



A Spotlight on Compliance

- Original certificates (and lost certificates)

“Applicants who are otherwise suitable but have not successfully achieved a GCSE grade 4, or recognised equivalent, may be given an opportunity to show that they can meet the required standard either by taking an equivalence test or by offering other evidence of attainment, which should demonstrate a similar level and breadth. Accredited ITT providers should consider making similar arrangements for applicants who cannot provide original certificates as evidence.”

“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.

In cases where an original certificate is no longer available, accredited ITT providers must gain assurance of graduate status and must keep an audit trail of the evidence obtained.”

A Spotlight on Compliance

- Minimum times

“All minimum time allocations are course design requirements.”

C2.4 School placements

ITT minimum time allocations throughout the duration of the course	Postgraduate	Undergraduate
Minimum weeks in school placements (general placements only, excludes Intensive Training and Practice)	24 (120 days)	24 (120 days) (for courses up to 3 years) 32 (160 days) (4year course)
Minimum hours in classrooms (including observing, teaching, co-teaching, etc.) each week during general school placements	15 on average (average of 3 per day)	15 on average (average of 3 per day)

C2.5 Mentoring

ITT minimum time allocations	Postgraduate	Undergraduate
Minimum hours mentoring each week during general school placements ¹¹	1.5	1.5

C2.2 Intensive Training and Practice

ITT minimum time allocations	Postgraduate	Undergraduate
Minimum weeks of Intensive Training and Practice (in addition to general school placements, does not need to be delivered in a single block)	4 (20 days)	6 (30 days)
Minimum planned and supported hours during Intensive Training and Practice ⁷	25 per week (average of 5 per day)	25 per week (average of 5 per day)
Minimum hours of expert support per trainee during Intensive Training and Practice ⁸	5 per week (average of 1 per day)	4 per week (average of 1 per day)

C2.1 Programme structure

ITT minimum time allocations for the duration of the course	Postgraduate	Undergraduate
Total weeks of course	36 (180 days) ⁶	N/A

A Spotlight on Compliance

- 80% teaching commitment

“All ITT courses must be designed so that trainees can experience six weeks (30 days) of 80% contact ratio teaching. The 80% refers to a full teaching timetable, as it is typically defined by the school where the experience is taking place, rather than 80% of a full pupil or school timetable. For trainees who do not spend a full week in school placements (for example, those on flexible or part-time ITT course), accredited ITT providers should ensure that trainees are still experiencing at least 30 days of 80% of a full teaching timetable as it is typically defined by the school where the experience is taking place.

As with other minimum time requirements, this relates to course design. This means that while ITT courses must be designed to provide this opportunity to every trainee, it is accepted that there may be individual circumstances, for example, trainee sickness, where the ITT curriculum may need to be adapted to provide additional tailored support and input during these six weeks (30 days).

Any such adjustments should ensure that individual trainees have the best opportunity possible to meet, and even exceed, the Teachers’ Standards at the appropriate level to meet the requirements for QTS. This will be particularly beneficial to trainees who are not on trajectory to achieve QTS prior to the time the 80% contact ratio teaching experience takes place. Accredited ITT providers should exercise appropriate judgement in individual cases and ensure that they have a clear rationale for why any revision to the planned course curriculum during the six weeks (30 days) of 80% contact ratio teaching was appropriate for individual trainees.”

A Spotlight on Compliance

- Safer recruitment
 - Gaps in employment
 - References
 - Online searches
 - Overseas checks (see next slides)

Overseas Checks

Keeping Children Safe in Education

“285. Individuals who have lived or worked outside the UK **must**⁹³ undergo the same checks as all other staff in schools or colleges (set out in paragraph 235). 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**⁹⁴ 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](https://www.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](#). Where available, such evidence can be considered together with information obtained through other pre-appointment checks to help assess their suitability.

286. Where this information is not available schools and colleges should seek alternative methods of checking suitability and or undertake a risk assessment that supports informed decision making on whether to proceed with the appointment.

Overseas Checks

Safer Recruitment Consortium guidance

“In all cases where an applicant has worked or been resident overseas in recent years and has not worked in a school in England since, the employer should, where possible, obtain a check of the applicant’s criminal record from the relevant authority in that country. Not all countries provide that service, but the DirectGov website now includes a list of those countries that do and details of how information can be obtained from other countries, at www.gov.uk/dbs-check-requests-guidance-for-employers#overseas-applicants

The nature and detail of the information provided varies from country to country. The DBS does not have any involvement in applications by individuals to overseas authorities. Employers should also be aware that they may have to arrange for information returned from overseas authorities to be professionally translated into English and they may need to obtain advice about the precise nature of criminal offences in other countries. Offences in other countries do not necessarily correspond to offences in the UK.

