



The National Association of  
School-Based Teacher Trainers

# ***NASBTT's Administration Handbook for Schools-Led Initial Teacher Training (ITT)***

This Handbook **must** be read in conjunction with the [Initial teacher training \(ITT\): criteria and supporting advice](#).

The information in this *Handbook* is accurate to the best of NASBTT's knowledge and understanding at the time of publication.

Information is subject to change and amendment in response to changes in policy or processes outside of NASBTT's control.

E&OE (Errors & Omissions Excepted)

First Edition  
Published: April 2024

## ***Administration Handbook for Schools-Led Initial Teacher Training (ITT)***

The *Administration Handbook for Schools-Led Initial Teacher Training (ITT)* is intended to support those with responsibility for the operational management and administration of programmes of schools-led Initial Teacher Training (ITT).

The *Handbook* details the range of operational and administrative functions that underpin the smooth and effective running of schools-led ITT and, in particular, School Centred Initial Teacher Training (SCITT) providers.

The *Administration Handbook* has been organised in to three key sections:

[Recruitment and the Applicant Journey](#)

[Trainee Onboarding](#)

[Programme Administration](#)

### **Handbook key**

Text in grey boxes is taken directly from Department for Education (DfE) statutory guidance and documentation.

Unless otherwise indicated, references are to the [Initial teacher training \(ITT\): criteria and supporting advice](#).

**Information in red boxes indicates warnings and guidance providers should consider.**

## ***Operational Calendar for Schools-Led Initial Teacher Training (ITT)***

In addition to the *Administration Handbook for Schools-Led Initial Teacher Training (ITT)*, the *Operational Calendar for Schools-Led Initial Teacher Training (ITT)* supports providers in planning their operational and administrative tasks.

The *Operational Calendar* can be personalised to your provision.

The calendar is an A3 document; we would suggest printing in this format for most effective use.

[Download the Operational Calendar for Schools-Led Initial Teacher Training \(ITT\)](#)



The National Association of  
School-Based Teacher Trainers

## The National Association of School-Based Teacher Trainers (NASBTT)

The National Association of School-Based Teacher Trainers (NASBTT) represents the interests of schools-led teacher training provision in relation to the development and implementation of national policy developments.

[Find out more about NASBTT](#)

NASBTT's [Members](#) include School Centred Initial Teacher Training (SCITT) providers, HEIs, Teaching School Hubs and a range of other organisations involved in the education and professional development of teachers.



[NASBTT website](#)

[Meet the NASBTT Team](#)

[Meet the NASBTT Trustees](#)



[Member Hub](#) – dedicated Member-only content



NASBTT's [Trainee Hub](#) – dedicated resources, including the *Subject Development Resources*, for trainees and Early Career Teachers



[General enquiries](#)

[Contact the NASBTT Team](#)



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[NASBTT, The National Association of School-Based Teacher Trainers](#)



[National Association of School-Based Teacher Trainers](#)

[Members' Facebook Group](#)

## NASBTT Member Benefits

NASBTT membership includes a wide range of [benefits](#):

- Sector representation in relation to the development and implementation of national policy
- Opportunities to discuss and share feedback on sector relevant issues
- Opportunities to engage and collaborate with other Members
- Personalised support, advice and guidance from the NASBTT Team
- [Bespoke Member support](#)
- [ITT Criteria Compliance Check](#)\* – supporting Members with ensuring their compliance
- Engagement with relevant stakeholders for updates and information
- Member-only tailored content, resources and communications
- NASBTT's [ITT News](#) for relevant sector news and updates
- NASBTT's [Weekly Newsletter](#) for key sector updates and information
- NASBTT [publications, guidance and toolkits](#)
- [Tailored CPD](#)\*
- Member rates for [events and training](#)\*
- NASBTT's [Subject Development Resources](#)\* – on-demand videos and curated subject resources to support trainee subject development
- NASBTT [Elevate My Maths \(EMM\)](#) – online diagnostic assessment and optional upgrading modules for applicants and trainees
- [NASBTT Learn](#)\* – online CPD packages to support and enhance Members' training offer for trainees and ECTs
- NASBTT's [Mentor Development Modules](#)\* – a flexible suite of training resources to support mentor development in response to the 2024 mentoring requirements
- NASBTT's [Teacher Educator and Mentoring Zone](#) – designed to support the professional learning and development of Teacher Educators and Mentors
- NASBTT's [National Professional Qualification in Leading Teacher Development \(NPQLTD\)](#)\* – contextualised specifically to support colleagues working in ITT partnerships
- NASBTT's [Video Resource Bank](#)\* – designed for use in training and development programmes; edited purposefully, videos include optional pause points and suggested reflection questions to support learning
- [UK ENIC membership](#)\* – supporting providers to assess the equivalence of overseas qualifications
- [Occupational health services with Corazon Health](#)\*
- Legal advice and support\*\*
- [Essential Guides for Early Career Teachers book series](#)\* – edited by Emma Hollis, NASBTT Chief Executive Officer
- [Members' Facebook Group](#) – a dedicated space for Members to ask questions, share insights and best practice, network and support each other
- [Member offers and discounts](#)
- [Advertisements](#) – the opportunity to advertise vacancies and promote relevant products, services and offerings

\* Please be aware that additional charges may apply.

\*\* NASBTT can seek legal advice on behalf of its Members, including an initial 30 minute consultation funded by NASBTT. A charge does have to be made for this service which is dependent on the extent to which the individual advice is of relevance to the wider membership. The speed at which this advice can be obtained depends on the level of investigation required.

Contact the [Member Relationships Manager](#) if you require NASBTT to seek legal advice on your behalf.

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## Acronyms

[View a glossary of the acronyms used in ITT and by NASBTT.](#)

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## **ITT criteria and supporting advice**

The [Initial Teacher Training \(ITT\): criteria and supporting advice](#) is the primary document central to the requirements under which an accredited ITT provider must operate.

### ***About this guidance***

*This document contains mandatory guidance and accompanying advice from the Department for Education (DfE).*

*This means that accredited initial teacher training (ITT) providers must have regard to the mandatory guidance when carrying out their duties relating to ITT.*

...

### ***Accreditation***

*Accredited ITT providers must ensure that they meet these criteria to remain compliant. Accredited ITT providers who do not comply with these criteria may be subject to withdrawal of accreditation.*

Being found to be non-compliant with the ITT criteria can result in the withdrawal of accreditation. Further information about the withdrawal of accreditation is available in the [Initial Teacher Training \(ITT\): criteria and supporting advice](#).

It is highly recommended that **all** provider staff **and** the strategic board familiarise themselves with the **full** content of the ITT criteria and supporting advice and ensure it is regularly reviewed through governance processes to ensure provision is, and continues to be, compliant.

## **ITT criteria compliance audit**

To support compliance with the [ITT criteria and supporting advice](#), NASBTT has published an [ITT Criteria Compliance Audit](#).

## **ITT criteria compliance check**

You can request an [ITT Criteria Compliance Check](#) to support you in reviewing your compliance with the [ITT criteria and supporting advice](#).

## **Support for reviewing and developing provision**

NASBTT's Support Directory contains details of individuals who offer a range of support services to help you in reviewing and developing your provision. Inclusion in this directory does not imply any recommendation, endorsement or guarantee of suitability for the role on the part of NASBTT; you are entirely responsible for any consequence arising from the engagement of any of the individuals listed.

[View the Support Directory.](#)

If you would like to add your details to our external moderator directory, please complete the [Support Directory Registration Form](#).

## Data protection

This section must be read in conjunction with sections [C3.3 Legislation](#) and [Legislation of the Initial Teacher Training \(ITT\): criteria and supporting advice](#).

The [Information Commissioner's Office](#) (ICO) is responsible for upholding information rights in the public interest, promoting openness by public bodies and data privacy for individuals.

Any information held by you as the provider is subject to the [General Data Protection Regulation](#) (GDPR) and the [Data Protection Act 2018](#) (DPA). **All** providers are **data controllers** as defined by the DPA and, as such, are subject to **all** its regulations and any other relevant legislation.

The GDPR sets out seven key principles which you **must** follow:

- Lawfulness, fairness and transparency;
- Purpose limitation;
- Data minimisation;
- Accuracy;
- Storage limitation;
- Integrity and confidentiality (security);
- Accountability.

These principles should lie at the heart of your approach to processing personal data.

You should only hold information:

- that is relevant for the purpose for which it was obtained;
- for a period of time that is necessary and for only as long as you have a clear business need for it;
- only share information with relevant parties in the course of specific duties relating to recruitment and employment decisions.

Your provider **must** have a written policy relating to why you are collecting and storing personal data and how you intend to use and store it. The policy should include a retention schedule regarding documentation which refers to the application process, personal documentation and financial information.

NASBTT's publication [Policies and Procedures for Initial Teacher Training \(ITT\)](#) includes guidance for consideration when writing or reviewing your data protection policy.

Under data protection regulations, individual trainees will be regarded as owning any data about themselves. An individual about whom an organisation holds data has the right to make a [Subject Access Request](#) (SAR) to see **all** of the data held about them.

[Find out more information about data protection via the Information Commissioner's Office \(ICO\) website.](#)

You might also find the DfE's guidance [Data protection in schools](#) helpful.

## ICO registration

Assuming the SCITT's single legal entity is a school, Multi Academy Trust (MAT) or Local Authority (LA), it will almost certainly be registered as a data controller for the purposes of the [Data Protection Act 2018](#) with the [Information Commissioner's Office](#) (ICO), although it would be good practice for you to check. This registration will cover all staff employed or under contract to the school. You should ensure that you know who the single legal entity's Data Protection Officer (DPO) is; they can be a good source of information and support.

SCITTs can register independently with the ICO; NASBTT would recommend that all providers consider doing so. [Find out more about registering with the ICO.](#)

## Data breaches

The [General Data Protection Regulation](#) introduced a duty on all organisations to report certain types of personal data breaches to the [Information Commissioner's Office](#). Where feasible, this **must** be done within 72 hours of the organisation becoming aware of the breach.

If the breach is likely to result in a high risk of adversely affecting individuals' rights and freedoms, those individuals must also be informed without undue delay.

You should ensure that you have robust breach detection, investigation and internal reporting procedures in place. This will facilitate decision making about the need to notify the relevant supervisory authority and the affected individuals.

You **must** keep a record of any personal data breaches, regardless of whether the relevant supervisory authority had to be notified.

[Find out more about data breaches.](#)

You **must** ensure **all** sensitive or personal data is **always** stored securely; this includes paper and electronic documentation.

You should recognise the risk of having any personal information [unencrypted](#) on a laptop. You should also consider your use of [passwords](#).

You should consider referring to trainees as numbers on records with the link to the name only contained on a Single Central Record (SCR).

The DfE asks providers to refer to trainees using their [Teacher Reference Number \(TRN\)](#) or Trainee ID in any correspondence.

## Consent

In the course of your training programmes, you might take photographs of trainees working and collect statements or quotations from applicants, trainees, mentors and other colleagues that you might consider using in your marketing materials. You should ensure that you obtain **signed** consent from individuals, both trainees and staff, to their photographs, statements and other personally identifiable data such as their name being used in any marketing materials.

With the introduction of the [GDPR](#), data protection implications are wide reaching and you **must** ensure that you have given considerable thought as to how this might affect all aspects of your provision. For example:

- A trainee with special needs is given permission to record training sessions.

Should that trainee sign to acknowledge the security of the content recorded, which will be owned not just by the trainer but also by any trainee contributing comments or answering questions?

Are all participants in that session aware that it is being recorded?

This highlights the need for clear statements in your policies and procedures describing how you intend to use data **and** ensuring you have sought and have signed consent from all relevant parties.

## Freedom of Information Act 2000

This section must be read in conjunction with sections [C3.3 Legislation](#) and [Legislation](#) of the [Initial Teacher Training \(ITT\): criteria and supporting advice](#).

As a part of the public sector, accredited ITT providers are subject to the [Freedom of Information Act 2000](#) (FOIA) legislation. FOIA legislation has given the public a right of access to public documents, both electronic and paper-based, since 1<sup>st</sup> January 2005. However, some types of information are exempt, such as information covered by the [Data Protection Act 2018](#) or information covered by another FOIA exemption. This means that you may refuse requests for access.

[Find out more about Freedom of Information requests, including a list of exemptions.](#)

## Equality

This section must be read in conjunction with the 'Equality' information in [C1.3 Suitability](#), the [Roles and responsibilities](#) section of [C3.2 partnerships and structures](#), [C3.3 Legislation](#) and [Legislation](#) of the [Initial Teacher Training \(ITT\): criteria and supporting advice](#).

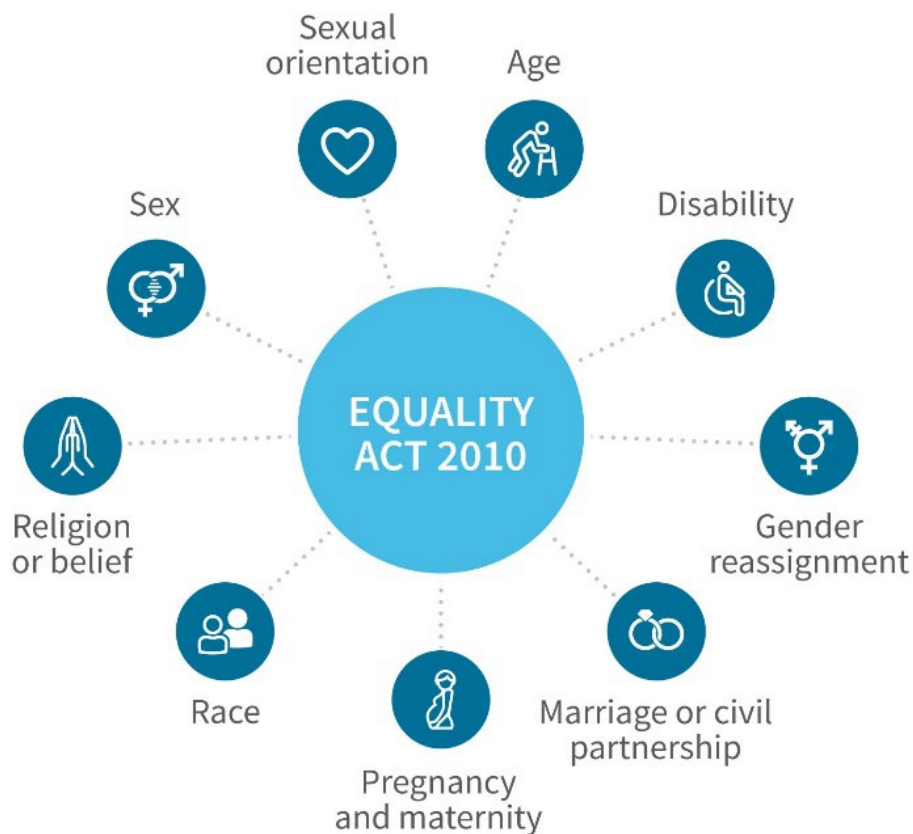
You might find it useful to refer to the prompt questions in the [ITT Criteria Compliance Audit](#) to support you in ensuring compliance with this aspect of the [Initial Teacher Training \(ITT\): criteria and supporting advice](#).

*To comply with equality legislation, accredited ITT providers must ensure that interview procedures promote equality of opportunity and avoid discrimination.*

*The Equality Act 2010 and Special Educational Needs and Disability Act 2001 require accredited ITT providers to ensure that they are not discriminating against applicants on the basis of any protected characteristic, or applicants with special educational needs (SEN).*

Under the [Equality Act 2010](#), applicants and trainees<sup>1</sup> have protection against discrimination on the basis of a number of [protected characteristics](#). These are:

- age;
- disability;
- gender reassignment;
- marriage and civil partnership;
- pregnancy and maternity;
- race;
- religion and beliefs;
- sex;
- sexual orientation.



