



A Spotlight on Compliance

- Original certificates (and lost certificates)
- 120 days
- 80% teaching commitment
- Entry requirements
- Safer recruitment
- Gaps in employment
- References
- Online searches
- Partnership agreements
- Two schools
- Four school years
- Apprenticeships
- Mentoring requirements
- Visas
- Overseas qualifications
- Occupational health/mental health disclosures
- Specialist programmes
 - SEND guidance
 - Assessment Only
- Moderation and Quality Assurance
- **NASBTT's ITT Criteria Compliance Audit**

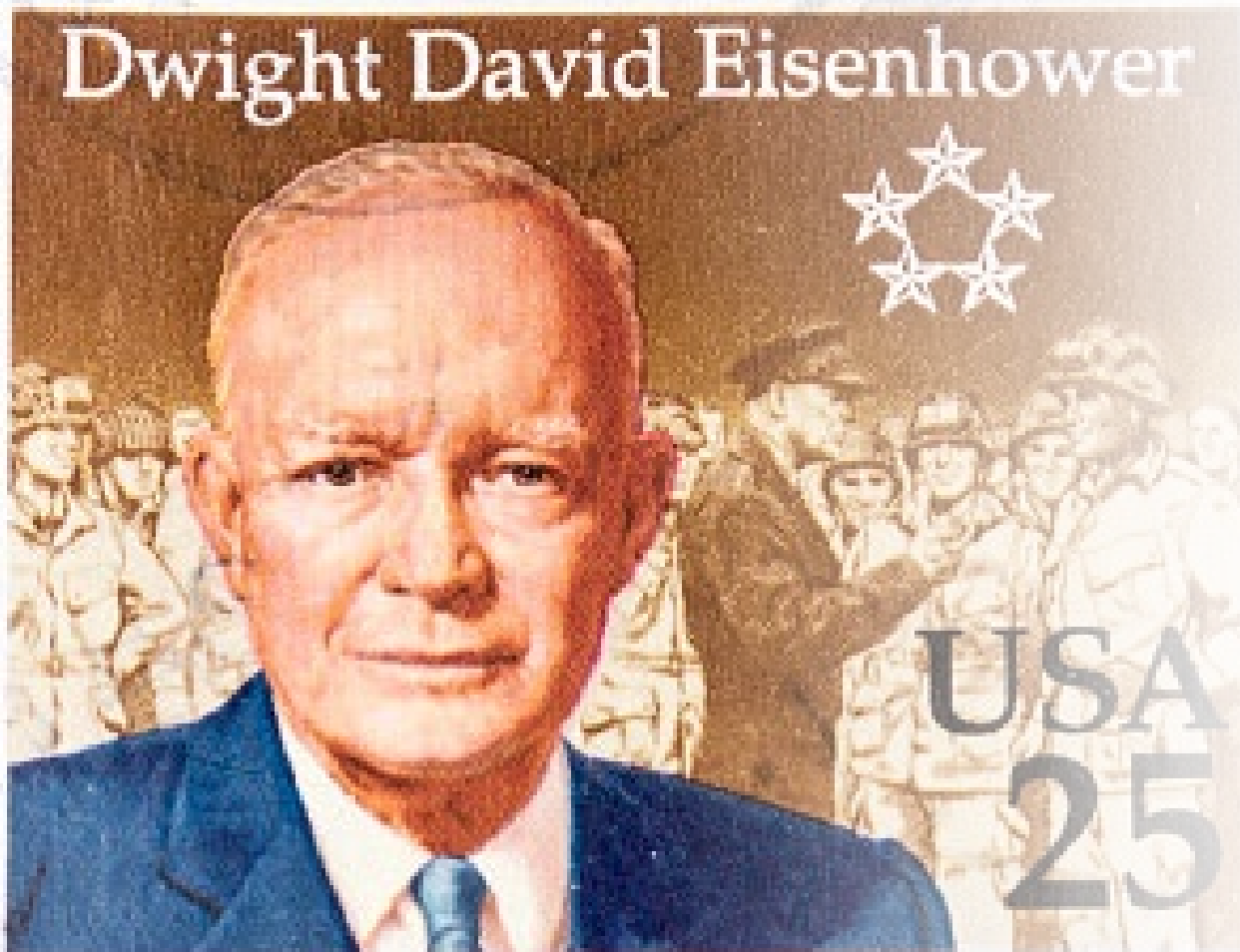
A close-up photograph of a chessboard with a black king and a white pawn in focus. The background is a soft, out-of-focus gradient. A white banner with blue text is overlaid at the bottom.

Strategic Planning and Risk Management

Learning Outcomes

- To reflect on development, improvement and strategic planning in your organisation
- To consider the factors that drive effective planning processes for ITT providers
- To consider the nature of risk management in ITT provision





‘In preparing [for battle] I have always found that plans are useless, but planning is indispensable.’

The Eisenhower Matrix

	URGENT	NOT URGENT
IMPORTANT	QUADRANT 1 IMPORTANT AND URGENT	QUADRANT 2 IMPORTANT BUT NOT URGENT
NOT IMPORTANT	QUADRANT 3 URGENT BUT NOT IMPORTANT	QUADRANT 4 NOT IMPORTANT AND NOT URGENT

Strategic Planning and the Eisenhower Matrix

1) Important and Urgent Tasks

These are the tasks that require your immediate attention. At the same time, these urgent crises and deadlines can also help you advance long-term goals and move projects forward. (*Application deadlines, deadlines for permission to recruit, etc.*)

2) Important But Not Urgent

These are the tasks that do not have a pressing deadline but will help you accomplish the long-term aim. Unfortunately, these are also the tasks that we tend to postpone in favour of activities we perceive as urgent. (*Professional training and development, taking the time to read policy briefings, understanding the political landscape, large documents and research outcomes, etc.*)

3) Urgent But Not Important Tasks

These activities require your immediate attention but do not help you achieve your long-term goals. Most emails and phone calls fall under this category. The problem with these tasks is that people often think that they are important. And it is easy to see why. Most of them are tangible and have immediate results. But here is the hard truth: while you are saying yes to every request that comes your way, thinking you are accomplishing so much, you are not. You are, in fact, sabotaging your progress and success. (*Responding to emails, phone calls, etc.*)

4) Tasks That Are Neither Urgent Nor Important

More often than not, these activities are time wasters. They do not require your immediate attention, nor do they help you achieve your long-term goals. In fact, they often distract you from your long-term target. (*Social media rabbit holes, distractors, repeated conversations, etc.*)

What are your current planning processes?

