

RIPLEY ITT



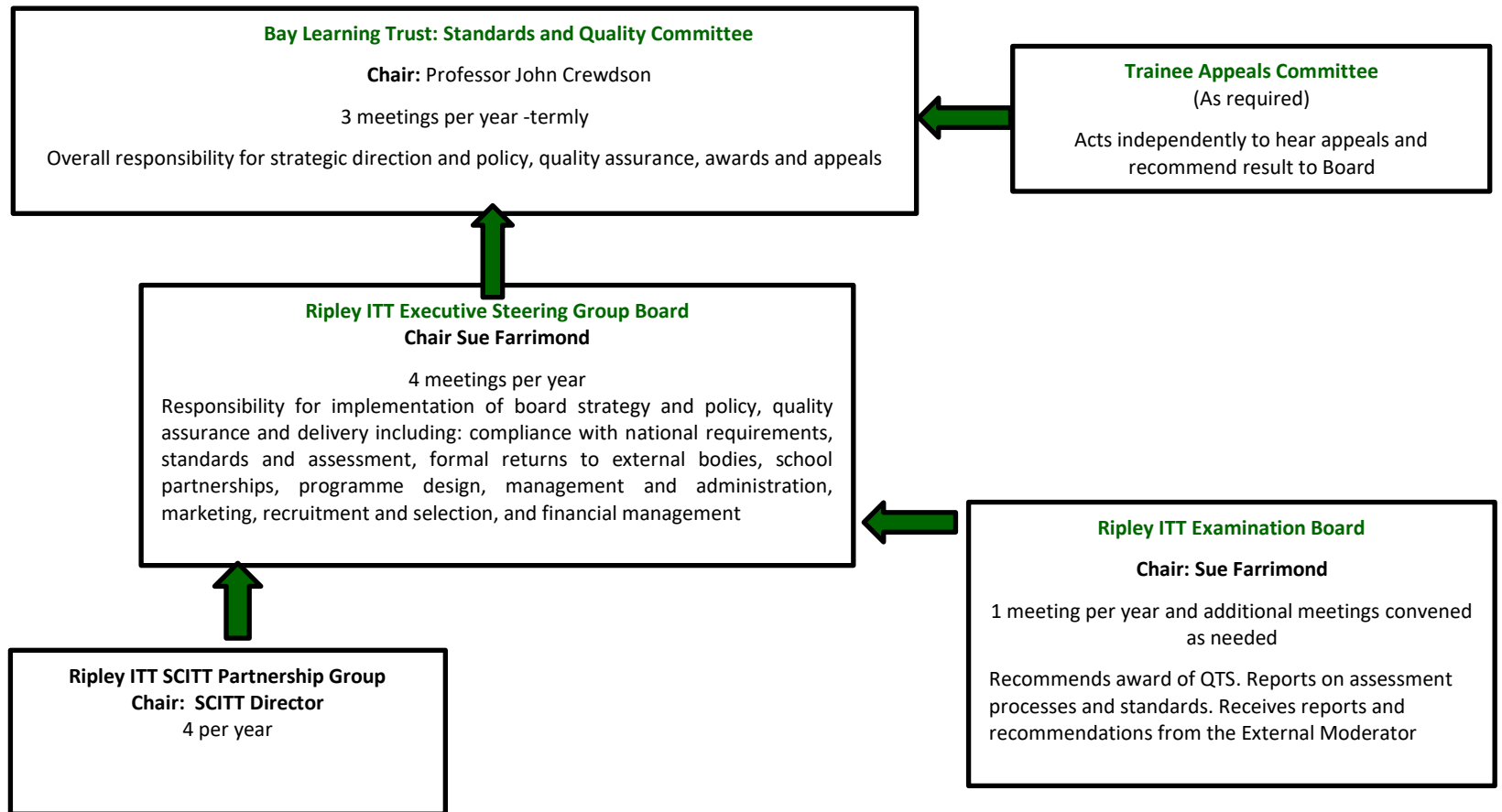
Ripley ITT
Management and
Governance Structure

Updated January 2023



RIPLEY ITT

1 The Management Structure, including an organisational chart, clearly showing who is responsible for what and accountable to whom across the provision

