not able to ask for additional consideration of their circumstances at an earlier time.
3. Teach West London will not accept appeals based on the following:
    - Minor ailments like a common cold or headache.
    - Poor time management.
    - Common technical failures, like an internet outage or an unbacked-up document.
    - Pre-planned events like holidays or weddings.
    - Known, long-term health conditions that are not a sudden flare-up and have not been previously discussed with Teach West London.
4. A trainee can make an appeal related to procedures followed but cannot appeal the QTS judgement.
5. If the reason for an appeal relates to a trainee's personal circumstances, Teach West London would expect a trainee to consider the impact of their personal circumstances prior to a course termination or course outcome and to have discussed this with Teach West London. If a trainee did not discuss the impact of their personal circumstances with Teach West London prior to a course termination or course outcome they will need to outline their reasons for not doing so on their appeal form.
6. Where concerns do not relate to a course termination or a course outcome trainees should follow Twyford CofE Academies Trust complaints procedures. Trainees should also follow guidance on complaints in Teach West London's ITT policy.
7. If the reason for an appeal relates to a problem with teaching and learning opportunities, Teach West London will only consider this acceptable if the trainee has previously followed Twyford CofE Academies Trust complaints procedures and a complaint has been upheld.
8. When completing an Appeal form (appendix A), it is recommended that a trainee details their concerns clearly and concisely and provide evidence to support the issues raised where possible.
9. Examples of suitable evidence include:
    - Trainee medical issues: Medical evidence (report, statement or letter from medical professional)
    - Bereavement: Death certificate, funeral order, obituary where the trainee has suffered a bereavement.
    - Personal difficulties: Medical evidence related to a close relative or caring responsibilities, student statement, crime reference number, official correspondence from a court or solicitor, written report from the police, fire service or insurance company.
10. All evidence related to an appeal must be submitted along with the Appeal form if the trainee would like it to be considered as part of their appeal. Teach West London will not accept any evidence submitted at a later date unless point 11. applies.
11. If a trainee is having difficulty obtaining independent evidence to support their appeal, they should submit their appeal form within the specified timeframe and outline the evidence which will follow with an estimated date of when the evidence will be submitted. The trainee must explain why the evidence cannot be submitted with their appeal form.
12. The appeal hearing will review the fairness of the original decision in the light of the procedure that was followed and any new information that may have come to light.
13. The Appeals Committee will be constituted of 3 – 5 suitably experienced teachers drawn from Teach West London's Strategic board (Steering Group) and ITT Partnership Committee. These will be independent

members of these committees who had no part in the process prior to the appeal.

14. The trainee will be given at least ten working days' notice of the appeal hearing and will have the right to be accompanied. The hearing will be minuted by a clerk who will distribute all the relevant documents.

15. In the notification of appeal hearing documentation, the trainee will be provided with:

    - The time and date of the hearing
    - The names and job titles of Appeal Committee members
    - The name(s) of anyone else attending the meeting and what their roles will be
    - A description of what to do if they can attend or do not wish to attend the hearing
    - Information related to the right to be accompanied
    - An outline of how the meeting will proceed
    - Copies of relevant documents

16. Teach West London will consider on a case-by-case basis whether to make reasonable adjustments to the appeals procedure to take account of the individual needs of the trainee. Details of how to request reasonable adjustments will be provided with appeal hearing documentation.

17. The appeal Appeal Committee may:

    - Accept the appeal and recommend the Assessment and Awarding Committee reconsider the Award of QTS (for a course outcome of 'failed to meet standards for QTS')
    - Accept the appeal and recommend the trainee is reinstated onto the course (for course termination)
    - Reject the appeal and confirm the decision of Teach West London.

18. The trainee will be notified of the outcome of the appeal in writing, with reasons, without delay, and within five school days.

19. Teach West London will not accept appeals from third parties unless they are acting as a trainee's representative. Teach West London would ask the trainee to confirm their agreement before accepting an appeal from a third party on their behalf.

20. Teach West London will provide trainees with the opportunity to seek clarification of the Assessment and Awarding Committee's decision or to discuss their concerns with a nominated member of staff before deciding on whether to appeal the decision. Trainees can contact ITT@teachwestlondon.org.uk if they would like to take up this opportunity.

21. It is important that trainees have access to sources of advice and guidance. Prior to making an appeal, trainees can request a meeting with an independent staff member for advice and guidance about the process. Trainees can contact ITT@teachwestlondon.org.uk if they would like to take up this opportunity.

22. Other sources of advice and guidance include:

    - Teaching Union representatives for trainees who have joined a Teaching Union
    - St Mary's student union for trainees completing the PGCE
    - Citizens advice

23. We will consider an appeal made outside of term time to have been received on the first day after the school holiday period.

24. If other bodies are investigating aspects of the appeal, for example the police, local authority safeguarding teams or Tribunals, this may affect our ability to adhere to the timescales within this procedure or result in the procedure being suspended until those public bodies have completed their investigations.

25. If a trainee wants to withdraw their appeal, we will ask them to confirm this in writing.

26. Following a trainee receiving an appeal outcome, a trainee can submit a request for the appeal outcome to be reviewed. This should be submitted in writing to ITT@teachwestlondon.org.uk. The review of the appeal outcome would:

    - Review the appeals procedures followed
    - Consider whether the appeal outcome was reasonable
    - Look at any new evidence that could make a difference to the appeal outcome for which the trainee could not reasonably have provided earlier in the process.

27. The review of the appeal outcome may:

    - Confirm the appeal outcome
    - Recommend a re-hearing of the appeal

28. The review of the appeal outcome is the final stage and there is no further right of internal appeal following a review of the appeal outcome.

29. The Office of the Independent Adjudicator for Higher Education (OIA) runs an independent scheme to review student complaints. Teach West London is a member of this scheme. If a trainee is unhappy with the appeal outcome, they may be able to ask the OIA to review their appeal. Find more information about making a complaint to the OIA, what it can and can't look at and what it can do to put things right if something has gone wrong here: https://www.oiahe.org.uk/students.

30. A trainee would normally need to have completed Teach West London's Appeals procedure in full before they can complain to the OIA. Teach West London will send a trainee a letter called a "Completion of Procedures Letter" when they have reached the end of our processes and there are no further steps they can take internally. If an appeal is not upheld, Teach West London will issue a Completion of Procedures Letter automatically. If an appeal is upheld or partly upheld, a trainee can ask for a Completion of Procedures Letter if they want one. Find more information about Completion of Procedures Letters and when a trainee should expect to receive one here: https://www.oiahe.org.uk/providers/completion-of-procedures-letters.

31. Trainees must make their complaint to the OIA within 12 months of completing this appeals procedure. The 12-month period will normally run from the date of the Completion of Procedures Letter.

32. Appeals are reported to Twyford CofE Academies Trust Directors and Teach West London's strategic board (Steering Group) annually.

Appendix A: Appeal form

When we receive an appeal, we aim to acknowledge its receipt within 3 school days. See appendix B for further time frames related to appeal procedures.

Name	
Contact Address	
Daytime telephone number	
Evening telephone number	
Mobile phone number	
Name and contact details of next of kin *(This person would be contacted if we are unable to make contact with you following an appeal being submitted)*	
Please state whether you are appealing i) A course termination or ii) a course outcome of 'failed to meet standards for QTS'.	
Detail of the Appeal: What is your concern and how has it affected you? N.B. A trainee can make an appeal related to procedures followed but cannot appeal the QTS judgement.	
Action taken so far. Have you discussed this matter with a member of staff before filling in this form? If so, who did you speak to and what was the response or solutions offered	
State the reasons why this was not a satisfactory resolution for you?	
As a result of making this appeal what would you like to happen to resolve the problem?	
Are you attaching any paperwork / evidence? If so, list below:	

Is there any evidence which Teach West London already has possession of which you would like considered as part of your appeal? If so, list below.	
Signed	
Print name	
Date	
For completion by Teach West London	
Date received	
Signed	

Appendix B: Stages and time frames

Description	Number of days after receipt of appeal form
On receipt, a written appeal will be acknowledged by the Head of Teach West London	Within 3 school days
Investigation of the appeal by the appeals committee	Within 10 school days or by a mutually agreed time
Notification of the appeal hearing – report of investigation and other relevant papers sent to all taking part	Within 11 school days or by a mutually agreed time and 10 school days prior to an appeal hearing
Appeal hearing takes place.	Within 21 school days or by a mutually agreed time.
Decision of the appeals committee notified to the trainee.	Within 5 school days of the appeal hearing.
Trainee can request a review of the appeal outcome.	Within 10 school days of receiving the appeals committee decision / appeal outcome.
Review of the appeal outcome completed.	Within 10 school days of receiving a trainee's request for review.
Appeal review outcome is issued to the trainee. N.B. The review of the appeal outcome is the final stage and there is no further right of appeal following a review of the appeal outcome.	Within 15 days of receiving a trainee's request for review.

Appendix C: Outline of the procedure for an Appeal Committee hearing

The Appeal Committee may: -

a) Accept the appeal and recommend the Assessment and Awarding Committee reconsider the Award of QTS (for a course outcome of 'failed to meet standards for QTS')
b) Accept the appeal and recommend the trainee is reinstated onto the course (for course termination)
c) Reject the appeal and confirm the decision of Teach West London.

The Appeal Committee members should be aware of the following: -

a) The appeals procedure
b) The appeal hearing is independent and impartial and must be seen to be so
c) No member may sit on the Appeal Committee if they have had a prior involvement in the appeal, or the circumstances surrounding it
d) Appeal Committee members should be drawn from a Teach West London's Strategic board (Steering Group) and ITT Partnership Committee
e) The hearing is held in private
f) The aim of the hearing is to resolve the appeal and achieve conciliation between the ITT provider and the trainee.
g) It may not be possible to resolve matters to the trainee's satisfaction. It may only be possible to establish facts and satisfy the trainee that the matter has been taken seriously
h) Some trainees may feel nervous; the Appeal Committee chair will make efforts to ensure proceedings are as informal as possible

The Chair of the Appeal Committee: -

a) Welcomes those present and introduces each person by name
b) Stresses that the meeting is strictly confidential to those present
c) Checks that mobile phones and other devices are switched off
d) Outlines the procedure to be followed
e) Asks all attending the Appeal Committee, including witnesses, to remain available for approximately 30 minutes after they withdraw, in case the Appeal Committee needs to clarify a point
f) Ensures that key findings of fact are made and the issues addressed
g) Ensures that each party is able to state their case and ask questions without undue interruption
h) Ensures that all written material is seen by all parties
i) Conducts the hearing in an informal manner and ensures each party treats the other with respect and courtesy

Order of hearing: -

a) The trainee is invited to present their case and explain their desired outcome and any possibilities of redress
b) The chair may question both the trainee and any witnesses
c) The Head of Teach West London and / or Director of ITT is invited to explain the school's actions
d) The trainee may question the Teach West London and / or Director of ITT and any witnesses
e) Both parties are invited to sum up

After the trainee and Teach West London and / or Director of ITT have withdrawn, the Appeal Committee decides on its recommendations, including any redress. The decision and recommendations of the Appeals Committee are sent within five school days to all parties. The Appeal Committee decision is final.