- 1) What plans does your organisation produce?
- 2) What is the focus? (e.g. development, improvement, strategic expansion/diversification)
- 3) What drives the planning process?
- 4) Who writes the plans?
- 5) Who is involved in the planning process?
- 6) Who determines what format they should take?
- 7) Do you follow a MAT/school structure or create your own?
- 8) How are they reviewed, how often and by whom?
- 9) What headings do you consider within the plan?
- 10) How far forward does the strategic plan look? 1 year? 3 years? Longer?

Horizon Scanning

- National and local recruitment needs and trends
- Local context
 - Competitors and collaborators
 - ‘Movers and shakers’
 - Link to national policy context: what are the drivers?
- National policy context
 - New quality requirements
 - ITT Core Content Framework
 - Ofsted framework (revised from 2025)
- National political context
 - Government
 - Economy
- Opportunities
 - What is missing? What is the need? What expertise can you offer? Do you need?
 - New markets: international, undergraduate, etc.

National Data

- DfE data and statistics
- Jack Worth
- Jon Howson
- NASBTT's Weekly ITT News Summary

Strategic Developments – Some Considerations

- Central personnel
- Training and development
- Time dedicated to strategy (not operation)
- Expertise – centrally and in partnership
- Quality and quantity
- Engagement from schools
- Flexibility and contingency
- Practicalities and logistics – space, placements
- Attitudes to risk
- Understanding the difference between an opportunity and a distractor
- Understand the market: do your research

The Strategic Planning Process



Risk Management

Questions for paired discussions

- Is the strategy accompanied by a risk register?
- Who determines the appetite for risk?
- Who identifies potential risks and how are these risks communicated?
 - To the board? To staff? To other stakeholders?
- How are risks identified and how are they rated for seriousness/importance?
- What key risks have you identified and how do you mitigate against them?
- Risk does not necessarily mean a negative – taking risks can lead to rewards. Does your risk register also identify opportunities?

PESTLE – An Approach to Risk Identification

- P for Political
- E for Economic
- S for Social
- T for Technological
- L for Legal
- E for Environmental

<https://www.cipd.co.uk/knowledge/strategy/organisational-development/pestle-analysis-factsheet>



“HR” Issues

Learning Outcomes

- To understand your responsibilities for safeguarding
- Providing safeguarding training
- Developing and reviewing policies for managing trainee performance
- Planning for the exit of trainees from your programme



Safeguarding

“Accredited ITT providers should establish clear safeguarding procedures and protocols that are agreed by all partners and placement schools. This should include a common understanding across the partnership of convictions, offences, cautions and warnings that would not pose a barrier to joining a programme of ITT.”

[Initial teacher training \(ITT\) criteria and supporting advice - Academic year 2024/25](#) – C1.3 Suitability

- This needs to be agreed in advance and questions should be asked at interview so that the candidate has the opportunity to voluntarily declare any convictions, cautions or warnings.
- Any self-declaration needs to be recorded and discussed later by the panel.
- A DBS check has no official expiry date. Any information included will be accurate at the time the check was carried out.

Information Sharing with Placement Schools

- Providers should confirm in writing to schools that a non-salaried trainee's criminal record check, including a check of the children's barred list, has been completed and that the individual has been judged by the provider to be suitable to work with children.
- Providers are **not required** to provide any information to schools in addition to this confirmation. Schools may wish to record this confirmation in their Single Central Record.
- Ensure protocols are agreed through your partnership agreement.

Salaried Trainees

- In the case of salaried routes, the responsibility lies with the employer to ensure that checks are carried out. The employing school should inform the provider that a satisfactory check has been obtained.
- What confirmation will you ask for from employing schools?



Providing Safeguarding Training

- Schools should ensure that **all** trainee teachers are provided with the following at the commencement of their training in each school:
 - the child protection policy
 - the staff behaviour policy (sometimes called a code of conduct)
 - information about the role of the Designated Safeguarding Lead (DSL)
 - **a copy of Keeping Children Safe in Education**
- Contact the Designated Safeguarding Lead of one of your Lead Schools to get expert training for all of your trainees

Although employing schools should do this with all new employees, your induction process may have happened after the professional development days at the start of term

Other Training Ideas

- Understanding and tackling bullying
- Whistleblowing
- Diversity, equity and inclusion training
- Prevent duty
 - Quilliam Foundation
 - Home Office
- PACE – Keeping them safe
- What do you use?



Developing and Reviewing Policies for Managing Trainee Performance

- Trainee performance centred
 - For trainees who are displaying behaviours which put at risk their ability to reach the standards for QTS – cause for concern
 - Personal and professional conduct
- Misconduct and gross misconduct
- Disciplinary policy
- Dismissal policy
- Appeals policy
- OIA compliance

Planning for the Exit of Trainees from Your Programme

By mutual agreement

- Confirm the reasons for the trainee wanting to leave the programme
- Leave on good terms – impressions count and last
- What are the lessons that the organisation can learn?

What could be the reasons why someone would want to leave? What would you do as a result of each of these?