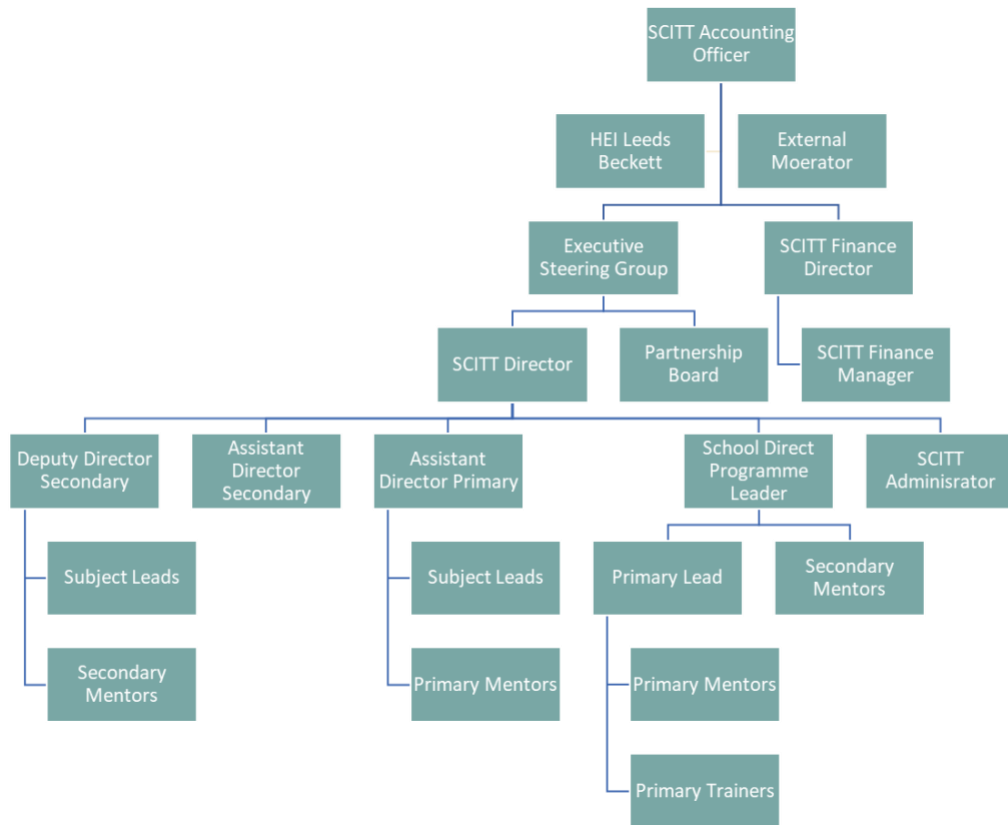


Membership of Boards and Committees

Committee	Quorum	Members	Proposed Meeting Dates
Bay Learning Academy Trust: Quality and Standards Committee	3	Chair of Trustee Board Chief Executive Officer 3 x Trustees Deputy Chief Executive Officer The Bay Learning Trust Lead Principal Governance Support Officer (notes)	Tuesday 4 th October 2022 Wednesday 1 st March 2023 Wednesday 10 th May 2023
Trainee Appeals Committee	3	3 independent appointees to be nominated by the Quality and Standards Committee and to include a Chair of the Appeals Committee nominated to serve for three years	As required
Examination Board	4	Accounting Officer Deputy Chief Executive Officer SCITT Director SCITT Assistant Director Primary SCITT Deputy Director Secondary SCSD Programme Leader School Partner Principals x2 Governance Support Officer (notes)	Wednesday 19 th July 2023 (and as required)
Ripley ITT SCITT Executive Steering Group Board	5	Accounting Officer Deputy Chief Executive Officer External ITT Representative Ripley ITT Finance Manager SCITT Director SCITT Deputy Director Secondary Staff Representative x1 School Partner Principals x 4 Governance Support Officer (notes)	Wednesday 9 th November 2022 8:30am -10:00am Wednesday 18th January 2023 8:30am -10:00am Wednesday 26th April 2023 8:30am -10:00am Thursday 20 th July 2023 8:30am – 10:00am

Ripley ITT Partnership Group	None set	SCITT Director SCITT Assistant Director Primary SCITT Deputy Director Secondary SCSD Programme Leader Tutor x1 School Representatives Partner representative SCSD (mentors/ professional mentors) Governance Support Officer (notes)	Tuesday 18 th October 2022 8:30am – 9:30am Wednesday 11 th January 2023 3:30 – 4:30pm Wednesday 19 th April 2023 8:30 – 9:30am Wednesday 5 th July 2023 3:30 – 4:30am
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Management Structure



Bay Learning Trust: Quality and Standards Committee (relating to the Ripley ITT SCITT)

Introduction

Bay Learning Trust: Quality and Standards Committee holds Ripley ITT SCITT provision to account.

Context

The governance structure of Ripley ITT SCITT has been established to secure the core principles of:

- clarity of purpose;
- openness and transparency;
- integrity;
- accountability;
- effectiveness.

Governance arrangements cover the following five key elements:

1. **Strategic Compliance** – ensuring our Governance arrangements themselves meet our statutory and legal obligations for ITT;
2. **Operational Compliance** – ensuring our operational management is meeting its statutory and legal obligations for ITT;
3. **General Compliance** – ensuring that the obligations applicable to all organisations, e.g., Equality, Data Protection, GDPR, are being maintained by our provision;
4. **Monitoring and Quality Assurance** – providing accountability for the effective work of Ripley ITT SCITT;
5. **Strategic Direction** – ensuring forward planning meet the needs of Ripley ITT SCITT and its core purpose to train effective teachers.

Roles and responsibilities in regard to the five elements listed above are stated in the **Terms of Reference** for the Boards. These roles and responsibilities are in accordance with:

- School Centred Initial Teacher Training (SCITT) Providers Financial Guide (SPFG)
- Initial teacher training (ITT): criteria and supporting advice (Statutory guidance)
- Ofsted ITE Inspection Handbook.
- ESFA Apprenticeship Funding Rules (2021-22 & 2022-23)

Quality and Standards Committee Roles and Responsibilities relating to SCITT Strategic Direction and Compliance

- > determining the aims/objective/strategic direction of the SCITT;
- > agreeing and approving premises requirements;
- > appointing human resources;
- > establishing such committees as it deems necessary for the partnership to function.
- > the financial sustainability of the SCITT including the approval of annual budgets, setting staff pay and conditions.

Terms of Reference: Executive Steering Group Board

The Executive Steering Group Board remit includes the work of the SCITT. The Executive Steering Group Board is accountable to the Bay Learning Trust: Quality and Standards Committee.

Purpose

The purpose of the Executive Steering Group Board is to ensure:

- > the work of the partnership meets the requirements of any regulations covering the structure and development of ITT (currently Teachers' Standards for Qualified

- Teacher Status, ITT criteria, Ofsted framework and the requirements of the Office of the Independent Adjudicator);
- > high impact of legislative and Government/local policy changes;
 - > effective and robust implementation of the SCITT strategy and policies;
 - > the highest standards of provision including school partnerships, programme design, management and administration, marketing, recruitment and selection, and financial management;
 - > high standards of monitoring across the provision which informs self-evaluation that is accurate, honest and clearly communicated;
 - > internal and external quality assurance to inform improvement planning;

Membership

- > Accounting Officer
- > Deputy Chief Executive Officer
- > External ITT Representative
- > Ripley ITT Finance Manager
- > SCITT Director
- > SCITT Deputy Director Primary
- > SCITT Deputy Director Secondary
- > Tutor x1
- > School Partner Principals x 4
- > Governance Support Officer (notes)

For the board to be quorate, there must be in attendance: CEO/ Deputy CEO or External ITT Representative, SCITT Director or a Deputy Director, 3 partner school representatives.