Sometimes the Appeal Committee will need to respond to unexpected events e.g.: -

a) A trainee may not arrive for the meeting. The Appeal Committee will need to consider any reason given or any request for a postponement and decide whether to proceed in their absence or to reconvene the meeting
b) A party may wish to introduce new written evidence not previously distributed. This should be given to the clerk, and the chair will need to consider whether to allow time for all sides to consider the new information or to disallow it. New complaints or allegations should not be considered.
c) A person may become agitated or distressed during the meeting, in which case a short adjournment may be helpful

Assessment

1. Introduction

1.0. To be able to make recommendation for QTS at the end of the initial teacher training year, Teach West London are required to assess and monitor each trainee teacher's progress throughout the training year.

1.1. Each trainee teacher's progress will be monitored against Teach West London's ITT curriculum regularly during the training year which culminates in an assessment against the Teachers' Standards.

1.2. Each trainee teacher's progress will be monitored against Teach West London's ITT curriculum to notice early where additional support is required.

1.3. When assessing trainees, Teach West London will comply with - Education (School Teachers' Qualifications) (England) Regulations 2003 (SI 1662) to ensure statutory requirements for QTS in England are met.

2. Policy Statement

2.1. Trainees are introduced to formative and summative assessments during induction and centre-based training.

2.2. Throughout the year, trainee teachers will be continuously assessed through ongoing formative assessment based on their knowledge, understanding and application of Teach West London's ITT curriculum. These formative assessments are set by Directors of ITT half-termly.

2.3. Several people will be involved in the formative assessment, however the main person responsible for the formative assessment of each trainee teacher is their school-based mentor. When assessing their trainee teacher, each school-based mentor will take a holistic approach of the period they are assessing and will track this progress at five calendared review points (which will be half-termly). School-based mentors are provided with training and guidance to support this process.

2.4. Formative assessment review points will be quality assured over the year by Lead Mentors and School ITT Leads overseen by Directors of ITT. School ITT Leads and Lead Mentors are provided with training and guidance to support this process.

2.5. Trainees will receive feedback on their progress during a formative assessment meeting from their school-based mentor. Teach West London will verify formative assessments, so trainees, mentors and school ITT leads are regularly informed about a trainee's progress towards QTS.

2.6. For apprentices, progress reviews will take place at least every 3 calendar months as outlined in the training plan with active participation from the apprentice, employing school (school-based mentor and or ITT lead) and Teach West London (Lead Mentor or Director of ITT). These progress reviews will be substantive and follow apprenticeship funding rules (see handbook for further information).

2.7. If a trainee teacher has concerns regarding the accuracy of their formative assessment, they should raise this as soon as possible, with the Director of ITT who would investigate. This may require the trainee to outline in writing which aspects of the assessment they believe to be inaccurate and what evidence they have to support their point of view.

2.8. During the year, if the school-based mentor or other school colleagues, alongside Teach West London staff determine that the trainee teacher is not making sufficient progress then a Trainee Support Plan will be initially implemented with bespoke supportive targets. The rationale for

implementing a Trainee Support Plan is to support the trainee teacher to make the necessary progress so that they are back on the trajectory to meet the requirements for QTS.

2.9. For more serious concerns, where a Trainee Support Plan is not deemed appropriate, a Cause for Concern will be initiated (see separate section entitled Cause for Concern and Support Plans).

2.10. At the end of initial teacher training year, each trainee teacher will be subject to summative assessment against the Teachers' Standards.

2.11. Teach West London, as the accredited ITT provider, is responsible for recommending each trainee teacher for QTS to the Department for Education (DfE). The recommendation for QTS will be primarily based on the outcomes of the continuous formative assessment against Teach West London's ITT curriculum and summative assessment against the Teachers' Standards. To be recommended for QTS, each trainee teacher will need to demonstrate expected progress against Teach West London's ITT curricular statements by the final formative assessment tracking point and all the Teachers' Standards during the final half term.. The recommendation for QTS is based on a pass/fail judgement. No grades or marks are awarded. The data will be presented to the Teach West London Assessment and Awarding Committee who will endorse the Director of ITT's recommendations. Thereafter trainee teachers will be notified of the outcome of and whether they are being recommended for QTS.

2.12. For apprentices, Teach West London will also record the grade of Pass or Fail on the ILR following the Assessment and Awarding Committee meeting.

2.13. Trainee teachers who have not demonstrated expected progress against Teach West London's ITT curricular statements or have a Support Plan or Cause for Concern in place will be given an extension up to the end of the academic year to make the expected progress before their final summative assessment is submitted and validated.

2.14. Trainee teachers who will not be in a position to provide evidence relating to the successful demonstration of the Teachers' Standards by the point of summative assessment may be granted a course extension to meet all the requirements where this can be justified. A 'course extension' describes a formally agreed extension of the programme into the following academic year. The ITT Director may decide to extend where there is insufficient evidence on which a decision can be based or where it would be unreasonable to expect the trainee to have met the Teachers' Standards for other reasons. The Director of ITT will determine the length of the extension considering the remaining progress that is to be made against the Teachers' Standards. The data for the trainee will be presented to the Assessment and Awarding Committee which will approve or reject any course extension requests made by the Director of ITT.

2.15. A trainee may be unable to serve a course extension in the same placement school in which they completed their original placement. In these circumstances, Teach West London would make every effort to find another placement to enable the trainee to complete the course extension. A course extension is subject to a partnership with a suitable placement school being arranged. Trainees would only be considered for one course extension.

2.16. Trainee teachers who are undertaking the PGCE with St Mary's University should also have regard for their assessment policy. Trainee teachers are advised to read St Mary's assessment policy at the start of the training year so that they are fully aware of the assessment procedures, extenuating circumstances for assignment extensions, remarks etc.

2.17. Trainee teachers should note that if they fail to meet the requirements for QTS they will automatically not be awarded the PGCE by St Mary's University.

2.18. During the year, internal moderation will be completed by Teach West London staff. Teach West London will appoint an External Moderator to undertake external moderation of a sample of

trainees annually.

2.19. The Teach West London Assessment and Awarding Committee is convened as required and chaired by the Director of ITT. The Committee is formed of between 3 and 5 suitably experienced senior teachers drawn from Teach West London's steering group. Meetings are minuted.

2.20. For appeals procedures relating to summative assessment please see the appeals section of the policy.

2.21. Summative assessments must be submitted by the deadline set, unless an extension is formally approved the Director of ITT. Formal extensions will only be considered in exceptional circumstances. If a summative assessment is submitted late this could affect the ability of Teach West London to moderate the assessment and award QTS. When submitting assessments trainees will sign to verify that work submitted is their own work. . If a trainee is found to have plagiarised or inappropriately used AI when submitting they will be invited to a formal meeting with the Director of ITT. If a trainee is found to have plagiarised or inappropriately used AI when submitting, this could affect Teach West London's ability to award QTS.

Cause for Concern and Support Plans

1. Introduction

1.0. Teach West London are committed to supporting all the successfully recruited trainee teachers during their training year.

1.1. Teach West London recognises that there might be some trainees who may require more support than others, thus a Trainee Support Plan (TSP) or Cause for Concern procedure (CfC) might be required to provide the bespoke support that they require to make the desired progress to ultimately be recommended for QTS.

1.2. The employing school's policies dealing with capability and disciplinary matters will apply for all salaried trainee teachers. The Trust's Disciplinary Procedure and Capability and Managing Poor Performance Policy may also apply.

2. Policy Statement

Trainee Support Plan

2.1. Where there are concerns about a trainee teacher's progress, in most cases, a TSP will be implemented (see handbook for documentation).

2.2. A TSP can be initiated after a concern is raised by Teach West London, the placement school or by the trainee in consultation with Directors of ITT at any point during the training year.

2.3. A TSP is likely to be implemented when:

- A trainee teacher is consistently not acting upon advice and guidance from their school mentor or Teach West London staff.
- There is lack of or limited progress over time in relation to Teach West London ITT curriculum.
- A trainee teacher's wider professional conduct is causing concern.

2.4. The TSP will:

1. Identify and establish the current picture of trainee progress using a range of evidence to identify areas of strength and concern.
2. Identify three targets that are agreed upon at the Support Plan meeting to enable progress towards the ITT curriculum and Teachers' Standards where appropriate.
3. Establish clear and succinct success criteria against each target.
4. Detail actions and support that all stakeholders involved in the plan will need to take.
5. Agree support plan time scale and agreed dates.

The TSP is intended to prevent the trainee teacher going onto the CfC process.

2.5. The Trainee Support Plan will be reviewed based on the timescales set. If the targets have been met, the trainee teacher will be taken off the plan and will continue as normal. If the targets have not been met fully, the timescales may be extended to provide the trainee further opportunities to meet the targets. If the targets have not been met at all or there has been limited progress putting the trainee at risk of not being awarded QTS, then a Cause for Concern may be initiated if this is deemed appropriate.

Cause for Concern

2.6. Some situations may require the Cause for Concern (CfC) process to be implemented without a support plan being initiated first. A CfC will be determined on a case-by-case basis subject to the concerns that are raised. The CfC process is intended to be a developmental and supportive process. A template document can be found in the handbook.

2.7. A CfC is likely to implemented when:

- A trainee teacher lacks progress over time or ‘plateaus’ and there is no evidence of further progress or development in relation to Teach West London ITT curriculum, even after a TSP has been implemented or the trainee teacher did nott meet the targets on the TSP.
- A trainee teacher fails to demonstrate high standards of personal and professional conduct.
- A trainee consistently fails to implement Teach West London’s or their placement school’s policies and procedures.
- A trainee has failed to follow procedures related to reporting absences and or the level of absence is impacting on the trainees ability to provide evidence relating to progress against the ITT curriculum and/ orthe successful demonstration of the Teachers’ Standards at the end of the course.

