



Twyford  
C of E  
Academies Trust



TEACH  
WEST  
LONDON

<b>Document Title</b>	<b>Initial Teacher Training Policy</b>
<b>Committee Responsible for Policy</b>	Board of Directors
<b>Review Frequency</b>	Every 3 years
<b>Last Reviewed</b>	July 2023
<b>Next Review Due</b>	June 2026
<b>Policy Author</b>	Director of Initial Teacher Training

## Assessment of the Impact of a Policy on Equality & Diversity

<b>Policy:</b> Initial Teacher Training Policy	
<b>Impact assessed by:</b> Richard Lane	<b>Date:</b> 13 <sup>th</sup> June 2023
<b>1. What is the potential for this policy impacting a person or group with a protected characteristic differently (favourably or unfavourably) from everyone else?</b>	
A person with protected characteristics could experience a lower quality initial teacher training year than another trainee teacher.	
<b>2. How would this be evidenced?</b>	
Through regular trainee satisfaction surveys and monitoring of dropout rates.	
<b>3. Is there evidence that the operation of the current policy might impact a person or group with a protected characteristic differently from everyone else?</b>	
No.	
<b>4. If the answer to 3 is 'Yes', please provide details and evidence.</b>	
<b>5. How might the new policy change this?</b>	
<b>6. Are there any other changes to the policy which might impact a group with a protected characteristic differently from everyone else?</b>	
No.	
<b>7. If the answer to 6 is 'Yes', please provide details and evidence.</b>	
<b>8. Policies are required to reduce or eliminate inequality and disadvantage and promote diversity. Does this assessment indicate that the Policy passes or fails this test?</b>	
Pass	

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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 to:

- Provide an intellectually stimulating evidence-based programme in the context of classroom excellence.
- Make a difference to the lives of children.
- Develop professional expertise today, to lead schools of the future.

1.3. This policy is written for trainee teachers 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. This document should be read in conjunction with other Twyford Trust Policies, most of which can be found at [Policies | Twyford CofE Academies Trust \(twyfordacademies.org.uk\)](https://www.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
- Whistleblowing Policy

1.5. 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.

# Absence

## 1. Introduction

- 1.1. Teacher training courses require attendance at school placements and on various training activities. Teach West London is accountable for each day that a trainee teacher is on the course and will therefore monitor trainee attendance daily.
- 1.2. Trainee teachers are advised to read their school placement's Staff Absence Policy and Staff Leave Policy which will apply while they are on placement, in addition to this policy and other relevant Trust policies ([Managing Sickness Absence Policy](#) and [Staff Leave Policy](#)).

## 2. Policy Statement

- 2.1. A minimum of 120 school-based days (general school placement – not intensive training and practice) must be completed by all trainee teachers to be recommended for the award of QTS. If fewer days are completed, it is the discretion of Teach West London and the relevant assessment awarding committee to make the recommendation on a case-by-case basis.
- 2.2. There are circumstances under which trainee teacher's might be absent from the course and are entitled to time off. There are other circumstances in which they may request leave for a planned absence. Every effort will be made to support trainees with catching up when time has been lost due to absence.
- 2.3. Absences from the course include not attending school on a school placement day, not attending centre based or school-based days whilst on intensive training and practice days, not attending centre based professional learning days or PGCE input days.
- 2.4. If a trainee teacher is absent during their teacher training year it is their responsibility to inform Teach West London. All unplanned absences should be reported by 8am on the day of absence via email to the Director of ITT. 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.
- 2.5. Absence from the course for reasons other than personal illness is called special leave or leave of absence. Trainee teachers are not expected to request leave of absence during term time. However, there are circumstances under which trainee teachers are entitled, by law, to time off from the course. These include maternity/paternity leave and public service leave (e.g. Jury Service). Trainee teachers will be allowed time off to attend appointments with their doctor, dentist or medical specialist, although every effort should be made to make this appointment outside of school hours. The Trust's [Staff Leave Policy](#) (found on Copia) details entitlements to different types of special leave.