You will need to make appropriate arrangements to meet the specific requirements for trainees with protected characteristics as defined by the Equality Act. Although, in the majority of cases, you are not an employer, NASBTT's advice is, as far as possible, to follow the requirements as though you were the employer. This occasionally causes tensions with programme requirements and legal guidance may need to be sought.

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<sup>1</sup> The Act makes a distinction between applicants applying for a position and those who have subsequently been recruited. Once an applicant has accepted a place on your programme, they are a recruit and not an applicant.

It should be noted that the Equality Act recognises that there are usually ‘intrinsic competences’ that applicants for a particular employment must be able to meet; the example that it can be expected that a scaffolder can climb a ladder is often quoted. A reasonable adjustment is something that enables an individual to meet the requirement; it is not an adjustment to the requirement itself. Further information around the possible intrinsic competencies for teaching can be found in the section on [health and physical capacity to teach](#).

# Stakeholders

[Stakeholders](#)

[DfE Teacher Services](#)

[Become a Teacher: DfE Teacher Training Services](#)

## Stakeholders

You will engage with a number of stakeholders in the course of your work.

[Find out more about relevant stakeholders via our Stakeholder Signposting webpage.](#)

## DfE Teacher Services

The DfE has a comprehensive suite of services to support providers, applicants and qualified teachers.

The image that follows on Stakeholders - 3 shows these services.

In this *Handbook*, we will primarily be concentrating on those for ‘Consider teaching’ and ‘Become a teacher’.

## Become a Teacher: DfE Teacher Training Services

The Department for Education’s suite of services are utilised by providers and applicants to navigate the recruitment and registration process:

Provider facing services	Applicant facing services
<b><u>Publish</u></b> Publish teacher training courses	<b><u>Find</u></b> Find postgraduate teacher training courses
<b><u>Manage</u></b> Manage teacher training	<b><u>Apply</u></b> Apply for teacher training
<b><u>Register</u></b> Register trainee teachers	<b>Teacher Self-Service Portal</b>

### **Publish: Publish teacher training courses**

*“Publish teacher training courses (Publish) gives initial teacher training providers a way to create courses and publish them to Find postgraduate teacher training (Find).”* (Publish, DfE)

### **Find: Find postgraduate teacher training courses**

*“Find postgraduate teaching courses in England if you want to teach in a state primary or secondary school, or in further education.”* (Find, DfE)

### **Apply: Apply for teacher training**

*“Use this service to apply for a postgraduate teacher training course to teach in a state primary or secondary school, or in further education.”* (Apply, DfE)

### **Manage: Manage teacher training**

Manage teacher training (Manage) is the service that accredited ITT providers use to receive applications, make decisions to offer applicants a place on the programme or reject applicants, and confirm offer conditions have been met.

### **Register: Register trainee teachers**

*“Register trainee teachers (Register) is the service that Initial Teacher Training providers use to provide the Department for Education (DfE) with trainee data.”* (Register, DfE)

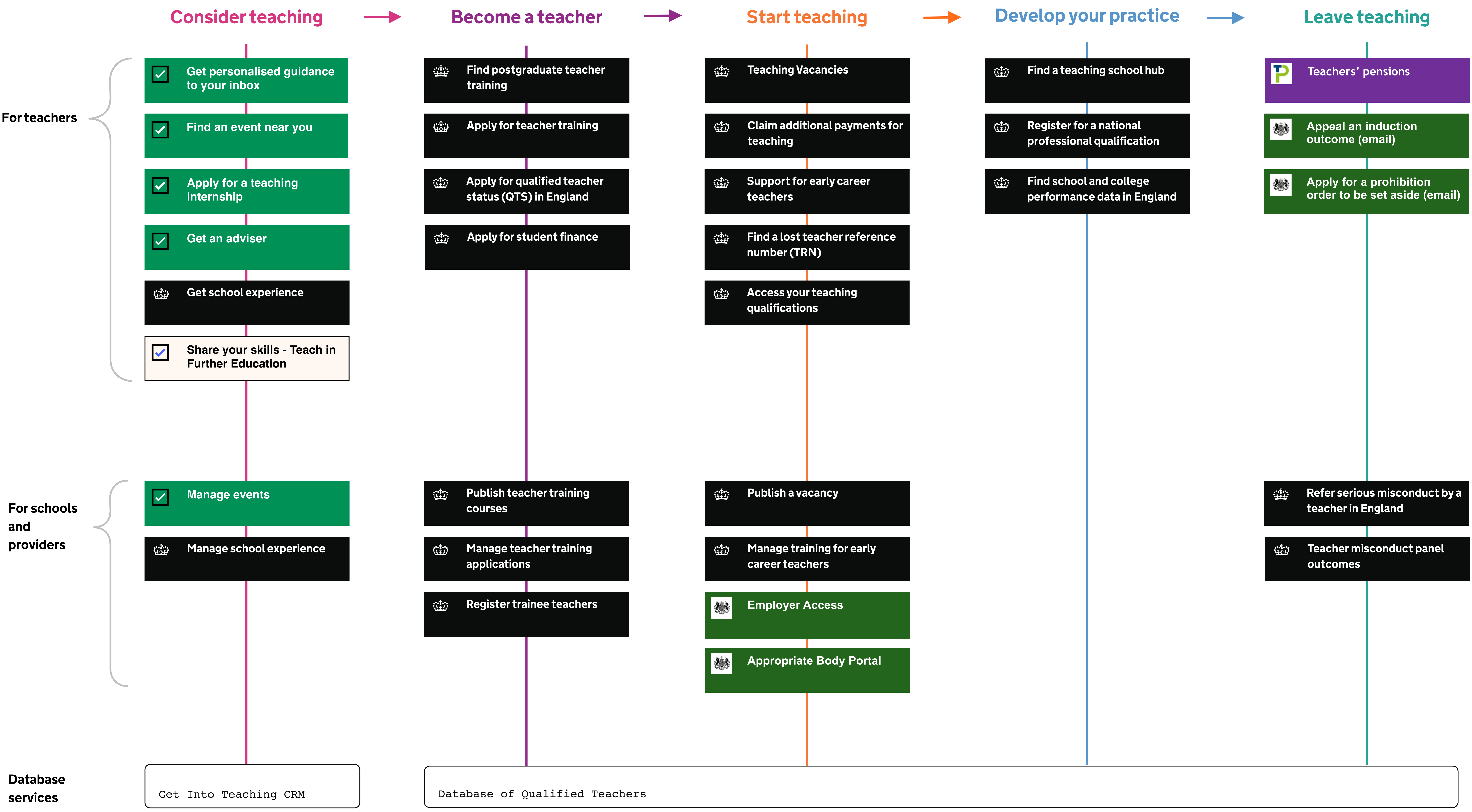
## User guidance for DfE Teacher Training Services

User guidance is available within each of the provider facing services.

You can also email [becomingateacher@digital.education.gov.uk](mailto:becomingateacher@digital.education.gov.uk) or use the chat function within the services for support with the DfE's Teacher Training Services.

# Teacher services

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# Finance

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## Finance

[View the DfE's ITT funding page.](#)

### Fee charging

This section must be read in conjunction with the information on [Fee charging arrangements](#) in the [Initial Teacher Training \(ITT\): criteria and supporting advice](#).

You might find it useful to refer to the prompt questions in the [ITT Criteria Compliance Audit](#) to support you in ensuring compliance with this aspect of the [Initial Teacher Training \(ITT\): criteria and supporting advice](#).

SCITT providers must **not** charge trainees over £9,250 for full-time programmes of ITT. For part-time programmes, trainees must not be charged over £6,935 per year.

NASBTT has championed the SCITT sector to ensure parity with HEIs in the fees they can charge. NASBTT's strong recommendation to **all** providers is that the **full** fees are applied to **all** programmes in recognition of the true cost of running high-quality programmes of ITT. This is especially true for part-time programmes which are, in reality, considerably more expensive to run than full-time programmes.

### Tuition fees

The payment of tuition fees is the responsibility of the trainee. In most cases, trainees apply to Student Finance England (SFE) for a tuition fee loan which is then paid directly to the accredited ITT provider in three instalments (weighted 25:25:50) according to the termly liability points by the [Student Loans Company \(SLC\)](#).

For the purposes of student finance, ITT courses are considered **undergraduate**.

Some trainees may choose to make individual arrangements with you to [pay their own fees](#).

### Bursaries and scholarships

The DfE provides financial incentives such as training bursaries and scholarships to help providers and schools attract high-quality graduates to the teaching profession. Financial incentives are in line with the needs of the sector and national targets set by the Department for Education (DfE).

Further information about bursary funding is available via the bursary funding manual which can be found via the DfE's [Initial Teacher Training funding](#) webpage.

Trainees do **not** have to apply for a bursary; you should allocate bursaries to trainees on tuition fee programmes who meet the eligibility criteria according to that year's recruitment cycle.

Applicants with a degree from outside the UK should obtain a UK ENIC statement of comparability. **You should ensure that only trainees *eligible* for student finance are awarded a bursary.**

[Find out more about subscribing to UK ENIC through NASBTT.](#)

**You should ensure that trainees are paid the appropriate bursary according to their training subject and degree class.** Bursaries should be paid to trainees in instalments as indicated in the DfE's guidance.

You may want to consider using the [Bursaries Administration Service](#), which is operated by Student Finance England, to administer the payment of bursaries.

[Information for trainees about bursaries and scholarships.](#)

## Student finance

Trainees on non-salaried programmes can apply for:

- a **tuition fee loan** to cover the full cost of their tuition fees;
- a **maintenance loan** to cover their living costs.

**All** tuition fee and maintenance loans are repayable and accrue interest.

Grants may also be available for eligible individuals.

[Information about the funding support for trainees who are disabled.](#)

[Information about the funding and support for parents or careers.](#)

[Information about the funding and support for veterans.](#)

### Tuition fee loan

The tuition fee loan is paid directly to the accredited ITT provider by the [Student Loans Company \(SLC\)](#) in three instalments (weighted 25:25:50) according to the termly liability points.

### Maintenance loan

The maintenance loan is the main student loan product for living costs. It comprises:

- a non-financially assessed portion which all students who are eligible for the loan can receive;
- and**
- a financially assessed portion which depends on household income.

The maintenance loan is paid directly to the trainee in roughly three equal instalments at the start of each term.

### Extra funding

Trainees can use the government's [Student Finance Calculator](#) to receive an estimate of any extra funding they may be entitled to, for example if they have children or are disabled.

### Part time programmes

Trainees on part time programmes will need to complete an application for **each year** of the training programme.

You can set bespoke terms dates to reflect different structures for part-time programmes and, therefore, these should be set up as separate programmes and codes on [HEP Services](#).

## Higher Education Provider (HEP) Services for student finance

[Access Higher Education Provider \(HEP\) Services.](#)

Higher Education Provider (HEP) Services is used to manage the finance you receive from the [Student Loans Company \(SLC\)](#).

### Setting up courses

You should set up courses on the 'Courses Management Service' (CMS) on [HEP Services](#) to enable trainees to apply for student finance.

To avoid SLC requesting confirmation for fee paying trainees that they are not on a salaried or employment-based programme, SLC advise you to include 'non salaried' or 'unsalaried' in the course name. For example:

Provider name – Phase – QTS only – Unsalariad

Provider name – Phase – QTS & PGCE– Unsalariad

[Find out more about creating ITT courses on HEP Services.](#)

If you need support with HEP Services, you can call 0300 100 0642 or email [HEP\\_Services@slc.co.uk](mailto:HEP_Services@slc.co.uk).

### Welsh domiciled applicants

Please be aware that SCITT providers are not automatically recognised by Welsh government which means that Welsh domiciled applicants will not have recourse to funding from Welsh government unless the SCITT provider has made an application to be registered.

You should also note that Welsh government restrict funding for SCITT-led programmes to £6,165.00. Therefore, you may consider referring applicants to HEI providers so that they can draw down the full tuition fee loan.

### Salaried programmes

Funding from the DfE for salaried programmes is paid as a grant to the accredited ITT provider and may **only** be used for certain purposes.

You should refer to the relevant year's salaried funding manual for more information which can be found via the DfE's [Initial Teacher Training funding](#) page. You should pay particular attention to how calculations are made regarding amounts to be 'clawed back' in the event of a withdrawal.

### Trainees paying their own fees without a loan

Some trainees may choose to pay their own fees, dependent on partnership arrangements. Payments could be spread in the same way as the fee income received from the [Student Loans Company \(SLC\)](#) (weighted 25:25:50) according to the termly liability points, or you could set up a different payment plan which is set out in a written contract and signed by the trainee. You should ensure that invoices are issued at the appropriate times and payments are made promptly by trainees.

# Section 1:

## Recruitment and the Applicant Journey

[Chapter 1: ITT programmes](#)

[Chapter 2: Marketing](#)

[Chapter 3: Recruitment fundamentals](#)

[Chapter 4: Operational aspects of recruitment](#)

## Chapter 1: ITT programmes

### Routes to Qualified Teacher Status (QTS)

Currently, there are three entry points to Qualified Teacher Status (QTS):

- **Undergraduate fee-funded**
  - **SCITT-led undergraduate teacher training.** This route is offered by a small number of accredited ITT providers. This programme must **always** be offered in close collaboration with an HEI.
  - **University-led undergraduate teacher training.** There are two types of degree that lead to QTS, both of which tend to focus on primary school placements, although there are some secondary-level options available:
    - a Bachelor of Education (BEd) degree;
    - a Bachelor of Arts (BA) degree with QTS;
    - a Bachelor of Science (BSc) degree with QTS.

These courses generally take three or four years full-time, depending on the number and length of school placements.

Applicants can find more information about undergraduate degree courses via the [Get Into Teaching website](#).

- **Postgraduate fee-funded**
  - **School Centred Initial Teacher Training (SCITT) postgraduate teacher training.**
  - **University-led postgraduate teacher training.**

Applicants can find more information about postgraduate routes into teaching via the [Get Into Teaching website](#).

- **Postgraduate employment-based**
  - **School Direct salaried.** Trainees are employed as unqualified teachers and paid a salary during their training. In some cases, there is DfE funding available for training and salary grants. This is subject to annual review. For current guidance on salaried funding, see the [School Direct \(salaried\): funding manual](#).
  - The **Apprenticeship** route is similar to the salaried route and is available to graduates whom a school wishes to employ. This route allows schools to 'draw down' their apprenticeship levy funding to pay for the cost of the training. Unlike the School Direct salaried route, the apprenticeship route lasts **12 months** and includes a **second** End Point Assessment (EPA) which **must** be undertaken by an accredited provider independent to the organisation providing the training.
  - **Teach First** is a charity that runs a salaried two years' Leadership Development Programme, placing graduates in schools in low-income areas.

Applicants can find more information via the [Teach First website](#).

Applicants can find more information about salaried routes into teaching via the [Get Into Teaching website](#).

## Qualified Teacher Status (QTS)

To be considered a qualified teacher in England and Wales, an individual will need to have been awarded Qualified Teacher Status (QTS). This is a **status** and **not** a qualification. It is conferred upon trainees by the Department for Education (DfE) upon the recommendation of an **accredited provider** of Initial Teacher Training (ITT). This accredited ITT provider may be a Higher Education Institution (HEI) which is usually a university **or** a School Centred Initial Teacher Training (SCITT) provider.

Individuals who successfully complete ITT via one of the routes described above are recommended for the award of Qualified Teacher Status (QTS) in England and Wales.

## Academic qualification

Whilst **all** postgraduate teacher training programmes lead to Qualified Teacher Status (QTS), a number also award an academic qualification, usually a Postgraduate Certificate of Education (PGCE). **As the PGCE is a qualification, it can only be awarded by an Higher Education Institution (HEI).**

SCITTs may have bespoke arrangements with a partner HEI to enable their trainees to access academic qualifications.

## Other available routes

Other available routes are:

- **Early Years ITT (EYITT)** – leading to the award of Early Years Teacher Status (EYTS).

[Early years initial teacher training \(ITT\): a guide for providers](#)

Applicants can find more information about becoming an early years teacher via the [Get Into Teaching website](#).