A Spotlight on Compliance

- Partnership agreements
- Two schools
- Four school years
- Apprenticeships
- Mentoring requirements

A Spotlight on Compliance

- [Visas](#)
- Overseas qualifications – [NASBTT's UK ENIC Information Service](#)
- Occupational health/mental health disclosures
- Specialist programmes
 - [SEND guidance](#)
 - [Assessment Only](#)
- Moderation and Quality Assurance
- [NASBTT's ITT Criteria Compliance Audit](#)

A photograph of a chessboard with a black king and a white pawn. The king is on the left, and the pawn is in the center. The background is a soft, out-of-focus light 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





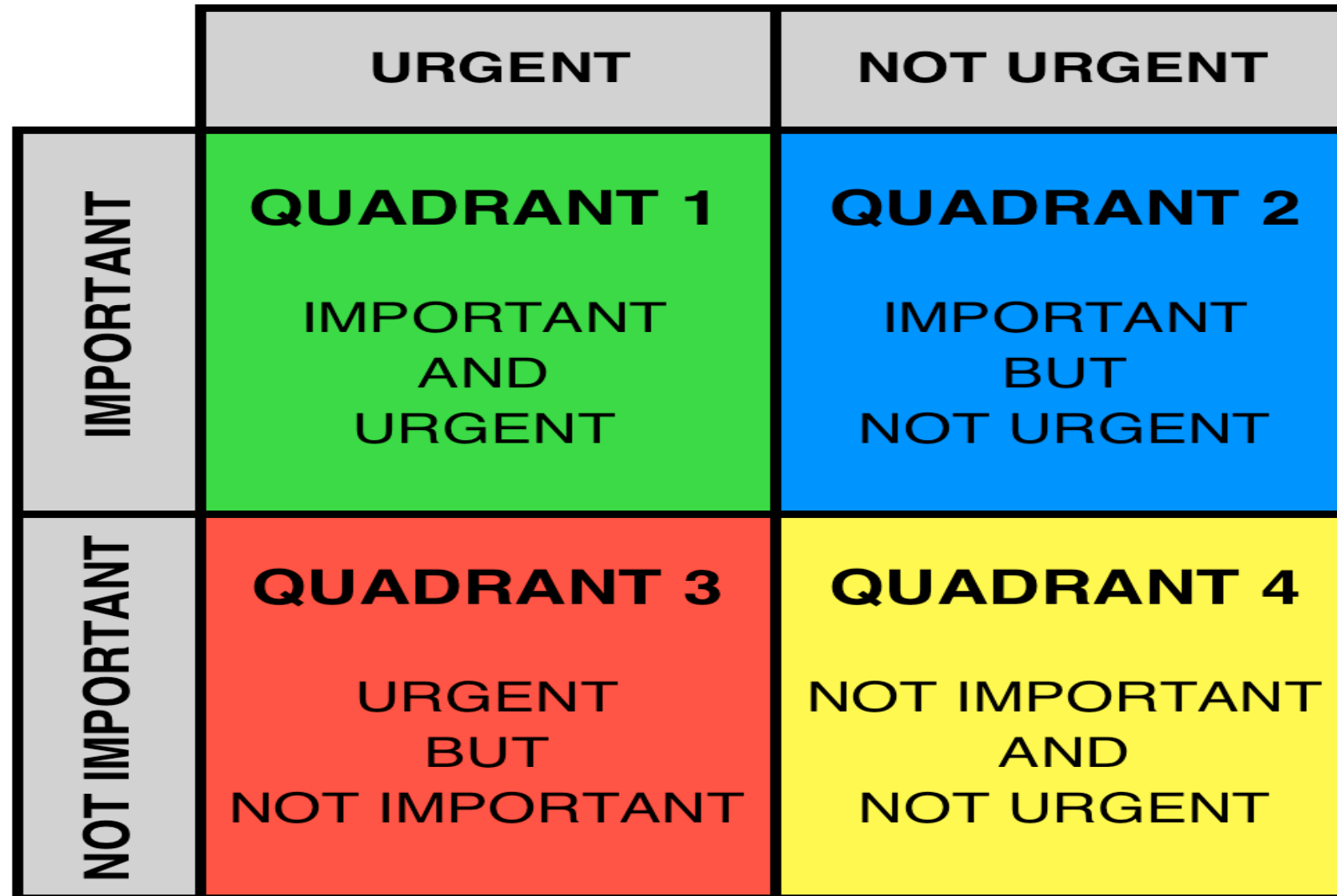
‘In preparing [for battle] I have always found that plans are useless, but planning is indispensable.’

