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## 

**Policies and Management Procedures**

**2024-25**

Selection and Recruitment Policy

Equality and Diversity Policy

Dignity at Work and Study Policy

Safeguarding Policy

Assessment and Moderation Policy

Quality Assurance Policy

Attendance, Absence and Deferrals Policy

Academic Cause for Concern Policy

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Mental Health Policy

Complaints Policy

Fitness to Practise Policy

SCITT Management Structure

Resources and Financial Management

Durham SCITT GDPR Policy

PRIVACY Notice

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# Selection and Recruitment Policy

*1.0 Aims and Values*

Durham SCITT aims to bring into the profession high quality candidates who will become effective classroom teachers. In line with legislative guidelines our procedures promote equality of opportunity to all regardless of age, gender, sexual orientation, race, ethnic or national origin, colour, marital status, or disability.

*2.0 Leadership and Management*

Durham SCITT is responsible for:

* Ensuring that the policy is working in practice
* Monitoring the success of the policy
* Identifying any failures in the policy
* Sending a quality assurance evaluation to all applicants who have been interviewed
* Amending the policy where necessary following quality assurance procedures.
* Ensuring that the appropriate ‘safer recruitment’ training has taken place.

The SCITT Management Team is responsible for Secondary Core, and Primary Core, as well as quality assuring the recruitment of Lead Partners, Contributing Partners and/or Hub Leads.)

* Assessing the applicant’s suitability for interview based on the selection criteria
* Interviewing applicants according to Durham SCITT’s interview procedures.
* Ensuring at least one of the interview panel is ‘safer recruitment’ trained.

Lead and Contributing Partners and other designated hubs (as applicable) are responsible for:

* Assessing the applicant’s suitability for interview based on the selection criteria
* Interviewing applicants according to Durham SCITT’s interview procedures.
* Ensuring at least one of the interview panel is ‘safer recruitment’ trained.

The Interview Panel is responsible for:

* Deciding whether to make a conditional offer with academic and/or non-academic conditions imposed, DBS and health checks + references ***or*** to reject the applicant.

The Course Administrator is responsible for (Secondary Core and Primary):

* Initial assessment of applications, including checking qualifications to ensure that applicants meet the minimum entry requirements
* Allocating interview dates
* Sending information to applicants about the nature of the interview, teaching task and specific GCSE spec if secondary
* Including an equal opportunities statement within the invitation letter
* Contacting applicants with disabilities and making any special arrangements necessary
* Ensuring the smooth running of interview days
* Checking and copying applicants’ proof of identity and evidence of qualifications
* Setting up and maintaining records for all applicants, including the filing of interview evidence
* All administration with regards to the DfE’s ‘Apply’ system
* Standard correspondence with applicants following the interview
* Organisation of health checks *(see additional information regarding Health Checks at the end of this section)*
* Activation of Disclosure and Barring Service (DBS) online link (all trainees)
* Checking of references when received (all trainees)
* Informing applicant of conditions and checking their completion. (all trainees)
* Informing Course Director/Training Manager of conditions and their completion. (all trainees)

Lead Partners / Contributing Partners and other designated hubs (as applicable) are responsible for:

* Allocating interview dates
* Sending information to applicants about the nature of the interview
* Including an equal opportunities statement within the invitation letter
* Contacting applicants with disabilities and making any special arrangements necessary
* Ensuring the smooth running of interview days
* Checking and copying applicants’ proof of identity and evidence of qualifications
* Administration with regards to the DfE’s ‘Apply’ system
* Standard correspondence with applicants following interview
* Informing Durham SCITT of the outcome
* *Durham SCITT organise and manage all health checks, DBS and check references for School Led schools (both Secondary and Primary)*

***3.0 Procedures***

All applicants are selected according to the following criteria:

