Wessex Schools Training Partnership

Quality Assurance Policy   October 2021

Claire Porter October 2021 – review June 2022

Aim

WSTP SCITT understands and recognises the need to establish and maintain a high quality training programme that produces excellent teachers.

Our QA procedures will underpin and support our drive for excellence. Rigorous monitoring, coupled with honest and open evaluation, will ensure that there is no complacency and that standards are set and maintained at a high level.

The training programme has been designed to ensure that there is compliance with the requirements for ITT providers. Regular review of the training course through the QA systems will ensure that compliance is maintained.

Leadership and Management

WSTP SCITT Strategic Board is responsible for:

- Ensuring the policy is working in practice
- Overall responsibility for compliance with the requirements for ITT
- Monitoring compliance
- Directing the work of the Head of Programme to provide evidence of compliance and other QA issues
- Ensuring that evidence based benchmarking activities are undertaken
- Providing a regular report to Strategic Board on issues of Quality Assurance

The Director is responsible for:

- Providing updates to the Quality Assurance Board on compliance
- Implementation of systems that will facilitate the collection of data as required
- Providing evidence of data collected
- Providing opportunities and evidence for benchmarking activities

Procedures

We aim to create an outstanding training course. Our QA procedures will help to facilitate this to ensure that our strategic planning builds upon our strengths and supports the development of other areas. A detailed Action plan is produced by the Director with input from partnership staff, as appropriate, for use by the Strategic Management committee. Partner schools may request copies of the latest Action Plan from the SCITT office.

Course Aspect	QA Procedures	Additional Information
Application process	Applications are checked by the Office Manager and the Partnership Director.	Decision whether to interview is taken by the Partnership Director.

	If invited to interview, the applicant is sent a standard email explaining the interview process and the teaching task.	A summary of the application data is collated by the Office manager.
Interview process	Qualifications are checked by Office Manager and copies of qualifications certificates are taken. Documents needed for the DBS will be collected and copied for future use. Partnership Director, WSTP Rep and (where possible) a member of School SLT are all present on the interview panel. Standard interview questions are used. Teaching observed and standard paperwork used. Subject knowledge interview is completed by an appropriately experienced member of the subject team at the host school.	Summary of application data presented to the interviewers. Data scrutinised to ensure equal opportunities and racial equality. Significant trends interrogated by the Strategic Management Committee. All applicant notes are retained and are accessible to the SMC if requested.
Overall Course Design	The Course has been mapped against QTS standards, DFE Core Content and requirements for ITT.	End of placement reviews include course content. WSTP Director will review effectiveness of the course design through the development committee and end of placement reviews.
Professional Theme seminars	Pedagogy coaches deliver 4 seminars spread across the year to ensure quality of instruction in key areas. All stakeholder evaluations are considered when the course is being designed.	Trainee evaluation of each seminar is reviewed by the Assistant Partnership Director and recommendations and follow up questions are completed.

	Every seminar will include the opening slide, explaining the Why of the topic, based on Simon Sinek's work. Everyone delivering a seminar are highlighted by their School as an expert in this area. Trainees review each seminar and then embed each weekly topic with mentor guidance.	Pedagogy coaches complete a review form at the end of each seminar and any trainee need is addressed. All reviews are available for all committees on request.
Subject Knowledge input	All Subject Knowledge Coaches are identified by their School as an outstanding member of staff and an experienced member of staff. All trainees will complete a Subject Knowledge Audit, which is shared with the Subject Knowledge Coach. All Subject Knowledge Coaches complete 14 sessions that last 90 minutes. All Subject Knowledge Coaches submit a list of the 6 most difficult areas to teach at KS4 in their subject. Each SKC then follow the same process for the first 7 sessions (see SKC guidance). Each SKC then completes an assessment of the trainee's effectiveness in delivering the most difficult content. SKC completes 7 sessions in the Spring term which address the needs of the trainee. The needs are highlighted by the trainee, and the mentor.	Summaries are collated by the Assistant Partnership Director.
Placements	WSTP Reps ensure all placements are set in departments that are appropriate for the trainees needs.	Summary of the effectiveness of the placements are reviewed at the SMC meeting in July.

	Director ensures all placements are well matched, with a well-rounded experience for the trainee. Selection and Deselection criteria as outlined within the Partnership agreement.	
Mentors	All mentors receive training in July for the short placement starting in Sept. All mentors are given a memory stick with all the information they require. Mentors complete a mentor meeting form for each meeting, this is evaluated by the Assistant Partnership Director. Each trainee evaluates the mentor support and induction. These reviews then impact decisions of future mentors, and also inform the long placement mentor training. All Long placement mentors receive training in December for their placement beginning in January.	All mentors are offered a face to face meeting to address any issues they may have within the first 3 weeks of the placement.
Teaching	WSTP Director observes all trainees during their Short placement and their Long placement with their mentor. A sample of trainees are observed by the external moderator. All trainees are observed by an experienced Head of Department from another subject, or a member of the School's SLT.	A summary of the standard of teaching is presented at each SMC meetings.
Policy and procedures	All policy and procedures are reviewed annually by the Office Manager and the Director.	These are reviewed by the SMC.

Self-Evaluation	The training course is evaluated by the SMC through the end of year report. This contains trainee performance data. However, also contains course evaluations from all stakeholders. The end of year report then feeds forward into the Action plan for the next year.	

Monitoring

The Strategic Management Committee will maintain overall responsibility for compliance with the requirements for ITT. The Director and Assistant Director will use data collected and collated from:

- Evaluations of training sessions from Trainee Teachers
- Evaluations of training sessions from pedagogy coaches
- Mentor weekly review forms
- Evaluations of processes (e.g. interview process evaluation)
- Written evidence from external sources including Ofsted reports, LA reports, External Moderator report
- Application and Trainee Teacher data

Feedback from monitoring and reports to Strategic Board will be published in minutes of its meetings.

Training and Development

Mentors, SKC's and School Representatives will be trained in the procedures relating to this policy and other related policies. Data collected through analysis of Trainee Teachers, applications and evaluation forms will be used to inform the planned review of the policies and procedures. Training needs relating to QA issues will be identified by the Strategic Management Committee.

Publishing Policy

This policy will be available through the WSTP documentation.