- **Assessment Only (AO)**. This route is for **experienced** unqualified teachers who have a degree and can demonstrate that they already meet **all** of the [Teachers' Standards](#) to be awarded QTS without having to complete any further training.

Applicants can find more information about the Assessment Only route via the [Get Into Teaching website](#).

- **Future Teaching Scholars (Maths and Physics)**. This six-year, full-time support package comprises undergraduate study, postgraduate employment-based teacher training and employment as a maths or physics teacher after achieving QTS.

Applicants can find more information via the [Future Teaching Scholars website](#).

## Assessment Only (AO) route

You must ensure that the familiarise themselves with the [Assessment Only route to QTS: criteria and supporting advice](#).

The Assessment Only (AO) route allows an **experienced** unqualified teacher with a degree to be awarded QTS **without** the need for any further training by demonstrating that they already meet **all** of the [Teachers' Standards](#).

This route is only available to unqualified teachers who have **taught** in **at least** two schools, early years' settings and/or further education settings.

Individuals are required to apply directly to an accredited ITT provider approved to offer the Assessment Only (AO) route. Whilst individual providers may have different entry requirements, **all** individuals are required to meet the Entry Criteria as specified in the [Assessment only route to QTS: Criteria and supporting advice](#) in respect of qualifications ([A1.1 GCSE standard equivalent](#) and [A1.2 Degree criteria](#)) and suitability ([A1.3 Suitability](#)).

Approved AO providers will require a successful applicant to present detailed evidence that they meet the [Teachers' Standards](#). The applicant's teaching is assessed in a school by an accredited and approved AO provider.

AO route trainees **must** be included in any Ofsted inspection data.

Details of approved Assessment Only providers are available via the [Get into Teaching website](#).

## Chapter 2: Marketing

Organisations of **all** sizes and in **all** industries need to market their products and services to their target audience.

Marketing has become an increasingly important facet of your work in the competitive marketplace that you now find yourself in and, as such, it is essential in ensuring your provider's viability.

### Initial Teacher Training: a customer-focussed environment

It is important to recognise from the outset that the financial investment made by trainees makes Initial Teacher Training (ITT) a **customer-focussed environment** to the extent that trainees have rights afforded to them by the [Consumer Rights Act 2015](#).

You should familiarise yourself with the [Competition & Markets Authority's](#) (CMA) consumer law advice. Any accredited ITT provider that does not meet its 43 obligations to students may be in breach of consumer protection law.

Find out more by consulting the [Higher education: consumer law advice for providers](#).

Additionally, there are expectations from both Parliament and the public in that delivering a public service you adhere closely to the [Seven Principles of Public Life](#):

- selflessness;
- integrity;
- objectivity;
- accountability;
- openness;
- honesty;
- leadership.

It is important to ensure that the way you handle all relationships and issues with trainees is completely open and fair such that there will be no grounds for a complaint or appeal. The [Office of the Independent Adjudicator's](#) (OIA) publication [Good Practice Framework: Handling complaints and academic appeals](#) provides useful guidance on such processes and sets out the [ten key principles](#). Good processes are:

- accessible and clear;
- fair, independent and confidential;
- inclusive;
- flexible, proportionate and timely;
- improve the student experience.

### Understanding your place in the market

Before you can market your offering, you should ask yourself the following questions:

- What are your [values, vision and ethos](#)?
- What are your [Unique Selling Points \(USPs\)](#)?
- Do prospective applicants understand your offering?
- Is your marketing reflective of your values and offering?
- Who are your competitors?
- What are your strengths?
- What are your risks and how do you mitigate against them?
- How are you perceived by potential applicants?

You may find it beneficial to conduct market research to gain an accurate insight of how you are perceived. This could take the form of a trainee end of programme survey or a new trainee questionnaire.

## Partnership values, vision and ethos

It is essential that your partnership has its own vision for ITT and ethos as a provider. In turn, it is essential that all staff and partners 'buy into' this vision and ethos and live by its values.

*What is your partnership's vision for ITT?*

*How do you want people to feel about your partnership?*

For example:

### **The Vision: Putting the pupil and the trainee at the heart of teacher education and training**

Preparing trainees to become outstanding teachers through inspiring training in creative school partnerships, focusing on understanding and promoting effective learning and pupil progress and developing professional expertise.

## Unique Selling Points (USPs)

Your partnership's values, vision and ethos inform your Unique Selling Points (USPs).

A Unique Selling Proposition, also known as a Unique Selling Point, is a factor that differentiates a product from its competitors. These can include the lowest cost, the highest quality or the first ever product of its kind. A USP could be thought of as:

*What you have that your competitors don't.*

A successful USP promises a clearly articulated benefit to applicants, offers them something that competitive programmes cannot or do not offer and is compelling enough to attract them to apply to you.

In terms of ITT provision, your USP could arise from the following questions:

- What are the top reasons for applicants choosing to train with you?

- What is your employment rate?
- What is your retention rate?
- Are you the only SCITT provider in the area (geography)?
- Are you the only provider offering a specific programme or pathway?
- What is your approach to well-being/programme design/placements?
- What is your cohort size? Are you small and friendly?
- What types of school are in your partnership?
- What is your Ofsted rating?

Your Unique Selling Points should be clearly and concisely conveyed in all of your marketing materials and communications you have with applicants, trainees, partners and stakeholders. Your values and offering should be conveyed by your words and actions.

## Marketing strategy

Understanding your '[marketplace](#)' is crucial in developing your marketing strategy. This comes from collecting and analysing data; putting in place systems to do this from the outset will be very worthwhile. An analysis of enquiries can reveal a great deal about your potential market, such as gender, age, student/employment status, subject, location and, importantly, how they heard about you. This will enable you to develop, and then refine, your initial marketing strategy.

Your initial marketing strategy will probably be based around the following:

- **Researching your local market:**
  - What are the specific requirements in your locality?
  - Who else is providing ITT in your area?
  - How are you distinctive from other providers?
- **Understanding how your target audience is made up:**
  - Where do they come from?  
*Undergraduates, career changers, returning mothers/fathers, TAs wishing to progress their careers.*
  - What are their backgrounds?  
*If we know who they are, we can target them appropriately.*
- **Reaching your audience:**
  - We all consume information in different ways.  
*For example, a career changer may seek information through different channels to a recent graduate.*
  - If you were considering training to become a teacher, how would you search for and find information?  
*Remember, one size does not fit all.*

- **Integrating your recruitment activity to gain the biggest impact:**
  - Cross channel marketing (the use of multiple channels); digital and traditional are the most effective marketing approaches.
  - Does your strategy use different marketing tools in an integrated way to meet your local needs and encourage applications?
- **Segmenting your activities:**
  - **awareness** – making people know you exist and what you do/have to offer;
  - **engagement** – website visitors, enquiries, engagement with open events;
  - **conversion** – receiving an application and retaining that applicant.

## Marketing methods

How are you making people aware that you exist?

You may consider the following marketing methods:

- [website](#);
- programme profiles on [Find](#) (and UCAS where relevant);
- social media pages/profiles;
- blogs;
- press releases sharing and celebrating successes;
- targeted advertising on social media;
- registering on Google as a business to appear on map searches and Google rankings;
- Google AdWords advertising;
- utilising your partner schools' newsletters and social media channels;
- utilising national campaigns – Get Into Teaching (guest blog posts, trainee Q&A on Facebook and Twitter);
- local recruitment events and graduate fairs;
- university careers fairs;
- information pack (marketing takeaways/further information);
- electronic information pack for your partner schools (logo and signposting to your own website);
- leaflets and leaflet holder for partner schools' reception;
- plaque/certificate celebrating partner schools' involvement with ITT;
- mail shot to parents – A4/A5 size single sheet with key features and date of next open event;
- banners on school fences;
- outdoor advertising including buses, train stations and roadside;
- using your trainees, alumni and teachers as your brand ambassadors;
- newsletters;

- branded items;
- fliers, postcards and posters;
- engaging with the [Get school experience service](#).

Some forms of advertising are not always effective in terms of their relative cost. For budgeting purposes, it is suggested that you keep a record of response rates to various forms of advertising and events attended to review your return on investment and inform future marketing decisions.

The [Advertising Standards Authority](#) monitors programme marketing materials on [Find](#), UCAS and elsewhere. Care must be taken to ensure any claims made in marketing materials can be independently substantiated.

## Engagement through your website

Your website is your **most** important marketing tool.

Consider if your website:

- contains relevant information;
- is clear, concise and informative;
- is it up-to-date;
- is easy to navigate/find information;
- is responsive/mobile enabled;
- includes a clear call to action – ‘find out more’, ‘apply now’, ‘attend an event’;
- includes case studies (peer-to-peer influencing).

It would be helpful for applicants if your website included links to the following information and resources:

- [Get Into Teaching](#);
- Get Into Teaching Line: Freephone 0800 389 2500;
- [Find Postgraduate Teacher Training courses](#);
- [Apply for Teacher Training](#);
- [UCAS Teacher Training](#) for undergraduate programmes;
- [Student finance information](#).

## Applicant engagement

One of the best marketing tools is still word of mouth and personal recommendation. Building genuine, positive relationships with potential applicants, applicants, trainees and schools is key. If someone has a good experience, they will share this with others. Building your reputation takes time and effort, but if you get this right, it can be your greatest asset.

You should consider:

- the training year will be a financial and emotional investment;
- an applicant's experience when making enquiries, visiting your website and meeting provider representatives on the phone and in person will impact on their decision-making process; how you treat them will be critical to their emotional investment with you;
- if applicants are not kept informed, not handled carefully and feel as if they are not valued, they could take up an offer with another provider.

## Events

It may be beneficial to attend recruitment fairs such as the DfE's Train to Teach events and other events at local universities or schools to meet potential applicants. This can be an excellent opportunity to 'sell' your provision and ensure applicants are aware of the routes available to them and the entry requirements.

You might also consider running your own events in a variety of formats both in person and online. Open events may attract future applicants so consider handing out promotional items such as branded pens so that they remember you; it could be some time before individuals attending such events make an application for teacher training if they are in the early years of their degree.

It may be worth speaking to sixth form students who might be interested in a career in teaching before they leave for university so that they are aware of the qualifications and requirements they might need for entering teacher training in the future.

## Chapter 3: Recruitment fundamentals

Developing effective procedures and processes to support recruitment should be a **key priority**.

This chapter **must** be read in conjunction with [C1 Entry criteria](#) (C1.1 GCSE standard equivalent, C1.2 Degree criteria, C1.3 Suitability and C1.4 ITT Recruitment practices) of the [Initial Teacher Training \(ITT\): criteria and supporting advice](#).

You might find it useful to refer to the prompt questions in the [ITT Criteria Compliance Audit](#) to support you in ensuring compliance with this aspect of the [Initial Teacher Training \(ITT\): criteria and supporting advice](#).

### Safer recruitment

This section **must** be read in conjunction with [C1.3 Suitability](#) of the [Initial Teacher Training \(ITT\): criteria and supporting advice](#).

You might find it useful to refer to the prompt questions in the [ITT Criteria Compliance Audit](#) to support you in ensuring compliance with this aspect of the [Initial Teacher Training \(ITT\): criteria and supporting advice](#).

*Accredited ITT providers should ensure that applicant selection processes give due regard to relevant aspects of part three of [Keeping Children Safe in Education](#).*

*Accredited ITT providers should ensure that at least one member of the recruitment panel has undertaken appropriate safer recruitment training.*

Schools and education settings share with others a duty to safeguard the children in their care. Implementing safer recruitment practices is one way of discharging this safeguarding obligation.

**You are responsible for ensuring that they do not admit individuals to ITT who are not suitable to work with children and vulnerable adults.**

Any staff with responsibility for shortlisting and interviewing **must** have up-to-date safer recruitment training.

Due regard must be given to the advice and guidance on the recruitment of teachers in [Keeping Children Safe in Education](#).

NASBTT offers Safer Recruitment in Education Settings training which is specifically tailored for ITT. View the [events calendar](#) for details of future safer recruitment training.

NASBT has produced a Safer Recruitment Audit to support providers with auditing their recruitment practices.

[Download the Safer Recruitment Audit](#)

## Recruitment policy

This section **must** be read in conjunction with [C1.3 Suitability](#) of the [Initial Teacher Training \(ITT\): criteria and supporting advice](#).

You might find it useful to refer to the prompt questions in the [ITT Criteria Compliance Audit](#) to support you in ensuring compliance with this aspect of the [Initial Teacher Training \(ITT\): criteria and supporting advice](#).

Your provider **must** have a recruitment policy which is written, and then reviewed in subsequent years, by your governing board. Your recruitment policy will inform your recruitment practices and procedures with reference to ensuring that all applicants have “*taken part in a rigorous selection process*” ([C1.3 Suitability](#), [Initial Teacher Training \(ITT\): criteria and supporting advice](#)).

NASBTT’s publication [Policies and Procedures for Initial Teacher Training \(ITT\)](#) includes guidance for consideration when writing or reviewing your policies.

*To comply with [equality legislation](#), accredited ITT providers must ensure that interview procedures promote [equality of opportunity](#) and avoid discrimination.*

It is **vital** that **all** parties involved in your recruitment process, including staff from partner schools, are **fully** aware of your recruitment policy and make decisions with its principles in mind.

## Equality of opportunity

This section must be read in conjunction with the ‘Equality’ information in [C1.3 Suitability](#) and [C1.4 ITT Recruitment practices](#) of the [Initial Teacher Training \(ITT\): criteria and supporting advice](#).

You might find it useful to refer to the prompt questions in the [ITT Criteria Compliance Audit](#) to support you in ensuring compliance with this aspect of the [Initial Teacher Training \(ITT\): criteria and supporting advice](#).

Your recruitment process may vary between different programmes in order that it can be tailored to the anticipated demands of that particular programme. However, the guiding principle underpinning **all** recruitment activities **must** be offering an **equal opportunity** to **every applicant** at **every stage** of the recruitment process. Although challenges to recruitment decisions are not the norm, they do happen from time to time; you should be readily able to demonstrate that individual applicants have been treated fairly.

As part of their application, applicants can inform you of any disabilities or individual needs they have. You should note that there is **no** requirement for them to do this, so the lack of such information in the application should not be taken to mean that they do not have a disability or individual need. At the point of inviting applicants to interview, you should ask them whether any adjustments are required in order that they can access your interview process.

*To comply with [equality legislation](#), accredited ITT providers must ensure that interview procedures promote equality of opportunity and avoid discrimination.*

## GCSE standard equivalent qualifications

This section **must** be read in conjunction with [C1.1 GCSE standard equivalent](#) of the [Initial Teacher Training \(ITT\): criteria and supporting advice](#).

You might find it useful to refer to the prompt questions in the [ITT Criteria Compliance Audit](#) to support you in ensuring compliance with this aspect of the [Initial Teacher Training \(ITT\): criteria and supporting advice](#).

You **must** ensure that applicants have achieved the standard equivalent to GCSE grade 4 in GCSE English and mathematics, and science for primary applicants, **before** commencing an ITT programme.

[Find out more about grade equivalents awarded under the 1-9 GCSE grading structure.](#)

Some applicants may not have the required GCSE or equivalent qualifications at the time of applying if you have stated that you will accept applicants where GCSE qualifications are pending on your [Find postgraduate teacher training courses](#) profiles. These applicants will need to sit either a GCSE exam or an equivalent qualification and achieve the required grades **prior to** the start of the programme.

There are various companies offering equivalent qualifications with either an exam only service or a study and exam service. **You should make a decision as to acceptable equivalent qualifications** and this information should be clearly stated in your [recruitment policy](#), on your [Find postgraduate teacher training courses](#) profiles and on your website.

You should confirm with your HEI partner for the PGCE their requirements for postgraduate study including which equivalent qualifications they accept; some HEIs may not accept equivalencies at all or those from particular organisations.

## Degree qualifications

This section **must** be read in conjunction with [C1.2 Degree criteria](#) of the [Initial Teacher Training \(ITT\): criteria and supporting advice](#).