2.8. The CfC process can be initiated after a concern is raised by Teach West London or the placement school in consultation with Directors of ITT at any point during the training year.

2.9. The CfC will:

- Outline the concern and explain the purpose of the CfC plan.with reference to the Teach West London ITT curriculum and Teachers’ Standards where appropriate. Identify targets that the trainee teacher needs to meet. Each target will include the success criteria, timescale and the evidence that the trainee teacher will need to present to demonstrate that they have met their targets.
- Outline the agreed support and actions by the Mentor, Placement School and Teach West London as appropriate.

2.10. The Cause for Concern will be reviewed based on the timescales set. If the targets have been met, the trainee teacher will be taken off this and may be put onto a Trainee Support Plan (if one was not implemented for the same concern before the CfC) or they will continue as normal. If the targets have not been met fully, the timescales may be extended, or additional stages of the process will be initiated which will provide the trainee further opportunities to meet the targets. Where insufficient progress has been made at CfC stage 2 the trainee teacher will be notified that they are at risk of not meeting the Teachers’ Standards for the award of QTS and if it is deemed appropriate, withdrawal from the course will be discussed. The decision to terminate a trainee will be made by the Director of ITT and presented to the Assessment and Awarding Committee where the final decision will be made about course termination. The Trainee teacher can make an appeal to the Appeals Committee (sub-committee of Steering Group) - see appeals section for further details.

Child Protection and Safeguarding

1. Introduction

1.0. At Teach West London keeping children and young people safe from harm is our number one priority. We are committed to safeguarding and promoting the welfare of children and young people and expect all trainees, apprentices, staff and volunteers to share this commitment.

1.1. Teach West London fully recognises its responsibilities for safeguarding children from significant harm. It also recognises that safeguarding and promoting the welfare of children is everyone's responsibility.

1.2. Teach West London expects all trainees, apprentices, staff and volunteers to exemplify British values of democracy, the rule of law, individual liberty and mutual respect and tolerance for those with different faiths and beliefs.Trainee teachers are required to read and familiarise themselves with Twyford Trust's Child Protection Policy and Procedures for Dealing with staff allegations policy which can be found at Policies | Twyford CofE Academies Trust (twyfordacademies.org.uk). This forms part of their Flick Learning Training.

1.3. Trainee teachers will also be required to read the Keeping Children Safe in Education Part 2 (KCSIE) document at the start of the course. This forms part of their Flick Learning Training.

1.4. Trainee teachers must read and familiarise themselves with their placement school's Child Protection and Safeguarding Policy.

1.5. Directors of ITT will make decisions relating to safeguarding incidents but will consult with a Trust Designated Safeguarding Lead (DSL) and take a collaborative decision-making approach.

2. Policy Statement

2.1. Trainees will be asked to confirm that they have read Part 2 of the KCSIE document. Their confirmation will be recorded centrally by Teach West London. This forms part of their Flick Learning Training.

2.2. For each school placement, trainee teachers will be required to read the Child Protection Policy and information about the Designated Safeguarding Leads will also be shared with each trainee teacher during their placement school induction. Trainees will also be expected to read any material or engage with any professional learning provided to them by their placement school related to child protection and Prevent Duty.

2.3. All trainees will receive Child Protection and Safeguarding training by Teach West London and their placement school.

2.4. All trainees will receive training delivered by Teach West London and their placement school (in accordance with Prevent Duty guidance) that gives trainees the knowledge and confidence to identify children at risk of being drawn into terrorism and to challenge extremist ideas, which can be used to legitimise terrorism and are shared by terrorist groups.

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2.5. Trainees will be notified of the safeguarding procedures and the Designated Safeguarding Leads at each Training Centre they attend.

2.6. Each trainee teacher needs to understand that they have responsibilities to look after their own safety and that of the children. Therefore, throughout the training year, they will be required to apply what they have read by taking all reasonable steps to ensure safety of children. This will include being attentive for signs of possible abuse and reporting them in accordance either their school placement's Child Protection and Safeguarding Policy (if this relates to a child at their placement school) or the Twyford Trust's Child Protection Policy (if there is a concern relating to a

child when they are attending centre-based training).

2.7. Teach West London will complete safer recruitment checks for all its applicants, prior to shortlisting any for selection. Thereafter, Teach West London requires all successfully recruited trainee teachers to complete a Disclosure Barring Service (DBS) check.

2.8. Each trainee teacher will also be recorded on Teach West London's Single Central Register.

2.9. Any safeguarding concerns or allegations made about a trainee whilst at their placement school will be dealt with according to their placement school's Child Protection Policy and Keeping Children Safe in Education statutory guidance.

2.10. Any safeguarding concerns or allegations made about a trainee whilst at their training centre, visiting a Lead Partner School as part of an ITAP, attending their contrasting placement, or school visits will be dealt with according to the host school's Child Protection Policy and Keeping Children Safe in Education statutory guidance.

2.11. Teach West London will follow keeping safe in education guidance to determine whether a LADO referral is made.

2.12. Information regarding safeguarding concerns or allegations made about a trainee must be shared between placement schools or host schools and Teach West London to ensure that potential patterns of concerning, inappropriate, problematic or concerning behaviour can be identified. If information is shared verbally, this must also be followed up in writing. All safeguarding concerns will be logged by Teach West London. Record keeping will adhere to Keeping Children Safe in education guidance.

2.13. In some circumstances following a safeguarding concern or allegation, where it is deemed a suspension from the placement school is not warranted, it may be agreed with the trainee that some training tasks are completed away from the placement school for a defined period of time whilst appropriate support is agreed.

2.14. If a suspension is warranted, written notification will be provided within 1 working day. This may be provided by both the placement school and Teach West London.

2.15. Where a trainee has been suspended from their placement school following a safeguarding incident it may be possible for the trainee to continue to attend professional learning whilst the incident is investigated fully.

2.16. Where it has been decided that a trainee can return to their placement school, following a period of suspension, Teach West London will follow advice from the LADO and or HR to support the trainee to return to their placement school. It may be appropriate to support the trainee with a change of placement school.

2.17. If a safeguarding allegation is substantiated and will prevent the trainee from successful demonstration of all of the Teachers' Standards at the end of the course, the trainee will be terminated from the course. This decision will be made by the Director of ITT.

2.18. Appeals related to a trainee's course termination should be made in writing to the Director of ITT and would be heard by the Appeals committee.

2.19. Teach West London will adhere to Keeping Children Safe in education guidance when considering whether safeguarding concerns are recorded on employment references.

Complaints and Grievances

1. Introduction

1.0. Teach West London endeavours to provide a high-quality initial teacher training experience for all its trainees in an open and transparent environment. Where concerns are raised, Teach West London intends to deal with them fairly and promptly.

1.1. For the purposes of this policy, apprentices are treated the same as trainees on employment-based routes. All provisions apply equally to apprentices, except where it explicitly stated that a provision does not apply to an apprentice.

1.2. Trainee teachers are required to read and familiarise themselves with Twyford Trust's Complaints Procedure and Grievances Procedure. Any complaints or grievances relating to Teach West London will follow the procedures outlined in these documents.

1.3. Trainee teachers must read and familiarise themselves with their placement school's Complaints and Grievances procedures. Any complaints or grievances relating to a trainee teacher's placement school / employer should follow the procedures outlined in those documents.

1.4. This policy is published on our website ITT Governance | Teach West London and is accessible to trainee teachers, including apprentices, placement schools and employers

2. Policy Statement

2.1. A concern can be defined as 'an expression of worry or doubt for which reassurances are sought'. A complaint may be defined as 'an expression of dissatisfaction however made, about actions taken or a lack of action'. It is in everyone's interest that concerns and complaints are resolved at the earliest possible stage. Many issues can be resolved informally, without the need to use the formal stages of the complaints procedure.

2.2. Complaints can be raised by emailing ITT@teachwestlondon.org.uk. Apprentices and employers can also raise complaints in writing or request a meeting with the Director of ITT.

2.3. We aim to acknowledge complaints within 3 working days. Unless an extension is required due to complexity we aim to resolve complaints within the following timescales:

(i) At the informal stage we aim to resolve a complaint within 10 school days
(ii) At the formal stage we aim to resolve a complaint within 10 school days
(iii) Where each stage of the formal complaint procedure is required, we aim to resolve the complaint within 45 school days.

Updates will be provided throughout the process.

2.4. Trainee teachers who are subject to harassment or bullying whilst on the course or witness inappropriate behaviour of their peers are encouraged to report this to the Director of ITT.

2.5. Complaints should be made following the procedures in the relevant documents relating to either Teach West London or the teacher trainee's placement school / employer. If a trainee teacher makes a complaint or grievance against their placement school, it is their responsibility to inform the Director of ITT.

2.6. Any trainee teacher who makes a complaint in good faith will not be adversely affected by their complaint and neither will they impacted in terms of their QTS recommendation.

2.7. All complaints will be dealt with confidentially. However, details of a complaint may need to be shared with relevant colleagues to enable a full investigation to be conducted.

2.8. A complaint made anonymously will only be considered under exceptional circumstances where the nature of the complaint is considered appropriate for an investigation to be conducted.

2.9. Disputes regarding a course outcome of 'failed to meet standards for QTS' or a course termination will follow our appeals procedures.

2.10. Matters relating academic judgement of the PGCE must be raised directly with St Mary's University following their policy and procedures. If a trainee teacher raises an issue with St Mary's University, it is their responsibility to inform the Director of ITT.

2.11. This only applies to apprentices: The process for resolving any queries or complaints regarding the apprenticeship is to follow Teach West London's Complaints and Appeals policy. To escalate beyond Teach West London, apprentices or schools should contact Apprenticeship Service Support on 08000 150 600 or email helpdesk@manage-apprenticeships.service.gov.uk.

2.12. The Office of the Independent Adjudicator for Higher Education (OIA) runs an independent scheme to review student complaints. Teach West London is a member of this scheme. If a trainee is unhappy with the outcome of a complaint, they may be able to ask the OIA to review their appeal. Find more information about making a complaint to the OIA, what it can and can't look at and what it can do to put things right if something has gone wrong here: https://www.oiahe.org.uk/students. This does not apply for apprentices.