* A degree or equivalent qualification – Whilst there is no requirement that a secondary trainee should have a degree in the subject they wish to teach or a primary trainee in a national curriculum subject, there should be sufficient evidence that the applicant will be able to meet Standard 3 by the **end of their training**. Therefore, Durham SCITT / Lead Partner / Contributing Partner or a designated Hub Lead may ask for further details of a candidates’ qualifications prior to inviting them for interview and/or offering a place on the course. Candidates working towards obtaining the required entry qualifications before the start of their training are eligible to be interviewed and given a conditional offer of a place. A SKE course might be offered / suggested if appropriate. We will view the original certificate. Where the candidate is a recent graduate written confirmation from the relevant degree- awarding institution that the candidate has achieved graduate status will be required.
* Grade A\*-C or 9-4 in GCSE English and mathematics (as well as science for primary) or the equivalent. Candidates working towards obtaining the required entry qualifications before the start of their training are eligible to be interviewed and given a conditional offer of a place
* The ability to communicate clearly and effectively in spoken and written Standard English
* The personal and intellectual qualities to be a teacher
* The capacity to meet the standards for the award of QTS by the end of training
* The motivation to teach their subject effectively
* Health and physical capacity to teach. *(see additional information regarding Health Checks at the end of this section)*
* Suitability to teach – In accordance with the statutory guidance “Keeping Children Safe in Education” which outlines Durham SCITT’s duties to safeguard and promote the welfare of children, all candidates will be subject to DBS and ‘prohibition’ checks. Social media checks will also be carried out.

*Applications*

* All applications are made through the DfE’s apply system
* The Course Administrator is responsible for an initial assessment of application forms. This involves checking qualifications to ensure that applicants meet the minimum entry requirements.

**3.1 Selection process and procedures (Lead/Contributing Partners other designated hubs (as applicable):**

The following procedures apply once a candidate has been deemed suitable for interview:

* Letter (formal email)
* A teaching task
* The formal interview
* A timed literacy exercise (to check their fundamental skills in English)
* A timed numeracy exercise (to check their fundamental skills in maths)
* Decisions

1. *Letter* *(formal email)* - Following initial checks of qualifications, a candidate may be invited for interview. No candidate will be admitted to the course without an interview. The Lead/Contributing partner will write to the candidate (via formal email)

The letter inviting the candidate to an interview will include:

* details of the teaching task
* an outline of the interview process
* an equal opportunity statement
* A list of documentation that must be brought along to the interview day. Evidence of qualifications and proof of identity will be required and copied on the day.

The Lead Partner / Contributing partner or designated Hub Lead will contact candidates with special needs regarding any particular requirements for the interview day.

1. *Teaching Task –* Teach to a class or the interview panel. Whilst teaching at least one observer will complete a proforma (Durham SCITT’s paperwork). This will be used to assess personal characteristics.
2. *Formal interview –* There is a set number of questions that will be used during the interviews. Answers will be assessed at the end of the interview.

To offer a place, the panel must be confident that the candidate has demonstrated their potential to meet the professional standards.

Consideration should also be given to:

1. *Literacy exercise* (to check fundamental skills in English)\*
2. *Numeracy exercise* (to check fundamental skills in maths)\*
3. *Decisions* - The decision to make a final offer will be based on:

A poor score on either or both of the fundamental skills exercises does not mean a candidate cannot be offered a place on the course. However, in this circumstance, the panel must be confident that the candidate has the ability to improve their fundamental skills in English and/or maths and fully engage with the support that will be put in place.

When deciding whether to offer a place, the following should be considered:

* The quality of the teaching task or the potential to meet the professional standards
* The quality of the answers given in the formal interview
* Qualitative comments made by the interviewers
* Evidence of the ability to use Standard English from the written exercise (see above)
* Further consideration of qualifications, predicted grades, personal statement
* Consideration of any specific extenuating circumstances

The decision is made by the interview panel. They will decide:

* To make an offer subject to satisfactory police checks and health checks *(see additional information regarding health checks at the end of this section)*
* To make a conditional offer with academic and/or non-academic conditions imposed (for example, a SKE course)
* To reject the candidate

The Lead Partner / Contributing Partner / designated Hub Lead will:

1. *Notify candidates* of the decision by letter (formal email) and input the decision onto the DfE Apply system according to the result, conditional offer or rejection. If an offer is made, candidates will be sent information on how to apply for health and DBS checks. All offers are subject to satisfactory DBS and health checks. Interview paperwork should be shared with Durham SCITT.