You might find it useful to refer to the prompt questions in the [ITT Criteria Compliance Audit](#) to support you in ensuring compliance with this aspect of the [Initial Teacher Training \(ITT\): criteria and supporting advice](#).

A first degree, or equivalent qualification, is an entry requirement to ITT. You **must** be assured that all applicants hold an appropriate qualification **before** commencing an ITT programme.

For secondary ITT, applicants are not required to have a degree in the subject they are applying to train to teach. However, you will need to be assured that their subject knowledge is sufficient to meet Standard 3 ([Demonstrate good subject and curriculum knowledge](#)) of the [Teachers' Standards](#) by the end of their training programme.

You should confirm with your HEI partner for the PGCE their requirements for postgraduate study including which degree classes they will accept.

## Overseas qualifications

This section **must** be read in conjunction with [C1.1 GCSE standard equivalent](#) and [C1.2 Degree criteria](#) of the [Initial Teacher Training \(ITT\): criteria and supporting advice](#).

You might find it useful to refer to the prompt questions in the [ITT Criteria Compliance Audit](#) to support you in ensuring compliance with this aspect of the [Initial Teacher Training \(ITT\): criteria and supporting advice](#).

The [UK European Network of Information Centres \(UK ENIC\)](#) is the UK's national agency responsible for the recognition and evaluation of international qualifications and skills. It provides advice on the equivalence of overseas qualifications and whether they can be considered to be equivalent to those required for entry to ITT.

Applicants should apply to UK ENIC for a Statement of Comparability to confirm the comparability of any overseas qualifications. You might choose to request a copy of the statement(s) when an application is received so that you can ensure that the applicant meets the entry criteria at the shortlisting stage.

Get into Teaching offers applicants [help and support](#) with understanding their overseas qualifications.

Your provider can subscribe to UK ENIC's services to support them in assessing and understanding the comparability of overseas qualification through NASBTT at a significantly discounted rate.

[Find out more about subscribing to UK ENIC through NASBTT.](#)

## References

This section must be read in conjunction with [C1.3 Suitability](#) of the [Initial Teacher Training \(ITT\): criteria and supporting advice](#).

You might find it useful to refer to the prompt questions in the [ITT Criteria Compliance Audit](#) to support you in ensuring compliance with this aspect of the [Initial Teacher Training \(ITT\): criteria and supporting advice](#).

References **must** be checked as part of the recruitment process. References only become available for you to view once an applicant has **accepted** an offer you have made them.

Upon receiving an application, you will only be able to see the name, email address and the referee's relationship with the applicant; this information has been provided by the applicant.

You may choose to consider the following as part of shortlisting:

- Are the references from credible individuals of appropriate professional standing and not relatives or friends of the applicant?
- Are professional email addresses stated rather than generic (Gmail, Hotmail, Yahoo, etc.) email addresses?
- Is there a reference from the current employer?

- Is there an academic reference?
- If the individual has worked with children, is there a reference covering this employment/volunteering?

Once an applicant has **accepted** an offer you have made them, you will be able to see the references provided by their referees along with their declaration regarding 'Concerns about the candidate working with children'.

## Fundamental English and mathematics

This section must be read in conjunction with Intellectual and academic capabilities information in [C1.1 GCSE standard equivalent](#) of the [Initial Teacher Training \(ITT\): criteria and supporting advice](#).

You might find it useful to refer to the prompt questions in the [ITT Criteria Compliance Audit](#) to support you in ensuring compliance with this aspect of the [Initial Teacher Training \(ITT\): criteria and supporting advice](#).

*Accredited ITT providers should consider the full range of applicants' knowledge, skills, academic background and prior experience to judge whether they have the capability to undertake an ITT course and meet the [Teachers' Standards](#) by the end of their training.*

*Prior to the award of QTS, accredited ITT providers must assure that trainees demonstrate competence in the following areas:*

- *Speaking, listening, and communicating are fundamental to a teacher's role. Teachers should use standard English grammar, clear pronunciation, and vocabulary relevant to the situation to convey instructions, questions, information, concepts, and ideas with clarity. Teachers should read fluently and with good understanding.*
- *Writing by teachers will be seen by colleagues, pupils, and parents and, as such, it is important that a teacher's writing reflects the high standards of accuracy their professional role demands. They should write clearly, accurately, legibly, and coherently using correct spelling and punctuation.*
- *Teachers should use data and graphs to interpret information, identify patterns and trends and draw appropriate conclusions. They need to interpret pupil data and understand statistics and graphs in the news, academic reports, and relevant papers. Teachers should be able to complete mathematical calculations fluently with whole numbers, fractions, decimals, and percentages. They should be able to solve mathematical problems using a variety of methods and approaches, including estimating and rounding, sense-checking answers, breaking down problems into simpler steps, and explaining and justifying answers using appropriate language.*

*Any work to address shortfalls in English and mathematics must be undertaken by the trainee teacher in addition to other aspects of their training. It is the trainee's responsibility to secure such fundamental English and mathematics, whereas responsibility for assurance lies with the accredited ITT provider. Fundamental English and mathematics may be supported and assured in different ways by different accredited ITT providers.*

Individual providers may take a variety of approaches to assuring themselves of trainees' competence in English and mathematics. It is the **trainee's responsibility** to develop these

competencies should any gaps be identified. You will want to consider at the recruitment stage whether the applicant will have sufficient time and capacity to develop these alongside their ITT programme.

You could consider using [NASBTT Elevate My Maths](#) (NASBTT EMM) to support you in assessing and assuring the trainee's competence in mathematics.

## Chapter 4: Operational aspects of recruitment

Most providers will employ a staged, methodical process to recruitment. The processes described here will allow you to identify what needs to be completed as applicants move through the recruitment journey.

Refer to the [Operational Calendar for Schools-Led Initial Teacher Training \(ITT\)](#) for a timeline of tasks to be completed. You can personalise this calendar to your own requirements.

### Teacher Supply Model (TSM) and allocations methodology

The Teacher Supply Model (TSM) estimates the number of postgraduate ITT places needed to provide qualified teachers for the state-funded teaching sector in any given year.

Each year, the DfE publishes its allocations methodology, informed by the TSM, determining which, if any, ITT courses are capped for recruitment. You should ensure you are aware of the current allocations methodology in any given year.

NASBTT will keep Members informed about allocations via its blog ([ITT News](#)) and the [Weekly Newsletter](#).

If you have any queries regarding the allocations methodology, you should email the DfE [Allocations Team](#).

### Planning your programme offering

Before advertising your programmes, you will need to make decisions regarding programmes you intend to offer in the following academic year. This will enable conversations to take place with partnership schools in regard to their initial thoughts of being able to host placements. This will enable you to prepare target numbers and will ensure you do not under or over recruit. Further conversations will be required with partnership schools as interviews take place and as placements are agreed during the year.

You will need to update your website and any marketing materials to reflect your programme offering.

See [Chapter 2: Marketing](#) for further information on marketing your provision.

### Publish teacher training courses

*“Publish teacher training courses (Publish) gives initial teacher training providers a way to create courses and publish them to Find postgraduate teacher training (Find).”* (Publish, DfE)

You should refer to the relevant ‘how to use this service’ information available within [Publish](#) to support you in navigating [Publish](#).

In the Summer Term, the DfE will contact you to advise you of the steps to add new courses, roll over courses or delete courses no longer running on Publish ahead of the upcoming recruitment cycle.

Publish includes guidance on what to include in your course information. The course information you provide is extremely important in promoting your programmes and, alongside your website, they are your main marketing tool. As such, it is necessary to make them ‘stand out’ from those of other providers, whilst ensuring that the information is specific, current and accurate.

The [Advertising Standards Authority](#) monitors programme marketing materials on [Find](#), UCAS and elsewhere. Care must be taken to ensure any claims made in marketing materials can be independently substantiated.

You should set programmes to run and close on Publish as appropriate.

*Accredited ITT providers should ensure that courses are closed on Publish swiftly once they are full.*

### **[Find postgraduate teacher training](#)**

*“Find postgraduate teaching courses in England if you want to teach in a state primary or secondary school, or in further education.”* (Find, DfE)

Courses set to ‘Open’ in Publish will appear on [Find postgraduate teacher training](#) when this opens to applicants in October.

### **Administration database**

You are advised to devise your own system for recording enquiries and applications and decide on the information you feel it is necessary to record. You could create an Excel spreadsheet which may include a number of tabs or similar software to record this information.

The system you devise will enable you to maintain an overview of applicants, including where they are in the recruitment journey, and produce any information or data that may be required for meetings or self-evaluation purposes.

### **Preparing templates for administration, interviews and communications**

Once your [recruitment policy](#) has been written or reviewed, you should write or amend template documentation to support the recruitment process which will save you a considerable amount of time when the recruitment cycle begins.

This template documentation may include:

- administrative paperwork;
- interview panel guidance;
- interview paperwork including interview questions, activities and observation tasks (as relevant);
- communications to be sent to applicants at all stages of the recruitment process.

Whilst you can just use [Manage](#) to inform applicants of rejection and offers, good practice suggests that personalised communications to applicants are preferable; think again about the [customer-focussed environment](#).

## Managing initial enquiries

Managing initial enquiries can be a significant and potentially time-consuming aspect of the administrator's role.

The initial contact a potential applicant has with you is an important public relations opportunity as you establish a personalised channel of communication with them. Ensuring that applicants are fully informed and that you answer **all** of their questions at this stage can save considerable time in the future.

You may wish to prepare a crib sheet for all staff who respond to enquiries, either by telephone or by email, which will ensure that colleagues share all of the relevant information with applicants.

Your crib sheet could include the following information:

- the provider, including location and experience of ITT;
- phases (primary/secondary) and/or subjects (secondary only) offered;
- different programmes offered;
- school partners for placements and training;
- entry requirements, particularly in relation to [GCSE \(C1.1\)](#) and [degree qualification \(C1.2\)](#);
- qualifications commonly accepted as equivalent to [GCSE \(C1.1\)](#);
- verifying the comparability of any [overseas qualifications](#) with [UK ENIC](#);
- demonstrating competence in [fundamental English and mathematics](#);
- the award on completion of the programme ([QTS](#));
- details of any [academic qualifications](#) (postgraduate or professional graduate) included;
- the [course fees](#);
- [financial support](#) available from the [Student Loans Company \(SLC\)](#);
- [bursaries and scholarships](#) available for eligible trainees;
- the application process via [Find](#) and [Apply](#);
- guidance on [writing the personal statement](#);
- [guidance for choosing suitable referees](#);\*;
- your interview process;
- useful websites or phone numbers:
  - [Get Into Teaching](#)
  - Get Into Teaching Line: Freephone 0800 389 2500
  - [Teacher Training Advisers](#) for one-to-one support
  - DfE's [Find postgraduate teacher training](#)
  - [Student finance](#) and the [Student Loans Company](#)

- [UK Council for International Student Affairs \(UKCISA\)](#) – helpful for overseas applicants understanding student finance eligibility
- answers to any frequently answered questions (FAQs);
- details of your own website and social media accounts;
- a contact name and contact details for further questions.

\* It would also be useful to remind potential applicants to seek permission from their referees before entering their details on their application form. Referees are automatically contacted once an individual has **accepted** an offer with a provider.

You may wish to record the details of individuals making enquiries to enable you to share further information or follow up their interest.

## [Apply for teacher training](#)

*“Use this service to apply for a postgraduate teacher training course to teach in a state primary or secondary school, or in further education.” (Apply, DfE)*

Individuals submit applications their application through [Apply for teacher training](#). Applicants can make four **simultaneous** applications.

[Further information for individuals applying for teacher training.](#)

## Receiving applications

**All** applications for teacher training **must** be received via [Manage](#) to ensure [equality of opportunity](#) for all applicants.

Applicants can make four **simultaneous** applications. **All** applications will be considered **simultaneously** by **all** providers.

You will receive email notifications of new applications that have been received for your consideration. You may choose to export applications to pdf and/or print if required.

You **must** ensure that you consider [data protection](#) in the storage of electronic and printed applications.

It would be good practice to acknowledge applications by email as they are received being mindful of the [customer-focussed environment](#) in which you are working. This also allows you to establish a personalised channel of communication with the applicant where you advise them of what will happen next. It might be helpful to include answers to frequently asked questions.

## Shortlisting

Any staff with responsibility for shortlisting **must** have up-to-date safer recruitment training.

Due regard must be given to the advice and guidance on the recruitment of teachers in [Keeping Children Safe in Education](#).

Applications should be considered by the relevant decision makers subject to your shortlisting criteria according to your [recruitment policy](#).

You should initially check applications to ensure that they have been completed **in full**. You should contact applicants with any queries about any information missing from the application.

Your shortlisting process may include checks of the following:

- [GCSE standard equivalent qualifications](#);
- [degree qualification\(s\)](#);
- safeguarding declarations;
- full work history;
- [suitability of referees](#);
- content and use of standard written English in the personal statement ([fundamental English](#));
- [online searches](#).

You should also take note of any [declarations of disability or individual needs](#) and interview availability.

Your shortlisting documentation should be completed during the shortlisting process and record the outcome of shortlisting.

You should inform applicants of the outcome of shortlisting by either inviting them to interview or rejecting them. You should update [Manage](#) to reflect the shortlisting outcome. If rejecting applicants, you will need to state the reasons for rejecting the application on [Manage](#).

**All** offers and rejections **must** be recorded on [Manage](#).

## Ensuring eligibility to study in the UK

You must ensure that any overseas applicant has the right to work and/or study in the UK.

[Find out more about the types of visas that can be accepted on our visa guidance webpage.](#)

Please be aware that SCITT providers are unable to sponsor student visas and, therefore, any applicant applying with this visa must either be redirected to a university provider or the SCITT must have a contractual agreement in place with their HEI partner to sponsor trainees on their behalf.

## Undertaking online searches for shortlisted candidates

This section must be read in conjunction with [C1.3 Suitability](#) of the [Initial Teacher Training \(ITT\): criteria and supporting advice](#).

You might find it useful to refer to the prompt questions in the [ITT Criteria Compliance Audit](#) to support you in ensuring compliance with this aspect of the [Initial Teacher Training \(ITT\): criteria and supporting advice](#).

[Keeping children safe in education](#) (221) states:

*In addition, as part of the shortlisting process schools and colleges should consider carrying out an online search as part of their due diligence on the shortlisted candidates. This may help identify any incidents or issues that have happened, and are publicly available online, which the school or college might want to explore with the applicant at interview.*

'Should' in **statutory** guidance means that this should be done unless there is good reason not to. If there is a good reason not to undertake online searches, you should have a written rationale for this. It is important to note that the DfE is **not** encouraging potential employers to search an applicant's social media presence; schools should **not** be looking at Facebook, Instagram, etc., as this could introduce bias into the recruitment process and result in recruiters discriminating against applicants.

As an example of an online search, consider that you have shortlisted Joseph Brown. Putting the terms 'Joseph Brown crown court' / 'Joseph Brown magistrates court' / 'Joseph Brown convicted' may provide relevant information.

You should decide whether online searches will be completed in-house or whether an external provider will be used. Any information found which may make the applicant unsuitable to work with children should be given to the interview panel so that it can be discussed with the applicant at interview (taking into account the [criminal record filtering rules](#)).

## Preparing for interviews

A considerable amount of organisation is required to ensure the smooth running of any interviews, particularly where a number of applicants have been invited to attend on the same day. You will need to liaise closely with the interview venue and the interviewing panel to ensure that the day is planned and organised effectively.

You can ease the burden of the interview day itself by making efficient arrangements well in advance to:

- identify an interview location;
- book the venue to include the appropriate number of rooms, refreshments and any equipment required;
- arrange the staffing and interview panel ensuring that **at least** one person on any recruitment panel has up-to-date [safer recruitment training](#);
- prepare the schedule for the day, building in discussion and review time for the interview panel;
- prepare any paperwork required by the applicants;
- prepare files for the interviewing panel, including the application forms and the required interview paperwork;
- prepare any administrative paperwork required;

- ensure that the interview procedures **promote [equality](#)** and **avoid discrimination**.