2.13. A trainee would normally need to have completed Teach West London's complaint procedures in full before they can complain to the OIA. Teach West London will send a trainee a letter called a "Completion of Procedures Letter" when they have reached the end of our processes and there are no further steps they can take internally. If a complaint is not upheld, Teach West London will issue a Completion of Procedures Letter automatically. If a complaint is upheld or partly upheld, a trainee can ask for a Completion of Procedures Letter if they want one. Find more information about Completion of Procedures Letters and when a trainee should expect to receive one here: https://www.oiahe.org.uk/providers/completion-of-procedures-letters. This does not apply for apprentices. Trainees must make their complaint to the OIA within 12 months of completing the complaints procedure. The 12-month period will normally run from the date of the Completion of Procedures Letter. This does not apply for apprentices.

2.14. Each year we will provide information to the OIA on the total number of COP Letters we have issued in the previous calendar year. This does not apply for apprentices.

Deferral

1. Introduction

1.0. Trainees may need to delay their training or withdraw from their training due to various reasons. Teach West London will ensure that trainees are provided with sound advice and are cognisant of any financial implications.

2. Aims

- to ensure that trainees understand how to defer their training and are aware of financial implications.
- to ensure that the process of deferring or withdrawing from ITT training programme is completed in a fair and equitable manner in line with Twyford CofE Academies Trust Equality Policy.

3. On Programme Deferrals

3.1. Deferrals are for those who have completed part of their ITT course and would like to defer part of the programme until a later date.

3.2. Trainees can request a deferral when they believe that they will be unable to continue the programme due to an extenuating circumstance, as defined below (1.2).

3.3. To be granted a deferral, trainees must prove with independent evidence that they have been affected by an extenuating circumstance. Deferrals are not guaranteed to all who apply and will be allocated on a case by case basis. Successful trainees will be permitted to reengage with the programme at a later date that has been agreed by the Trainee and Director of ITT.

3.4. ***Definition***

Extenuating circumstances are defined as circumstances that:

- Are unforeseeable and beyond the control of the trainee
- Significantly impact the trainee's ability to complete the programme
- Occur within a relevant time frame
- Can be supported by independent evidence where appropriate. Please note that a deferral can only be considered if the following are met:
- The deferral and re-engagement after deferral occurs within 12 months
- You are not requesting an extension to a deferral that has already been granted

4. Scope of extenuating circumstances

In order to qualify for a deferral, at least one extenuating circumstance must be met and evidenced.

4.1. What is considered an extenuating circumstance?

Whilst it is difficult to provide an exhaustive list of circumstances that meet the above definition, Teach West London considers the following to be valid extenuating circumstances.

- Medical incidents such as major injury, accident, or surgery
- A short-term illness that has resulted in sick leave
- A long-term illness that has worsened or "flared up"
- Pregnancy and maternity/paternity or other relevant statutory leave
- Clinical mental health issue
- Personal/psychological issues for which counselling is received
- Death/severe illness of an immediate relative
- Unique trainee circumstance/ Other reason (reviewed on a case-by-case basis)

4.2. Circumstances not considered for deferral

The following circumstances would not normally qualify for a deferral as the Director of ITT would intervene with a support plan.

- Poor time management/personal organisation
- Circumstances occurring outside of the relevant time frame

- Medical circumstances without sufficient evidence, e.g. a doctor's note
- Minor illness
- Planned familial obligations and holidays
- Childcare problems that could have been anticipated
- IT issues/failure to back up documents

5. How to apply for a deferral

Trainees wanting to apply for a deferral will need to have a conversation with their Director of ITT. The Director of ITT might be able to create a bespoke support plan to enable the trainee to remain on the programme. In the event that this is not possible trainees will be asked to make a formal request to Teach West London by filling out the deferral request form.

Trainees should give full details of their extenuating circumstances in the "reason for deferral" section of the form, explaining how these circumstances meet the above definition and have impacted their ability to continue the programme. All sensitive and personal data will be treated in accordance with data protection guidelines. Depending on the deferral option, costs may be incurred.

Trainees requesting a deferral must sign to show they are clear on any financial implications of their decision to defer such as:

- Trainee receiving a bursary will be entitled to payment up to & including the month they defer from the course.
- Trainees receiving a tuition fee loan or maintenance loan will need to contact SLC to inform them of their change in circumstances and scheduled payments will be stopped.
- Trainees will need to ensure all owed fees are paid in accordance with our payment of fees policy.
- For trainees employed by their school, if salaried grant funding applies, the employing school will only receive salary grant funding up to & including the month the trainee defers from the course.
- When a trainee re-engages with their original ITT course after the deferral, any outstanding funding (bursary or salaried grant funding) will be scheduled.
- It is the responsibility of a trainee receiving a tuition fee loan or maintenance loan to contact SLC when they re-engage after their deferral.

6. Re-engaging following a deferral period

The following considerations apply to an on-programme deferral:

- It may not be possible to return to the same placement school/setting
- It may be necessary to return at the same point in the programme 12 months later in order to fit in with training days and placement patterns
- Deferral may not be possible if changes to ITT subject/phase allocations are anticipated or occur in the following year
- There may be financial implications related to loans and or bursaries or salary payments.
- There will be implications for future employment if the trainee has already secured an ECT post for the following year
- Trainees who are scheduled to return from a deferral will be required to attend an interview with the Director of ITT at least one month prior to return and will be expected to keep in occasional contact during the deferral period
- An Occupational Health assessment may be needed before training can recommence
- Trainees will be required to undertake new DBS and online checks prior to restarting the programme for which the trainee will be charged.
- Trainees will be required to complete safeguarding training before restarting the programme.

7. Deferral of a place or offer

7.1. Successful applicants may request to defer their place on the ITT programme until the following recruitment year. Such requests are at the absolute discretion of Teach West London and places cannot be guaranteed should their chosen course not run the following year. Applicants should understand this risk before deferring their place. Deferred applicants will be expected to make a firm commitment to taking up their place and meet all conditions of offer in a timely manner

during the following recruitment cycle otherwise school placements cannot be guaranteed. We reserve the right to re-interview deferred applicants. It is the responsibility of the applicant to ensure that student finance is in place.

Appendix 1:

Request for a deferral

Duration of an ITT training route can only be extended up to 12 months for trainees whose personal circumstances necessitate deferral.

To request a deferral for a period of time up to 12 months you will need to complete the deferral form below with supporting evidence of the reason(s) for your request. Only Directors of ITT have the authority to agree deferrals so please send deferral requests to either:

Liza Hooper – PrimaryITT@teachwestlondon.org.uk

Nicola Fish – SecondaryITT@teachwestlondon.org.uk

Please note that deferral requests will be considered in accordance with our deferral policy.

If your request for deferral is **agreed**:

- A suitable return date will be negotiated, and you will be issued with a deferral support plan.
- Your Director of ITT will keep in touch with you to ensure the return date continues to be appropriate and support you to re-enter the training and assessment process.
- If your circumstances are such that you find you cannot return and complete your ITT programme before the maximum duration, you will be withdrawn from the programme. You may be able to re-apply at a later date.
- Please note it is not possible to guarantee you will be successful in re-application as this will depend on availability of places.

If your request for deferral is declined, i.e. because it does not meet the criteria in our deferral policy:

- Teach West London will put in place further support arrangements for you.
- You will need to complete within the normal duration.

The consequences of not completing ITT within the normal duration without a deferral acceptance:

- You will be withdrawn from the programme.
- Bursary payments will only be paid up to and including the month you are withdrawn.
- You may be required to repay bursary payments if you have not engaged sufficiently with the programme
- If you are employed by your school, your school will only be eligible for salaried grant funding (where this applies) up to and including the month you are withdrawn.

Teach West London ITT – Deferral request form

Trainee Name: [Full Name]
Course Title: [e.g., Secondary Mathematics]
Course Start Date: [e.g., September 2025]
Date of Submission: [DD/MM/YYYY]
Submitted to: Teach West London
Reason for Submission: Deferral request
Requested referral return date: [DD/MM/YYYY]

_____

Section 1: Reasons for deferral request
Please provide a brief summary of your reasons for requesting a deferral and how your current situation is affecting your ability to engage with your training:

_____

Section 2: Documentation to support your reasons for deferral
Attached Document(s):
☐ Medical Certificate
☐ Other (please specify): _____

The certificate provided includes:

- A description of the medical condition
- Duration of the illness and treatment timeline
- Likely impact on training progress and ability to meet course requirements

_____

Section 3: Trainee Declaration

- I understand that this form and the accompanying documentation will be reviewed by Teach West London's Director of ITT.
- I am requesting a deferral from [date] until [date]
- I have read and understand any financial implication of my decision, including taking responsibility for contacting SLC if a deferral is agreed.
- I acknowledge that Teach West London reserves the right to undertake a management referral to their occupational health provider in support of this process.
- I understand that deferrals are not guaranteed and I must wait for a decision from the Director of ITT before taking any further action.

Signature: _____

Date: _____

Discipline and Conduct

1. Introduction

1.0. Teach West London has high expectations about the standard of conduct of all its trainee teachers.

1.1. Trainee teachers are subject to their placement school's staff code of conduct and disciplinary procedure. Trainees are subject to the Trust's Disciplinary Procedure and Staff Code of Conduct. Therefore trainee teachers are required to read Twyford Trust's Staff Code of Conduct. This forms part of their flick training.

1.2. Trainee teachers are subject to Teach West London's trainee code of conduct. Therefore, trainee teachers are required to read Teach West London's trainee Code of Conduct.

Prior to the start of the course, trainee teachers are required to read the NASBTT Learn modules entitled- Code of Conduct,Working with Others and Trainee Teachers.

2. Policy Statement

2.1. Trainee teachers are hosted by Teach West London and various partner schools. Therefore, all trainees must ensure that they always behave in a professional manner towards children, colleagues, and their peers. Staff codes of conduct and disciplinary procedures of placement schools apply to trainees. Teach West London reserves the right to terminate a trainee's place on the course if their professional behaviour becomes an extreme cause for concern (see section on Cause for Concern and Support Plans)

2.2. It is recognised that misconduct can be linked to emotional frailty. Emotional consistency whilst on the course is essential and Teach West London is committed to supporting trainees to overcome emotional weaknesses as far as possible. Teach West London provides access to confidential counselling support to any trainee teachers who may require it through Workplace Options.

2.3. Safeguarding is a core responsibility of all staff in schools. All trainee teachers must follow the child protection policy and safeguarding procedures for their placement school (see the Child Protection section of this document).