Permission for leave of absence that cannot be avoided relating to reasons for other than illness should be sought in advance by emailing the Director of ITT. All requests will be subject to approval from the Director of ITT.

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. This relates to both planned and unplanned absences. It is the responsibility of the trainee teacher to ensure that relevant colleagues are informed of

this absence too.

- 2.6. Trainees who are persistently absent or fail to report their absence may be liable to sanctions, and ultimately termination of the course. If the absence is related to a disability then trainees are advised to discuss this with the Director of ITT. It is the Trust's policy to make reasonable adjustments to accommodate disabilities (please refer to the Trust's [Equality Policy](#) for more details about this). If the absences are connected to a major illness, course deferral options can be discussed with the Director of ITT.

# Assessment

## 1. Introduction

- 1.1. 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.
- 1.2. 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.

## 2. Policy Statement

- 2.1. 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.
- 2.2. 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).
- 2.3. 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.
- 2.4. 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).
- 2.5. At the end of initial teacher training year, each trainee teacher will be subject to summative assessment against the Teachers' Standards.
- 2.6. 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, alongside the completion of the minimum number of school placement days. To be recommended for QTS, each trainee teacher will need to demonstrate how they have met most of Teach West London's ITT curricular statements by the final formative assessment tracking point (May) and all the Teachers' Standards during the final half term (June). 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 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.

Trainee teachers who have not met most of Teach West London's ITT curricular

statements will be given an extension until June to make the expected progress before their final summative assessment is validated. Trainee teachers who have not met all of the Teachers' Standards may be granted a course extension to meet all the requirements. The data for the individual trainee teacher will be presented to the Assessment Committee which will approve or reject any course extension requests made by the Director of ITT.

- 2.7. 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.
- 2.8. 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.
- 2.9. 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.
- 2.10. The Teach West London Assessment Committee is convened as required and chaired by the Director of ITT. The Committee is formed of between 3 and 5 suitably experienced teachers drawn from Teach West London. Meetings are minuted.



# Cause for Concern and Support Plans

## 1. Introduction

- 1.1. Teach West London are committed to supporting all the successfully recruited trainee teachers during their training year.
- 1.2. 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 (C4C) might be required to provide the bespoke support that they require to make the desired progress to ultimately be recommended for QTS.
- 1.3. 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 documentation template below).
- 2.2. A TSP can be initiated by either school placement staff or Teach West London staff 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 progress over time in the same area of the Teach West London ITT curriculum.
  - The teaching is causing concern. For example, there is no adequate planning or behaviour issues are not being addressed. Advice given between lesson observations is repeatedly not acted upon.
  - A trainee teacher's wider professional conduct is causing concern.
- 2.4. The TSP will:
  - Identify a goal.
  - Outline the concern – this will be the reality of what is happening or not happening with reference to the Teach West London ITT curriculum. This will also provide the opportunity to address factors preventing progress.
  - Detail all the options to provide support and actions that a trainee teacher can take to meet the identified goal.
  - Determine the support that the trainee teacher would like, the actions that they are willing to take in an agreed timescale and what success will look like.
  - Agree review points.

The TSP is intended to prevent the trainee teacher going onto the C4C 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, 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 (C4C) process to be implemented prior to creating a TSP. A C4C will be determined on a case-by-case basis subject to the concerns that are raised. The C4C process is intended to be a developmental and supportive process. A template document is included below.

2.7. A C4C is likely to be implemented when:

- A trainee teacher lacks progress over time or ‘plateaus’ and there is no evidence of further progress or development in the same area of the Teach West London ITT curriculum, even after a TSP has been implemented or the trainee teacher didn’t meet the goal of 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.
- There is a high-level of absence on centre-based training days or school placement days.

2.8. The C4C process can be initiated by either school placement staff or Teach West London staff at any point during the training year. Before a C4C is implemented, school placement staff and the Director of ITT will meet to determine if the C4C is deemed appropriate.