- Financial / caring responsibilities / mental health / work-life balance / lack of support from mentor or placement school / unrealistic demands from the school

Planning for the Exit of Trainees from Your Programme

Dismissal

- Which policies have you followed?
- Right of representation? What does your policy say?
- Have you documented how you have followed your policies?
- Who will conduct the dismissal?
- Arrangements for the actual meeting
- Confirmation in writing afterwards
- Providing references later

Scenarios Discussion



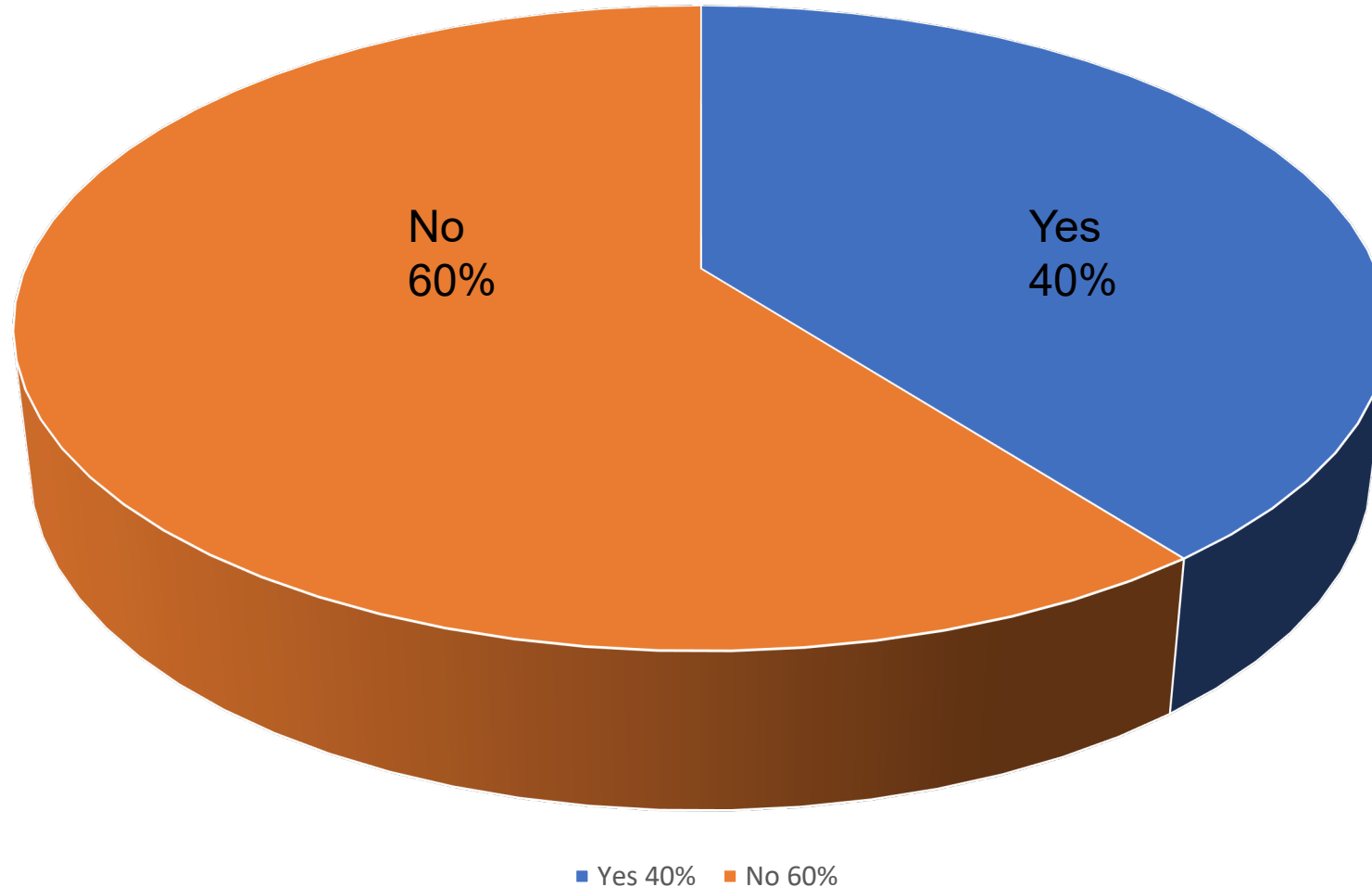


AI and ITT

Current landscape

Results of NASBTT survey

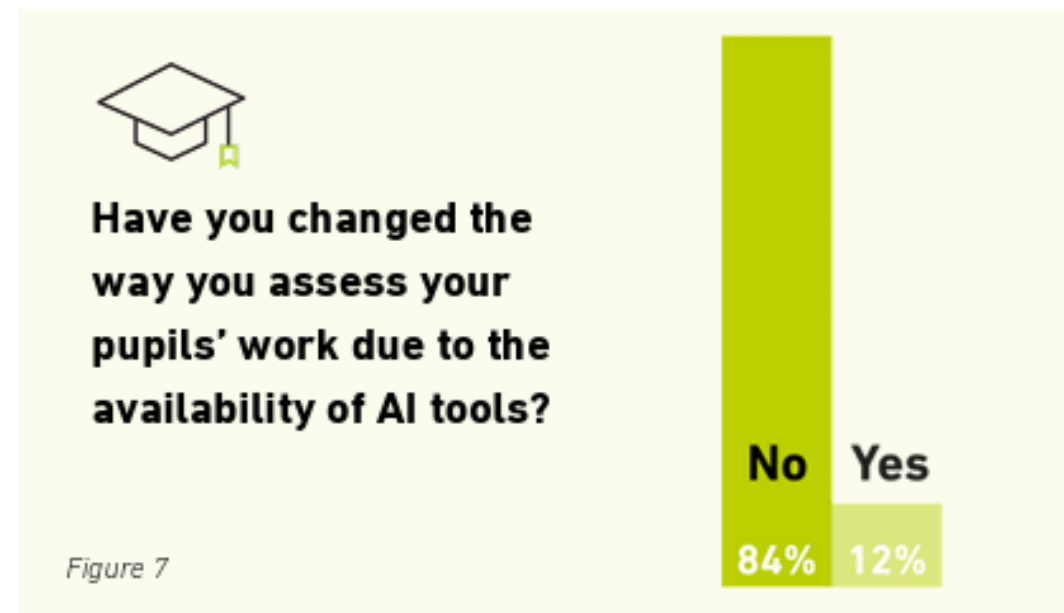
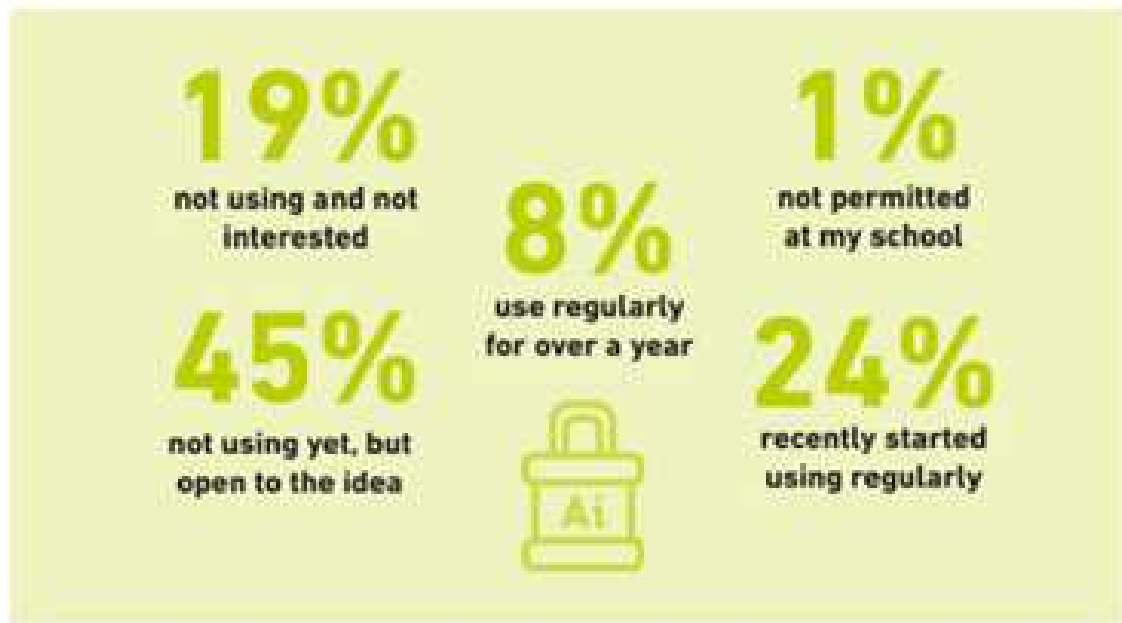
Are you using AI in ITT?



What does the data say?

According to the ONS, only 31% of the population believe education should be using AI.

The Chartered Institute of IT survey



Results of NASBTT survey ... according to AI

Respondents outline how generative AI is being integrated into the training and development of trainee teachers, both as a tool for personal academic support and as a teaching aid. Key points include:

- AI is used to help design training resources, develop ideas and structures for academic work, and assist in lesson design and curriculum planning.
- Trainees are trained to use AI transparently and ethically in their academic work, with guidance on how to avoid misuse.
- AI supports tasks such as summarising research articles, drafting emails, and creating content for social media or flyers.
- It is integrated into teaching strategies, such as supporting trainees in writing PGCE assignments and sourcing materials.
- Trainees learn how to use AI effectively for tasks like planning, diagnostic quizzes, and accessing educational resources, with a focus on professional development in the context of AI.