CHRISTMAS

USA

TATES

The Eisenhower Matrix



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
 - Quality requirements
 - ITTECF
 - SEND and inclusion
 - Ofsted framework
- 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

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

CIPD PESTLE analysis



“HR” Issues

Learning Outcomes

- Understanding 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 training partners and placement schools. This should include a common understanding of convictions, offences, cautions and warnings that would not pose a barrier to joining or continuing an ITT programme.”

[Initial teacher training \(ITT\) criteria and supporting advice - Academic year 2025/26](#) – C1.3 Suitability

- This needs to be agreed in advance and questions should be asked at interview so that the applicant 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

- Each school should ensure that **all** trainee teachers are provided with the following at the commencement of training in their school:
 - the child protection policy;
 - the staff behaviour policy (sometimes called a code of conduct);
 - information about the role of the designated safeguarding lead;
 - **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
 - 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



Quickfire scenario

During a centre-based training session, a Key Stage 2 primary teacher is describing a lesson they taught that required the pupil's use of ChatGPT. The lesson was given positive feedback by the mentor and the rest of the trainees are enthusiastic about the idea of replicating a similar lesson in their placement schools.

Considerations

- What is the age limit for ChatGTP?
- What does your AI policy say about teacher usage, not just for themselves but for their classes?
- How are you working with schools on this to understand their approaches?

What does ChatGPT say?

What is not allowed under OpenAI rules for under-13s?

- Children cannot **have their own ChatGPT accounts** or use the standard ChatGPT website independently.
- Children cannot submit personal information to ChatGPT online.
- Teacher supervision cannot be substituted by “just telling kids to be careful” – the teacher must **mediate or limit the interaction**.

Quickfire scenario

A lead mentor has fed back to you that one of your trainees is using AI to plan all their lessons. The lesson was high quality, responsive to learners' needs and the class-based mentor is positive about all elements of the trainee's progress and attitude.

Considerations

- Would the scenario change if the trainee was failing?
- Do you need to have a consistent approach?
- Are you aware of what schools are doing in this area? Are you aligned with their approach?

Quickfire scenario

A partnership school has bought into an AI lesson planning tool that the entire staff have been trained to use as part of a workload strategy. One of your trainees is being asked to use the planning tool as part of their placement experience but your policy explicitly outlines an approach against the use of AI in lesson planning. What should you do?



Partnerships, Quality Assurance and Governance Arrangements

Partnerships

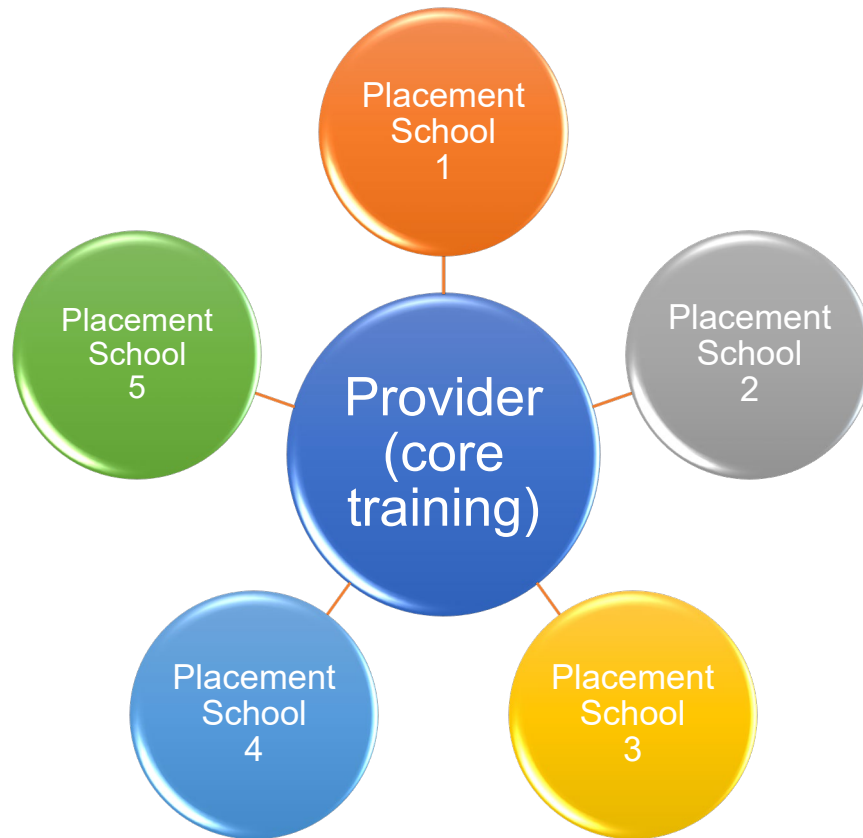
What do we mean by ‘partners’?