**3.2 Selection process and procedures (Core– Secondary)**

The following procedures apply once a candidate has been deemed suitable for interview:

* Letter (formal email)
* A teaching task
* The formal interview
* A timed literacy exercise (to check their fundamental skills in English)
* A timed numeracy exercise (to check their fundamental skills in maths)
* Decisions

1. *Letter* - Following initial checks of qualifications etc. by the SCITT Management Team, a candidate may be invited for interview. No candidate will be admitted to the course without an interview.

The letter inviting the candidate to an interview will include:

* details of the teaching task
* an outline of the interview process
* an equal opportunity statement
* a list of documentation that must be brought along to the interview day. Evidence of qualifications and proof of identity will be required and copied on the day.

The Course Administration Team will contact candidates with special needs regarding any particular requirements for the interview day.

1. *Teaching Task* – Teach to a panel of observers who complete a pro-forma. This will be used to assess personal characteristics.
2. *Formal interview –* There is a set number of questions that will be used during the interviews. Answers will be assessed at the end of the interview.
3. *Literacy exercise* – (to check fundamental skills in English)\*
4. *Numeracy exercise* - (to check fundamental skills in Maths)\*
5. *Decisions* - The decision to make a final offer will be based on:

* The quality of the teaching task or the potential to meet the professional standards
* The quality of the answers given in the formal interview
* Qualitative comments made by the interviewers
* Evidence of the ability to use Standard English from the written exercise (see above)
* Further consideration of qualifications, predicted grades, personal statement
* Consideration of any specific extenuating circumstances

The decision is made by the Panel. They will decide:

* To make an offer subject to satisfactory police checks and health checks *(see additional information regarding health checks at the end of this section)*
* To make a conditional offer with academic and/or non-academic conditions imposed (for example, a SKE course)
* To reject the candidate

The Course Administration Team will transfer the decision on to the DfE’s ‘Apply’ system.

1. *Notifying candidates -* Candidates may be notified of the outcome of the interview before they leave but all will be notified of the decision by letter (formal email) and the Course Administrator will input the decision onto the DfE’s ‘Apply’ system according to the result, conditional offer or rejection. If an offer is made, candidates will be sent information on how to apply for health and DBS checks. All offers are subject to satisfactory DBS and health checks.

**3.3 Selection process and procedures (Core– Primary)**

The following procedures apply once a candidate has been deemed suitable for interview:

* Letter (formal email)
* A teaching task
* A literacy exercise (to check fundamental skills in English)
* A timed numeracy (to check fundamental skills in maths)
* The formal interview
* Decisions

1. *Letter (formal email)* - following initial checks of qualifications etc. by the SCITT Management Team, a candidate may be invited for interview. No candidate will be admitted to the course without an interview.

The letter (formal email) inviting the candidate to an interview will include:

* details of the teaching task
* an outline of the interview process
* an equal opportunity statement
* a list of documentation that must be brought along to the interview day. Evidence of qualifications and proof of identity will be required and copied on the day.

The Course Administration Team will contact candidates with special needs regarding any particular requirements for the interview day.

1. *Teaching Task –* Teach to a class of children or the interview panel. The panel will complete pro-forma. This will be used to assess personal characteristics.
2. *Literacy exercise* – (to check fundamental skills in English)
3. *Numeracy exercise* - (to check fundamental skills in maths)
4. *Formal interview –* there is a set number of questions that will be used during the interviews.

* *The quality of the teaching task or the potential to meet the professional standards*
* *The quality of the answers given in the formal interview*
* *Qualitative comments made by the interviewers*
* *Evidence of the ability to use Standard English from the written exercise (see above)*
* *Further consideration of qualifications, predicted grades, personal statement*
* *Consideration of any specific extenuating circumstances*

The decision is made by the Panel. They will decide:

* To make an offer subject to satisfactory DBS, disqualification self-declaration and health checks *(see additional information regarding health checks at the end of this section).*
* To make a conditional offer with academic and/or non-academic conditions imposed (for example, a SKE course).
* To reject the candidate.