- Organisations also use AI to reduce teacher workload and review curriculum through an AI and education technology lens.

For trainees ...

Evolution, not revolution

“In the history of education technology, the two most common findings are, first, when teachers get new technology, **they use it to do what they were already doing**. It takes quite a bit of **time, practice, coaching, messing up, trying again, and iteration**, to have new technologies lead to new and better practices.

Almost every educational technology we’ve ever developed **disproportionately benefits the affluent**. Even when we make things available for free, people with more financial, social, and technical capital are more likely to take advantage of innovations. Those are two findings from the research literature that people don’t want to hear.”

Professor Justin Reich

[On technology in schools, think evolution, not revolution](#)

[Manchester University research](#)

Digital divide

- Schools and teachers are often led by those who are less confident with technology compared with students and pupils.
- [RM Tech's survey](#) revealed that 2/3 of pupils use AI in their schoolwork.
- Adoption of new technologies will be easier and more rapid for digital natives such as Gen Z and Gen Alpha (maybe some younger millennials).
- This creates a challenging dynamic for training providers and schools.

Endless possibilities...

- Currently, more of an opportunity to support admin and time saving, rather than impact on learning.
- Nature of schools that they are slow to pick up on new technology.

[From Chalkboards to Chatbots: AI's role in transforming Further Education and reducing teacher workload](#)