*To comply with equality legislation, accredited ITT providers must ensure that interview procedures promote equality of opportunity and avoid discrimination.*

*The Equality Act 2010 and Special Educational Needs and Disability Act 2001 require accredited ITT providers to ensure that they are not discriminating against applicants on the basis of any protected characteristic, or applicants with special educational needs (SEN).*

Your [recruitment policy](#) will have specified which staff should attend interviews and their role. The interviewing panel may include a range of staff, including headteachers, governors, partnership leads, subject leaders and school mentors.

You may choose to prepare a file for each applicant invited to interview to include, at this stage, their application form. The applicant's identity documentation, certificates, interview paperwork and any tasks completed at interview can be added on the interview day. For successful applicants, this file may become their [personnel file](#); it can also be used to ensure that all [pre-programme checks](#) have been administered and signed off prior to the start of the programme.

## Inviting applicants to interview

You will need to invite any applicants successful at shortlisting to interview.

You should update the 'Set up an interview' function on [Manage](#) and may choose to send a separate email with further information.

Invites should include:

- the programme the applicant is being interviewed for including the age range;
- the date, time and location of the interview;
- a programme for the day;
- details of any activities and tasks to be completed on the day;
- information regarding any documentation that the applicant should bring with them such as identity documents, certificates and photographs;
- a request to inform you of any special arrangements that may be required in relation to any [declaration of disability or individual need](#).

You should ask applicants to confirm their attendance at interview. This will allow you to invite additional applicants to interview if an applicant declines an interview.

## At interview

**At least** one person on any recruitment panel **must** have up-to-date safer recruitment training.

Due regard must be given to the advice and guidance on the recruitment of teachers in [Keeping Children Safe in Education](#).

During the interview day, you should:

- ensure the smooth running of the day;
- support the interviewing panel by ensuring that the appropriate paperwork is available;
- ensure [equality of opportunity](#) for **all** applicants;
- welcome applicants;
- check [identity documentation](#) and [qualification certificates](#);
- administer the relevant selection tasks.

The interview is also a useful opportunity to discuss placements and potential issues regarding travel with applicants. This information may be helpful later when deciding on placements for trainees. Informal questions can be asked about the applicant's ability to drive, whether they have the use of a car, any relationships they have with staff, governors or pupils in your locality. It should be explained that their answers will not affect their application but will be helpful in assisting you if you decide to make them an offer.

Application materials should be issued to the interviewing panel at the start of the interview day. You should collect **all** application materials and interview paperwork from **all** members of the interviewing panel at the end of the interviews being mindful of [data protection](#). You **must** also ensure that **all** interview paperwork, including notes, are retained for feedback and any possible appeals.

Ensure that **all** application materials and interview paperwork from **all** members of the interview panel are returned to the relevant person at the end of the interviews being mindful of [data protection](#).

At the end of the interview day, you should complete the administrative paperwork to record the panel's decisions. Discussions should take place with **all** members of the interviewing panel to decide which applicants should be made an offer and which applicants should be rejected. You should make additional notes regarding the conditions of any offers, such as the need to undertake a [Subject Knowledge Enhancement \(SKE\) course](#), or information that might be useful in providing feedback to unsuccessful applicants.

## Verifying identification documentation

At the interview day, you **must** verify the applicant's **original** identity documentation to establish their true identity.

[Keeping children safe in education](#) (paragraph 232) states:

*Best practice is checking the name on their birth certificate where this is available.*

You may ask the applicant to bring copies of their identification documents with them for you to retain or you could make your own copies. You should initial and date the copies to say that you have seen the original documents and may include the following on the copy:

*Certified to be a true copy of the original seen by [name].*

You should destroy the copied documentation for any applicants unsuccessful at interview as per your [data protection](#) policy. The documentation for successful applicants can form part of their [personnel file](#).

For successful applicants, some of the identity documents seen at the interview day may be used to complete the [Disclosure and Barring Service \(DBS\) check](#) at a later date. However, it may be necessary to see additional documents if the applicant changes their name, moves or provides a document that has to be dated within a specific period of time such as an utility bill. See the information on [Disclosure and Barring Service \(DBS\) checks](#) for further information on the documentation required for completing DBS checks.

These are some points to remember when verifying identity documentation:

- you must only accept **valid, current** and **original** documentation;
- you must not accept photocopies to establish the true identity;
- you must not accept documentation printed from the internet, for example bank statements;
- you should, in the first instance, seek documents with photographic identity, and compare these against the applicant's likeness;
- **all** documents must be in the applicant's **current** name;
- you must ensure that the applicant declares **all** previous name changes and provides documentary proof to support the name change(s);
- **at least** one document must confirm the applicant's date of birth;
- you must see **at least** one document to confirm the applicant's current address.

The original identity documentation that you are verifying may have some specific security features which will help determine its authenticity.

[Guidance to help you validate identity documentation for the Disclosure and Barring Service \(DBS\) check.](#)

You should **always** check for signs of tampering when verifying identity documents. You **must** query any documents that display **any** signs of damage, especially in the areas of personal details such as the name and the photograph.

Your DBS lead counter signatory may be able to provide training on verifying original identification documentation.

## Verifying qualification certificates

At the interview day, you **must** verify the applicant's original [GCSE \(and/or equivalent\)](#) and [degree certificates](#).

For applicants who are still studying and are in their final year of study, you should request confirmation from the degree provider stating the predicted grades.

### C1.2 Degree criteria

*Accredited ITT providers should view original certificates in order to validate an applicant's degree status. However, they should exercise discretion for recent graduates where there is a delay in receiving the original certificate. In these cases, accredited ITT providers should obtain*

*written confirmation from the relevant degree-awarding institution that the applicant has achieved graduate status. Accredited ITT providers should view the original certificate as soon as it is available.*

You may ask the applicant to bring copies of their GCSE and degree certificates with them for you to retain or you could make your own copies. You should initial and date the copies to say that you have seen the original documents and may include the following on the copy:

*Certified to be a true copy of the original seen by [name].*

You should destroy the copied documentation for any applicants unsuccessful at interview as per your [data protection](#) policy. The certificates for successful applicants can form part of their [personnel file](#).

You must **not** accept statements issued on GCSE exam result days; these will state that they are provisional results.

Applicants may have lost their original GCSE certificates; you may need to advise them on how to request a certified statement of results from the relevant examining board. Applicants may also find it helpful to contact their school who may have their certificates if they did not collect these from the school; the school's exams officer will also be able to confirm the examining body for the required qualifications. Applicants can be resistant to seeking replacement certificates and you might find it helpful to remind them that they will require their certificates for future interviews as they apply for qualified teacher posts.

[Find out more information about replacement exam certificates.](#)

You should be aware that there are instances of misrepresentation and forgery in the production and reporting of degree results and other academic qualifications.

Academic qualifications have gained increasing commercial value, whilst modern technology has undoubtedly contributed to the wide-spread trend of educational fraud and fake degrees.

Original certificates may have some specific security features which will help determine their authenticity. These include:

- **official stamps/official seals:** degree certificates come with official seals or stamps. These may be embossed, stamped or raised seals;
- **paper quality:** certificates are usually produced on heavier weight paper;
- **fonts:** the majority of degree certificates do not use more than three or four font styles;
- **alignment:** degree certificates are generally aligned down the centre of the page;
- **handwriting:** if there is handwriting on the certificate, there should generally be no more than one style of handwriting. There should be no alterations or corrections on the document;
- **signatures:** signatures should not be pixelated; this would indicate that they have been taken from websites or scanned from other documents;
- **informal or inaccurate language:** the language used on degree certificates should be very formal; read the text carefully and ensure that it makes sense and that the correct grammar has been used;

- **awarding bodies:** check that the institution is accredited and can award that given qualification.

You might find the following documents from UK ENIC useful:

[How to spot fraudulent education documents and fake degrees](#)

[Fraud: a growing problem in education, and how to guard against it](#)

[Hedd \(Higher Education Degree Datacheck\)](#) is the UK Higher Education's official service whose remit is to protect UK universities, employers and graduates from degree fraud. They are responsible for verifying candidate academic credentials and authenticating universities and colleges in the United Kingdom.

[NASBTT Members can benefit from reduced rates when using Hedd's service.](#)

## Following up interviews: informing applicants of rejection or offer

Once the interview panel has agreed the outcomes of the interviews, you should inform applicants of the decision by advising them that they have either been unsuccessful or that they have been successful and you are making them an offer.

You should update [Manage](#) to reflect the decisions at interview.

This will also keep applicants informed of your decisions via [Apply](#).

### Unsuccessful applicants

For unsuccessful applicants, you will need to state the reasons for rejecting their application on [Manage](#).

An email informing an applicant that they have been unsuccessful at interview may do no more than inform the applicant that they have been rejected. You may offer an opportunity for unsuccessful applicants to request and receive feedback.

### Successful applicants

An email to a successful applicant should offer them a place on the programme. Your offer communication should make clear that the offer is **conditional** and **dependent** upon certain conditions being met. All offers are **conditional** upon:

- **all** suitability checks related to [safeguarding](#);
- satisfactory [health clearance](#);
- satisfactory [references](#);
- sight of original certificates for [GCSE, or equivalent qualifications](#), in English and mathematics, and science for primary trainees, at grade 4 or above;
- sight of original certificate for a [UK first degree](#), or equivalent.

In addition, the offer might also be conditional upon the completion of specified qualifications at the required level, for example a [Subject Knowledge Enhancement \(SKE\) course](#).

The conditions of the offer made on [Manage](#) **must** match your offer communication.

You should be aware that any communication which could be deemed to form a 'contract' with the trainee should state that whilst a trainee is suitable to train with you, they may not necessarily be suitable for employment. Further information is available in the section on [health and physical capacity to train to teach](#).

You should encourage applicants to confirm **in writing** their intention to accept or decline the offer; they should also update Apply with their decision to enable references to be requested. Applicants should be given **at least** 20 working days to respond to an offer. You must **not** pressure applicants in to accepting any offer; they should be able to attend other interviews and consider any other offers they are made.

You should check [Manage](#) for confirmation that offers have either been accepted or declined.

## Subject Knowledge Enhancement (SKE) courses

Subject Knowledge Enhancement (SKE) courses allow applicants to build upon or refresh their existing subject knowledge. The [ITT criteria](#) **does not** require trainees to have a degree in a particular subject ([C1.2 Degree criteria](#)).

SKE courses are available in a range of subjects which can be subject to change each year.

SKE courses are fully funded; there are no tuition fees for the applicant and they could be eligible for a training bursary to support them throughout the course. The SKE provider may pay applicants directly or you may be required to apply for the funding and administer this to the trainee.

[An introduction to Subject Knowledge Enhancement.](#)

[An overview and directory of Subject Knowledge Enhancement courses.](#)

[Information for applicants on Subject Knowledge Enhancement courses.](#)

## Post-acceptance communication

Once the applicant has accepted a place, you might share a follow up communication with them to ensure that the trainee feels informed and reassured about the next steps.

This communication might include details of:

- programme dates;
- when the [main school placement](#) will be confirmed;
- ensuring [fundamental English and mathematics](#);
- [fees](#) and [student finance](#);
- [bursaries and scholarships](#);
- when the [Disclosure and Barring \(DBS\) check](#) will be instigated;
- when the [occupational health questionnaire](#) will be instigated.

# Section 2:

# Trainee Onboarding

[Chapter 5: Pre-Programme Administration](#)

[Chapter 6: Programme commencement](#)

## Chapter 5: Pre-Programme Administration

This is an important phase of preparation prior to the start of the programme. You will play an important role in liaising with trainees, mentors and schools which will include sharing information and collating returned information.

It is essential that you ensure that **all** checks have been completed for **all** trainees and **all** offer conditions met prior to the start of the programme.

**The importance of ensuring that you have systematic processes in place to manage this work and recording the required information cannot be over-emphasised.**

Refer to the [Operational Calendar for Schools-Led Initial Teacher Training \(ITT\)](#) for a timeline of tasks to be completed. You can personalise this calendar to your own requirements.

### Communicating with trainees

Once an applicant accepts a place on any of your programmes, it is important to maintain communication with them on a regular basis. This will ensure that the trainee feels welcomed and is kept informed of what is required of them at any particular time. The trainee should know that they can contact you with any questions; this will encourage an open dialogue with such that any issues or problems are brought to your attention as soon as possible which will hopefully allow all parties to find a solution.

You could consider newsletters, an online forum, welcome events or emails which contain regular snippets of information or reminders phrased as:

*If you haven't already done so, don't forget to ...*

Using online platforms such as Zoom or Teams are a great way of keeping in touch with trainees in a relaxed and efficient way before they start the programme and attend any induction events in person.

### Trainee administration database

You should have your own trainee administration database which will facilitate the smooth running of your programme. This database could be an Excel spreadsheet which may include a number of tabs to record the required information; alternatively, you could use similar software.

You can use your trainee administration database as a checklist to ensure that **all** documentation is received, checks completed and conditions met prior to the start of the programme. Your database could also be used to record on programme information such as school placements and mentor details. Your database will also facilitate registration of the trainee on [Register](#). It may also be helpful in producing any information or data that may be required for meetings or self-evaluation purposes.

[The appendix includes further information about the data that you might want to record on your trainee administration database.](#)

Once an applicant has accepted a place on the programme, you should add their details to your trainee administration database.

## Personnel file

You should create a personnel file for each trainee. This may be a paper-based file, an electronic folder on your IT system or a combination of the two.

The personnel file **may** include:

- the application form;
- shortlisting information;
- interview paperwork and any tasks;
- qualification certificates;
- references;
- proof of identity documentation (this may be used for completing the [DBS check](#));
- signed trainee contract;
- safeguarding information;
- [DBS confirmation](#);
- information regarding [health and physical capacity to train to teach](#) including details of any reasonable adjustments following the [occupational health questionnaire](#);
- [SKE confirmation](#) (if relevant);
- student finance information: confirmation of how the trainee will be paying their fees;
- bursary documentation; this may include the trainee's bank details to enable you to pay the bursary.

The above list is not an exhaustive list of the documentation that you might want to include in the personnel file. You should add details of any other documentation that is relevant to the trainee and/or your provision to the above list.

## Training file

You should create a trainee file for each trainee. This may be a paper-based file, an electronic folder on your IT system, a profile on your online learning platform or a combination of these.

Information will be added to the training file throughout the training programme.

The training file **may** include:

- trainee pen portrait;
- attendance information;
- details of current progress against your ITT curriculum;
- assessments/review point documentation;
- observations and visit reports;
- mentor meeting records;
- journal entries;
- tasks;

- assignments;
- other evidence, as relevant.

The above list is not an exhaustive list of the documentation that you might want to include in the trainee file. You should add details of any other documentation that is relevant to the trainee and/or your provision to the above list.

## Pre-programme communication

You might send a communication to trainees reminding them of any key tasks that they need to complete.

This communication might include:

- a reminder of the conditions of the offer that need to be satisfied and by when;
- information regarding the enhanced [Disclosure and Barring Service \(DBS\) check](#);
- information regarding the [occupational health questionnaire](#);
- requirements for meeting the [fundamental English and mathematics](#);
- [student finance information](#), including the course code to use when applying for student finance;
- a BACS form regarding the payment of any [bursary or scholarship](#), if appropriate.

As well as these formal requirements, it might be useful to include:

- information on any induction event for trainees;
- information on how to access any electronic systems such as your online learning platform;
- feedback from the interview which may support them in preparing for the start of the programme;
- any pre-programme tasks to be completed;
- a reading list, including useful websites;
- support materials;
- details of any essential materials, resources or clothing required (this may make reference to your dress code);
- a programme calendar;
- contact details for key personnel.

For salaried programmes, you should ensure that **both trainees and schools** are aware of the safer recruitment and pre-employment checks that **must** be completed by the employing school prior to the start of the programme.