2.9. The C4C will:

- Outline the concern – this will be the reality of what is happening or not happening with reference to the Teach West London ITT curriculum.
- 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.

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 C4C) 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 targets have not been met at all, the trainee teacher will be notified that they are at risk and if it is deemed appropriate, termination of the course may be considered. This decision will be made by the Director of ITT and presented to the Assessment Committee where the final decision will be made about course termination. The Trainee teacher can make an appeal to the Trust’s Appeals Committee (of Directors) where the case will be heard and final decision will be made after considering all the evidence.

## TRAINEE SUPPORT PLAN

Name of Trainee			
School:		Name of Mentor:	
Training Phase	Foundation	Development	Consolidation

*This support plan is being put into place to help the trainee teacher improve in the identified areas where the desired progress has not been made. Reference should be made to the specific area/s of the Teach West London ITT curriculum when writing each target.*

### Teach West London ITT Curriculum

ITT CCF Core Areas	Professional Behaviours	Curriculum	Behaviour Management	Pedagogy	Pedagogy	Assessment	Pedagogy
ITT CCF Sections	Professional Behaviours	Subject & Curriculum	High Expectations Managing Behaviour	How Pupils Learn	Classroom Practice	Assessment	Adaptive Teaching
Curricular Main Headings	Professional Behaviours	Subject & Curriculum	Expectations & Behaviour	Pupil Learning	Classroom Practice	Assessment	Adaptive Teaching
Code	PB	SC	EB	PL	CP	A	AT
Curricular Subheadings & Codes	PB1 Contributions to School Life	SC1 Curricular Knowledge	EB1 Safe Environment	PL1 How Pupils Learn	CP1 Lesson Planning	A1 Statutory Assessment	AT1 Differentiating Teaching
	PB2 Professional Relationships	SC2 Subject Knowledge	EB2 Rules and Routines	PL2 Pupils' Capabilities	CP2 Learning Beyond the Classroom	A2 Formative Assessment	AT2 Barriers to Learning
	PB3 Deploying Support Staff	SC3 Subject Pedagogy	EB3 Setting High Expectations		CP3 Reflective Practice	A3 Summative Assessment	AT3 Development of Children
	PB4 Professional Development	SC4 Promoting Scholarship	EB4 Managing Pupil Behaviour		CP4 Contributing to the Curriculum	A4 Monitoring Student Progress	AT4 Meeting Specific Needs
	PB5 Acting on Advice	SC5 Promoting Literacy	EB5 Respect and Values			A5 Effective Feedback	
	PB6 Communication with Parents	SC6 Phonics					
	PB7 Personal Wellbeing	SC7 Early Maths					
	PB8 Ethos, Policies and Practices of School						
	PB9 Professional Duties and Responsibilities						

<b>Goal</b> <i>What is the goal? What is the desired outcome?</i>							
<b>Reality</b> <i>What is the current reality? What are the identified concerns?</i> Refer to the specific area of Teach West London's ITT curriculum.							
<b>Options</b> <i>What are the different things that the trainee teacher can do to meet the goal?</i>							
<b>Will</b> <i>What are the agreed actions that the trainee teacher will do to achieve the goal?</i>	Identified Teach West London ITT curricular area	Agreed actions	Support needed to complete the action	Date by which the agreed action will be met	Success criteria	Type of evidence that will demonstrate the goal has been met	
<b>Monitoring and evaluation</b>						Met	Not met