Roles and Responsibilities

Policy, Strategy and Aims:

- > informing the strategic direction of Ripley ITT SCITT and reporting progress on the improvement plan accurately to the Bay Learning Trust: Quality and Standards Committee;
- > improving high quality provision to maximise outcomes for all trainees;
- > reviewing Ripley ITT SCITT policies including those pertaining to wider legislation relevant to ITT and the ITT criteria;
- > approving new partnerships and procedures for the deselection of schools;
- > deploying human resources effectively;
- > appointing a safeguarding officer;
- > appointing an external examiner;
- > procedures for the award of qualifications, however, The Examination Board is responsible for recommendations for QTS;
- > confirmation on resit/suspension arrangements for trainees unable to proceed on the programme;
- > procedures for the termination of studies of trainees: such responsibilities shall be subject, where appropriate, to the requirements of validating and accrediting bodies;
- > procedures for trainee recruitment and retention are fit for purpose and meet ITT criteria;
- > procedures for marketing of provision;

- > complaints are dealt with effectively;
- > approving professional development programmes to meet aims and objectives;
- > approving the Partnership Agreement;
- > general matters relating to the research, scholarship, learning and teaching and programmes at Ripley ITT SCITT, including criteria for the admission of trainees.

Finance:

- > proper stewardship of funds paid by the DfE and Student Loans Company;
- > formally adopting the annual budget and scrutinising the report from the official auditors;
- > reviewing actual income and expenditure against each budget heading and revising the forecast for the year ensuring best value for money;
- > reviewing financial reports as to the effectiveness of financial procedures and controls.

Quality Assurance:

- > reviewing the Quality Assurance mechanisms of the partnership, including the external moderators report;
- > examining data and evaluations feeding into the SED and identifying priorities for the next academic year;
- > regularly reviewing the Improvement Plan to ascertain progress towards priorities;
- > approving the appointment of external moderators;
- > appointing an Appeals Committee when appropriate;
- > overseeing trainee termination in accordance with written procedures

Meeting Protocol

- > The Executive Steering Group Board will meet 4 times a year;
- > The Executive Steering Group Board agenda will be determined by the Chair and the SCITT director;
- > The Executive Steering Group Board agenda will be circulated 7 days before a meeting of the board;
- > Papers to accompany the board will be circulated 3 days before a meeting of the board;
- > The minutes of board meetings will be circulated to Board members within 10 working days of the board;
- > The onward reporting of the Executive Steering Group Board is to the Quality and Standards Committee

Deliverables

The specific outputs required of the group include:

- > minutes of meetings, identifying decisions and actions.

Terms of Reference: Examination Board

Context

The Examination Board was set up to ensure that regulations in relation to processes and standards have been applied consistently and fairly for all trainees. The Examination Board reports to the Executive Steering Group Board which, in turn, reports at a strategic level to the Bay Learning Trust: Quality and Standards Committee.

Purpose

The purpose of the Examination Board is to:

- > recommend award of QTS and approve mitigation;
- > report on assessment processes and standards;
- > receive the reports and recommendations of the External Moderator.

The outcomes of the Examination Board are reported to the Executive Steering Group Board.

Membership

- > Accounting Officer
- > Deputy Chief Executive Officer
- > External Moderator
- > SCITT Director
- > SCITT Deputy Director Primary
- > SCITT Deputy Director Secondary
- > School Partner Principals x2
- > Tutor x 1
- > Governance Support Officer (notes)

For the board to be quorate, there must be in attendance: CEO or External ITT Representative, SCITT Director or a Deputy Director, 2 other members.

Roles and Responsibilities

The Examination Board shall be responsible for:

- > assessing progress made by trainees towards meeting the Teachers' Standards;
- > determining action to be taken when a trainee is not making the necessary progress;
- > making recommendations for the award of Qualified Teacher Status and reporting outcomes to the validating body to grant the relevant academic award;
- > evaluating the consistency and development of academic and assessment processes;
- > reviewing Quality Assurance mechanisms to inform self-evaluation and the Improvement Plan;
- > reporting improvements/changes to the Executive Steering Group Board.

Meeting Protocol

- > The Examination Board will meet annually and as required.
- > The Examination Board agenda will be determined by the Chair and the SCITT Director.
- > The Examination Board agenda will be circulated 7 days before a meeting of the board.

- > Examination Board papers to accompany the board will be circulated 3 days before a meeting of the board.
- > The minutes of board meetings will be circulated to board members within 10 working days of the board.
- > The onward reporting of recommendations of the Examination Board is to The Executive Steering Group Board

Deliverables

The specific outputs required of the group include:

- > minutes of meetings
- > recommendation of award of QTS for individual trainees

Terms of Reference: Ripley ITT SCITT Partnership Group

The ITT SCITT Partnership Group remit includes collaborative development of ITT and partnership activity. The ITT SCITT Partnership Group will report to The Executive Steering Group Board.

Purpose

The purpose of the ITT SCITT Partnership Group is to:

- > Ensure that school-based trainers for the SCITT across the partnership are well-informed, quality assured and developed
- > Contribute to the development of the curriculum for all programmes, phases and subjects
- > Support the realisation of Partnership related SCITT development priorities
- > Support for the marketing of the ITT programmes, including the use of school websites, provision of school experience for potential and successful applicants and general promotion of our ITT programmes
- > Support the development and execution of the mentor training calendar
- > Support and challenge Ripley ITT focus groups
- > Act on trainee evaluation and consultation

Membership

- > SCITT Director
- > SCITT Assistant Director Primary
- > SCITT Deputy Director Secondary
- > Staff Representative x1
- > Partnership Representatives
- > Governance Support Officer (notes)

There is no quorum required for this group meeting

Meeting Protocol

- > The Ripley ITT SCITT Partnership Group will meet 4 times a year;
- > The Ripley ITT SCITT Partnership Group meeting agenda will be determined by the Chair in consultation with members;

- > The Ripley ITT SCITT Partnership Group meeting agenda will be circulated 7 days before a meeting of the board;
- > Papers to accompany the board will be circulated 3 days before a meeting of the board;
- > The meetings notes will be circulated to members within 10 working days of the meeting;
- > The onward reporting of Ripley ITT SCITT Partnership Group meeting is to Executive Steering Group Board.

Deliverables

The specific outputs required of the group include:

- > minutes of meetings, identifying decisions and actions.