The Course Administration Team will transfer the decision on to the DfE’s apply system.

1. *Notifying candidates -*candidates may be notified about the outcome of the interview before they leave but all will be notified of the decision by letter (formal email) and the Course Administrator will input the decision onto the DfE Apply system according to the result, conditional offer or rejection. If an offer is made, candidates will be sent information on how to apply for health and DBS checks. All offers are subject to satisfactory DBS and health checks.

**3.4 Selection outside this procedure**

It will sometimes be necessary to conduct interviews outside of the procedures listed above for example if a candidate withdraws late in the programme leaving a vacancy or a candidate requests a virtual interview as they are unable to attend in person. Every effort will be made to ensure that the candidate is not disadvantaged in any way. The use of selection criteria and grading criteria will assure the quality of the selection process.

**4.0 Quality Assurance**

* In order to ensure consistency of approach and equality of opportunity, a member of the SCITT Management Team will be present at all Core interviews and teaching tasks. Lead Partners /Contributing Partners or designated Hub Leads should ensure an appropriately experienced member of the team is present at all interviews and teaching tasks
* The interview questions will be agreed in advance
* The Course Director / Lead Partner / Contributing Partner or designated Hub Lead will ensure that normal interview procedures are adhered to and that **at least one member of the panel is ‘safer recruitment’ trained**.
* All candidates attending will be asked to complete an interview evaluation form.
* Where interviews are virtual, a date and time will be arranged for candidates to visit Durham SCITT in person to share the required documents and take the literacy and numeracy exercises.

**5.0 Development and Training**

* All those involved in the interview process for the first time should be paired with an experienced interviewer to ensure standardisation of judgements.
* We encourage ***all*** interviewers to take ‘safer recruitment’ training.
* The evidence from all interviews will be filed and reviewed at the end of the course to inform planning and development
* If pupils are involved in the teaching task they will be trained prior to the interview and safeguarding procedures are followed at all times.

**6.0 Publishing Policy**

This policy will be available to all Partnership Schools and staff through the documentation and the Durham SCITT website.

**7.0 Review Date for the Policy**

The Policy will be reviewed bi-annually as part of the SCITT’s Policy Review Process.

**Additional policy information:**

**Health checks**

The applicant is registered with Corazon Health who will email them a link to complete a health questionnaire. The questionnaire is then assessed by a nurse from Corazon who may want to contact the applicant where further information or clarification is needed.

A health clearance certificate is then issued to Durham SCITT. Any advice / recommendations are passed to the Course Director / Primary Lead. Any recommendations made will be considered by the Course Director and appropriate measures will be taken. All returned health check forms will be treated as confidential, with only the Course Director having sight of the original form. The exception to this process will be if an applicant needs specific adaptations / consideration which need to be implemented by the SCTT team. In this case, the Course Director will brief the members of staff concerned. However, the full content of the form will remain confidential and will be held securely in a sealed envelope, with the applicant’s other personal information, in a locked filing cabinet. The Course Director will also liaise with Lead Partners / Contributing Partners and designated Hub leads (where applicable).

# Equality and Diversity Policy

**1.0 Aims and values**

The overall aim of Durham SCITT’s Equality and Diversity Policy is to provide a framework to pursue its equality duty to eliminate unlawful discrimination, harassment and victimisation; promote equality of opportunity; and promote good relations and positive attitudes between people of diverse backgrounds in all its activities.

The principles of this policy apply to all members of the SCITT community – staff, trainees and trainers. Partners and contractors are also expected to abide by the policy. This policy should be read in conjunction with Dignity at Work and Study.

**1.1 Equality Statement**

We believe that excellence will be achieved through recognising the value of every individual. We aim to create an environment that respects the diversity of staff and trainees, enabling them to achieve their full potential.

To this end, we acknowledge the following basic rights for all members and prospective members of our community:

* To be treated with respect and dignity
* To be treated fairly with regard to all procedures, assessments and choices
* To be encouraged to reach one’s full potential

These rights carry responsibilities, and we require all members of our community to recognise these rights and act in accordance with them. In addition, we will comply with all relevant legislation and good practice. No individual will be unjustly discriminated against. This includes, but is not limited to, discrimination because of age, disability, gender reassignment, marriage, civil partnership, pregnancy and maternity, race, religion and belief, sex and sexual orientation.

