

Communicating with trainees with a range of additional considerations

Underpinning principle

Being human first

The evidence points to a whole-journey approach

KEY THREADS

Clarity

Explain requirements, stages, costs and next steps.

Reduce uncertainty before it becomes withdrawal.

Access and fairness

Identify barriers and agree support.

Use evidence against published criteria.

Continuity

Keep relationships alive after the offer.

Carry agreed support into September.

NFER: ethnic disparities in ITT rejection persist after observed differences are accounted for.

Sources: NFER, executive summary pp. 3–6; CIPD; THE Campus; NASBTT Administration Handbook, chs. 2–5

Ask about the barrier, not the label

ACROSS EVERY STAGE

Disability, neurodivergence or health	Clear steps; accessible formats; private adjustment conversation
Ethnicity, language, faith or identity	Respectful language; correct names; avoid assumptions about belonging
Caring, employment or financial pressures	Early dates; realistic costs; discuss scheduling and available routes
International study or unfamiliarity with ITT	Explain terminology, evidence requirements and who can advise

“What would help you access the next stage of the process?”

Sources: NASBTT Administration Handbook, ch. 3, p. 2; Custom-Writing, inclusive communication and intersectionality

First contact: make the route feel possible

ENQUIRY • WEBSITE • OPEN EVENTS

Show the reality

Use current trainee stories and representative voices.

Explain training days, placements and support.

Be transparent

Set out fees, funding caveats, travel and time commitments.

Explain routes you actually offer.

Make contact easy

Offer a named contact and channel choice.

Publish response times and accessible event details.

Ask about preferences individually; age does not tell you someone's communication needs.

Sources: NASBTT Administration Handbook, ch. 2, pp. 3–6; UCAS; Anne Corder; Glassdoor

Application: remove avoidable friction

APPLICATION • EVIDENCE • CLARIFICATION

One clear checklist

Separate what is needed now from what can follow.

Define acronyms and acceptable evidence.

An accessible process

Provide usable forms and alternatives where needed.

Offer help with navigation and uploads.

A useful follow-up

Say what is missing, why it matters and how to send it.

Check barriers before labelling someone disengaged.

Every request: action + reason + deadline + help contact.

Sources: NASBTT Administration Handbook, chs. 3–4; CIPD, application process; Custom Writing, accessibility

Interview: make expectations explicit

INVITATION • ADJUSTMENTS • ASSESSMENT

Before the day

Send timings, location, tasks and criteria.

Ask privately about access arrangements.

Confirm the plan

Agree who will arrange support.

Check delivery and tell the applicant what to expect.

During selection

Use consistent core questions and recorded evidence.

Escalate subjective “fit” judgements.

Adapt access to assessment; assess the relevant capabilities fairly.

Sources: NASBTT Administration Handbook, ch. 3, p. 2; CIPD, selection; THE Campus, interview practices

Decisions: clear, respectful and defensible

OFFER • REJECTION • FEEDBACK

Offer

Explain each condition and how to meet it.

Confirm acceptance steps and the next contact.

Unsuccessful

Give specific, respectful reasons.

Explain feedback and the published review route.

Delayed decision

State what is outstanding and who owns it.

Give the next update date, even if unresolved.

Replace “you were not a good fit” with evidence linked to the published criteria.

Sources: NASBTT Administration Handbook, ch. 4; NFER, recommendations for ITT providers; CIPD, feedback

Checks: explain complexity without losing the person

ACCEPTED OFFER • PRE-ENTRY EVIDENCE

Explain each check

What is needed? Why? Who verifies it?

Show status and next action on one tracker.

Tailor guidance

Clarify overseas evidence and permissions early.

Give realistic timescales and specialist contacts.

Protect information

Use secure channels and restricted access.

Route health details through the agreed process.

Keep the applicant informed; refer complex judgements to the authorised lead.

Sources: NASBTT Administration Handbook, ch. 5; NFER, executive summary p. 4; NASBTT Policies, data protection

Summer: keep the offer connected to a real start

ACCEPTANCE → SEPTEMBER

Keep in touch

Agree a contact rhythm.

Explain delays and changes promptly.

Resolve practicalities

Check finance progress, travel and placement planning.

Share calendars early enough to plan.

Revisit support

Check whether circumstances have changed.

Confirm support arrangements before arrival.

An accepted place is a relationship to maintain, not a recruitment task completed.

Sources: NASBTT Administration Handbook, ch. 5: finance, placements and pre-programme administration

September: deliver the support you discussed

ENTRY • INDUCTION • HANDOVER

Confirm readiness

Explain start arrangements and anything outstanding.

Check access to systems, venues and materials.

Make a warm handover

Introduce the named tutor/support contact.

Transfer agreed arrangements appropriately.

Check the experience

Ask whether support is working.

Make it easy to raise a concern privately.

The promise of inclusion becomes credible when arrangements work on day one.

Sources: NASBTT Administration Handbook, ch. 5; Management Handbook, data protection; THE Campus, onboarding

What would you change in your next message?

DISCUSSION • IMPROVEMENT

A • Silence after an offer	A career changer misses two evidence requests.
B • A request before interview	An applicant asks for breaks and written instructions.
C • Uncertainty about entry	An overseas qualification check remains unresolved.

Which message would you send, who owns the action, and what are you assuming?

Review response times, withdrawals, stage progression and applicant feedback.

Choose one change, a named owner and a review date.

Sources: Practical scenarios and actions synthesised for this session; NASBTT Governance, §1.3; NFER, ITT recommendations

Sources and how to use them

REFERENCE • PRESENTER NOTES

NFER (2025): ethnic disparities in ITT entry, retention and leadership

CIPD (2023): A guide to inclusive recruitment for employers

THE Campus / Damien Page (2023): inclusive recruitment in HE

Custom-Writing (2024): Inclusive Recruitment: 9 Practices

UCAS (2026): attracting Gen Z and Gen Alpha talent

Anne Corder (2025 strategy guide): Gen Z recruitment

Glassdoor: Gen Z guide for recruiters (historical resource)

NASBTT: Administration (Apr 2024); Management (May 2024);
Policies and Procedures (Feb 2024); Governance (Feb 2026).

ITT evidence anchors the deck. Employer guidance informs adaptations; current entry-year requirements and approved provider procedures govern checks.

Source links are clickable; fuller context and source references appear in the speaker notes.