Roles and Responsibilities

Accounting Officer of Ripley ITT

. Required to:

- > Ensure that SCITT governance acts in accordance with the Secretary of State's ITT requirements and all relevant legislation relevant to ITT and SCITT employees when providing strategic direction to the SCITT;
- > Ensure that the SCITT committees and personnel provide reports to the Quality and Standards Committee that enable the board to set appropriate directions and make informed decisions that are based on thorough and comprehensive monitoring, moderation, evaluation, and improvement planning for all aspects of SCITT provision;

Chair of The Executive Steering Group Board.

Required to:

- > Chair and provide vision and leadership to the Executive Steering Group Board.
- > Ensure that the Executive Steering Group Board is compliant in all aspects of SCITT work within criteria; set by the Secretary of State for ITT and all relevant legislation relating to SCITT;
- > Review and evaluate transparency, probity, and quality in all operations of the SCITT;
- > Monitor that the SCITT is financially and academically sound and provides a high-quality training platform for its initial teacher trainees;

Chair of The Examination Board

Required to:

- > Chair and provide vision and leadership to the Examination Board;
- > Ensure that the Examination Board is compliant in relevant aspects of SCITT work in the award of successful programme completion and QTS;

Ripley SCITT Director

A SCITT member of staff accountable for all SCITT programmes, for developing and maintaining partnerships with schools, and liaison with the Ripley ITT Partnership Group, Executive Steering Group Board, Examination Board and Quality and Standards Committee, DfE, Ofsted and other external agencies. Required to:

- > Provide vision and leadership to the SCITT;
- > Secure transparency, probity, and quality in all operations of the SCITT;
- > Ensure that the SCITT is financially and academically sound;
- > Be accountable for compliance of all aspects of SCITT work with the Secretary of State's Criteria for ITT and all relevant legislation relating to ITT;
- > Responsibility for ITT Ofsted inspections and ESFA audits;
- > Promote strong relationships and effective working arrangements with all SCITT partner schools and their senior leadership and be accountable for ensuring that all partner schools act in accordance with the SCITT's expectations, policies and processes as agreed within the SCITT partnership agreement with its school partners;
- > Ensure that all aspects of ITT are thoroughly quality assured;
- > Ensure that the assessment of trainees is accurate and evidenced;
- > Oversee the distribution of partnership funding to schools;
- > Select, appoint and quality assure appropriate personnel to develop, deliver and quality assure SCITT programmes;
- > Implement and oversee management operations to secure high quality training provision (curriculum intent), training delivery (implementation centre and school) and training outcomes (impact centre and placement and employing school);
- > Be accountable for the SCITT's self-evaluation and improvement planning;
- > Line manage, in relation to their SCITT responsibilities and workloads, the Deputy/Assistant Directors, the SCITT Finance Manager and the Administration Officer;
- > Ensure the effective deployment of all personnel supporting SCITT delivery;
- > Report accurately and in detail to the Executive Steering Group Board, Examination Board and Quality and Standards Committee on all aspects of SCITT business;
- > Control SCITT budgets responsibly and with probity and transparency and report in a timely manner to the Executive Steering Group Board and Quality and Standards Committee and share any risks or concerns regarding SCITT business and its responsibilities to trainees and staff;
- > Oversee high-quality professional development for all school mentors and trainers involved in the ITT partnership;
- > Ensure the strong engagement of schools in the strategic leadership and management of the programme and the design, delivery and assessment of training and improvement planning;
- > Liaise with the External Moderator, DfE, HEI strategic partner, IfAaTE, ESFA and Ofsted;
- > Attend SCITT committees as outlined above;
- > Audit staff training needs and provide staff professional development.

School Direct Programme Lead

The School Direct Programme Lead will be the named person who is responsible for ensuring that all elements of this agreement are implemented. In terms of the partnership, the post holder is required to:

- > Ensure that all school direct documentation, processes and compliance are in place;

- > Be available and prepared and for ITT Ofsted inspections and ESFA audits;
- > Promote strong relationships and effective working arrangements with all partner schools and their senior leadership and be accountable for ensuring that all partner schools act in accordance with the SCITT's expectations, policies and processes as agreed within the SCITT partnership agreement with its school partners;
- > Ensure that all aspects of SCSD ITT are thoroughly quality assured and report to SCSD Ripley ITT monthly meetings;
- > Ensure that the assessment of trainees is accurate and evidenced;
- > Ensure that subcontracted primary training is thoroughly quality assured and report to SCSD Ripley ITT monthly meetings;
- > Enable Ripley ITT Leaders to quality assure all aspects of the SCSD provision
- > Oversee the distribution of partnership funding to schools;
- > Contribute to the SCITT's self-evaluation and improvement planning;
- > Attend and report to Partnership Board, Examination Board and The Executive Steering Group Board, as required
- > Ensure the effective deployment of all personnel supporting SCSD SCITT delivery;
- > Oversee high-quality professional development for all school mentors and trainers involved in the SCSD ITT partnership;
- > Ensure the strong engagement of schools in the strategic leadership and management of the programme and the design, delivery and assessment of training and improvement planning;
- > Enable External Moderation to take place when required

Deputy Director SCITT Primary and Secondary

SCITT appointees accountable for the design, delivery, evaluation and improvement of the programmes and the integration, coherence and delivery of the programmes across all locations of learning (schools, SCITT centre, independent and guided learning and assessment). The role holder is required to:

- > Ensure that the SCITT works within the regulations, criteria and statutory guidance governing ITT, including the implementation of the recruitment and retention strategy to raise teacher quality and effectiveness and the OFSTED framework
- > Ensure that the SCITT remains a leader in the sector by responding to developments in ITT both locally and nationally
- > Develop strong relationships with external partners, including Teaching School Hubs, MATs etc.
- > Develop strong relationships with key staff in partnership schools, including Head Teachers, Professional Tutors, Subject / School Lead Tutors
- > Remain up to date with Ofsted frameworks and ensuring inspection readiness
- > Support the review and updating of key documentation on an annual basis, including year overviews, detailed programmes, programme handbooks, partnership agreements, self-evaluation documents and improvement plans
- > Support the quality assurance of recruitment and selection, curriculum design and delivery, professional placements, academic assignments, assessment procedures and grading of trainees
- > Lead selection procedures in collaboration with partnership schools