Equality, Diversity and Inclusion

1. Introduction and Policy Statement

1.0. Teach West London are committed to promoting diversity in the teaching workforce and rooting out inequality and bias. We champion inclusion, equity and the right for all trainees to thrive. We celebrate our diverse community and believe that diversity among our trainees strengthens our programme, stimulates creativity, promotes the exchange of ideas and enriches school life.

1.1. Our practice is underpinned by the Equality Act 2010.

1.2. All Teach West London staff complete Flick Training annually on Equality and Diversity (covering the Equality Act 2010) with Teach West London leadership also completing Equality and Diversity for Managers.

1.3. Teach West London's training programme is designed to be inclusive, personalised and highly supportive. Weekly in person training sessions and regular school visits allow for strong professional relationships to be built with trainees and provision of tailored support aligned to individual needs.

1.4. All trainees will be given the opportunity to disclose any disability, specific educational need, or barrier to learning or wellbeing at any stage of the programme, including during application, interview, induction or throughout training. Apprentices will complete an assessment of learning needs on accepting an offer with Teach West London.

1.5. Teach West London will work proactively with trainees to identify and implement reasonable adjustments as early as possible. Where adjustments are required, Teach West London will work in partnership with trainees and placement schools to ensure that every trainee has the opportunity to meet the requirements for Qualified Teacher Status (QTS). Teach West London will draw on expert guidance, for example, Disability Rights UK to support our work.

1.6. For apprentices, where reasonable adjustments incur a cost, Learning Support (LS) will be claimed as appropriate and only in months where adjustments are delivered and evidenced. Costs above £150 per month will be claimed through the Earnings Adjustment Statement (EAS). Evidence of costs will be retained and reported on Individual Learner Records (ILRs). Reviews of learning support will take place at least every three calendar months with LS stopped when no longer required.

1.7. Teach West London prioritises mental health and wellbeing throughout the training year and will provide guidance on workload management and work life balance.

1.8. All trainee teachers will have access to our Employee Assistance Programme, which offers confidential counselling, advice and wellbeing resources.

1.9. All successful applicants will be required to complete an Occupational Health assessment, usually via a confidential medical questionnaire, prior to starting the course to ensure that trainees have the health and physical capacity to teach. This process is used to identify any reasonable adjustments required to support trainees to train and teach safely and effectively.

1.10. During the course, if it appears to Teach West London that a person may no longer have the health or physical capacity to teach, Teach West London (in accordance with Education (Health Standards) (England) Regulations 2003 (SI 3139)):

- Will allow the trainee to submit relevant medical evidence
- may require the trainee, or at the trainee's request must arrange for them, to submit themselves for examination by a qualified medical practitioner e.g. Occupational Health Assessment.

1.11. Teach West London may reach a conclusion that the trainee no longer has the health or physical capacity to teach. In such cases the trainee would be advised appropriately in relation to withdrawal from the programme, refund of fees, or where applicable a deferral (see Deferral

section). In reaching a conclusion, Teach West London's decision making will be underpinned by the Equality Act 2010.

1.12. Information relating to disability, health or wellbeing is treated confidentially and managed in accordance with UK GDPR and data protection legislation. Information will only be shared with relevant stakeholders where consent has been provided and where this is necessary to implement agreed support.

1.13. Reasonable adjustments do not change the professional competence standards required for the award of QTS. All trainees are expected to meet the Teachers' Standards

1.14. Where it applies, trainees will be signposted to Disabled Students' Allowance support.

1.15. Where it applies, trainees will be guided to external sources of support and advice including Disability Rights UK.

1.16. Trainees who have concerns related to equality, diversity and inclusion should discuss their concerns with the Director of ITT or another trusted member of the Teach West London delivery team. If the issues raised are not resolved, please refer to the complaints section of this policy.

1.17. Twyford Trust's Equality Policy applies to all Teach West London's trainee teachers. Trainee teachers should read and familiarise themselves with Twyford Trust's Equality Policy which can be found at Policies | Twyford CofE Academies Trust (twyfordacademies.org.uk). Trainee teachers may also be required to complete a brief online training module to demonstrate familiarity with the Trust's Equality Policy.

1.18. During the course, trainee teachers will be required to read the NASBTT Learn module entitled Equality and Diversity.

1.19. Trainee teachers must also read and comply with their placement school's Equality and Diversity Policy.

2. Monitoring and Action Planning

2.1. The Trust publishes data annually in line with the equality duty. This will include a report demonstrating the 'make up' of the trainee teacher cohort by protected characteristic (eg ethnicity, age group, gender etc) as well as the success of different groups of trainee teachers at each stage in the training process.

2.2. Analysis of trainee progress in relation to protected characteristics will be completed annually as part of our thorough self-evaluation. Progress of different groups within our trainee cohort will also be tracked carefully across the year to promote equity for all trainees and fulfil our commitment to all trainees having the right to thrive on our programmes.

2.3. Trainee feedback will be gathered regularly to evaluate our performance in relation to this policy.

Fees

1. Introduction

1.0. Teach West London wants to ensure clarity around course fees and payments.

1.1. This should be read in conjunction with Twyford Trust's Charging Policy.

2. Policy Statement

2.1. All fees must be paid to Teach West London/Twyford Trust in accordance with instructions on the invoice.

2.2. The course fees are the same amount for trainee teachers training in the Primary or Secondary pathways, based on the course that they are undertaking:

For programmes running in 26/27

- Fee Funded QTS only – £8200
- Fee Funded QTS and PGCE - £9250
- PGCE only (only applicable for salaried trainees if their employing school is paying for the QTS only route or if they are an apprentice) - £1050 (trainee teachers cannot opt for the PGCE alone, without QTS)
- Salaried QTS only (paid by the employing school or employee if there is no salaried grant funding) – £5950
- Salaried QTS and PGCE only (paid by the employing school or employee if there is no salaried grant funding) – £6950

For programmes running in 27/28

- Fee Funded QTS only – £9000
- Fee Funded QTS and PGCE - £10,050
- PGCE only (only applicable for salaried trainees if their employing school is paying for the QTS only route or if they are an apprentice) - £1050 (trainee teachers cannot opt for the PGCE alone, without QTS)
- Salaried QTS only (paid by the employing school or employee if there is no salaried grant funding) – £6700
- Salaried QTS and PGCE only (paid by the employing school or employee if there is no salaried grant funding) – £7750

2.3. All payments for the course must be paid in full by the end of the academic training year either in full at the start of the year or by agreed instalments during the year, but no later than June. Late payments beyond June will result in a delay in being recommended for QTS. All payments must be paid in UK pounds sterling.

2.4. Fees include administration relating to registration, tuition, access to learning resources, arrangement of teaching practice schools, intensive training and practice and assessment. Fees do not include any books, materials, stationery, equipment etc. Trainee teachers will be responsible for purchasing such items themselves.

2.5. Teach West London reserves the right to make an administrative charge of £50 for late payments.

Fee Funded Trainee Teachers

Teach West London will charge fee-funded trainee teachers for all the pre-employment checks that need to be completed prior to enrolling onto the ITT course. These fees will be refunded to the trainee teacher during the spring term of the training year if the trainee has not left the course at the start of the spring term.

2.6. The payment of course fees will apply to all fee funded trainee teachers.

2.7. Fee funded trainees will be required to pay for the full cost of their tuition fees, which can either be paid by:

- Applying to Student Finance England for a Student Loan
- Personal finance

2.8. The trainee teacher's chosen method of payment will be requested by Teach West London prior to

the course commencing.

2.9. If the chosen method of payment is through a Student Loan, then applications need to be made before the course begins.

2.10. Evidence of the application to the Student Finance England will be required. If evidence is provided, and the trainee teacher is still waiting for confirmation for approval of their loan, they will be permitted to enrol on to the course, however, an initial payment of their fees may be required, which may be refunded if the full amount of the Student Loan is subsequently approved. This is at the discretion of Teach West London. If the evidence cannot be supplied or the application is rejected, then the trainee will be liable to pay their own fees through personal finance or bursary (if applicable).

Secondary fee-funded trainee teachers may wish to use their bursary (if applicable) to pay for their course fees. Bursary payments to the trainee teacher will begin from October, however, trainee teachers are required to pay the first instalment of their fees in September, which they will be required to do through personal finance.

- Bursary (this is for eligible subjects for the Secondary pathway only)

Salaried Trainees Teachers

2.11. Postgraduate salaried trainees (salaried School Direct) may be required to pay for part of their fees, which will be determined by their employing school. Salaried trainee teachers must seek clarity about course fee payments and whether their employing school will pay for their QTS or PGCE, both or neither. If salaried trainee teachers are required to pay for their course fees, then the course fee for fee funded trainee teachers will apply. If salaried trainee teachers are required to pay for their course fees in part or full, they will not be eligible for a Student Loan. Therefore, such trainee teachers need to ensure that they are able to pay for the relevant course fees through their own personal finance.

2.12. Apprentices will not be asked to contribute financially to the cost of the apprenticeship.

2.13. A PGCE is not part of the apprenticeship and therefore can't be funded through the levy or co-investment and is therefore charged directly to the apprentice.

Withdrawals from the course

2.14. Trainee teachers who withdraw from the course will need to speak to the Director of ITT.

2.15. Trainee teachers who cancel their enrolment or withdraw during the course may still be liable for paying a percentage of their tuition fee, as follows (subject to the points noted in 2.13 below):

- Enrolment cancelled before the course starts: No fee payable. Pre-enrolment checks will not be refunded, if they have been carried out..
- Withdrawal up to the end of half term 1 – 25% of fee payable/refund up to 75%
- Withdrawal up to the end of term 1 – 50% of fee payable/refund up to 50%
- Withdrawal after the end of term 1 – 100% of fee payable/no refund due

The 'end of half-term 1' or 'end of term 1' can be taken as any day up to the day the programme restarts after the break.

Any debt owed to Teach West London will be subtracted from any refund of fees, if applicable. Fees due from the trainee teacher will not be less than amounts Teach West London is obliged to pay to third parties on account of the trainee teacher's enrolment.

Health and Safety

1. Introduction

1.0. Teach West London in collaboration with its partner schools recognises that they have responsibilities for the health, safety, and wellbeing of its trainee teachers.

1.1. Teach West London aims to provide an environment which is stimulating and safe to learn and simultaneously promotes high quality health and safety standards.

1.2. Twyford Trust's Health & Safety Policy applies to all Teach West London's trainee teachers. Therefore trainee teachers should familiarise themselves with Twyford Trust's Health & Safety Policy which can be found at Policies | Twyford CofE Academies Trust (twyfordacademies.org.uk) and may be required to complete a short e-learning module to demonstrate this. This will form part of their Flick learning training.