## Safeguarding

This section **must** be read in conjunction with [C1.3 Suitability](#) of the [Initial Teacher Training \(ITT\): criteria and supporting advice](#).

You might find it useful to refer to the prompt questions in the [ITT Criteria Compliance Audit](#) to support you in ensuring compliance with this aspect of the [Initial Teacher Training \(ITT\): criteria and supporting advice](#).

You must ensure that **all** trainees have been subject to the appropriate pre-selection checks.

**You are responsible for ensuring that they do not admit individuals to ITT who are not suitable to work with children and vulnerable adults.**

You **must** ensure that **all** entrants have been subject to an [enhanced DBS check \(with children's barred list check\)](#).

You **must** keep records confirming that enhanced disclosure has been obtained for **every** trainee.

You must maintain a **single central record** of pre-selection checks for all trainees.

Further information can be found in [Keeping Children Safe in Education](#), paragraphs 268-278.

## Disclosure and Barring Service (DBS) checks

This section **must** be read in conjunction with the 'Disclosure and Barring Service checks' information in [C1.3 Suitability](#) of the [Initial Teacher Training \(ITT\): criteria and supporting advice](#).

You might find it useful to refer to the prompt questions in the [ITT Criteria Compliance Audit](#) to support you in ensuring compliance with this aspect of the [Initial Teacher Training \(ITT\): criteria and supporting advice](#).

### [Information on The Disclosure and Barring Service.](#)

The Disclosure and Barring Service (DBS) helps organisations make safer recruitment decisions and prevent unsuitable people from working with vulnerable groups, including children.

The responsibility for undertaking the enhanced DBS check varies according to the trainee's programme:

**For trainees on fee-funded programmes:** the enhanced DBS check **must** be undertaken by the **accredited ITT provider**. The fact that a suitable clearance has been obtained should be reported to any placement school; the clearance number **cannot** be reported to the school.

**For trainees on salaried programmes:** the enhanced DBS check **must** be undertaken by the **employing school**. The employing school should advise the accredited ITT provider that suitable clearance has been obtained.

NASBTT strongly advise that all trainees sign up to the [DBS Update Service](#).

Where trainees have **not** signed up to the update service, NASBTT strongly recommends that there is **no more than three months** between the enhanced DBS clearance date and the commencement of the programme.

**Take care with DBS checks initiated earlier than the start of June.**

When undertaking enhanced DBS checks for fee-funded trainees, you should follow the procedures of your single legal entity. Most single legal entities will be part of an umbrella body, a registered body that gives access to DBS checks, through which applications are made and clearance received.

The DBS certificate is sent directly to the applicant. Whilst you may be able to check the results of the DBS check online for trainees on fee-funded programmes, you **must** see the original paper certificate at the start of the programme.

For salaried trainees, you **must** ensure that the enhanced DBS check has been completed; the employing school should be asked to confirm that **all** of the necessary safeguarding checks have been completed and are suitable. You **must not request** to see the DBS certificate for any salaried trainees, nor is it necessary for you to request any details of the DBS from the employing school.

Where cautions or convictions are returned on the enhanced DBS check, it is useful to have a sub-committee of partnership representatives who will with, and as part of, the single legal entity decide on whether the applicant can be admitted to the programme. Whilst some convictions would automatically exclude an individual's ability to work with children, others are at the discretion of an employing headteacher; in the case of entry to a programme of ITT, the panel take the place of the employing headteacher. Once approval has been given by that sub-committee, no further information collected as part of the DBS clearance may be shared.

In instances of where the DBS clearance has not been received in time for the start of the programme, you should consult the school to establish if the trainee can commence their school placement. If the school agrees to the placement starting without the DBS clearance having been received, they **must** ensure that trainees are '*appropriately supervised and that all other checks, including a separate barred list check, have been completed*' ([C1.3 Suitability](#), [ITT criteria and supporting advice](#)).

**Reminder:** There are **strict rules** about how clearance data should be stored and can be communicated to others.

[Find out more about handling DBS certificate information.](#)

## Overseas checks

This section **must** be read in conjunction with the '[Other background checks](#)' information in [C1.3 Suitability](#) of the [Initial Teacher Training \(ITT\): criteria and supporting advice](#).

You might find it useful to refer to the prompt questions in the [ITT Criteria Compliance Audit](#) to support you in ensuring compliance with this aspect of the [Initial Teacher Training \(ITT\): criteria and supporting advice](#).

Applicants who have lived or worked outside the UK must undergo the same checks as all other trainee teachers. In addition, further checks should be carried out so that events that occurred outside the UK can be considered. The Home Office has published guidance on [Criminal record checks for overseas applicants](#), and there is DfE guidance on recruiting individuals who have lived and worked outside the UK in [Keeping Children Safe in Education](#) and [Recruit teachers from overseas](#).

In addition, [Keeping Children Safe in Education](#) states:

### **Individuals who have lived or worked outside the UK**

280. Individuals who have lived or worked outside the UK **must**<sup>91</sup> undergo the same checks as all other staff in schools or colleges (set out in paragraphs 232). This includes obtaining (via the applicant) an enhanced DBS certificate (including children's barred list information, for those who will be engaging in regulated activity) even if the individual has never been to the UK. In addition, schools and colleges **must**<sup>92</sup> make any further checks **they think appropriate** so that any relevant events that occurred outside the UK can be considered. Following the UK's exit from the EU, schools and colleges should apply the same approach for any individuals who have lived or worked outside the UK regardless of whether or not it was in an EEA country or the rest of the world.

These checks could include, where available:

- criminal records checks for overseas applicants – Home Office guidance can be found on [GOV.UK](#); and for teaching positions
- obtaining a letter (via the applicant) from the professional regulating authority (this is often the Department/Ministry of Education but varies across the world) in the country (or countries) in which the applicant has worked confirming that they have not imposed any sanctions or restrictions, and or that they are aware of any reason why they may be unsuitable to teach. Applicants can find contact details of regulatory bodies in the EU/EEA and Switzerland on the [Regulated Professions database](#). Whilst the safeguarding and qualified teacher status (QTS) processes are different it is likely that this information will be obtained from the same place, therefore applicants can also contact the [UK Centre for Professional Qualifications](#) who will signpost them to the appropriate EEA regulatory body.

...

285. Some overseas qualified teachers can apply to the TRA for the award of qualified teacher status (QTS) in England. More information about this is available [here](#). It is important to note that holding a teaching qualification (wherever it was obtained) does not provide suitable assurances for safeguarding purposes that an individual has not been found guilty of any wrongdoing or misconduct, and or is suitable to work with children.

<sup>91</sup> 16-19 Academies, Special Post-16 institutions and Independent Training Providers should ensure individuals undergo the same checks.

<sup>92</sup> 16-19 Academies, Special Post-16 institutions and Independent Training Providers should make any further checks.

The government is unlikely to ever set statutory guidance on overseas checks because there is such a wide variability across the world. The onus is on individual schools to set their own policy regarding overseas checks. You need to be hyper-vigilant when accepting people from overseas and follow as many vetting avenues as possible.

Generic [Home Office advice](#) on obtaining overseas criminal record certificates for UK visas asks that criminal record certificates are obtained for any country (excluding the UK) where an individual has lived for 12 months or more (whether continuous or in total) in the ten years before the application, while aged 18 or over. However, NASBTT's advice is that for individuals wanting to work with children, greater scrutiny should be given to time spent overseas than the generic advice would suggest. Therefore, NASBTT suggests that every effort is made to obtain overseas criminal record checks for any country in which an individual has spent three months or more in the last ten years.

Should it not be possible to obtain information to confirm the professional 'standing' of a teacher, the placement school may be willing to accept alternative information that is provided in order they can determine suitability, for example, references/testimonials, criminal record information, self-declaration on professional standing. This would be a matter for discussion between you, the placement school and the individual.

Should it not be possible for the applicant to obtain information that would usually be required by a school, the placement school may consider that it is reasonable to decide the individual has taken all possible steps to secure the necessary information and that other information provided is sufficient to demonstrate suitability to be placed and/or employed. However, this would be for each individual placement school to determine in discussion with you.

## Prohibition order check

This section **must** be read in conjunction with the 'Other background checks' information in [C1.3 Suitability](#) of the [Initial Teacher Training \(ITT\): criteria and supporting advice](#).

You might find it useful to refer to the prompt questions in the [ITT Criteria Compliance Audit](#) to support you in ensuring compliance with this aspect of the [Initial Teacher Training \(ITT\): criteria and supporting advice](#).

In addition to the enhanced [Disclosure and Barring Service \(DBS\) criminal records check](#) (with children's barred list check), **all** trainees **must** undergo a prohibition order check which ensures that the trainee is not prohibited from teaching. This requirement has been **statutory** since 3<sup>rd</sup> April 2014.

*Accredited ITT providers and employers must check that applicants are not subject to a prohibition order issued by the Secretary of State.*

### **Prohibitions, directions, sanctions and restrictions**

#### **Secretary of State teacher prohibition, and interim prohibition, orders<sup>78 79</sup>**

253. *Teacher prohibition and interim prohibition orders prevent a person from carrying out teaching work as defined in the Teachers' Disciplinary (England) Regulations 2012 in schools, sixth form colleges, 16-19 academies, relevant youth accommodation and children's homes in England. Further information about the duty to consider referring to the Teaching Regulation Agency (TRA) can be found at paragraph 351. Teacher prohibition orders are made by the Secretary of State following consideration by a professional conduct panel convened by the TRA. Pending such consideration, the Secretary of State may issue an interim prohibition order if it is considered to be in the public interest to do so. The TRA's role in making prohibition orders and the processes used to impose them are described in more detail in the publications "[Teacher misconduct: disciplinary procedures for the teaching profession](#)" and "[Teacher](#)*

[misconduct: the prohibition of teachers: Advice on factors relating to decisions leading to the prohibition of teachers from the teaching profession](#)".

254. A person who is prohibited must not be appointed to a role that involves teaching work (as defined in the Teachers' Disciplinary (England) Regulations 2012) (see footnotes 78 and 79).

<sup>78</sup> Prohibition orders are made by the Secretary of State under section 141B of the Education Act 2002. The Teachers' Disciplinary (England) Regulations 2012 apply to schools and sixth form colleges and any person that is subject to a prohibition order is prohibited from carrying out teaching work in those establishments. By virtue of their Conditions of Funding in respect of funding received from the Education and Skills Funding Agency, colleges may not employ or engage a person who is subject to a prohibition order to carry out teaching work.

<sup>79</sup> The School Staffing (England) Regulations 2009, the Non-Maintained Special Schools (England) Regulations 2015 and the Education (Independent School Standards) Regulations 2014 require governing bodies or proprietors (of schools and sixth form colleges) to check that a person to be appointed is not subject to an interim prohibition order. By virtue of their Conditions of Funding in respect of funding received from the Education and Skills Funding Agency, before employing a person to carry out teaching work in relation to children, colleges must take reasonable steps to establish whether that person is subject to an interim prohibition order made under section 141B of the Education Act 2002.

[Keeping Children Safe in Education](#)

The prohibition order check is different to the children's barred list information operated by the [Disclosure and Barring Service \(DBS\)](#). **Therefore, trainees will require:**

- **an enhanced DBS check;**
- **a barred list check;**
- **a prohibition order check.**

The prohibition order check **must** be completed as part of the pre-selection checks; a record must be kept and placement schools notified in a similar way to the DBS and barred list clearance.

The DfE maintains the [Teacher Services](#) database of all teachers eligible to teach in the maintained sector in England.

If your single legal entity is a school, it will probably already be registered to use [Teacher Services](#). If the single legal entity is not registered, it can register for this free service which enables employers and potential employers to view the record of any teacher with QTS or any teacher with an active restriction.

## Childcare disqualification

This section **must** be read in conjunction with the 'Childcare disqualification' information in [C1.3 Suitability](#) of the [Initial Teacher Training \(ITT\): criteria and supporting advice](#).

You might find it useful to refer to the prompt questions in the [ITT Criteria Compliance Audit](#) to support you in ensuring compliance with this aspect of the [Initial Teacher Training \(ITT\): criteria and supporting advice](#).

You **must** have regard to the [Disqualification under the Childcare Act 2006 statutory guidance](#), which came into force on 31<sup>st</sup> August 2018, and related obligations under the [Childcare Act 2006](#).

You **must** ensure that fee-funded trainees are not disqualified from childcare or that they have obtained a childcare disqualification waiver from Ofsted.

For salaried trainees, it is the responsibility of the school to ensure that trainees comply with the legislation; the employing school should advise you if trainees are or become disqualified from a childcare role.

## Prevent duty guidance

This section must be read in conjunction with [C3.3 Legislation](#) of the [Initial Teacher Training \(ITT\): criteria and supporting advice](#).

You might find it useful to refer to the prompt questions in the [ITT Criteria Compliance Audit](#) to support you in ensuring compliance with this aspect of the [Initial Teacher Training \(ITT\): criteria and supporting advice](#).

[Find out more about the statutory guidance on the Prevent duty.](#)

The Prevent duty is an extension of your safeguarding duties.

In February 2015, it became a **statutory** responsibility for schools and other public organisations to:

*‘show due regard for the need to prevent people from being drawn into terrorism’.*

Terrorism is using violence against individuals, groups or property to send a message.

The Prevent duty is about how we would deal with and report on any concerns. This does not include challenging any individual's community, faith, culture or beliefs.

## Health and physical capacity to train to teach

This section **must** be read in conjunction with the ‘[Health and physical capacity to train to teach](#)’ information in [C1.3 Suitability](#) of the [Initial Teacher Training \(ITT\): criteria and supporting advice](#).

You might find it useful to refer to the prompt questions in the [ITT Criteria Compliance Audit](#) to support you in ensuring compliance with this aspect of the [Initial Teacher Training \(ITT\): criteria and supporting advice](#).

You **must** “*have regard to the relevant aspects of [Keeping Children Safe in Education \(KCSIE\)](#) requirements when assessing trainees’ health and physical capacity to train to teach, so that children and young people are not at risk of harm*” ([Health and physical capacity to train to teach](#), C1.3 Suitability, [Initial teacher training \(ITT\): criteria and supporting advice](#)).

You **must** ensure that “*only trainees who have the capacity to teach remain on the programme*” ([Health and physical capacity to train to teach](#), C1.3 Suitability, [Initial teacher training \(ITT\): criteria and supporting advice](#)) whilst meeting the expectations of the [Equality Act 2010](#) in relation to the offer of reasonable adjustment(s).

To support ITT providers, NASBTT, with the support of UCET, have developed the following guidance regarding health and physical capacity to train to teach.