- > Liaise with partnership schools to support local and regional recruitment
- > Build relationships with non-partnership schools in the region and nationally to secure routes into employment
- > Ensuring full compliance to safer recruitment of SCITT applicants
- > Support trainees to secure employment at the end of their training year, including marketing courses and trainees to potential employers, supporting the application process and writing references
- > Lead and manage all aspects of primary or secondary provision, including curriculum development, training, quality assurance and trainee outcomes
- > Lead the design and management of the primary or secondary curriculum in line with the ITT Core Content Framework and the relevant OFSTED Framework; this includes working with a range of delivery partners
- > Keep up to date with developments in educational research to ensure that curricula remain current
- > Lead and manage subject leads, mentors, tutors, trainers and trainees as directed by the Director of SCITT
- > Lead the marketing, communication and recruitment of primary trainees
- > Support with the leadership, design and implementation of the SCITT programmes
- > Contribute to the effective communication, training and support for partnership mentors
- > Support with finding and managing SCITT placements
- > Lead staff development for the Primary or Secondary SCITT core team, link tutors and school-based mentors
- > Track trainee progress throughout the year and ensure that all are supported and challenged as appropriate

Administration Officer

A SCITT member of staff responsible leadership and management of the SCITT's administrative functions. Required to:

- > Support the implementation of recruitment processes including responding to and logging all applicant enquiries, managing and organising the recruitment and selection processes, updating SCITT marketing and recruitment literature, communicating with applicants, school partners and staff; logging all interview outcomes in the DfE 'Apply, Register and Publish' database;
- > Keep up-to-date and accurate records to check and demonstrate that all trainees have met the Secretary of State's 'ITT Entry and Training Criteria' including, but not limited to, evidence of full eligibility to train in line with current legislation, and evidence of teaching in two schools, in compliant age ranges, with an appropriate number of days in school as laid down in the ITT criteria or other relevant legislation in force;
- > Provide administrative support to the SCITT Director and SCITT Deputy Directors and other staff as agreed with the SCITT Director;
- > Collect and collate data relating to SCITT programme delivery, quality assurance data, and monitoring and tracking data relating to trainees, staff and partners;
- > Maintain an up-to-date DMS of SCITT business and trainee performance suitable for reporting accurately to DfE, SLC and other external bodies;

- > Maintain an up-to-date DMS of partner schools, the partnership agreements, the school SCITT activity, their staff expertise and other data relevant to their support of the SCITT programmes and trainees;
- > Support trainees with day-to-day administrative matters and to receive trainee queries or complaints and channel them to the SCITT Deputy Directors or another appropriate person;
- > Act as a first-line point of reference for communications and enquiries;
- > Make training available for staff and students to enable them to access and use relevant resources for the SCITT programme;
- > Manage the access of SCITT staff and trainees to the virtual learning environment (VLE)
- > Make available via these sites a range of training resources, videos, case studies and other material that will be shared by trainees and teachers across the SCITT;
- > Support the administrative team as necessary in managing the SCITT's Data Management System;
- > Maintain the trainee attendance and outcome tracker;
- > Complete summary reports on all evaluative evidence;
- > Advertise and manage School Experience Days;
- > Organise and resource School Experience Days;
- > Ensure effective communication via social media;
- > Maintain the partnership data base;
- > Maintain profile information for all stakeholders (partners, mentors and trainees).

SCITT Finance Director

Accountable to the Executive Steering Group Board and Quality and Standards Committee with financial oversight of the SCITT and the security and probity of its financial operations. Required to:

- > Be accountable for full financial reporting related to the SCITT including the provision of financial reports at least termly, the preparation of SCITT annual accounts, the securing of external auditor reports, the management and reporting of student loans, bursaries and other income and disbursements within the SCITT;
- > Be accountable for effective management and administration of SCITT financial procedures;
- > Have responsibility for developing financial systems and processes that meet legislative requirements and other responsibilities in relation to probity, transparency and accuracy that are expected of all public bodies and private businesses;
- > Have responsibility for reporting in a full and timely manner, to the SCITT Director, any perceived risks, threats or other matters that could compromise the SCITT's effective and efficient delivery of business or the meeting of its responsibilities to trainees and partner schools;
- > Monitoring the work of any finance professionals
- > Attend SCITT committees as outlined above.

SCITT Subject/Phase Specialist Lead Tutors

Appointed by the SCITT to support training delivery and accountable for their specialist subject /phase discipline, strand of training or national priority in relation to its content, coherence, integration, delivery and assessment within the overall phase programme. They are required to:

- > Be accountable to the SCITT Deputy Directors: for overseeing, monitoring and tracking the delivery of their subject/phase strand, and for evaluating trainee progress with their subject/phase learning;
- > Have responsibility for advising the SCITT Deputy Directors: of resource requirements and changes in curriculum requirements or government priorities in their subject;
- > Have responsibility for supporting training and developing SCITT colleagues and school based subject mentoring.

SCITT Personal Tutors

Appointed by the SCITT Director to provide pastoral support to individual named trainees for the duration of their programme. As personal tutors they are required to:

- > Meet at least monthly with their nominated trainees when the trainees are either on placement or at the training centre to oversee their progress and development on the course;
- > Report half termly to the SCITT Director on the progress of their trainees;
- > Be the first port of call for trainees experiencing difficulties or having concerns;
- > Monitor the quality of school mentor feedback reports and track the development of trainees when in school;
- > Write the trainees' references and take responsibility for securing details of their appointment to posts and their progress during their ECT phase.