## CAUSE FOR CONCERN FORM

<b>Name of Trainee:</b>		<b>Name of Mentor:</b>	
<b>Name of School:</b>		<b>Name of Partner School Lead:</b>	
<b>Training pathway and phase/subject:</b>			
<b>Training Phase:</b> Foundation    Development    Consolidation			
<b>Nature of concern</b> – <i>This needs to relate to Teach West London’s ITT curriculum.</i>			
<b>Targets</b> – <i>‘SMART’(Specific, Measurable, Achievable, Realistic, Targets) should be set to enable the trainees to make the desired progress.</i>			
<b>Stage 1 C4C - Action</b> <b>C4C Agreed Action:</b>			
<b>Target</b>	<b>Success Criteria</b>	<b>Deadline</b>	<b>Evidence of targets having been met/ progress made</b>
Target 1			
Target 2			
Target 3			
<b>Signed by:</b>		<i>I understand that if these targets set during Stage 1 of the C4C process are not effectively addressed, I will move to Stage 2 of the C4C process</i> <b>Signed by Trainee:</b>	
<b>Date:</b>		<b>Date:</b>	
<b>Monitoring of progress on agreed action:</b>			
<b>Conclusion of Stage 1 C4C:</b>			

**Stage 2 C4C Action Plus**

**C4C Agreed Action:**

<b>Target</b>	<b>Success Criteria</b>	<b>Deadline</b>	<b>Evidence of targets having been met/ progress made</b>
<b>Target 1</b>			
<b>Target 2</b>			
<b>Target 3</b>			
<b>Signed by:</b>  <b>Date:</b>	<i>I understand that if these targets set during Stage 2 of the C4C process are not effectively addressed, my training may be terminated at Stage 3 of the C4C process.</i> <b>Signed by Trainee:</b>  <b>Date:</b>		
<b>Monitoring of progress on agreed action:</b>			
<b>Conclusion of Stage 2 C4C:</b>			

**Stage 3 C4C At Risk**

**C4C Agreed Action:**

<b>Target</b>	<b>Success Criteria</b>	<b>Deadline</b>	<b>Evidence of targets having been met/ progress made</b>
<b>Target 1</b>			
<b>Target 2</b>			
<b>Target 3</b>			
<b>Signed by:</b>		<i>I understand that if these targets set during Stage 3 of the C4C process are not effectively addressed, I will fail to gain QTS.</i>	
<b>Date:</b>		<b>Signed by Trainee:</b>	
<b>Date:</b>		<b>Date:</b>	
<b>Monitoring of progress on agreed action:</b>			
<b>Conclusion of Stage 3 C4C:</b>			

# Child Protection and Safeguarding

## 1. Introduction

- 1.1. Teach West London fully recognises its responsibilities for safeguarding students from significant harm. It also recognises that safeguarding and promoting the welfare of children is everyone's responsibility.
- 1.2. Trainee teachers are required to read and familiarise themselves with Twyford Trust's Child Protection Policy which can be found at [Policies | Twyford CofE Academies Trust \(twyfordacademies.org.uk\)](https://www.twyfordacademies.org.uk).
- 1.3. Prior to the start of the course, trainee teachers will be required to read the NASBTT Learn module entitled Child Protection.
- 1.4. Trainee teachers will also be required to read the Keeping Children Safe in Education Part 2 (KCSIE) document at the start of the course.
- 1.5. Trainee teachers must read and familiarise themselves with their placement school's Child Protection and Safeguarding Policy.

## 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.
- 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.
- 2.3. Each trainee teacher needs to understand that they have responsibilities to look after their own safety and that of the students. Therefore, throughout the training year, they will be required to apply what they have read by taking all reasonable steps to ensure safety of students. 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 student at their placement school) or the Twyford Trust's Child Protection Policy (if there is a concern relating to a student when they are attending centre-based training).
- 2.4. 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.
- 2.5. Each trainee teacher will also be recorded on Teach West London's Single Central Register.



# Complaints and Grievances

## 1. Introduction

- 1.1. 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.
- 1.2. 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 should follow the procedures outlined in those documents.