Jen Deakin

Table 4: The work AI can do in Education	
ADMINISTRATION	• Grading papers/exams. • Providing feedback. • Assisting in decision-making. • Assisting with data analysis. • Automating timetabling. • Streamlining admissions processes. • Personalising communication with students and parents. • Tracking attendance. • Automating reports and documentation. • Predictive analytics for resource allocation. • Managing inventory of educational resources. • Automated budget forecasting and management. • Optimising transportation routes for buses. • Monitoring and managing energy consumption in buildings. • Automating employer and alumni engagement processes. • Facilitating efficient staff recruitment and onboarding. • Enhancing cybersecurity measures for educational institutions. • Managing and analysing student health records. • Automating library management systems. Adapted from Chen, Chen and Lin (2020).
INSTRUCTION	• Analysing the course specification/materials to propose custom content. • Creating personalised learning paths for students. • Creating lesson plans. • Planning of lesson activities. • Creating lesson materials and resources. • Automating translation. • Suggesting teaching methods and activities. • Facilitating collaborative learning environments. • Generating automated quizzes and assessments. • Offering intelligent tutoring systems for one-on-one support. • Providing speech recognition for language learning and pronunciation. • Assisting in the creation of interactive digital textbooks. • Facilitating peer-to-peer learning matching. • Offering real-time transcription services for lectures. • Providing automated plagiarism detection. • Increasing and promoting teacher-student interaction.
LEARNING	• Gathering study data to predict career paths • Automating study schedules for students • Monitoring progress in real-time, applying swift intervention • Adapting assessments • Analysing learning patterns to identify optimal study times • Providing adaptive content difficulty based on student performance • Facilitating spaced repetition for improved retention • Offering visual learning aids through augmented reality • Providing automated note-taking and summarisation • Facilitating peer learning • Offering personalised test preparation strategies • Providing real-time translation for multilingual resources

What do you notice?



A teacher in a modern classroom, actively engaging with students.

What do you notice?



A more diverse range of pupils actively engaged in learning.

What do you notice?

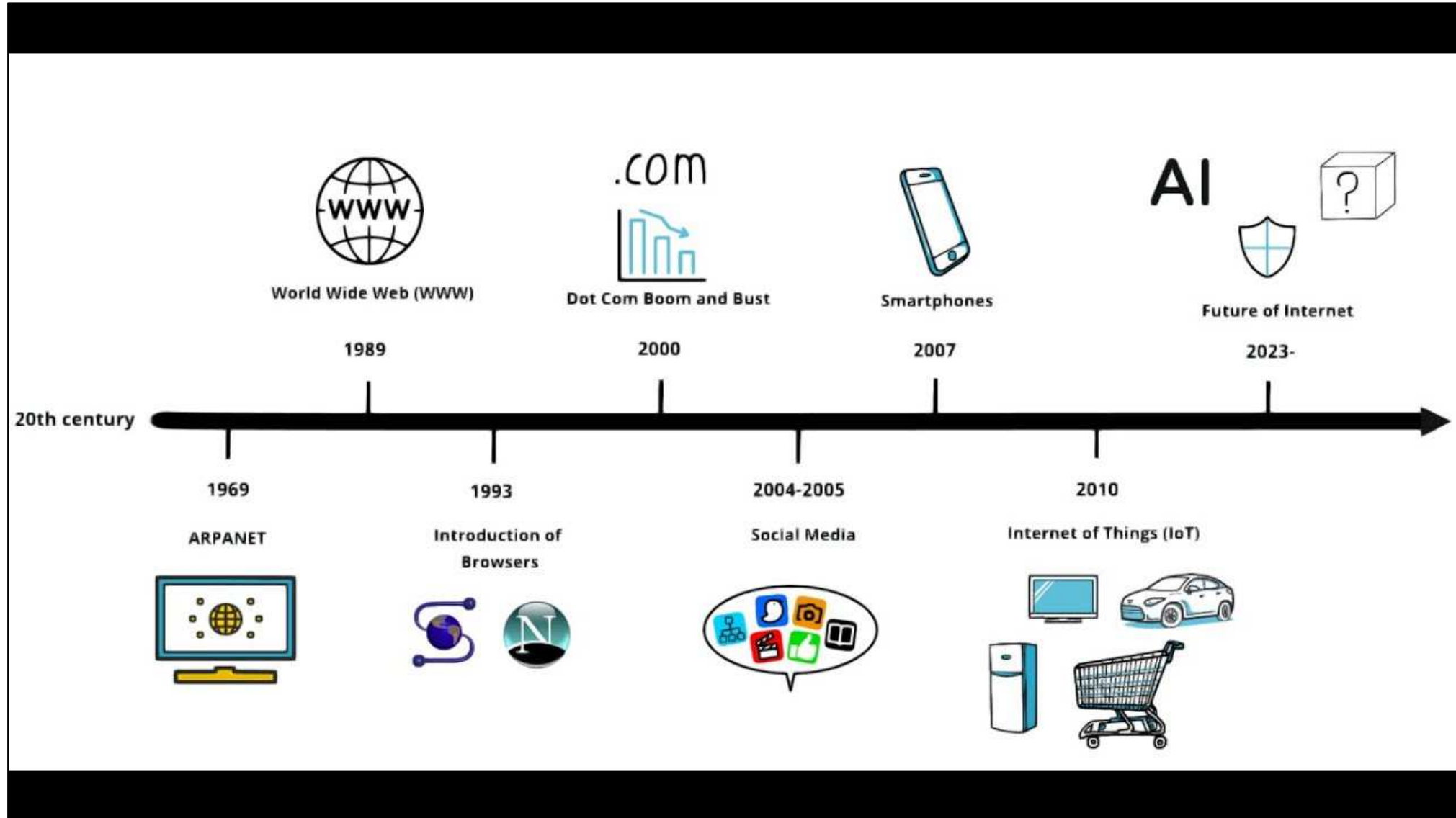


A vibrant African community scene.

Bias in AI

- Bias is multi-faceted
 - Relative wealth depicted
 - Body shape
 - Conventional 'attractiveness'
 - Visible disability
 - What else?
- The bias and cultural 'norms' of the prompt engineer is amplified.

The reality ...



The reality...

“Books will soon be obsolete in the public schools.”

Thomas Edison, 1913

The reality ...



For us ...

Data analysis activity

- We have dummy mentor survey data.
- We'll feed that into ChatGTP and ask it to analyse the data.
- We can then refine how it has analysed that data to create useful summaries.
- The programme will generate tables and charts that you can use to share with colleagues, leaders, stakeholders. etc.

Where does the value lie?

“I want AI to do my laundry and dishes so that I can do art and writing, not for AI to do my art and writing so that I can do my laundry and dishes.”