School Professional/ Lead Mentors

Appointed by partner schools to be accountable for the overall coherence, consistency and quality of training within their named school or a group of schools and for monitoring trainees' overall programmes within school/s to ensure that training and opportunities in school meet the trainee's needs and entitlements within the SCITT Programme. They are required to:

- > Quality assure in school provision, assess and monitor standards of teaching, learning and engagement across the area/school, taking responsibility and being accountable for trainee development, modelling excellence and challenging underperformance and underachievement;
- > Providing clear policies, systems and structures which are clearly communicated to trainees;
- > Ensuring equality of opportunity for all trainees, regardless of their origin, ensuring that ethnic, cultural and religious diversity are valued;
- > Appointing suitable subject mentors in their school, ensuring that only suitably qualified and experienced staff plan, deliver, facilitate, monitor and assess the training;

- > Provide a school and subject/phase induction for trainees;
- > Provide exceptional school experience for trainees;
- > Provide school experience days for potential trainees and support the recruitment process;
- > Co-ordinate and oversee the work of the school mentors and monitor their performance;
- > Evaluate staff training needs and report to the SCITT Deputy Directors;
- > Oversee the return of trainee progress reports to the Business Support Officer;
- > Engage in joint observations with school mentors to secure consistency, fairness and quality of support to trainees.

School Mentors

Selected by partner schools to be responsible for mentoring trainees and ensuring appropriate day-to-day programme, opportunities, support and feedback are provided to their trainee/s and for providing formative and summative assessment and feedback on the trainee's progress. Required to:

- > Ensuring that trainees have a suitable teaching timetable
- > Conduct weekly/ frequent observations and development discussions providing written action steps and feedback, captured on the 'Weekly Progress Tracker' in line with the SCITT's policies, procedures and practices;
- > Hold a weekly review and development meeting with the trainee to support his or her development and identify progress drawing on observations of the trainee's teaching, written files, plans and other records of learning;
- > Monitor and report on trainee progress, and contribute to termly review process and the final assessment of the trainee against the Teachers' Standards;
- > Attend mandatory mentor training and engage in regular professional development activities to continuously extend coaching expertise;
- > Utilise the SCITT policies and procedures for 'Notice to Improve' and notify the SCITT Director immediately when these procedures need to be used or in any case where the trainee's professional suitability is in question;
- > Jointly observe and feedback on at least one of the trainee's lessons per term with a SCITT tutor;
- > Support the SCITT's internal and external moderation processes as appropriate;
- > Provide pastoral support for the trainee where necessary, in partnership with the SCITT;
- > Providing subject-specific feedback to trainees with subject-specific training targets and monitoring trainee progress with Subject Knowledge Audits
- > Participation in selection interviews where possible
- > Modelling outstanding practice and enabling trainees to see expert practice

External Moderator

Appointed by the SCITT for a term of 3 years to be responsible for advising on standards, consistency and process across the SCITT training provision and assessment. Required to:

- > Provide an independent assessment of the quality of training programmes and the accuracy of the assessments used within the SCITT;

- > Identify strengths, areas to develop and good practice within the ITT provision and play a role in quality enhancement through a clear and thorough written report;
- > Provide a judgement on the quality and standard of the programme content, including the use of current, seminal and key theory;
- > Analyse the recruitment and admission procedures of the SCITT;
- > Review course materials and records of development;
- > Appraise the quality and standard of the mentor/coach training;
- > Review the support and pastoral structures within the SCITT;
- > Analyse the use of subject knowledge audits and the tracking of these through the SCITT programmes;
- > Review the course evaluations and monitoring systems;
- > Assess opportunities for scholarly activity within the SCITT;
- > Engage with teaching staff involved in the SCITT, the Trust and its governors;
- > Support the mission, vision and values of the Trust and its establishments.

1 Quality Assurance

1.1 State who will have operational responsibility for Quality Assurance

The SCITT Director will be responsible for quality assuring the SCITT and will be accountable to the Chief Executive Officer will have overall accountability for the quality, delivery and outcomes of the SCITT.

The SCITT Director will be accountable to the the Executive Steering Group Board, Examination Board and Quality and Standards Committee for ensuring that all quality assurance policies and procedures are implemented and is responsible for the enhancement and delivery of quality assurance and for trainee achievement.

1.2 A description of how, and by whom, all aspects of the programmes and their impact on the progress of trainees will be internally and externally monitored and evaluated to secure continuous improvement and ensure consistently high- quality provision, with reference to the Secretary of State's ITT criteria for management and quality assurance

Quality assurance purposes

The purposes of our quality assurance processes are to ensure that:

- Our programme complies with all current legislation relating to ITT as laid down by the Secretary of State;
- Our training programme operates effectively, fairly and consistently across all partners and trainees;
- Our training provision is in line with our partnership agreement with schools and trainees;
- We secure a consistently high and improving quality in our training provision and training outcomes;
- The recommendation of QTS awarded to our trainees at the end of their training are comparable in standards to those awarded across the sector and are consistently and accurately applied by our partner schools and staff to all trainees;
- The views and experiences of all partners in the training, our trainees, and their future employing schools are collected, evaluated and reviewed and the findings applied to the SCITT's improvement planning and development;
- The SCITT maintains a long-term strategic plan for improvement and sustaining of overall SCITT objectives and aspirations; generates, implements and reviews an annual improvement plan and a series of short- term action plans that, together, address immediate and longer- term improvements of the SCITT's performance and outcomes;
- The committee and operational structures secure a quality cycle which ensures that the improvement planning, based on evidence of performance and outcomes, is regularly undertaken, the plans shared with relevant committees; and the plans and outcomes reviewed and reported back to the operational and strategic groups for 'sign-off' or reshaping.

To achieve the above, our quality assurance is based upon clear policies, transparent processes and reliable evidence that is gathered from, and shared with, all partners and stakeholders.

Monitoring and Tracking

Within the roles and responsibilities, and the management and reporting structures we have provided for internal and external monitoring of SCITT processes, training provision and trainee progress.

The leadership team, SCITT Director and SCITT Deputy Directors are responsible for monitoring and moderating the SCITT and school-based training and evaluating the effectiveness of training within and across schools and subjects, and their impact on individual trainees and groups of trainees. The leadership team are responsible for supporting cross-school consistency of training and assessment and training quality. To deliver this they will liaise with school-based Professional Mentors/ITT co-ordinators to monitor in-school training provision and trainee support, the coherence and range of student opportunity and experience in school, and the progress of trainees in school. Subject/phase specialist tutors in the SCITT are accountable for the delivery, monitoring and tracking of subject/phase training and trainee progress in their subject/phase knowledge and pedagogical understanding.