### Published guidance

The [Office of the Independent Adjudicator](#) (OIA) guidance on [Fitness to Practise](#) states ITT providers have a duty:

- *to ensure that students on a professional course are fit to practise in that profession, or will be when they complete the course;*
- *to protect present or future patients, clients, service users and members of the public;*
- *to safeguard public confidence in the profession;*
- *to comply with the requirements of professional/regulatory bodies; and*
- *to ensure that students are not awarded a qualification that permits them to practise a profession if they are not fit to do so.*

In the [information for applicants](#), the OIA also advises:

*In some cases, a provider may be able to give a disabled student more support than might be available in the workplace. This might mean that the provider can support the student to achieve the necessary professional and academic standards, but that they might not be able to practise because their support needs cannot be met in the workplace. **If the provider knows this might be an issue, it should explain to the student at the application stage that there is a risk they may not be able to practise their profession so that they can make an informed choice about whether to begin their studies.***

Ofsted's [Equality, diversity and inclusion statement](#) (updated June 2020) considers **eliminating discrimination and advancing equality of opportunity** and states:

*The framework is intended to contribute to these aspects of the duty in the following ways.*

*Our framework makes clear that there is an expectation that all trainee teachers are entitled to receive a high-quality, ambitious education and training. This should be the case for all individuals, including those with protected characteristics. For this reason in particular, we consider that all protected characteristics are relevant considerations of our new framework. As part of the initial evidence-gathering process, inspectors will ask for evidence from the ITE partnership that demonstrates how it meets the requirements of the Equality Act 2010, including the PSED (where applicable).*

*The leadership and management judgement in the framework includes criteria that emphasise the importance of ITE partnerships ensuring that the training respects and teaches knowledge and application of the Equality Act 2010.*

### What are the statutory requirements?

The current regulations regarding the expectations of health and physical capacity in regard to teaching are found in three sources:

1. [The Education \(Health Standards\) \(England\) Regulations 2003](#) which states:

*A relevant activity may only be carried out by a person if, having regard to any duty of his employer under Part II of the Disability Discrimination Act 1995, he has the health and physical capacity to carry out that activity.*

The prescribed activities are:

- (a) planning and preparing lessons and courses for children;*
- (b) delivering lessons to children;*
- (c) assessing the development, progress and attainment of children;*
- (d) reporting on the development, progress and attainment of children;*
- (e) an activity which assists or supports teaching;*
- (f) supervising, assisting and supporting a child;*
- (g) an administrative or organisational activity which supports the provision of education; and*
- (h) an activity which is ancillary to the provision of education.*

*In paragraph (b) “delivering” includes delivery via distance learning or computer-aided techniques.*

2. [The Education \(Specified Work and Registration\) \(England\) Regulations 2012](#) which refers to specified work as:

- (a) planning and preparing lessons and courses for pupils;*
- (b) delivering lessons to pupils including delivery via distance learning or computer aided techniques.*
- (c) assessing the development, progress and attainment of pupils; and*
- (d) reporting on the development, progress and attainment of pupils.*

*In paragraph (b) “delivering” includes delivery via distance learning or computer aided techniques.*

3. The [Teachers’ Standards](#) which require that teachers can:

- **establish a safe and stimulating environment for pupils, rooted in mutual respect;**
- **manage classes effectively, using approaches which are appropriate to pupils’ needs in order to involve and motivate them;**
- **maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.**

Teachers must also have:

- **proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.**

#### [Differentiating between applicants and recruits](#)

Under the terms of the [Equality Act 2010](#), **applicants** may only be asked questions about their health and physical capacity to ensure adjustments can be put in place to enable equality of access to the recruitment process. Once an **applicant** has accepted a conditional offer of a place

on a programme of ITT (i.e. become a **recruit**), they may be asked to complete a questionnaire consisting of targeted and relevant questions to ensure they have the health and physical capacity to train to teach prior to commencing the programme.

### Key principles

ITT providers should have due regard to the following principles:

- The focus of the occupational health process should be on determining the **reasonable** adjustments (if any) that a **trainee** requires in order to have a realistic opportunity of completing a programme of ITT.
- The occupational health process should be **consistent** across **all** ITT providers. Inconsistency is the most frequent cause of successful legal challenge.
- The occupational health process should not begin until an **applicant** becomes a **recruit** having accepted a conditional offer. The occupational health process should be applied **consistently** to **all recruits**.
- Programme advertising and application materials should give potential **applicants** clear guidance about the requirements of the role including referring to a role description, person specification and the typical work pattern and work context so that they can acquire a realistic understanding of the impact of these on their health and physical capacity.
- Potential **applicants** should be given clear guidance on the requirements of the recruitment process and how to request reasonable adjustments to fully access this. They should also have details of the health and physical capacity assessment process to be used if they accept a conditional offer of a place on the programme.
- Medical information should **only** be seen by a qualified health professional who, through their professional codes of practice, treat such information appropriately. This requirement is met through the services of an occupational health provider meeting the [Safe Effective Quality Occupational Health Service](#) (SEQOHS) standard and with the qualifications and experience to make assessments of the health and physical capacity required to teach.
- All **recruits** should complete an occupational health questionnaire directly related to the role description, person specification and the relevant work pattern and work context. This questionnaire should be returned directly to the chosen occupational health provider.
- The information on the occupational health questionnaire should be reviewed by the occupational health provider in order to identify any adjustments that may be required. Additional information may be sought through a telephone conversation or face-to-face interview.
- If adjustments are required, the ITT provider must decide whether these are 'reasonable' and can be implemented. If the adjustments required are not 'reasonable', the grounds for unreasonableness should be discussed with the **recruit** and the offer of a place on the programme withdrawn.
- **The ITT provider must clearly inform, in writing, any recruit for whom reasonable adjustments are being offered that such adjustments are for the purposes of teacher training and they cannot guarantee that the same adjustments would be offered in future employment. (Further information is available in the [Office of the Independent Adjudicator](#) (OIA) guidance on [Fitness to Practise](#).)**

- **The ITT provider must inform recruits before the training commences if they are concerned the adjustments proposed may not be deemed reasonable in their future employment as a teacher. (Further information is available in the [Office of the Independent Adjudicator](#) (OIA) guidance on [Fitness to Practise](#).)**

### Why is consistency important?

In analysing a number of cases where there had been a dispute about the adjustments offered or refused in relation to health and physical capacity to train to teach, it was clear that the most frequent reason for the complainants being successful was that they had been treated unfairly through inconsistent application of the requirements. The general nature of the statutory regulations lays the sector open to variation in interpretation.

### What are reasonable adjustments?

In relation to reasonable adjustments, [Face2Face HR](#) provides useful guidance.

The possible adjustments suggested are:

- *making adjustments to premises;*
- *allocating some of the disabled person's duties to another person;*
- *transferring him or her to fill an existing vacancy;*
- *altering his or her hours of working or training;*
- *assigning him or her to a different place of work or training;*
- *allowing him or her to be absent during working or training hours for rehabilitation, assessment or treatment;*
- *giving or arranging for training or mentoring (whether for the disabled person or any other person);*
- *acquiring or modifying equipment;*
- *providing information in accessible formats;*
- *modifying procedures for testing or assessment;*
- *providing a reader or interpreter;*
- *providing supervision or other support;*
- *allowing the disabled employee to take a period of disability leave;*
- *employing a support worker to assist the disabled employee;*
- *modifying disciplinary or grievance procedures;*
- *adjusting redundancy selection criteria; and*
- *modifying performance-related pay arrangements.*

*This list provides useful ideas but is not exclusive. If you are in doubt about what adjustments could be made, seek input from the employee themselves, from a medical professional or from the various disability-related charities or government bodies.*

### What adjustments might be considered unreasonable?

The reasonableness of making adjustments is a question that must be considered objectively. It must take into account a number of factors as follows:

- whether or not making the adjustments would be effective in preventing the disadvantage;

- the practicability of the adjustments;
- the financial and other costs of making the adjustments and the extent of any disruption caused;
- the extent of the employer’s financial and other resources;
- the availability to the employer of financial or other assistance to help them make an adjustments;
- the type and size of the employer.

The above implies that if you are a small organisation, you do not have the same expectations placed upon you in terms of reasonable adjustments as a larger organisation. You do need to consider adjustments carefully and consider whether they are possible, but where finances or other resources, opportunities for redeployment or for moving duties to other staff are very limited, the test for reasonableness will be higher.

From this we might deduce that not all adjustments requested are likely to be deemed reasonable. In particular, practicability, financial implications and extent of disruption are likely to be key determinants in the reasonability of any adjustments in a school setting.

It is important where reasonable adjustments are made to enable trainees to meet the QTS requirements it is made clear in writing that you are unable to guarantee that a future employer will be able to continue to provide the same adjustments you have offered.

## Occupational health services with Corazon Health

NASBTT has worked with [Corazon Health](#) to offer an occupational health process specifically designed to determine the adjustments a trainee might need in order to fulfil the typical demands of the teaching role they are to undertake. Accredited ITT providers who choose to use Corazon can be assured of consistency of assessment, which is important in preventing contradictory judgements, across different ITT providers.

[Find out more about using Corazon Health’s services.](#)

## Occupational health questionnaire

You should share a health questionnaire with **all** tuition fee trainees. You should ensure that the questionnaire is completed by **all** trainees. **Salaried** trainees are subject to the appointment procedures of their employing school, who should confirm completion of all checks with you.

You should give trainees an opportunity to inform you of any medical changes pre-programme and whilst on the programme during their training, although it should be noted that the trainee is under no legal obligation to disclose any personal medical information.

## Setting up courses on HEP Services

You should set up courses on the ‘Courses Management Service’ (CMS) on [HEP Services](#) to enable trainees to apply for student finance.

[Find out more about creating ITT courses on HEP Services.](#)

[Find out more about HEP Services.](#)

## Advising trainees to apply for student finance

Once your courses are live on Student Finance England, you should advise your trainees to apply for student finance. Trainees should be advised to apply for student finance as soon as possible.

It is recommended that you share detailed information including your provider name and SLC course code with your trainees to prevent trainees from applying to the wrong provider or the wrong course.

Trainees should [read the information about applying for student finance](#) and [then begin their application](#).

You should follow up any anomalies in respect of any trainee who has not had their application approved or who applied late. It is recommended that you liaise with these trainees at frequent intervals to ensure that the application is approved as soon as possible.

## Arranging school placements

The [ITT criteria and supporting advice](#) requires **all** trainees to have placements in two schools ([C2.4 School placements](#)), which should offer **contrasting experiences**.

The task of arranging school placements should begin as earlier as feasibly possible, although this may need to adapt and change in response to your recruitment and liaison with individual schools.

Arranging school placements for trainees can take significant planning as you consider the specific individual needs that were identified at interview. As referred to in the [recruitment policy](#) section, you should consider the following question:

- how will we ensure that trainees and schools are appropriately matched, particularly in the case of salaried trainees and for programmes in special schools?

You will also want to consider practicalities such as travel when arranging school placements. You should also consider that it might be inappropriate to place a trainee in a particular school in which the trainee's own or relatives' children attend or where the trainee has a relationship with any staff or governors.

You should be aware that whilst schools may have agreed to host placements earlier in the year, changes in a school's Ofsted status and personnel can affect a school's ability to host placements and further negotiations may be required. You will need to liaise with schools, clarifying which Key Stages/age ranges/year groups trainees will be placed in and ensure that appropriate mentors are in place. At this stage, it would be useful to reiterate the requirements in hosting placements, such as mentoring ([C2.5 Mentoring](#), [ITT criteria and supporting advice](#)), completing observations and attending training and/or meetings.

## Confirming mentors

When schools have confirmed their ability to host a placement, you will need them to confirm the mentor and share their email address with you. This will enable you to communicate with the mentor during the programme and also share information about any induction events with them.

## Confirming school placements with trainees

Once you have confirmed placements with schools, you should confirm these with trainees. Obviously, trainees will be anxious to know their school placements in order to be fully prepared and to make the necessary practical arrangements. Correspondence with trainees should include a named contact at the school, ideally the mentor.

It would be good practice for the trainee to meet the mentor prior to the start of the programme so that the mentor can set pre-programme tasks for the trainee to complete which may relate to any interview feedback. Some schools might also like to invite trainees to any school induction events planned for new staff.

## Trainee induction events

Induction events will enable you to ensure that your trainees are prepared for the start of the programme. It is a good opportunity to reinforce expectations, key messages, share pre-programme tasks and any reading and provide reassurance surrounding any questions or concerns they may have. It is also a good opportunity for trainees to meet the rest of their cohort and begin supporting each other. You may wish to invite mentors to attend to meet their trainees and to ensure that all parties have received the same key information.

Induction events are also a good opportunity for you to see any outstanding documentation and speak to trainees about any outstanding commitments. You could also consider collecting emergency contact details and bank details for bursary or scholarship payments at your induction events.

It is important to follow up any trainees who were unable to attend the induction events so that these trainees are prepared for the start of the programme. You could consider buddying them with another trainee who was able to attend.

## Trainee communication prior to the start of the programme

Following your induction event and before the end of term, you may wish to send a communication to trainees reiterating:

- details of any outstanding commitments to be met **prior to the start** of the programme;
- reminders of any tasks to be completed **prior to the start** of the programme;
- details of the documentation that will need to be seen on the first day of the programme, such as the [DBS clearance certificate](#) and the SLC confirmation letter;
- the programme for the first week of the programme in September, including details of any training;
- details of how to contact you over the summer if there are any questions or problems.

## Mentor training

You may wish to schedule mentor training for the Summer Term to ensure that mentors are prepared to receive trainees in September.

You may wish to consider how you will communicate the following areas:

- expectation of the mentoring role ([C2.5 Mentoring](#), [ITT criteria and supporting advice](#));

- programme requirements;
- programme documentation;
- lesson observation training;
- operational processes such as online systems;
- support available from you;
- channels of communication.

You might also refer to elements covered at the trainee induction events and even provide the resources for the mentor's reference.

It is vitally important to follow up any mentors who were unable to attend the mentor training so that these mentors are prepared to receive their trainees in September.

### Administrator pre-programme tasks

The list that follows is a suggestion of some tasks that might be completed towards the end of the academic year in order to facilitate a smooth start to the programme in September:

- prepare and issue trainee contracts, trainee code of conduct and any other relevant documentation (such as your absence policy) for signing;
- prepare and issue Partnership Agreements to schools for signing;
- prepare and issue contracts for trainers/facilitators and tutors for signing;
- prepare council tax exemption letters for non-salaried trainees;\*
- prepare programme outlines;
- prepare programme handbooks and documentation;
- prepare any electronic systems including email accounts and access to any online learning platforms;
- prepare meeting calendars;
- book rooms for training and meetings;
- invite the teaching unions to speak to the trainees in September or request materials to issue at training;
- request information from the [Chartered College of Teaching](#) to issue to trainees at training.

\* The letter should include the term 'full time' and the start and end dates of the programme.

The above list is not an exhaustive list of the tasks that you might need to complete. You should add any other commitments or requirements that are relevant to your provision to the above list.

## Chapter 6: Programme commencement

You will need to ensure that trainees have **satisfied all conditions of their offer** and **provided all of the required documentation** either **before** the start or on the **first** day of the programme. You should refer to your [trainee administration database](#) to ensure that **all conditions and commitments** have been met.

Refer to the [Operational Calendar for Schools-Led Initial Teacher Training \(ITT\)](#) for a timeline of tasks to be completed. You can personalise this calendar to your own requirements.

### Tasks

Some of the tasks included in the following list have already been addressed in previous chapters and are included on this list as a useful reminder.

At the start of the programme, you might need to:

- ensure you have received the signed trainee contract, trainee code of conduct and any other relevant documentation (such as your absence policy);
- for fee-funded trainees, view the original enhanced [DBS clearance certificate](#) and note the clearance number, date of clearance and any details required for the Single Central Record (the details required may vary according to the requirements of the SCITT, school or Trust);\*
- supply placement schools with a 'letter of assurance' confirming that fee-funded trainees have a suitable [enhanced DBS clearance](#) (with children's barred list check) and [prohibition order check](#), including any [overseas checks](#) where relevant;
- view the SLC confirmation letter;
- copy and verify original qualification certificates;
- copy and verify the original birth certificate;
- make necessary arrangements to enact any reasonable adjustments which have been agreed to support the trainee's access to the programme;
- collect information on disability support (DSA - Disabled Students Allowance), make the necessary arrangements and inform schools and staff, if applicable;
- confirm current trainee contact details, including the term time address and telephone number;
- collect emergency contact details;
- collect bank details for bursary or scholarship payments, if applicable;
- confirm bursary or scholarship payments in order that the first bursary payment is made at the appropriate time; you may need to liaise with your finance officer;
- collect deposits for equipment, if applicable;
- provide details for HEI registration, if applicable;
- issue council tax exemption letters to fee-funded trainees;
- issue programme information such as email accounts and specific learning platform/online portfolio login details;

- take photographs for identity cards or pen portraits;
- share teaching union information;
- share information about the [Chartered College of Teaching](#);
- share information for supporting trainee well-being including the free, confidential helpline offered by [Education Support](#).

\* For salaried trainees, you should contact the employing school to ensure that all of the relevant pre-employment checks, including **all** [safeguarding requirements](#), have been completed and are suitable.