## 2. Policy Statement

- 2.1. 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.
- 2.2. Complaints should be made following the procedures in the relevant documents relating to either Teach West London or the teacher trainee's placement school. If a trainee teacher makes a complaint or grievance against their placement school, it is their responsibility to inform the Director of ITT.
- 2.3. Any trainee teacher who makes a complaint in good faith will not be adversely affected by their complaint and neither will they be impacted in terms of their QTS recommendation.
- 2.4. 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.
- 2.5. 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.
- 2.6. Disputes regarding the outcomes of QTS must, in the first instance, be taken to the Assessment Committee. Matters relating to 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.
- 2.7. If a trainee teacher remains dissatisfied with the outcome of their complaint relating to Teach West London or St Mary's University then they may be able to contact the Office of the Independent Adjudicator for Higher Education (OIAHE) providing that the complaint is eligible under their rules within 12 months of the complaint's outcome issued by Teach West London.

## Discipline and Conduct

### 1. Introduction

- 1.1. Teach West London has high expectations about the standard of conduct of all its trainee teachers.
- 1.2. Trainee teachers are subject to their placement school's staff code of conduct and disciplinary procedure. Trainees placed in a Trust school 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.
- 1.3. Prior to the start of the course, trainee teachers are required to read the NASBTT Learn module entitled Code of Conduct.

### 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 students, 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 programme 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

- 1.1. Teach West London are committed to promoting diversity in the teaching workforce and rooting out inequality and bias.
- 1.2. 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 \(twyfordacademies.org.uk\)](https://www.twyfordacademies.org.uk/policies). Trainee teachers may also be required to complete a brief online training module to demonstrate familiarity with the Trust's Equality Policy.
- 1.3. During the course, trainee teachers will be required to read the NASBTT Learn module entitled Equality and Diversity.
- 1.4. 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.

# Fees

## 1. Introduction

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

1.2. 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:

- Fee Funded QTS only – £to be confirmed
- Fee Funded QTS and PGCE - £9,250
- PGCE only (only applicable for salaried trainees if their employing school is paying for the QTS only route) - £to be confirmed
- Salaried QTS only (paid by the employing school) – £to be confirmed/depends on grant funding
- Salaried QTS and PGCE only (paid by the employing school) – £to be confirmed/depends on grant funding

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, pre-employment checks, 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

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

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

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

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).

### **Salaried Trainee Teachers**

2.9. The course fees may apply to postgraduate salaried trainee teachers. 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.

2.10. Postgraduate salaried trainees may be required to pay for part of their fees, which will be determined by their employing school.

### **Withdrawals from the course**

2.11. Trainee teachers who withdraw from the programme will need to speak to the Director of ITT.

2.12. 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 more than one month before the course starts: No fee payable/full refund.
- Enrolment cancelled before the course starts: 10% of fee payable/refund up to 90% of the fee.
- 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

2.13. 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

- 1.1. Teach West London in collaboration with its partner schools recognises that they have responsibilities for the health, safety, and wellbeing of its trainee teachers.
- 1.2. Teach West London aims to provide an environment which is stimulating and safe to learn and simultaneously promotes high quality health and safety standards.
- 1.3. 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 \(twyfordacademies.org.uk\)](https://www.twyfordacademies.org.uk) and may be required to complete a short e-learning module to demonstrate this.
- 1.4. During the course, trainee teachers will be required to read the NASBTT Learn modules Managing Wellbeing and Stress & Wellbeing as well as Fire Safety.
- 1.5. Trainee teachers should also familiarise themselves with their placement school's Health & Safety Policy.
- 1.6. 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.

## 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. Teach West requires all successfully recruited trainee teachers to complete an occupational health assessment. 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.
- 2.3. Teach West London may consider it necessary to carry out a more detailed risk assessment based on the conditions that are declared.
- 2.4. Based on the declaration described in 2.2 above, the Director of ITT may deem it appropriate to complete an individual learning plan (relating to any special education needs or disabilities) or a wellness action plan (relating to mental health), based the declaration. The Director of ITT will meet the trainee teacher to discuss the specific issues and support strategies that can be offered by Teach West London. In this discussion, the trainee teacher will determine if the plan can be shared with the placement school colleagues.
- 2.5. It is the responsibility of each individual trainee teacher to communicate any changes in their condition to Teach West London.