1.3. During the course, trainee teachers will be required to read the NASBTT Learn module Being Resilient

1.4. Trainee teachers should also familiarise themselves with their placement school's Health & Safety Policy.

1.5. For each school placement, trainee teachers will receive a health and safety induction which will highlight key risks and procedures that need to be followed. Each trainee teacher is required to adhere to the health and safety policy and procedures for each school that they are placed in.

1.6. Trainee teachers will also receive Health and Safety induction from Teach West London highlighting risks and procedures that need to be followed for activities including centre-based training days, PGCE days and ITAPs.

2. Policy Statement

2.1. Trainee teachers must adhere to Twyford Trust's Health & Safety Policy whilst onsite for centre-based sessions and the placement school's policy at all other times.

2.2. Trainees must take all reasonable steps to safeguard the health and safety of themselves, all other staff and trainees, students in their care and any other persons who may be affected by their actions

2.3. Trainees must understand and use the Trust and placement school reporting systems

2.4. Trainees must take reasonable precautions in safeguarding themselves and others

2.5. Teach West London will ensure that where applicable, risk assessments are carried out on any relevant risk and effective measures are taken to control those risks following Health and Safety Executive guidance (Managing risks and risk assessment at work).

2.6. All trainees will be given the opportunity to disclose any disability, specific educational need, or barrier to learning or wellbeing at any stage of the programme, including during application, interview, induction or throughout training.

2.7. All successful applicants will be required to complete an Occupational Health assessment, usually via a confidential medical questionnaire, prior to starting the course to ensure that trainees have the health and physical capacity to teach. This process will be used to identify any reasonable adjustments required to support trainees to train and teach safely and effectively.

2.8. Prior to beginning the course, trainees are required to declare any conditions that may have an impact on ensuring not only the trainees' but also other people's health and safety.

2.9. Teach West London may consider it necessary to carry out a more detailed risk assessment based on the conditions that are declared.

2.10. Based on the above and where required Teach West London will work with trainees to identify and implement reasonable adjustments as early as possible with appropriate plans drawn up and regular reviews / monitoring agreed (see Equality, Diversity and Inclusion section also).

2.11. It is the responsibility of each individual trainee teacher to communicate any changes in their condition to Teach West London.

2.12. During the course, if it appears to Teach West London that a person may no longer have the health or physical capacity to teach Teach West London (in accordance with Education (Health Standards) (England) Regulations 2003 (SI 3139)):

- Will allow the trainee to submit relevant medical evidence
- may require the trainee, or at the trainee's request must arrange for them, to submit themselves for examination by a qualified medical practitioner e.g. Occupational Health Assessment.

2.13. Teach West London may reach a conclusion that the trainee no longer has the health or physical capacity to teach. In such cases the trainee would be advised appropriately in relation to withdrawal from the programme or where applicable a deferral (see Deferral section). In reaching a conclusion, Teach West London's decision making will be underpinned by the Equality Act 2010.

Online Safety

1. Introduction

1.0. Online Safety applies to information and communications technology (web-based and mobile learning), as well as internet usage and social media.

1.1. Twyford Trust's Online Safety Policy applies to all Teach West London's trainee teachers. Therefore trainee teachers are required to read and familiarise themselves with Twyford Trust's Online Safety Policy which can be found at Policies | Twyford CofE Academies Trust (twyfordacademies.org.uk) and may be required to complete a short e-learning module to demonstrate this. This will form part of their Flick Learning training.

1.2. During the course, trainee teachers will be required to read the NASBTT Learn module entitled Safe Information Handling.

1.3. Trainee teachers must familiarise themselves with their placement school's Online Safety Policy.

1.4. For each school placement, trainee teachers will receive an online safety induction which will highlight key risks and procedures that need to be followed. Each trainee teacher is required to adhere to the online safety policy and procedures for each school that they are placed in.

2. Policy Statement

2.1. Trainee teachers must adhere to Twyford Trust's Online Safety Policy whilst onsite for centre-based sessions and the placement school's policy at all other times.

2.2. All trainee teachers will be required to sign Twyford Trust's Acceptable Use Agreement.

2.3. Partner schools will also provide information on their school's acceptable use policy, which all trainee teachers need to adhere to.

2.4. Trainee teachers need to be aware that failing to comply with the appropriate policy may result in disciplinary action and/or the implementation of a Cause for Concern (see section entitled Cause for Concern and Support Plans).

Payment of Fees

Tuition fees for each programme of study are as advertised with course details.

Fees include administration relating to registration, course tuition, access to learning resources, arrangement of teaching practice schools, intensive training and practice and assessment. Fees do not include any books, materials, stationery, equipment etc. Trainee teachers will be responsible for purchasing such items themselves.

Fees for students who are self-funded or are sponsored by a third party are payable in full by 10th September in the year of study or in instalments according to the following table.

	Date due (year of study)	Percentage of total fee
1st Instalment	10th September	50%
2nd Instalment	10th January	25%
3rd Instalment	10th April	25%

Students should inform Teach West London how their fees will be paid at least one month before the course starts.

All fees must be paid to Teach West London/Twyford Trust in accordance with the instructions on the invoice that will be sent before the start of the course.

Payments must be made electronically in UK pounds sterling.

Unpaid fees will be subject to recovery action and may result in a delay in the awarding of QTS and or PGCE.

In the case of a student who leaves the programme before completing, or for whom student loan or sponsor support is withdrawn during the programme, outstanding fees less any refund that may be due, become payable by the student immediately.

Apprentices will not be asked to contribute financially to the cost of the apprenticeship.

A PGCE is not part of the apprenticeship and therefore can't be funded through the levy or co-investment and is therefore charged directly to the apprentice.

Withdrawal from the course:

Trainee teachers who leave the programme will need to speak to the Director of ITT. They may still be liable for paying a percentage of their tuition fee, as follows (subject to the points* below):

- Enrolment cancelled before the course starts: No fee payable/full refund.
- Withdrawal up to the end of half term 1 – 25% of fee payable/refund up to 75%
- Withdrawal up to the end of term 1 – 50% of fee payable/refund up to 50%
- Withdrawal after the end of term 1 – 100% of fee payable/no refund due

The 'end of half-term 1' or 'end of term 1' can be taken as any day up to the day the programme restarts after the break.

If a trainee is deferring, please refer to the Deferrals section of this policy.

*Any debt owed to Teach West London will be subtracted from any refund of fees, if applicable. Fees due from the trainee teacher will not be less than amounts Teach West London is obliged to pay to third parties on account of the trainee teacher's enrolment.

* Fees funded via Student Finance will stop being paid to Teach West London from the date of withdrawal. Consequently, fees may be due from the trainee teacher as per the above percentages. Please also refer to https://www.gov.uk/student-finance-if-you-suspend-or-leave. Please note that a trainee who withdraws will owe money to Teach West London if the amount payable exceeds the amount already funded by the Student Loan Company.

Professional Development of Employees

1. Vision

Teach West London is committed to fostering a culture of continuous professional growth. Our key values of empowerment (we enable others to grow, take ownership and succeed) and adaptability (We are flexible, reflective and responsive to changing needs) best describe our approach to employee professional development. Through this policy we aim to ensure all employees have the knowledge, skills, and expertise to deliver exceptional teacher training and apprenticeship programmes (PGTA) so we can inspire excellence in teaching by developing skilled teachers who put children first and create lasting impact in classrooms and communities.

2. Policy Statement

We will continuously invest in the development of our employees to:

- Improve teacher training expertise, teaching and training knowledge, and overall performance.
- Align professional development with Teach West London's goals and the needs of our trainees, apprentices, partner schools and employers.
- Promote innovation and best practice in teacher education.

Ensure up to date knowledge, understanding and application of relevant legislation related to teacher training including Child Protection and Safeguarding, Prevent Duty, GDPR and data protection, Equality and Diversity and Health and Safety.

3. How We Will Achieve This

3.1. Continuous Improvement

- Provide access to relevant CPD programmes, conferences, and sector networks e.g. NASBTT, Chartered College of Teaching
- Encourage participation in subject-specific and pedagogical training.
- Collaborate with other experts in Teacher Training e.g. London Teaching School Hub network, Pan London ITT network, other Directors of ITT.
- Take part in annual external moderation cycles to inform development and training needs and support effective self-evaluation.

3.2. Teaching and Training Knowledge

- Deliver regular training on curriculum design, assessment (including recognition of prior learning, assessment of learning needs and progress reviews for apprentices) and Teachers' standards, including apprenticeship standards.
- Facilitate peer observation, feedback and coaching.

Provide regular training on Child Protection and Safeguarding, Equality and Diversity, Prevent Duty, Safer recruitment, Data protection and GDPR and Health and Safety.

3.3. Tailored Learning Objectives

- Conduct annual performance evaluation and development reviews to identify individual development needs.
- Align objectives with Teach West London's priorities and the needs of our trainees, apprentices, partner schools and employers.

3.4. Monitoring Professional Development

- Maintain a central CPD log for all employees.
- Review progress during performance evaluation and development meetings and set measurable next steps.

3.5. Annual Review of Policy

- This policy will be reviewed annually by the Board of Directors to ensure relevance and effectiveness.

4. Commitment

Teach West London's Leadership team will allocate resources and time for professional development and ensure all employees engage with this policy.

Quality Assurance

1. Introduction

1.0. Teach West London aims to provide a high-quality training experience for all its trainee teachers and to underpin this has put in place several procedures to assure quality throughout the trainee's journey.

1.1. Teach West London's training programme has been designed to ensure that it is compliant with the ITT Criteria and Quality Requirements.

1.2. Quality assurance processes will ensure that Teach West London meets relevant legislation including - Education (School Teachers' Qualifications) (England) Regulations 2003 (SI 1662) to ensure statutory requirements for QTS in England are met for all those recommended for the award.

2. Policy Statement

2.1. Quality assurance of Teach West London's ITT provision will be continuous. We will identify areas of risk and areas for development throughout the year and implement timely improvements and interventions as the programme progresses.

2.2. Partnership is key to the success of Teach West London's ITT provision. We aim to ensure consistency across the partnership in the following areas:

- Trainee teacher experience
- Mentoring
- Delivery of centre-based sessions – professional learning and phase & subject studies
- Assessment of trainee teachers
- Monitoring and evaluation of trainee progress

2.3. Mid-year and end-of-year monitoring, evaluation and action planning are embedded within the programme. A self-evaluation document (SED) is produced drawing on input from Teach West London colleagues and partner school stakeholders. This informs the annual improvement plan, ensuring strengths are sustained and areas for development are addressed.