**1.2 Procedures**

All Durham SCITT trainees have the right to high quality training, support and experiences. We are committed to a policy of equal opportunities for staff, trainers, trainees and potential trainees in all aspects of our work. This policy will be evident in our admissions and interview policy and procedures, in our training, in our assessment of trainees and our provision of resources, services and facilities.

All ITT providers must ensure that entrants to teacher training are assessed for physical and mental fitness to teach and must also ensure that any person with a disability is not discriminated against as required by the Equality Act 2010.

Reasonable adjustments to existing arrangements or provision must be made if they place disabled candidates or trainees at a substantial disadvantage in any aspect of recruitment, selection, admission or provision of training. In our self-evaluation and compliance updates we will examine carefully our admissions procedures, our services, our training programme and our professional development programmes.

The Equality Act 2010 consolidates the duties of the following Acts and statutory instruments:

* the Equal Pay Act 1970
* the Sex Discrimination Act 1975
* the Race Relations Act 1976 (As Amended)
* the Disability Discrimination Act 1995
* the Employment (Religion or Belief) Regulations 2003
* the Employment (Sexual Orientation) Regulations 2003
* the Employment Equality (Age) Regulations 2006
* the Equality Act 2006, Part 2, and
* the Equality Act (Sexual Orientation) Regulations 2007.

Durham SCITT’s Equality and Diversity Policy ensures that we are compliant with the above Acts and statutory instruments.

We take all breaches of our Equality Policyextremely seriously. Any breach of the policy will be investigated, and ultimately disciplined, in accordance with the “Dignity at Work and Study Policy”.

**1.3 Monitoring, reviewing and assessing impact**

All partners must agree to uphold the principles of the policy.

This policy will be regularly reviewed and monitored by the Quality Assurance Committee to ensure that it is effective in tackling discrimination, promoting access and participation, equality and good relations between different groups, and that it does not disadvantage particular sections of the community.

The Course Director provides monitoring reports for review by the Quality Assurance Committee. These include: workforce and trainee recruitment, retention and progression, special initiatives, progress against key indicators and targets, and future plans.

**1.4 Roles and Responsibilities**

All who are associated with Durham SCITT have a responsibility for promoting equality and inclusion and avoiding unfair discrimination.

**The Steering Group is responsible for:**

* Ensuring Durham SCITT complies with all current equality legislation
* Ensuring this policy and its procedures are followed
* Ensuring that Durham SCITT has up-to-date equality schemes.

**The Quality Assurance Committee is responsible for:**

* The tri-annual review of policies and procedures
* The review of current legislation
* The design of new policies and procedures

**The Course Director is responsible for:**

* Ensuring that the policy is readily available and that the committees, staff, and trainees know about it
* Ensuring that its procedures are followed
* Producing regular information for the relevant committees about the policy and how it is working, and providing training for them on the policy, if necessary
* Ensuring that all staff know their responsibilities and receive training and support in carrying these out.
* Taking appropriate action in cases of harassment and discrimination.
* Monitoring the progress and attainment of under recruited groups.

**All our trainees are responsible for:**

* Proactively following this policy and any associated guidelines
* Providing role models for students, colleagues and others through their own actions
* Dealing with racist, sexist and homophobic incidents, and recognising and tackling other forms of bias and stereotyping in accordance with either the SCITT policy or the placement school policy
* Promoting equality and good community relations and avoiding discrimination against anyone for reasons of race, colour, nationality, ethnic or national origins, gender, disability, religion or belief, sexual orientation or socio-economic circumstances
* Keeping up to date with the law on discrimination and taking training and learning opportunities offered to them.

**1.5 Publishing policy**

This Policy will be available through the Durham SCITT website and our documentation. A copy is available from the SCITT office.

**1.6 Review date for the Policy**

The Policy will be review tri-annually as part of the SCITT’s Policy Review Process.