### **Trainee record: [Manage to Register](#)**

You should update Manage when a trainee meets individual offer conditions. When all of the offer conditions have been met, the trainee status will change to 'Recruited'. The trainee's record will then be imported into Register; this process usually happens overnight.

The trainee's record will appear in Register under 'Draft trainees'. You will then need to check the trainee's data is correct, including their course, amend any details that need updating and supply any additional information as required.

Once the record in Register is complete, the status will change to 'Registered' and the trainee will be allocated a Teacher Reference Number (TRN). Once you can view the TRN, you should add this information to your Single Central Record.

### **Teacher Reference Number**

The DfE will contact trainees by email early in their training to inform them of their Teacher Reference Number (TRN) and provide guidance on how to access their account on the [Access your teaching qualification](#) service; therefore, it is essential that the email address entered on [Register](#) is correct and accessible.

You should remind trainees that they should make a record of their TRN as this will be required when applying for jobs. If a trainee forgets their teacher reference number (TRN), they can use the [Find a lost teacher reference \(TRN\)](#) service to recover this.

Salaried trainees should share their TRN with their employing school on receipt.

### **Student finance**

On commencement of the programme, you should confirm the trainee's attendance and registration on 'Student Information Services' (SIS) on [HEP Services](#) to release the tuition fees to you and the maintenance loan to the trainee.

Attendance confirmation will also be required in January and March/April.

You should complete a 'Change of Circumstance' (COC) as required for trainees that might have applied to the wrong course, the wrong provider or for the wrong course fees. You should refer to the SLC guidance carefully in order to complete the COC correctly.

Any trainee 'Change of Circumstance' (COC), for example deferral or withdrawal, **must** be communicated to the SLC as soon as practicably possible.

You should inform your finance department of monies that will be received from the SLC to enable them to check payments and remittances at the appropriate times.

You should follow up any anomalies in respect of any trainee who has not had their application approved or who applied late. It is recommended that you liaise with these trainees at frequent intervals to ensure that the application is approved as soon as possible to ensure that you receive the first tuition fee instalment.

## HEI registration

Where applicable, you should ensure that all trainees undertaking a PGCE are registered with the partner HEI. This may, or may not, involve the trainees visiting the HEI institution.

Where required, you should distribute information to the trainees as and when you receive it.

You should suggest that trainees complete the [SCONUL](#) registration once their HEI registration is complete. This will allow trainees to borrow books from university libraries which may be closer to home.

## Student discount cards

[TOTUM cards](#) are only available where there is a properly formulated students' union which is also affiliated to the NUS. If you have a programme validated by a university, trainees **might** be issued NUS cards through that channel.

Alternatively, trainees can purchase a [TOTUM Student+](#) card which offers a range of discounts. You will need to register for TOTUM to enable their trainees to do this.

[Find out more about registering for TOTUM.](#)

The [International Student Identity Card \(ISIC\)](#) is the only internationally accepted student identity card which provides student status verification, thousands of discounts worldwide and access to the global student community.

Trainees are also eligible for a [16-25 Railcard](#) for discounts on rail fares; this includes mature trainees.

# Section 3:

## Programme Administration

[Chapter 7: On programme administration](#)

[Chapter 8: Completing the programme](#)

[Chapter 9: Supporting and tracking ECTs and previous trainees](#)

## Chapter 7: On programme administration

Whilst trainees are on the programme, you will need to complete key tasks to ensure the smooth running of the programme.

Refer to the [Operational Calendar for Schools-Led Initial Teacher Training \(ITT\)](#) for a timeline of tasks to be completed. You can personalise this calendar to your own requirements.

### On programme tasks

On programme tasks may include:

- ongoing liaison with schools;
- arranging and facilitating meetings of mentors, subject leads and professional tutors;
- arranging [external moderator visits](#);
- financial activities including:
  - administration of student loans;
  - administration of grants for salaried trainees;
  - arranging bursary payments to schools;
  - arranging payments to schools.

### Record keeping

During the programme, you will need to keep records of key information which may include:

- details of school placements, including Key Stages and/or years taught;
- mentor details;
- [attendance at and absence](#) from either training or school;
- trainee's progress and achievements throughout the programme according to your programme's design and tracking and assessment requirements;
- lesson observations;
- meetings, concerns, action plans, warnings and disciplinary procedures (you should ensure that all meeting records are **signed** and **dated** by the relevant parties);
- end of term reports;
- visit reports;
- the submission of assignments and marks.

### Attendance and absence

It is important in such a short programme that trainee absence is kept to a minimum.

You should record any absence from either training or school in line with your absence policy.

You will need to ensure that trainees 'catch up' with any training that they miss through absence.

## Programme interruption

It is essential that you follow your own policies and practices in relation to programme deferment and withdrawal.

The programme may be interrupted for one of the following reasons:

- **deferment:** training is suspended during the programme and recommenced at a later date;
- **withdrawal** from the programme.

### Deferment

A provider representative should meet with the trainee to discuss and agree the deferment.

You should maintain detailed records of any decisions and arrangements made. You should confirm the deferment in writing to the trainee clearly stating the conditions of the deferment and the conditions for continuing.

It is important to consider when trainees may recommence their training according to their needs, whilst also ensuring that they can access the **full** programme offer and meet the requirements for QTS.

You will need to ensure that you complete the necessary actions which may include:

- informing the placement school;
- informing all relevant parties including the mentor, tutor, ITT Co-ordinator, etc. as appropriate;
- recording the decision on [Register](#) (you should follow the [DfE guidance](#) on how to defer a trainee);
- informing [HEP Services](#) by way of a 'Change of Circumstance' (COC);
- stopping any [bursary or scholarship payments](#) to the trainee, as appropriate;
- stopping/reducing payments to the placement school, as appropriate;
- notifying the [external moderator](#), if relevant, outlining the reasons for the deferment and sharing any conditions for continuing;
- notifying the partner HEI, if relevant, outlining the reasons for the deferment and sharing any conditions for continuing.

For salaried trainees, any contractual issues will need to be dealt with by the employing school.

During any period of programme interruption, it would be good practice to maintain informal contact with the trainee to ensure that all parties are made aware of any changes in circumstances.

### Withdrawal from the programme

When a trainee's withdrawal from the programme has been agreed, you need to ensure that:

- all paperwork is completed by all relevant parties;
- all books and resources are returned by the trainee;

- deposits for keys, equipment, etc. are returned to the trainee;
- you record the decision on [Register](#) (you should follow the [DfE guidance](#) on how to withdraw a trainee).

At the final meeting of the [Examination Board](#) to determine the recommendation for QTS, it is good practice for the details of all withdrawals to be tabled. The [external moderator](#) is then able to comment on your processes and support for withdrawing trainees which may be useful to guide judgements on withdrawals in future inspections.

## Second school placements

The [ITT criteria and supporting advice](#) requires all trainees to have placements in two schools ([C2.4 School placements](#)).

When making arrangements for second school placements for trainees, you should consider offering the trainee a **contrasting experience**.

You will need to liaise with schools accepting trainees on a second school placement and ensure that these schools and the appropriate staff have the necessary information.

You may wish to send an information pack to the second placement school which includes:

- an outline of what is expected of the trainee;
- an indication of the support that the second school is expected to provide, including any requirements for observations, mentor meetings, reports, etc.;
- lesson observation forms and any other relevant forms for the mentor;
- an overview of the trainee's progress against your curriculum, including the last end of term report, mentor report or pen portrait.

## External moderator visits

You may be required to make arrangements for the external moderator's visits.

This may include:

- contacting the external moderator to make arrangements for their visit(s) including agreeing dates for the visit(s);
- sharing preliminary information, as agreed by the partnership lead and external moderator, such as handbooks, assignments or other documentation;
- preparing a timetable of activities for the external moderator's visit(s);
- informing schools and trainees to be sampled of the agreed details for the visit(s);
- setting up online meetings and ensuring the necessary permissions have been gained;
- sharing maps, timetables and any other details as necessary with the external moderator.

## **Supporting trainees as they apply for their first teaching job**

You will have a significant role in supporting trainees as they ask questions and seek advice when applying for their first teaching job. This dialogue is supported by the good relationships developed with the trainees from the point of recruitment.

It is important you are mindful of your own local context(s) when deciding how best to support trainees in seeking employment. You could consider holding a training session that includes support with writing covering letters and mock interviews to help trainees prepare for future interviews.

Local schools may share job vacancies with you for circulating to trainees.

## **Providing references for trainees**

You should consider who is authorised to provide references for trainees or who you suggest trainees should name as a referee such as their school mentor or tutor. You should inform the trainees who can/should be named as a referee and whether, as a matter of courtesy, they should seek permission before naming them on any application forms.

You should assure the overall accuracy of references issued in your provider's name. You may seek information from reports to help you in answering any questions. If a trainee has areas for development, there is a professional responsibility that these should be acknowledged. A reference should not include information of which the trainee is unaware and has not had the opportunity to redress.

You should include a copy of any references on the trainee's file.

## Chapter 8: Completing the programme

You should develop your own systems and procedures to manage your work as trainees complete their programme and achieve QTS. This will help to ensure a smooth completion of the programme and the trainee's transition to their ECT years.

Refer to the [Operational Calendar for Schools-Led Initial Teacher Training \(ITT\)](#) for a timeline of tasks to be completed. You can personalise this calendar to your own requirements.

### Examination Board

The Examination Board should meet at the end of the programme to ratify the recommendations for Qualified Teacher Status (QTS).

Ahead of the Examination Board meeting, you may be required to collate trainee data and any reports, such as the External Moderator's report(s).

Information about deferrals and withdrawals should be presented to the Examination Board.

### HEI results and awarding of academic qualifications

Where relevant, you should liaise with your partner HEI to receive confirmation of results for the academic qualification. You should also ensure that all commitments to the HEI have been fulfilled, including the return of any resources.

In some cases, your partner HEI may forward certificates to you for distribution to trainees.

Your partner HEI may also forward details to you about any graduation ceremony trainees and/or staff will be invited to attend.

### Pre-exit tasks

Before the trainee's exit from the programme, you should:

- check that **all** academic work has been submitted;
- check that **all** tuition fees have been settled;
- check that **all** debts have been paid;
- ensure the trainee's contact details are accurate including the trainee's personal email address to ensure ongoing correspondence;
- remind the trainee to update their personal email address in the [Access your teaching qualifications](#) service; the DfE will send information to this email address;
- collect a copy of the completed [transition document](#);
- ensure the trainee has completed your end of programme evaluation which may be useful for benchmarking purposes;
- collate information relating to the trainee's ECT post;
- check that **all** resources, equipment and books have been returned to you and the school;
- prepare certificates to confirm successful completion of the programme;

- prepare farewell communications to include important reminders such as any surveys you may administer during the ECT year;
- arrange any awards ceremony;
- send details of the awards ceremony to the relevant parties including school staff;
- send a thank you communication to relevant staff.

The above list is not an exhaustive list of the tasks that you might need to complete. You should add any other tasks that are relevant to your provision to the above list.

## Recommending trainees for Qualified Teacher Status (QTS)

Following the [Examination Board](#)'s recommendation, and on satisfaction that all commitments have been met included payment of **all** tuition fees, you should recommend successful trainees for QTS on [Register](#).

Follow the [DfE guidance](#) on how to recommend a trainee for QTS.

Trainees will be able to download their QTS certificate from the [Access your teaching qualifications](#) service.

## Awards ceremony

You may wish to celebrate the trainees' successful completion of the programme with an awards ceremony. At this event, the trainees can be presented with their certificates, both your internal certificate advising them that they have been awarded QTS and that for any academic qualification from the partner HEI, if applicable.

You **must** ensure you follow any legislation from your legal entity with regards to the buying of alcohol for such events. Accounts directions made to multi-academy trusts (MATs) and single-academy trusts (SATs) include a specific reference to the purchase of alcohol being classified as an:

*Irregular expenditure not for the purpose intended, e.g. **all alcohol** and any excessive gifts including those purchased from unrestricted funds*

Therefore, if your legal entity is a MAT or SAT you should be aware that this restriction applies to your provider and, as such, **the purchase of any alcohol**, including for graduation ceremonies or open events, **is not allowable under ESFA regulations**. NASBTT sought clarification on this point and it is clear that it is the status of the legal entity that determines this and not the source of the funds, so the fact your funding comes from a source other than the ESFA does not exclude it from falling within their regulations. If your legal entity is a Local Authority, you will need to check with the LA on their own policies. The rulings do not apply to private providers or charitable organisations.

## Transition to the ECT years

At the end of your training, you should make trainees aware of their [statutory entitlement as an ECT](#) and support them in preparing for the induction phase of their career.

You might ask trainees to complete a transition document which includes their strengths, areas for development and targets. This document can be shared with the trainee's employing school.

The transition document may also be useful in supporting you to write references for trainees who have still to secure a position at the end of the programme.

### **Find a lost teacher reference number (TRN)**

If a trainee does not know or has forgotten their teacher reference number (TRN), they can use the [Find a lost teacher reference \(TRN\)](#) service.

## Chapter 9: Supporting and tracking ECTs and previous trainees

You will want to give careful thought to how you support and track early career teachers (ECTs) and previous trainees. This will be facilitated by the relationships you develop with trainees during their training year.

### Induction, training and support for early career teachers (ECTs)

[Find out more about the statutory induction for early career teachers.](#)

### Early Career Framework (ECF)

The [Early Career Framework](#) underpins a new entitlement for two years of professional development designed to help early career teachers develop their practice, knowledge and working habits.

The [Early Career Framework](#) sets out what early career teachers are entitled to learn about and learn how to do when they start their careers.

### Supporting ECTs

It is advisable to consider how you will advise and support trainees if they contact you during their ECT years.

### Tracking ECTs and previous trainees

You might seek to keep in touch with former trainees in order to share surveys to gain their feedback and valuable insights into how well your training programme prepared them for their role as a teacher. This can be useful in securing continuing improvements to your programmes and may inform your self-evaluation and improvement planning.

You should recognise that engagement levels from previous trainees may be low. Therefore, you should consider whether this is a priority considering the potential response rates and time you might need to allocate to this task.

# Appendix

[Trainee administration database: trainee information required](#)

## Trainee administration database: trainee information required

A comprehensive database of trainee data will facilitate the smooth running of your programme.

Different stakeholders and partners may require different information. Therefore, it may be necessary to have several spreadsheets, or several sheets on the same spreadsheet, in order to collect this information logically.

The table below shows information you may choose to record:

Information required		Notes
Personal details	Trainee ID	
	Teacher Reference Number	
	Title	
	Forename	
	Middle name(s)	
	Last name	
	Previous name(s)	
	Date of birth	
	Gender	
	Nationality	
	Ethnicity	
	Disability	
Contact details	Email address	
	Address	
	Phone number	
Qualifications	Maths	Qualification Grade Year
	English	Qualification Grade Year
	Science	Qualification Grade Year
	Degree	Awarding institution Subject Degree type Degree class Graduation year
Course details	Academic year	
	Trainee start date	
	Course	From Apply
	Phase	Primary / secondary
	Subject	
	Age range	
	Full time or part time	

Information required		Notes
Placement details	First placement	
	Second placement	
Funding	Training initiatives	Future Teaching Scholars International Relocation Payment Now Teach Transition to Teach Veteran teaching undergraduate bursary Not on a training initiative
	Funding method	Bursary awarded Scholarship awarded
Other relevant information	SKE	
Exit information	Date left	
	Reason for leaving	Withdrawn Deferred Recommended for QTS
	Academic qualification awarded	Yes / No
	ECT destination	School

It would also be useful to collate the following information in any database of trainee information:

#### Conditions of offer

Other information	Information required
Identity	Identity documents checked
Qualifications	ENIC requested
	SKE completed
Suitability	DBS clearance number and date of clearance
	Barred list check
	Prohibition order check

#### On programme administration

Other information	Information required
Finance	Fees due
	Fee source (SLC or individual)
	SLC confirmation form received
	DfE bursary to be paid
HEI	HEI student number
On course	Attendance
	Assignment grades
	Progress against termly targets