Personal tutors are responsible for monitoring trainee progress through the school-based periods of the course; monitoring school mentor' feedback and tracking the progress of trainees. They will monitor and review trainee progress reported by schools to the SCITT office immediately after each reporting period and report outcomes and improvement needs to the SCITT Leadership Team.

Professional Mentors/School ITT co-ordinators support the quality assurance of in-school training, co-ordinate and oversee the school mentors in their school, and monitor and moderate their performance of their roles and the outcomes of their trainees. ITT co-ordinators conduct one joint observation each term with each school mentor in their school to monitor the implementation of the SCITT feedback and trainee support processes and to moderate the grade judgments of school mentors within their school.

School mentors conduct weekly observation and feedback sessions with their trainee/s, monitor trainee progress and report summative progress for each trainee at five points across the academic year. Copies of their feedback are returned to the SCITT office for recording purposes and for monitoring by personal tutors.

The SCITT structures for quality assurance include the Executive Steering Group Board which meets four times a year. This committee will receive reports from the SCITT team on the progress of individual trainees; they will receive annual reports on trainee outcomes and an annual report from the SCITT External Moderator.

The SCITT Director, supported by the SCITT Deputy Directors will be responsible for co-ordinating the analysis and reporting of data regarding all aspects of trainee progress from application, through recruitment and selection and in-course progress to end-of course attainment. The SCITT Director will ensure that data is reported in a timely and accurate manner to support the analysis of trainee outcomes at individual, group and cohort levels, both in-year and year-on-year. This data will be used by the SCITT Director to secure in-course responses to data findings and to identify improvement priorities and to inform development and improvement planning of course provision and trainee recruitment and selection. The SCITT Director will be responsible for ensuring that regular reports are provided to the Executive Steering Group Board and the Quality and Standards Committee on trainee progress.

The effectiveness of school-based trainers and training will be evaluated by SCITT personnel through scrutiny of feedback to trainees by personal tutors, joint observations with internal and

external moderators, in-school and cross-school moderation of feedback by Professional Mentors/ITT co-ordinators and by tracking and comparing the trends of trainees in schools.

Evaluation

The completion, recording and reporting of evaluations will be monitored by the SCITT Deputy Directors. Regular evaluation will be undertaken of all participants' and stakeholders' experiences of the programme and their development needs. This includes evaluations carried out with trainees, mentors, partner school headteachers and employing school headteachers.

Evaluations will be carried out with trainees to establish the content, coherence and integration of the training provision, the effectiveness of the training for their development needs and its suitability as a preparation for their ECT phase. Evaluations will include critical self-appraisal, formal written and verbal evaluations with subsequent documented reports and actions, internal monitoring, tracking, moderation and review and external monitoring, moderation and review.

School partners will be expected to complete regular reports/evaluation that will seek information on:

- > The suitability of their trainees' preparation for their time in school, with specific reference to the content covered in the SCITT training programme;
- > The coherence of the training programme;
- > The progress attained by trainees in school;
- > The professional attributes displayed by trainees;
- > The consistency, frequency and effectiveness of communications with the SCITT;
- > The responsiveness of the SCITT to issues raised by the school and school staff;
- > The effectiveness of the support and training received;
- > The impact of their own training and coaching/mentoring support on their trainees' progress.

Evaluation outcomes will be shared with all partners and will be used by partners and the SCITT committees and groups to inform development and improvement planning. The table overleaf provides an overview of the monitoring and evaluation events, responsibilities and formats.

Our annual improvement planning will also be informed by external evaluation to benchmark our performance against the ITT sector; the SCITT sector; North West regional providers and a selection of benchmark institutions and to develop trend data for analysis against our own trend data. We expect to select for this latter purpose a range of providers of similar size and type including providers who are Ofsted grade 1.

Overview of monitoring and evaluation		
Aspects to be monitored or evaluated	Responsible persons and committees	Method
Recruitment and selection processes and outcomes	SCITT Deputy Directors Executive Steering Group Ripley ITT SCITT Partnership Group	<ul style="list-style-type: none"> • Sampling of applications and selection outcomes for candidates rejected without interview and candidates rejected after interview • Monitoring and recording of ratio of application: interview: offer: accept • Production of numeric and qualitative reports on the flow of applications and outcomes and candidate characteristics including age, gender, ethnicity, disability, qualifications at entry, and interview points score
Trainee evaluation of the impact of the taught curriculum	Leadership Team Subject Specialist Tutors	<ul style="list-style-type: none"> • Termly session reviews with feed forward to future sessions
Trainee evaluation of school-based training	Executive Steering Group Ripley ITT SCITT Partnership Group School Mentors	<ul style="list-style-type: none"> • Evaluation at three points throughout the training year to ascertain: <ul style="list-style-type: none"> ○ programme coherence; linking theory to practice ○ programme and session quality and impact on practice ○ how well trainees' training needs have been met ○ general training matters including administration, arrangements, support for learning and personal needs ○ assessment provisions and arrangements ○ overall programme content and coherence ○ Trainee well-being • Trainee weekly reporting and reflections to evaluate his or her own learning and impact on pupil learning reviewed with the school mentor and with personal tutor to evaluate trainee progress, the quality of mentoring support and trainee impact on pupil progress to set next targets • Trainees will complete a review and evaluation of their host school and their school mentor's support at the mid points of their placement time in a school.
Trainee end of year evaluations	Leadership Team	<ul style="list-style-type: none"> • Exit questionnaire to ascertain: <ul style="list-style-type: none"> ○ strengths and areas for development of the training provision and programme ○ strengths and development needs of trainers ○ levels of trainee satisfaction with the training provision