# Dignity at Work and Study Policy

1. **Aims and values**

Durham SCITT is committed to supporting, developing and promoting equality and diversity in all of its practices and activities. We aim to establish an inclusive culture, free from discrimination and based on the values of dignity, courtesy and respect. We recognise the right of every person to be treated in accordance with these values.

The failure of trainees to behave with dignity, courtesy and respect towards others can harm individuals and impair the functioning and reputation of the SCITT.

Harassment, bullying and victimisation can cause fear, stress and anxiety, which impose strains on work, study, personal and family life. They can lead to illness, accidents, absenteeism, poor performance, an apparent lack of commitment or trainee withdrawal from the SCITT. As such, harassment, bullying and victimisation are unacceptable forms of behaviour and will not be tolerated.

Any allegation of harassment, bullying or victimisation will be treated seriously.

Fair criticism of trainee performance or conduct will not be considered to be bullying or harassment, provided that those involved are treated with dignity, courtesy and respect.

We are committed to taking action to resolve disputes and conflict early on, wherever possible, and work in partnership with key parties across the SCITT, including recognised trade unions, to develop positive approaches to conflict and dispute resolution.

We recognise that some issues affecting dignity at work and study can arise out of miscommunication, misunderstandings and relationship difficulties. The SCITT will try and facilitate discussions between parties where someone alleges that their dignity has been affected. This opportunity will be offered in these cases in the first instance, although it is not compulsory. Anyone who chooses to attend a facilitation session will not be prevented from recourse to the SCITT’s other procedures.

The aims of this policy and accompanying guidance are to:

* promote a positive environment in which people are treated fairly and with respect
* encourage all staff and trainees to play a role in creating and maintaining an environment in which harassment, bullying and victimisation are understood to be unacceptable behaviour
* provide a framework of support for trainees who feel that they have been the subject of harassment, bullying or victimisation
* ensure that allegations of harassment, bullying or victimisation are addressed fairly, with respect for the rights and dignity of all those involved
* identify the appropriate formal processes by which complaints can be raised

1. **Responsibilities**

Ultimate responsibility for this policy rests with Steering Group; however, Steering Group will require the Course Director to ensure that the policy is applied effectively.

It is the responsibility of all persons in authority to:

* ensure that this policy is implemented effectively, and effort is made to ensure that all staff and trainees are aware of this policy
* be alert to potential problems and act promptly without unnecessarily waiting for a complaint, by directly challenging behaviour when it is observed and promoting an inclusive working and study culture
* treat informal and formal complaints seriously, with sensitivity to the feelings and perceptions of all those involved, and in a timely fashion
* deal with any issues raised fairly and in line with duties of care to trainees
* take steps to ensure that trainees are not victimised for making, or supporting, a complaint

It is the responsibility of all trainees to:

* behave in accordance with this policy
* behave in accordance with the SCITT Code of Conduct
* take requests to cease or amend behaviour seriously and respond to them courteously
* not participate in, encourage or condone the harassment, bullying or victimisation of others
* promote an inclusive culture in which colleagues or peers are not subjected to harassment, bullying or victimisation by challenging these forms of behaviour, or reporting situations in which they occur

1. **Application of this policy**

This policy applies to the conduct of trainees of the SCITT in the context of their SCITT work or study, or which otherwise affects the working, learning or social environment of the SCITT. This can include the way in which trainees behave towards colleagues and peers outside SCITT premises on SCITT-related social occasions. It can also include conduct towards people who are not members of the SCITT in the context of SCITT business (such as applicants, contractors, pupils, colleagues and other members of the public who visit SCITT sites or use SCITT services). Trainees will sign the SCITT Code of Conduct on the commencement of their studies which identifies the behaviours expected of a trainee teacher.

This policy should be read in conjunction with other SCITT policies and procedures, including:

* Equal and Diversity Policy
* Mental Health Policy
* Confidentiality Policy
* E-safety Policy
* Unprofessional conduct and disciplinary policy
* Fitness to Practise Policy
* Complaints Policy
* SCITT Code of Conduct

Whilst on placement trainees should read this policy in conjunction with the dignity at work, harassment or bullying policies of the school in which they are placed.