2.4. Quality will be assured through internal and external monitoring to ensure continuous improvement and consistently high-quality provision. This will be through:

- Partner school involvement (though ther School ITT Lead or Headteacher) in recruitment of trainee teachers
- Partner school involvement (though the School ITT Lead) in selecting school-based mentors
- Mentor profile checks and experience auditsTeach West London Lead mentor visits to quality assure school-based training and quality of mentoring
- Quality assurance of the work of Teach West London Lead Mentors with Directors of ITT through joint, in school quality assurance visits and regular review of evidence to ensure consistency and accuracy across the partnership
- Teach West London Lead mentor team meetings and training
- Half-termly formative assessment tracking points to monitor trainee progress and identify support needs
- Moderation of assessments and trainee outcomes to ensure consistency and reliability of judgements
- Regular review of trainee evidence of practice
- Partnership meetings with St Mary's University to review provision and outcomes
- Stakeholder feedback – trainee, mentor and school ITT lead TSchool ITT lead, mentor and trainee Feedback
- External Moderator visits to validate provision, assessment and quality assurance processes
- Analysis of completion, attainment and progression data to inform improvement planning

2.5. Throughout the year, a structured monitoring and assessment cycle is in place, with clearly defined formative assessment points to review trainee progress. At these points, mentors and school ITT leads collate quantitative data from lesson observations, targets, mentor meetings and Lead Mentor visits. These judgements are quality assured within the Teach West London team to ensure accuracy, consistency and reliability of judgements.

This cyclical process enables the timely identification of strengths, areas for development and potential risks, allowing targeted support and intervention to be implemented for individual trainees and placement schools where necessary.

2.6. Teach West London will complete a compliance audit overseen by an experienced NASBTT consultant to ensure the programme is compliant with DfE ITT criteria.

2.7. Quality assurance will take place at all levels throughout the course:

Course aspect	Procedures
Application and selection processes	• -The application and selection process will follow strict procedures (see the Recruitment and Selection of Trainees section below). • -A member of Teach West London's senior leadership team will review all applications and be involved in all interviews to ensure consistency and equal opportunities. • The application and selection process follows clearly defined procedures (see Recruitment and Selection of Trainees section) • Trained Teach West London senior staff support the review of applications and are involved in all interviews to ensure consistency and equal opportunities • Regular standardisation and moderation meetings are held to quality assure decision-making, ensure consistency of judgements, and support ongoing staff training. • Procedures followed to ensure all trainees are eligible for teacher training and suitable to work with children are subject to regular spot checks by the Head of Teach West London / Directors of ITT to ensure full compliance with DfE ITT criteria.
Course design	• Feedback from course evaluations are reviewed and inform changes in course design • The Teach West London ITT curriculum is carefully sequenced and fully mapped against the ITTECF and the Teachers' Standards, ensuring a clear entitlement to training • Curriculum mapping documentation demonstrates how statutory requirements are met across the programme • The curriculum has been externally reviewed to ensure coherence, coverage and compliance • Teach West London works in partnership with a range of high-quality external partners to inform curriculum design and maintain best practice • Feedback from course evaluations is regularly reviewed and informs ongoing improvements to course design

Centre based training (general as well as phase and subject specific)	• Curriculum mapping and sequencing documentation clearly identifies the objectives and intended outcomes for each phase of the training programme • Training is delivered by a range of highly experienced practitioners and subject specialists, ensuring expert, research-informed input • Sessions are quality assured through systematic review and oversight to ensure consistency, coherence and effectiveness of delivery • External expertise is drawn upon to enhance the design and delivery of training and ensure alignment with current best practice • Trainee evidence bases, including subject knowledge audits, are routinely monitored and tracked to identify emerging needs and inform targeted support and provision • Feedback from training sessions and across the programme is regularly reviewed and used to refine and strengthen delivery
School placements	• Partner schools are expected to meet the expectations set out in the Partnership Agreement • Teach West London Lead Mentors quality assure school-based provision, including the quality of mentoring, trainees' entitlement to training and support, and trainee progress • Lead Mentors conduct joint lesson observations with school-based mentors to ensure consistency and accuracy of feedback and judgements • School ITT Leads undertake termly joint observations with school-based mentors to quality assure trainee progress and mentoring provision • External Moderators meet annually with groups of trainees and observe a sample of trainees to validate assessment and quality assurance processes

Recruitment and Selection of Trainees and Schools

1. Introduction

1.0. Teach West London is committed to ensuring that the recruitment and selection of trainees is a rigorous, robust, fair, and effective process.

1.1. Each procedure will meet the requirements of the Secretary of State's ITT criteria, in particular compliance with relevant legislation including the Equality Act 2010, Data Protection Act 2018, and current relevant UK Immigration legislation.

1.2. All Teach West London staff will complete Flick Training annually on Equality and Diversity with Teach West London leadership also completing Equality and Diversity for Managers.

1.3. Each procedure shall align with safer recruiting best practice to ensure that children and young people in our placement schools are safeguarded.

1.4. Recruitment processes will ensure Teach West London meets all relevant legislation including - Education (School Teachers' Qualifications) (England) Regulations 2003 (SI 1662) to ensure statutory requirements for QTS in England are met.

2. Policy Statement

2.1. All Teach West London ITT courses will be advertised externally on the DfE Apply website. Applications made to Teach West London only through DfE Apply will be considered for selection.

2.2. All applicants will be screened by a member of the TWL ITT team. The applicants' knowledge, skills, academic background, and prior experience will be considered to determine if they have the potential to train to teach by meeting all the Teachers' Standards in the timeframe planned for their training.

2.3. In particular, the applicants' academic background will be reviewed to determine their capacity to meet the entry criteria of GCSE's and undergraduate degree prior to the course commencing so all trainees meet statutory requirements for QTS Applications will be closely scrutinised to ensure that they are fully completed, the information provided is consistent, does not contain any discrepancies, and any gaps in employment identified. Various searches including safer recruitment checks (including children's barred list and the teacher prohibition order check) will be conducted along with online searches. An applicant's right to work in the UK is also checked. Applicants who have met the eligibility criteria and cleared the initial safer recruitment checks and searches will be emailed requesting further information before shortlisting them to be potentially interviewed at one of Teach West London's partner schools.

2.4. For applicants applying for the postgraduate teacher apprenticeship further eligibility requirements will be checked including that apprentices meet Annex A residency requirements (Apprenticeship Funding Rules) and checks of Learner Record Service (LRS) for overlap with other publicly funded learning.

2.5. Those who have not met the eligibility criteria will be rejected.

2.6. The selection process will explore the applicant's potential to train to teach. The selection process will consist of English and Maths tests to determine the applicant's level of fundamental skills in English and Maths. A teaching activity in the form of a lesson to determine their ability to interact with pupils. A presentation task to determine communication, literacy, and oracy skills. A written task to determine a applicants' ability to produce clear, accurate, legible and coherent professional writing using correct spelling and punctuation. The final part of the selection process will consist of a panel interview.

2.7. Applicants for the postgraduate teacher apprenticeship will also be required to complete an

assessment of prior learning at the selection day. For successful applicants, where recognised prior learning is identified the apprenticeship content and price will be adjusted appropriately.

For successful applicants for the postgraduate teacher apprenticeship with an equivalence test in place of English and or Maths GCSE, Teach West London will confirm with the employing school whether it requires additional English and Maths training to obtain level 2 Functional Skils in English or Maths. This will be discussed at the selection day and the decision recorded on the apprentices training plan.

2.8. The outcomes of the selection process will be communicated to applicants verbally and then formally via DfE Apply.

2.9. Successful applicants will be provided with a conditional offer subject to further checks and references. The checks will include original qualification checks, Disclosure and Barring Service check, health and fitness capacity to train to teach and where appropriate criminal records checks for overseas applicants, which includes applicants who have lived or worked outside the UK.

2.10. Where appropriate, declarations related to Childcare disqualification are also required (for salaried trainees this is the responsibility of the employing school). If a salaried trainee is, or becomes, disqualified from a childcare role, schools should inform Teach West London immediately.

2.11. For non-salaried trainees, prior to programme commencement, Teach West London write to placement schools to confirm that a trainee's criminal record check, including a check of the children's barred list, has been completed and that the individual has been judged by Teach West London to be suitable to work with children. Teach West London is not required to provide any information to schools in addition to this confirmation.

2.12. For salaried trainees, Teach West London will require the employing school to confirm that satisfactory checks have been obtained prior to programme commencement.

2.13. Apprentices accepting an offer with Teach West London will receive a Training Plan and apprenticeship agreement which they are required to digitally sign.

Apprenticeship Subcontracting Policy

1. Aims

This policy outlines the rationale, principles, and operational framework that underpin subcontracting arrangements at Twyford CofE Academies Trust (operating name Teach West London) in compliance with the *Apprenticeship Funding Rules 2026 to 2027*, particularly clauses 254–291: Apprenticeship funding rules 2026 to 2027. Teach West London adheres to the latest guidance around subcontracting and this policy will be reviewed and updated to reflect any changes.

2. Purpose of Subcontracting

Teach West London subcontracts apprenticeship training only when it is demonstrably in the best interest of apprentices and employers. The primary purposes are:

- To fill gaps in expert provision that Teach West London cannot resource internally by Twyford CofE Academies Trust employees.
- To enhance curriculum delivery with specialist or phase-specific training aligned to the Initial Teacher Training Early Career Framework (ITTECF) and requirements of the DfE ITT Criteria and Supporting Guidance.
- To ensure high-quality, subject-specific training delivered by appropriately qualified and experienced experts.

Subcontracting will usually be used for phase-specific subject studies and for specialist training for apprentices completing their main placement in special school settings.

Teach West London will not use subcontracting for any element of the apprenticeship apart from training delivery. All assessment of apprentices is completed by Teach West London. The aggregate total of all subcontractors delivering DfE funding provision will not exceed £100,000 in any single funding year. We will not pay more than 25% of the apprenticeship funding received to subcontractors without further authorization.

3. Selection of Subcontracts

Teach West London will only subcontract to organisations that:

- Hold a valid UKPRN
- Have not engaged the Department for Education's 'funding higher risk organisations and subcontractors' policy
- Demonstrate appropriate educational and financial standing.
- Agree to comply fully with current and future *Apprenticeship Funding Rules*.
- Are subject to Teach West London's quality assurance procedures.