Joanna Maciejewska



Partnerships, Quality Assurance and Governance Arrangements

Partnerships

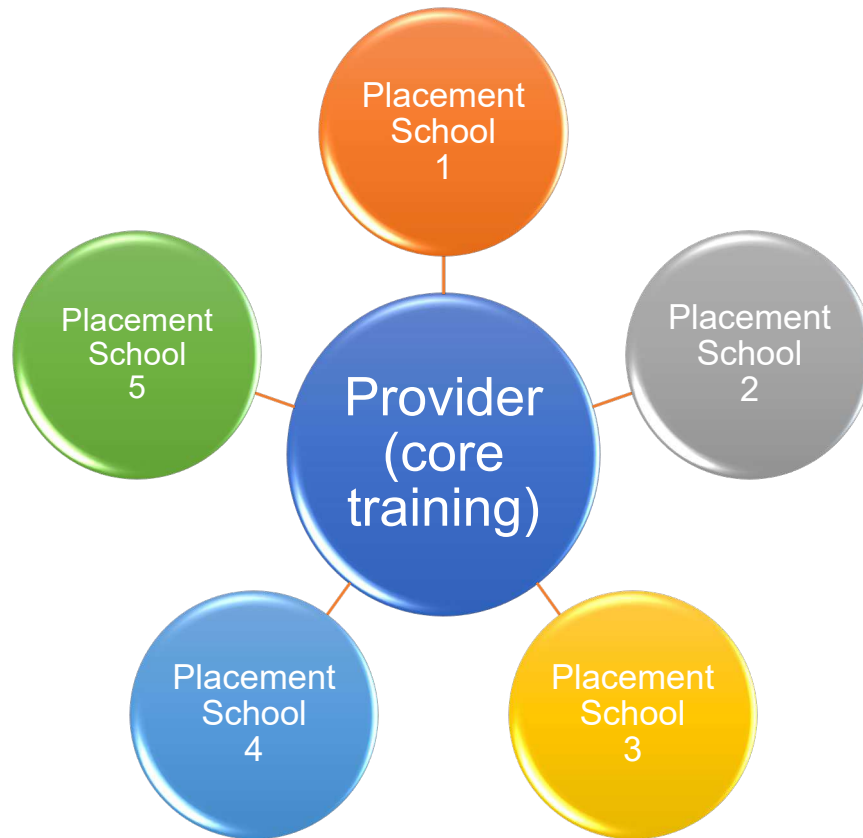
What do we mean by ‘partners’?

- It depends:
 - Size/scale you intend to operate at which will impact ...
 - ... the model you adopt
 - Programmes you wish to offer
 - PGCE?

Partnership Models

Models: A whole range of models you could adopt, but most likely will be close to one of the following two models

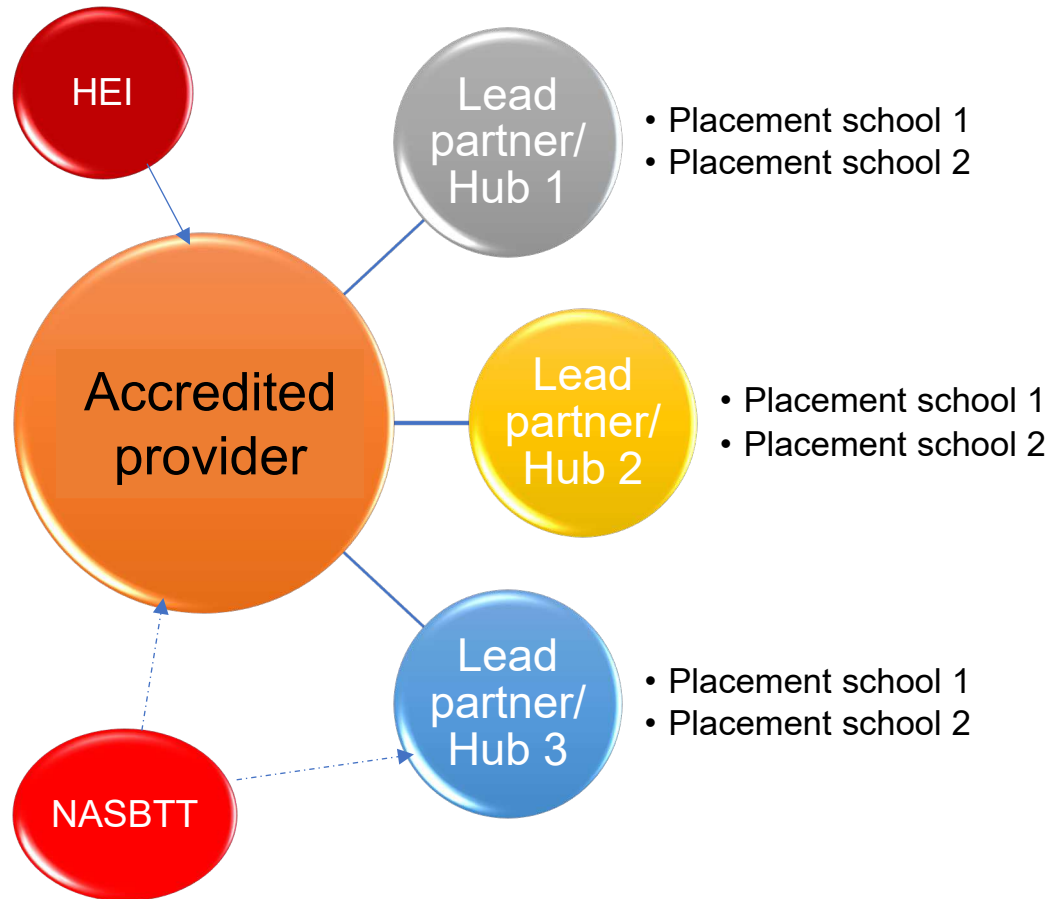
A 'simple' model



- Describes the majority of SCITT provision as it currently operates
- Provider manages most strategic and operational aspects of provision
- Placement schools may play a greater or lesser role in the partnership
 - Recruitment
 - Curriculum design
 - Programme delivery
 - Strategic direction
 - Quality assurance and moderation
- In all cases, schools (and mentors) are needed
- Wider relationships are drawn from to support the core functions
 - HEI to provide PGCE (everything from a bolt on to a true partnership)
 - Bought in services from e.g. NASBTT to support with:
 - Mentor training and development
 - Subject knowledge development/enhancement
 - Subject/curriculum support
 - Compliance auditing
 - Quality Assurance and moderation