In the event that a complaint of harassment is made against a trainee from the SCITT while undertaking a placement, it is likely that this policy and any applicable policies of the placement will be jointly considered.

Trainees involved in a harassment complaint while undertaking a placement will have access to the same support arrangements as if the complaint had occurred on SCITT premises. The SCITT will support its trainees in whatever way is considered appropriate for any case.

If the complaint of harassment is made against a member of SCITT staff then Woodham Academy’s Bullying and Harassment Policy should be followed.

1. **Definitions of harassment, bullying and victimisation**

Harassment, bullying and victimisation can occur in different types of relationships, regardless of prejudice and stereotypes. For example, it is possible for a junior colleague to bully a person in a senior role; for a trainee to harass a member of staff; or a woman to victimise a man.

We recognise that any of the examples set out here, and other intimidating behaviour, may be demonstrated by one person or by more than one person in a concerted effort to create an intimidating, hostile, degrading, humiliating or offensive environment for another individual (‘mobbing’).

**4.1 Harassment**

Harassment encompasses many different types of physical, verbal and non-verbal conduct. It can occur as an isolated incident, many sporadic incidents or as on-going behaviour. The defining features are that the conduct:

* is unwanted and unwelcome;
* subjects a person or group of people to intimidation, humiliation, ridicule, offence, loss of privacy or dignity, or creates an environment which is hostile, intimidating or offensive to that person or group of people
* is unwarranted by the working, study or social relationship between those involved and would be regarded as such by any similarly situated reasonable person

Harassment that is related to a person’s or group of people’s age, disability, gender reassignment, marriage or civil partnership, pregnancy or maternity, race, religion or belief, sex or sexual orientation can constitute unlawful discrimination, for which trainees can be held legally and personally liable.

A victim of harassment is not the only person who can issue a complaint about that harassment. An observer may bring such conduct to the attention of their line manager or Course Director, on the part of another person, on the basis that it amounts to a breach of this policy.

A person can complain of harassment where conduct is based on the incorrect perception or the association of a person with others. For example: homophobic remarks made about a heterosexual person; or harassment of a person because they have a disabled child.

Examples of harassment:

* violence, or the threat of violence
* verbal abuse, including threats, derogatory name calling, insults, ridicule or belittling of an individual
* using humour that ridicules another person or group of people. For example: telling jokes that are sexist, racist or about sexual orientation or religion
* spreading malicious lies or making insulting or offensive comments
* unwanted physical contact, sexual advances or innuendo
* display or circulation of abusive or offensive materials, including noticeboards, whiteboards, emails, internet bulletin boards and social networking websites
* sending offensive text messages
* systematic ostracism or exclusion from normal conversation in the work or study environment, or work- or study-related social events
* intrusion by pestering, spying or stalking
* coercion, such as pressure to subscribe to a particular political or religious belief, or requiring a person to perform a humiliating or dangerous ‘initiation ceremony’ to join a social group

**4.2 Bullying**

Bullying is the abuse of personal or collective power or a position of authority, in an aggressive or subtle way, which makes the recipient feel upset, threatened, humiliated or vulnerable and undermines their self-confidence.

Examples of bullying:

* psychological intimidation, humiliation, excessive and/or unreasonable criticism or fault-finding of any colleague or peer
* preventing an individual progressing by intentionally blocking promotion or training opportunities, unjustifiably restricting choice of study options or access to tuition
* unfair allocation of work and responsibilities or setting unreasonable goals or targets in work or study, including both above and below reasonable expectations
* asserting a position of intellectual superiority in an aggressive, abusive or offensive manner whether orally or in writing, publicly or in private

**4.3 Victimisation**

Victimisation occurs when a person is mistreated because they have made, or intend to make, a complaint of discrimination (including harassment and/or bullying), or have helped another person to make a complaint.

Victimisation can constitute unlawful discrimination and result in disciplinary action, regardless of the outcome of the original complaint.

**5. Informal and formal procedures to address unacceptable behaviour**

The SCITT recognises that it can be difficult to raise a complaint of harassment, bullying or victimisation whether on a formal or informal basis. We seek to ensure that people who feel that they have been the subject of harassment, bullying or victimisation are able to raise their concerns, and to have them addressed appropriately.