## Online Safety

### 1. Introduction

- 1.1. Online Safety applies to information and communications technology (web-based and mobile learning), as well as internet usage and social media.
- 1.2. 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 \(twyfordacademies.org.uk\)](https://www.twyfordacademies.org.uk/policies) and may be required to complete a short e-learning module to demonstrate this.
- 1.3. During the course, trainee teachers will be required to read the NASBTT Learn module entitled Online Safety.
- 1.4. Trainee teachers must familiarise themselves with their placement school's Online Safety Policy.
- 1.5. 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).

# Quality Assurance

## 1. Introduction

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

## 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 improvement throughout the year. We aim to put improvements or interventions in place during the year as the course 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 teachers
- 2.3. There is also the opportunity for mid-year and end of year monitoring, evaluation and action planning. A self-evaluation document is produced by the Director of ITT with input from other colleagues at Teach West London and school partnerships. Additionally, an annual improvement plan is produced. The self-evaluation document will feed into the annual improvement plan. Thus, Teach West London intends to build upon its strengths whilst simultaneously developing in other areas.
- 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 (through the Professional Co-ordinating Mentor or Headteacher) in recruitment of trainee teachers
  - Partner school involvement (through the Professional Co-ordinating Mentor) in selecting school based mentors
  - Mentor profile checks
  - Mentor experience audits
  - Lead mentor visits to quality assure school-based training and quality of mentoring
  - Half termly formative assessment tracking points for the trainee teachers
  - Lead mentor team meetings
  - Partnership meetings with St Mary's University
  - Trainee teacher questionnaires
  - External Moderator visits

Throughout the year there are calendared formative assessment tracking review points. At these times the Director of ITT and Phase Leads will collate the hard data from lesson observations, targets, mentor meetings, and Lead mentor visits. This will be combined with soft data from board meetings, partnership feedback and trainee questionnaires.



This process will also allow us to target support and interventions for individual trainee teachers and placement schools where necessary.

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

Course aspect	Procedures
Application and selection processes	<ul style="list-style-type: none"> <li>-The application and selection process will follow strict procedures (see the Recruitment and Selection of Trainees section below).</li> <li>-The Director of ITT will check all applications and be involved in all interviews to ensure consistency and equal opportunities.</li> </ul>
Course design	<ul style="list-style-type: none"> <li>-The Teach West London ITT curriculum is mapped against the ITT Core Content Framework.</li> <li>-Feedback from course evaluations are reviewed and inform changes in course design.</li> </ul>
Centre based training (general as well as phase and subject specific)	<ul style="list-style-type: none"> <li>-Objectives and intended learning outcomes for each session are identified by the Phase Leads and Lead Mentor team.</li> <li>-The Lead Mentor team consists of identified experts in their field.</li> <li>-Trainee subject knowledge audits will be monitored and tracked to identify emerging issues.</li> <li>-Feedback from training sessions are reviewed and inform changes to the design of the sessions.</li> </ul>
School placements	<ul style="list-style-type: none"> <li>-Expectations of each school are laid out in the Partnership Agreement</li> <li>-Lead Mentors will quality assure the school placement experience for the trainee teachers (internal moderation)</li> <li>-Lead Mentors will conduct joint teaching observations with the school-based mentors</li> <li>-The External Moderator will observe a sample of trainees</li> </ul>

# Recruitment and Selection of Trainees and Schools

## 1. Introduction

- 1.1. Teach West London is committed to ensuring that the recruitment and selection of trainees is a rigorous, robust, fair, and effective process.
- 1.2. 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.
- 1.3. Each procedure shall align with safer recruiting best practice to ensure that children and young people in our placement schools are safeguarded.

## 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. 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. 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.

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

- 2.4. 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. The final part of the selection process will consist of a panel interview.
- 2.5. The outcomes of the selection process will be communicated to applicants via DfE Apply.
- 2.6. Successful applicants will be provided with a conditional offer subject to further checks and references. The checks will include the Disclosure and Barring Service check and 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.