- Have no conflicts of interest with Teach West London.
- Are compliant with procurement requirements.

It is the skills and knowledge of the individual within the subcontracting organisation that is of most importance, however Director of ITT will take into consideration the following criteria when selecting a subcontractor:

- The qualifications and experience of the subcontractor to be able to deliver the required training.
- The Ofsted rating of the subcontracting organisation, if applicable
- The recommendations of the primary or secondary ITT partnership committees or Teach West London Steering Group.
- Knowledge of existing trainers in place for Teach West London before apprenticeship delivery.

Each subcontract will follow Trust financial regulations concerning procurement procedures.

4. Management of the contract

Teach West London retains responsibility for the quality of all apprenticeship provision, including subcontracted elements.

Management activities include:

- Pre-delivery quality assurance of trainers and materials, including agreeing the aspects of the Teach West London curriculum and Initial Teacher Training Early Career Framework (ITTECF) to be covered in each training session
- Regular quality monitoring through observation, apprentice evaluations and performance data analysis.
- Ensuring subcontractors participate in audits and provide data to meet ILR and Ofsted requirements.

5. Fees and Charges

Subcontractors are paid upon invoice, according to actual delivery and as agreed in the subcontracting agreement (see Appendix 1).

Charges are reviewed annually to ensure they are reasonable and proportionate.

6. Employer Agreement

Each subcontracting arrangement is subject to an educational rationale, recorded in the training plan.

Employers must agree to all subcontracted provision listed in the training plan and receive full transparency over:

- The itemised subcontracted training sessions.
- The cost of delivery per apprentice.

Apprentices are in training rooms with non-apprentices who also contribute to the cost of the training. Sizes of cohorts vary annually and between phases and subjects. To calculate

the cost of the per-apprentice subcontract recorded in the training plan, Teach West London will use the following calculations:

- For primary professional learning and subject studies: The cost of the subcontract, divided by the number of apprentices and non-apprentices recruited at the date the training plan is issued.
- For secondary subject studies: The cost of the subcontract, divided by the number of apprentices and non-apprentices recruited in that subject at the date the training plan is issued.
- For specialist training for Primary trainees completing main placements in special school settings: The cost of the subcontract, divided by the number of apprentices and non-apprentices recruited to our Primary (SEND) programme at the date the training plan is issued.

7. Subcontracting reporting and external audit

Teach West London will record subcontracted provision in line with the latest published guidance for the individualised learner record (ILR) data returns. Teach West London will submit a fully completed subcontractor declaration via the 'MyESF account' twice during each academic year. The first will be made by 31 October and the second will be made by 30 June.

Appendix 1 – Subcontracting agreement:

POSTGRADUATE TEACHER APPRENTICESHIP SUBCONTRACTING AGREEMENT

This Subcontracting Agreement is made between:

Twyford CofE Academies Trust (UKPRN 10058781) whose registered office is at **Twyford Cofe High School, Twyford Crescent, London, England, W3 9PP** ("**Teach West London"** (trading name); the "**Main Provider**"); and the "**Subcontractor**".

Subcontractor Name:	
Registered Address:	
UKPRN	

1. Background

1.1 The Main Provider is an approved provider on the Apprenticeship Provider and Assessment Register (APAR) and is contracted by the Department for Education (DfE) to deliver apprenticeship training and assessment services for the 2026/2027 funding year.

1.2 The Main Provider wishes to subcontract part of the delivery of its apprenticeship provision to the Subcontractor, and the Subcontractor agrees to provide such services in accordance with this Agreement and the Apprenticeship Funding Rules 2026/2027.

2. Definitions

'Funding Rules' means the Apprenticeship Funding Rules 2025/26 issued by the Department for Education (DfE) found at https://www.gov.uk/government/publications/apprenticeship-funding-rules-and-assessment-plan-guidance-2026-to-2027.

'Apprentice' means a learner funded through the apprenticeship programme.

3. Services to be Provided

3.1 The Subcontractor shall deliver the following services:

Training Session	Trainer	Fee paid to Subcontractor

3.2 These charges are deemed reasonable and proportionate as they ensure the effective delivery of high-quality apprenticeship training and support. The fee includes preparation, planning, delivery and access for the Main Provider and apprentices to all training materials. The charge is commensurate with the trainer's level of experience and knowledge.

3.3 The educational rationale for subcontracting is to fill gaps in expert provision, enhance the opportunities available to learners and to meet the requirements of the Initial Teacher Training Early Career Framework (ITTECF).

4. Compliance with Funding Rules

4.1 The Subcontractor agrees to comply in full with the current DfE Apprenticeship Funding Rules and any future updates.

4.2 The Subcontractor must have a current UKPRN and must not have engaged the 'Funding for higher risk organisations or subcontractors' policy.

4.3 The Main Provider's subcontracting policy, including its rationale and current version, is available at https://teachwestlondon.org.uk/initial-teacher-training/itt-governance

4.4 The Subcontractor must cooperate with the Main Provider and the DfE in any audit or compliance checks.

4.5 The Subcontractor must inform the Main Provider immediately if evidence of financial or delivery irregularities arise. This includes, but is not limited to, non-delivery of training, allegations of fraud, complaints or allegations by apprentices or staff, or an inadequate Ofsted grade.

4.6 If the subcontract ends for any reason, the Subcontractor agrees to cooperate fully to ensure continuity of learning for apprentices. Where the named trainer is unavailable (such as due to illness) on the planned date of delivery, the Subcontractor must notify the Main Provider to allow for the training to be re-arranged and alternative delivery of the training to be organised.

5. Quality Assurance and Monitoring

5.1 The Subcontractor must ensure that all staff delivering training are suitably qualified and experienced.

5.2 The Main Provider has an entitlement to exercise management controls over the Subcontractor's activity and will conduct regular reviews, including observations and collecting apprentice evaluations, to ensure the delivery meets the required standards.

5.3 The Subcontractor must allow the Main Provider to collect data to assess the subcontractor's performance against Ofsted's Initial Teacher Education inspection framework and to incorporate relevant material into its own self-evaluation and improvement planning documentation.

5.4 The Subcontractor shall grant access to its trainers and training materials to the Main Provider, the DfE, Ofsted and any other person (including auditors) nominated in writing by the DfE. Where delivery of training takes place at the Subcontractor's premises, this also includes access to the Subcontractor's premises.

5.3 The Subcontractor shall provide the Main Provider with any such information as required for the Main Provider to ensure accurate returns of the Individualised Learner Record (ILR) to the DfE.

6. Health and Safety, Safeguarding, Equality and Liability

6.1. In providing Subcontracting, the Subcontractor will comply with all relevant legal requirements concerning health and safety, safeguarding of children, and equality.

6.2. The Subcontractor will notify TWL immediately upon the occurrence of any of the following:

(1) any incident which may need to be notified by TWL to its insurers to enable TWL to bring a claim under any of its insurance policies;

(2) any injury to any person or any loss of or damage to property which occurred during the provision of any Subcontractor Functions or in circumstances where there is any possibility that the Subcontractor and/or TWL may be liable, wholly or partly, for such injury, loss or damage;

(3) any event relating to Subcontractor functions giving arise to a concern regarding safeguarding of young people and vulnerable adults;

(4) any actual or suspected breach of equality legislation.

For the avoidance of doubt, any event to be notified to TWL pursuant to this Clause 6.2 must be notified to TWL by the quickest means possible in the circumstances and must be followed up as soon as possible by written notice to TWL setting out in full all relevant details and parties.

6.3. The Subcontractor will indemnify TWL fully in respect of any Liability which arises as a result of any act or omission on the part of the Subcontractor (including, without limitation, any non-compliance with health and safety, safeguarding or equality legislation) except to the extent that such Liability is due to a negligent act or omission on the part of TWL.

7. Conflict of Interest

7.1 The Main Provider and the Subcontractor confirm that there are no actual or potential conflicts of interest between the parties in relation to the delivery of apprenticeship training under this agreement.

7.2 Both parties agree to disclose immediately any conflict of interest that arises during the term of this agreement and to cooperate fully in managing and mitigating such conflicts in accordance with the Department for Education Apprenticeship Funding Rules and the Main Provider's subcontracting policy.

8. Payment Terms

8.1 Payments will be made based on actual delivery and receipt of an invoice after delivery.

9. Data Protection and Confidentiality

9.1 Each party agrees to comply with the Data Protection Act 2018 and the UK GDPR.

9.2 Confidential information shall not be disclosed without prior written consent.

10. Duration and Termination

10.1 This Agreement commences on 1st August 2026 and will end on 31st July 2027, unless terminated earlier in accordance with clause 9.2 – 9.6.

a. This Agreement may be terminated immediately by the Main Provider if the Subcontractor ceases to have a valid UKPRN.
b. TWL may terminate this Agreement by written notice to the Subcontractor if:

(a) there is a material breach by the Subcontractor of the terms of this Agreement which breach is not capable of remedy; or

(b) there is a material breach by the Subcontractor of the terms of this Agreement which breach is capable of remedy but which is not remedied to the reasonable satisfaction of TWL within one calendar month after TWL has given written notice of the breach to the Subcontractor requiring it to be remedied (provided that the notice terminating this Agreement is given by TWL within one calendar month after the expiry of the period during which the breach should have been remedied);

(c) Such termination may take effect immediately.

10.2 If the agreement is terminated, TWL will continue to work with the Subcontractor to assess how Reselection can be supported, including providing appropriate guidance and training to the Subcontractor.

10.3 The Subcontractor may terminate this Agreement by written notice to TWL if:

10.3.1 there is a repudiatory breach by TWL of the terms of this Agreement which breach is not capable of remedy; or

10.3.2 there is a material breach by TWL of the terms of this Agreement which breach is capable of remedy but which is not remedied to the reasonable satisfaction of the Subcontractor within one calendar month after the Subcontractor has given written notice of the breach to TWL requiring it to be remedied (provided that the notice terminating this Agreement is given by the Subcontractor within one calendar month after the expiry of the period during which the breach should have been remedied);

10.4 Any termination of this Agreement will be without prejudice to any right of either Party against the other in respect of any antecedent breach of this Agreement.

8. Signatures

Signed on behalf of the Subcontractor

Full Name		**Date**	
Signature			
Job Title			

Signed on behalf of the Main Provider

Full Name		**Date**	
Signature			
Job Title			