- 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: There are a whole range of models you could adopt, but most likely will be close to one of the following two models.

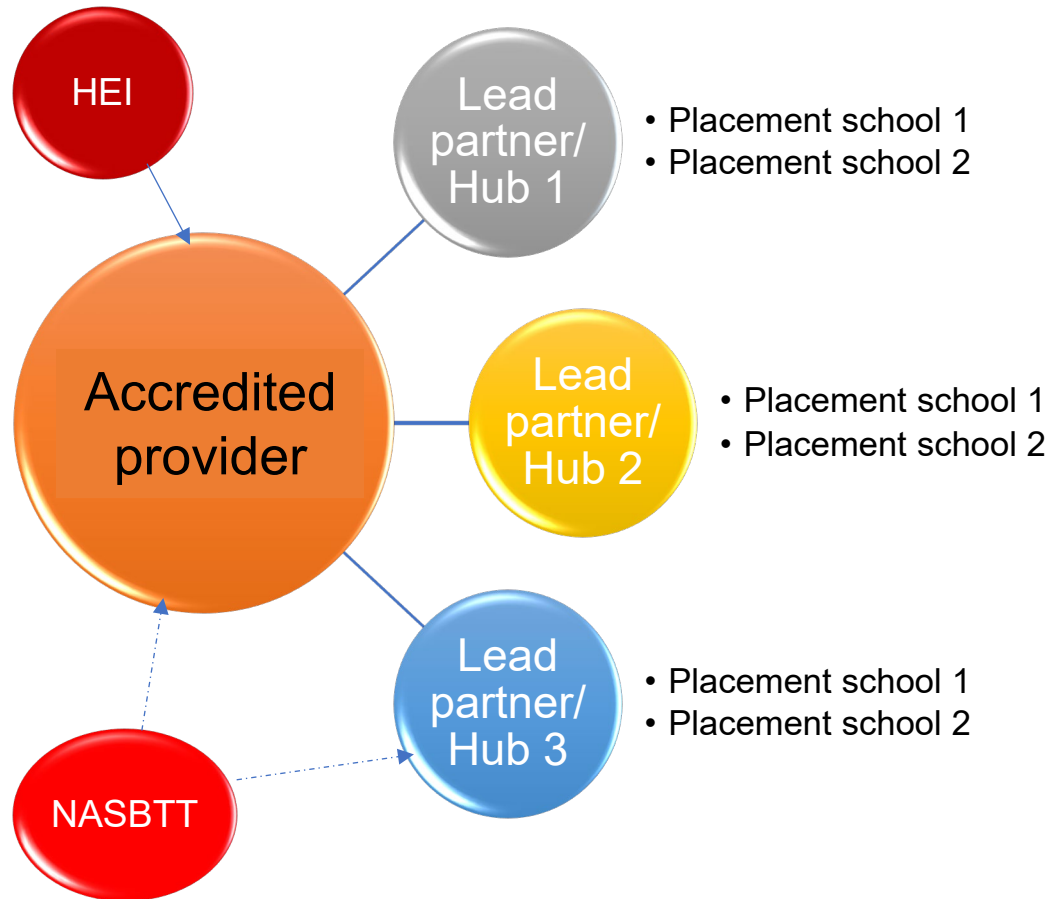
A 'simple' model



- 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 are non-negotiables 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**)

The SCITT board

- How regularly is this reviewed?
- Do you have the necessary skills?
- Do you have the necessary challenge?
- Do you have diversity of experience and diversity of thought?
- Are the board aware of their responsibilities?

