

<b>Document Title</b>	<b>Initial Teacher Training Policy</b>
<b>Committee Responsible for Policy</b>	<b>Board of Directors</b>
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<b>Policy Author</b>	<b>Head of Teach West London and Directors of Initial Teacher Training</b>

## 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://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

## 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 adaptations, approaches to the management of absence commonly used in the teaching profession as a whole.

## 1. Notification of absence

1.1 The contact for all matters relating to absence is [PrimaryITT@teachwestlondon.org.uk](mailto:PrimaryITT@teachwestlondon.org.uk) or [SecondaryITT@teachwestlondon.org.uk](mailto:SecondaryITT@teachwestlondon.org.uk). A trainee must copy in their mentor and school ITT lead for all absence matters.

1.2 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.

1.3 A trainee will notify Teach West London via email of any absence from the course, whether the absence relates to centre based learning 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.

1.4 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.

1.5 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.

1.6 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. Sickness absence

### 2.1 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.

### 2.2 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.

### **2.3 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.

### **3. Medical appointments**

3.1 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.

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

### **4. Leave of absence**

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

4.2 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.

4.3 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.

4.4 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.

4.5 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.

4.6 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.

4.7 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.

4.8 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.

4.9 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.

## **5. Compassionate leave**

5.1 In the event of such emergencies as bereavement, serious accident or illness of an immediate family member/dependant, up to three working days will be allowed for the death of a father, mother, son, daughter, brother or sister and up to five working days leave on the death of a husband, wife or partner.

5.2 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.

## **6. Private and personal**

6.1 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.

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

6.3 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.

## **7. National emergency / industrial action / public transport disruption**

7.1 In the event of national emergency, industrial action or public transport disruption participants would be expected to continue to engage with their course as advised by the Director of ITT. If trainees are unable to engage with the course, they should follow absence procedures in the normal way.

## **8. Absence and Cause for Concern / Support plans**

8.1 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.

8.2 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 may be initiated.

## **9. 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

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### **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:

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### **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
- 

### **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:** \_\_\_\_\_

1.6. Director of ITT.



# 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.

## 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. 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.
- 2.7. 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.

- 2.8. 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).
- 2.9. At the end of initial teacher training year, each trainee teacher will be subject to summative assessment against the Teachers' Standards.
- 2.10. 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 sufficient progress against 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 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.
- 2.11 Trainee teachers who have not demonstrated sufficient progress against Teach West London's ITT curricular statements or have a Support Plan or Cause for Concern in place may be given an extension up to the end of the academic year to make the expected progress before their final summative assessment is validated.
- 2.12 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. 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.
- 2.13 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.
- 2.14 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.
- 2.15 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.
- 2.16 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.

2.17 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.

2.18 For appeals procedures relating to summative assessment and PGCE see 2.6 complaints and grievances section.

2.19 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.

2.20 When submitting assessments trainees will sign to verify that work submitted is their own work. If a trainee is found to have plagiarised assessments to include inappropriate use of AI, one resubmission may be granted. If a trainee is found to have plagiarised or inappropriately used AI when resubmitting, 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:  
**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 be 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 not 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 trainee's ability to provide evidence relating to progress against the ITT curriculum and/or the 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) where the case will be heard, and final decision will be made after considering all the evidence.

In the event of an appeal, a Completion of Procedure Letters will always be issued whether the appeal has been upheld or not upheld.



## **Child Protection and Safeguarding**

### **1. Introduction**

- 1.0. 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.
- 1.1. 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 \(twyfordacademies.org.uk\)](https://www.twyfordacademies.org.uk/policies).
- 1.2. Prior to the start of the course, trainee teachers will be required to read the NASBTT Learn module regarding Child Protection.
- 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.
- 1.4. Trainee teachers must read and familiarise themselves with their placement school's Child Protection and Safeguarding Policy.
- 1.6. 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.
- 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 Trainees will be notified of the safeguarding procedures and the Designated Safeguarding Leads at each Training Centre they attend.
- 2.3. 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).
- 2.4. 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.



- 2.6. 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 Child Safe in Education statutory guidance.
- 2.7. 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 Child Safe in Education statutory guidance.
- 2.8. Teach West London will follow keeping safe in education guidance to determine whether a LADO referral is made.
- 2.9. 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.
- 2.10. 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.
- 2.10 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.
- 2.11 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.
- 2.12 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.
- 2.12 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.
- 2.13 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.
- 2.14 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. 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.
- 1.2. 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 assessment of a trainee or the outcomes of QTS must, in the first instance, be taken to the Assessment and Awarding Committee or Appeals 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. In the event of a complaint, appeal or other internal procedure, a Completion of Procedure Letter will always be issued whether the appeal or complaint has been upheld or not upheld. Each year we will provide information to the OIA on the total number of COP Letters we have issued in the previous calendar year.

- 2.8. 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**

- 1.0. 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 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.
- 1.2. 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 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.
- 1.1. 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://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.
- 1.2. During the course, trainee teachers will be required to read the NASBTT Learn module entitled Equality and Diversity.
- 1.3. 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

1.0. 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:

- 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) - £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) – £4950
- Salaried QTS and PGCE only (paid by the employing school or employee if there is no salaried grant funding) – £5950

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.

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

2.8. 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

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.

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**

- 2.10. 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.

- 2.11. 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**

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

- 2.13. 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

**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 \(twyfordacademies.org.uk\)](https://twyfordacademies.org.uk) 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 modules Managing Wellbeing and Stress & Wellbeing as well as Fire Safety.
- 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.

### **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

- 1.0. 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 \(twyfordacademies.org.uk\)](https://www.twyfordacademies.org.uk/policies) and may be required to complete a short e-learning module to demonstrate this.
- 1.2. During the course, trainee teachers will be required to read the NASBTT Learn module entitled Online Safety.
- 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).

# 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.

## 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

- 1.0. 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. 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 verbally and then formally via DfE Apply.
- 2.6. 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 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.