Partnership Models

A 'tiered/hub' model



- Increasingly seeing this model post market review
- Accredited provider's role varies from high levels to low levels of control and decision making.
 - At a minimum, they must award QTS and, therefore, have sound QA of provision in 'hubs'
 - In many cases, their role is much wider than this
- 'Hubs' may operate in a similar way to the SCITT in the previous model – to a greater or lesser extent depending on the agreement and all subject to cohesion across a partnership
 - Recruitment
 - Curriculum design
 - Programme delivery
 - Strategic direction
- In all cases, schools (and mentors) are needed
- As before, wider relationships are drawn from to support the core functions, but these arrangements might be handled at the level of the accredited provider or at the level of the 'hub'

Your Partnership Model

FOR
DISCUSSION



- What is our ITT partnership model?
- Who do we have as partners currently?
 - What do we get from them? What do they bring to the table?
 - What do we offer to them?
- Who do we want as partners for the future?
 - What do we need from them? What can they bring to the table?
 - What can we offer to them?
- What level of strategic and operational control do we hold currently? (NB: Strategic and operational oversight and accountability is non-negotiable for the accredited provider.)
- What are our non-negotiables for partnership working? How does due diligence assure us that we get them?
- How do we distinguish between 'partners' (in its true sense) and commercial/service level arrangements?
- How do we balance our accountability with partner autonomy?
- How are funds distributed across layers of partnership?
 - What financial controls are in place to manage this distribution of funds, and to ensure regularity, propriety and value for money?

Partnerships

- In reality, few partnerships are as stable as the original intended vision for schools-led provision
- The DfE's requirement that 'partnerships' operate under a single legal entity mean that they are generally much more fluid than the term 'partnership' suggests
 - Schools move in and out according to need and capacity
 - All accountability (including Ofsted), responsibility and financial management falls to the accredited provider
- Stakes are high for the accredited provider – Quality Assurance is absolutely crucial

Partnership Review

- What expertise do you have already? How stable is it? What more do you need? How might you secure it? What are the realities of capacity and motivation? What expertise do you have, want and need in your core team and what can be bought in? Does your budget support this?
 - Understanding ITT compliance, Ofsted inspection requirements, financial controls, wider legislation
 - Curriculum design, delivery and implementation (pedagogy)
 - Subject and phase expertise and how this feeds into curriculum design and development
 - Research/evidence base – capacity to stay informed
 - Mentoring capacity and expertise
 - Recruitment and retention: data, local context, marketing, managing the ‘competition’, engaging schools, legislation (e.g. Equality Act), safer recruitment
 - Negotiating complex relationships (financial and logistical) with, for example, HEIs
 - Budget management and financial oversight and controls (100 trainees equates to almost £1 million)
 - HR matters: complex due to the nature of accountability without direct management in many cases
 - Core team; trainees; mentors; facilitators/visiting tutors, etc.
 - workload, mental health, financial difficulties, capability issues, sickness, training and development
 - Quality assurance and moderation (**vital**)

Pause and Reflect

Questions?



Quality Assurance and Improvement Planning

Quality assurance is key to effective partnership working.

- Three key elements:
 - Effective governance structures and processes
 - Self evaluation
 - Internal controls
 - External evaluation
 - Improvement planning
- Quality assurance must be ‘baked in’ to everything. It is not something which is ‘done at the end’.
- At its absolute simplest, QA is about knowing what is working well, what is not and what you are going to do about it.

Quality Assurance and Improvement Planning

Insurance v assurance

- What process do we have in place to measure impact of 2024 changes?
- Who is involved? A range of viewpoints from across your partnership?
- When working with new partners, what is it that you are focussing your QA on? Why this focus?

Effective Governance Structures and Processes

Personal study/reading

For the next 30 minutes, take some time to read NASBTT's guidance [Governance for Initial Teacher Training \(ITT\)](#) and reflect on your own governance structures in preparation for a discussion when we come back together.