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 the 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



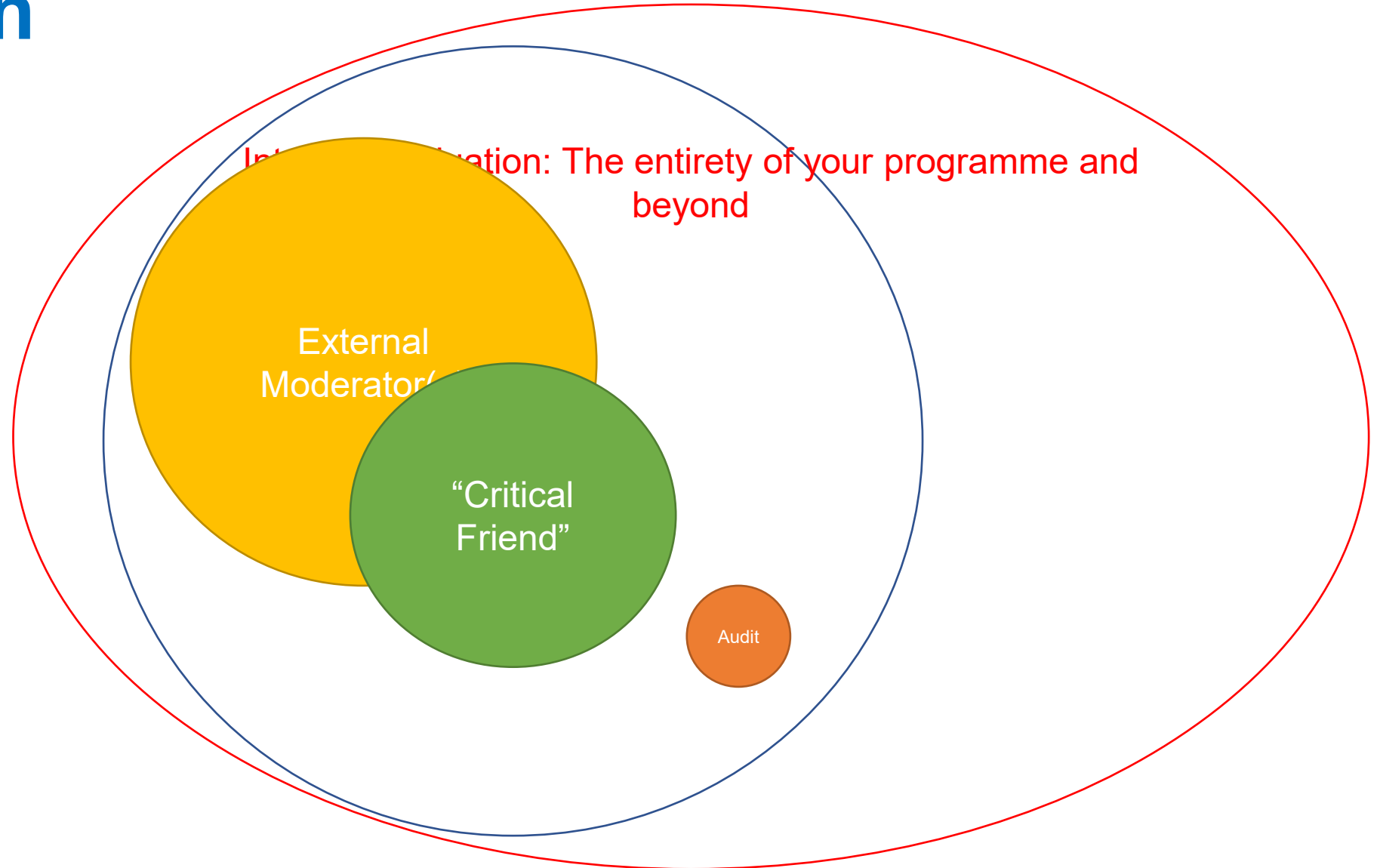
- What does your governance structure look like? Where does **responsibility** and **accountability** lie?
- Does every layer of the structure understand its role?
- Are the people involved **trained** to understand what this entails? (How do you select, retain, train and – if necessary – deselect?)
- 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 Accountable 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 the 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. It 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?