Trainee post-course evaluations Partner Headteacher evaluations Employing school heads/ ECT Mentors	Leadership Team	<ul style="list-style-type: none"> • ECT year questionnaire to ascertain suitability of the course for preparing trainees to be ECTs • Mid -year and end of year 1 evaluations by employing headteachers of Ripley ECTs
School Mentors	SCITT Deputy Directors	<ul style="list-style-type: none"> • Monitoring of timeliness of feedback reports • Monitoring of quality of the development discussion provided by school mentors • Joint observations by SCITT leadership team to ascertain strengths and development needs • Face-to-Face evaluations during school visits by external moderator to ascertain strengths and development needs
SCITT Partner Headteachers	SCITT Director	<ul style="list-style-type: none"> • Annual evaluation of the quality of the training programme, the SCITT arrangements, communication, the implementation of equality policies, selection and operation of SCITT staff and school mentors, and the effectiveness of the partnership including their role in improvement planning • Annual evaluation of the ways in which the partnership impacts local school development
SCITT Support Officer	SCITT Director and SCITT Finance Officer	<p>On-going monitoring of the effectiveness of the administrative procedures and arrangements including:</p> <ul style="list-style-type: none"> • Maintenance of student, staff and financial records including attendance and SLC and financial administration • Annual review of processes • Regular review of staff development needs
Annual review of all stakeholders	SCITT Director	The SCITT Director will carry out an annual review of the SCITT's outcomes and progress. This self-review will seek the input of all stakeholders. The annual review outcomes will be reported to the Executive Steering Group and Quality and Standards Committee during each summer term meeting to help inform improvements the following year.
Annual Review of external data	SCITT Director	The SCITT Director will carry out an annual review in November of the SCITT's performance in the previous year and over the previous three years using external data to benchmark performance against the ITT sector, the North West region and selected benchmark ITT providers

Moderation

The SCITT will secure external moderation of SCITT training, processes and recommending trainees for QTS through joint observations of trainees by ITT co-ordinators and school mentors to drive in-school training consistency, equality of opportunity and fair and consistent assessment; and through joint observations by personal tutors and SCITT leaders to drive cross-school training consistency, equality of opportunity and fair and consistent assessment. The SCITT will also appoint an external moderator. The role of the external moderator will be to:

- Confirm, or otherwise, the comparability of our assessment judgements and grades awarded with other ITT provision nationally;
- Moderate for consistency, fairness, and accuracy of our SCITT judgments across all our schools and trainees and advise accordingly;
- Moderate for consistency and thoroughness in the application by schools, staff and trainees of the SCITT's assessment and intervention procedures;
- Comment on the suitability and delivery of the SCITT Training Programme;
- Report annually on their findings and make recommendations in relation to assessment judgments, the assessment and moderation procedures and their implementation, and the SCITT training provision.

External Moderator will fulfil their role by:

- Scrutinising a sample of students that includes any potential at risk of failure trainee:
 - Observation of a teaching session,
 - Scrutiny of the school mentors' and other teachers' feedback,
 - Scrutiny of the trainee's evidence against the standards
 - Scrutiny of the trainee's lesson plans and other documentation
 - Learning discussion with the trainee
 - Holding discussions with school based and SCITT based staff about their SCITT role and their experience with the SCITT
 - Holding discussions with a representative group of trainees about their programme experience
- Scrutinising the implementation of the moderation and monitoring processes and their application to the improvement planning process;
- Scrutinising the curriculum for trainees and mentors to include intent, implementation and impact.
- Providing a written report on the SCITT training programme and on trainee outcomes with clear recommendations for improvement or actions where required. This report will be provided to the Examination Board.
- The External Moderators' reports will be passed to the Executive Steering Group Board who will be responsible for taking appropriate action to meet the external moderator's recommendations as part of their improvement planning processes. The Executive Steering Group Board will report to the Quality and Standards Committee on the outcomes of their improvement planning processes and the fulfilment of the External Moderator's recommendations and the actions taken. The outcomes will be formally reviewed as part of the annual SCITT self-review.

Improvement Planning

The SCITT Director will be responsible for ensuring that regular reports are provided to the Executive Steering Group Board regarding trainee progress and trainee satisfaction, together with the outcomes of evaluations of the programme. The board will regularly receive:

- reports and recommendations of external moderators;
- reports on the outcome of improvement planning with impact measures and identification of ongoing improvement priorities.

The Executive Steering Group Board will be responsible for reviewing the evidence and ensuring that subsequent actions are identified, reported and acted upon.

The Quality and Standards Committee is accountable for the overall performance and quality assurance of the SCITT and will set the parameters and required overall improvements to be achieved by the Executive Steering Group Board. The Quality and Standards Committee will receive regular reports from the Executive Steering Group Board on the performance of students and evaluations of the programme's effectiveness and of the actions taken to secure improvement. The Quality and Standards Committee will regularly receive overview to enable them to determine long-term strategic plans for development and improvement including reports on:

- Recruitment to target;
- Trainee progress reports;
- SCITT Director Development reports.

In particular, the Quality and Standards Committee, working with the SCITT Director, will be seeking to continuously improve the quality of provision across the partnership. As active members of the SCITT partnership, the headteachers on the board will have a direct voice, and a strongly influential role, in shaping the provision at the strategic level, in line with the expectations embedded in the Ofsted Framework for the inspection of ITT. The Board will receive regular monitoring reports that indicate whether recruitment strategies and outcomes and training provision are resulting in the production of effective and knowledgeable ECTs at the end of the course.

The Quality and Standards Committee will receive, each year, the external moderator's annual report and a summary of actions recommended by the Executive Steering Group Board to address any concerns or recommendations raised by the external moderation. External moderator's reports will be used by the Executive Steering Group Board to support the improvement planning process.

The SCITT Team will prepare an annual improvement plan that will be considered and amended as required by the Executive Steering Group Board. The improvement plan will be presented to the Quality and Standards Committee annually at the commencement of each SCITT Year (or as soon as possible thereafter). The improvement plan will be based on an analysis and interpretation of:

- the data and findings from evaluations, monitoring, moderation (internal and external);
- training and programme outcomes including completions, grades achieved and employment;

- data arising from monitoring and tracking including trainee progress, and trainee outcomes related to trainee characteristics, recruitment and completion;
- consultations with SCITT partners, trainees and staff on areas for improvement of the training programme, assessment or SCITT operations;
- comparison of SCITT data with national and regional ITT data.

The Executive Steering Group Board is accountable for the improvement plan. The board will regularly receive:

- reports and recommendations of external examiners;
- performance data reports;
- annual improvement plan;
- reports on the outcome of improvement planning with impact measures and identification; of ongoing improvement priorities;
- the Executive Steering Group Board will be responsible for reviewing the evidence and ensuring that subsequent actions are identified, reported and acted upon.