Quality Assurance and Improvement Planning

Effective governance structures and processes

FOR
DISCUSSION



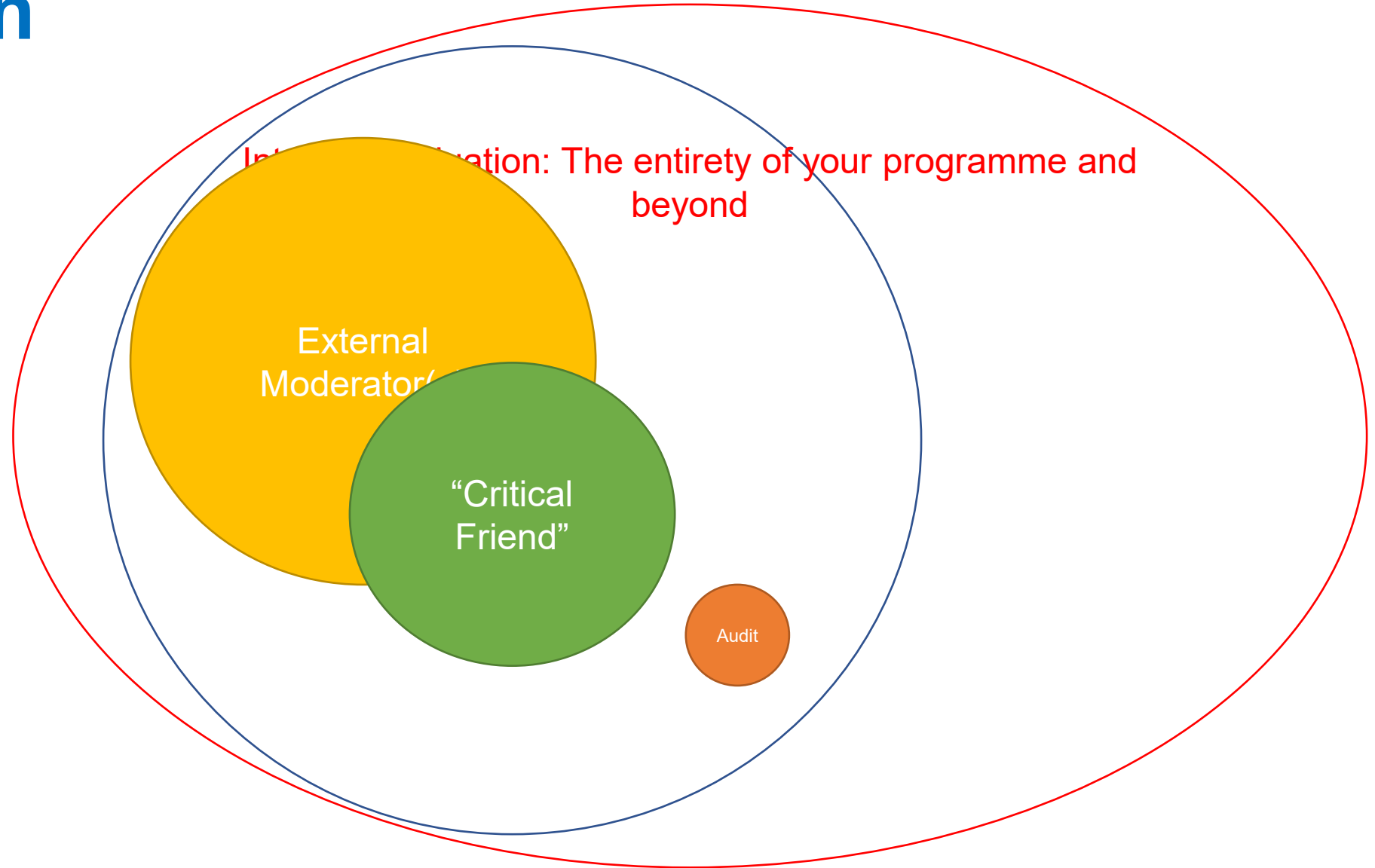
- What does your governance structure look like? Where does **responsibility** and **accountability** lie?
- Does every layer of the structure understand its role?
- Are the people involved **trained** to understand what this entails? (How do you select, retain, train and – if necessary – deselect?)
- Do you have appropriate documentation in place to support your governance aims? (Terms of reference, procedures, policies, reporting structures, etc.)
- Do the governing body and the Accounting Officer understand their role, levels of accountability and which responsibilities can and cannot be delegated?
- What financial processes, controls and measures are in place?

Pause and Reflect

Questions?



Evaluation



Self Evaluation

FOR
DISCUSSION



- What do we currently measure? What does 'success' look like? What are we aiming for?
 - ITT criteria – compliance ([see NASBTT's ITT Criteria Compliance Audit](#))
 - Ofsted ITE Inspection Framework
 - Contextualised measures
- What data (qualitative and quantitative) do we collect to inform us how we are performing against those measures?
- Are we measuring the right things and collecting the right data? (Avoid the trap of only valuing what is easy to measure – see previous ITE Inspection Framework!)
- Who/what do we evaluate/want to evaluate? (Outcomes, processes, facilitation, experiences, focus groups, delivery, etc.)
- Where are the weak links? Do we focus on these rather than avoiding them?
- Who feeds into the process? How? When?
 - Internal controls
 - External evaluation
 - Critical friend
 - Objective outsider
- Are those involved trained to understand when data is valid and reliable? How do we know they have the appropriate expertise?

Improvement Planning

- Arguably, the more important point. You have collected all the data – but so what?
- Difficult decisions – how are these made and what processes do you have in place to support you in making and communicating them?
 - Process/policy and documentation simplifies things immensely!
 - Clear, well-structured, comprehensive Partnership Agreements vital
- What will you prioritise for improvement? Who makes those strategic decisions?
- What would leave you vulnerable?
 - Compliance (accreditation/Ofsted)
 - Reputation (applications and placements schools)
 - Financial (governance and risk management)
- Once priorities are determined, what are the actionable steps to make changes? Who is responsible for carrying them out? Who is accountable for their success/failure? How often are they monitored, how and by whom?

Practicalities



- The balance between autonomy and conformity for your partners will determine the extent/nature of Quality Assurance processes you need to design. Greater levels of autonomy = greater need for sophisticated QA measures. (But don't let that dissuade you.)
- Conformity can result in simpler looking QA models – but is also simpler to 'game'. Compliance and tick-box approaches can hide a multitude of failures. Can breed resentment and lead to poorer quality overall.
- When doing your financial modelling, do not forget the real costs of a robust Quality Assurance process. Can be tempting to skim costs here. Don't!
- Data is really useful but only if you understand the story behind it. A combination of quantitative and qualitative approaches are the most effective approach.
- Be pragmatic about the things you have to do to remain compliant and stay on top of these. Not worth risking accreditation for!
- Often, the boring, administrative stuff is ultimately the thing that might trip you up. Systems and processes which work are worth investing time, resource and training into.
- Be relentless in spotting the weak links and focus on those.
 - Those things over which you have the least control:
 - Quality of mentoring
 - Experience in placement schools
 - External facilitators

Pause and Reflect

Questions?