Before any formal procedure is invoked, alternative resolution techniques should be considered and offered, if appropriate.

* 1. **Informal procedures**

Initially, SCITT staff may work with both parties to mediate the situation. We recognise that mediation may not be suitable for every complaint of bullying or harassment. However, the opportunity will always be provided to those who would prefer to resolve a conflict informally.

In cases where mediation by a member of SCITT staff is inappropriate, Steering Group will arrange for the mediation to take place.

* 1. **Informal resolutions and links with formal procedures**

Complaints made by trainees may be addressed informally through the initial stages of the Unprofessional Conduct and Disciplinary Procedures.

During the informal stages of this policy the Course Directors have discretion as to the best way to address a complaint. They may use, but are not required or limited to, the following informal means:

* speaking separately to those people involved in the situation
* holding an informal meeting between the person who has made a complaint and the person whose behaviour is the subject of a complaint and any others who might help to resolve the situation

**5.3 Formal procedures**

All formal complaints relating to harassment, bullying or victimisation by trainees should be made through Durham SCITT’s Unprofessional Conduct and Disciplinary Procedures.

All formal complaints of harassment, bullying or victimisation by SCITT Staff should be made in the first instance to the Course Director; if this is not appropriate then they should be made to the Chair of Steering Group.

The rules of the formal procedures will apply in full. SCITT managers have discretion as to whether informal action may still be used to try to resolve the situation at this stage.

If a counter allegation is made during an investigation, this will be addressed as part of the on- going investigation and handled within the guidelines of the procedure being followed.

Disciplinary action can be taken against individuals who are found to have brought complaints based on knowingly false information or with malicious intent. Such action will not be taken against anyone who brings a complaint in good faith, even if that complaint is not upheld.

Sometimes it is necessary to separate those involved in complaints procedures during the period of investigation. In such circumstances, it is possible that one of the parties to a complaint will be asked to work from a different location, or is suspended from study. These steps are taken to protect the interests of both parties and do not constitute disciplinary action. The decision as to which individual will be moved, in order to effect the separation, will be based on objective criteria, including travel arrangements, work- life balance issues, needs of the services performed by staff, and effect on studies for trainees.

Some forms of harassment can constitute criminal offences or grounds for civil proceedings. Nothing in this policy or related procedures will prevent staff or trainees from exercising their right to pursue legal action.

**5.4 Confidentiality in the workplace**

Once an investigation has been initiated, all those involved should ensure that confidentiality is maintained, for both the complainer and the complainant.

Breaches of confidentiality may result in disciplinary action being taken. The need to observe an appropriate level of confidentiality will not prevent anyone involved in the procedure from seeking the advice of a trade union representative or solicitor.

However, there will be occasions where the SCITT will need to disclose information necessary for the discharge of its Duty of Care or as required by law.

1. **Disciplinary action**

A complaint of harassment, bullying or victimisation may result in disciplinary action against a trainee against whom allegations have been made. Disciplinary procedures will not be invoked until the complaint has been investigated. Any action will be taken in accordance with the existing disciplinary procedures.

Cases of harassment, bullying or victimisation perpetrated by staff will be treated seriously and will be dealt with by Woodham Academy.

Serious cases of harassment, bullying or victimisation perpetrated by trainees will be treated as a serious breach of the Trainee Code of Conduct and may lead to permanent exclusion from the SCITT. Less serious incidents may result in a reprimand, suspension or other penalties. (See Fitness to Practise Policy).

In extreme circumstances, incidents of harassment or bullying behaviour may breach criminal law and the SCITT is obligated to refer such incidents to the police.

1. **Development and Training**

All new SCITT staff will be made aware of this policy at induction. New trainees will be made aware of this policy.

This policy, and notice of any updates or changes to it, will be disseminated to current staff and to current trainees. Details of this policy will also be published on the SCITT website.

1. **Monitoring**

Any complaint discussed with the Course Director will be logged, regardless of whether informal or formal procedures are pursued, for the purposes of monitoring the extent and subject of harassment, bullying and victimisation throughout the SCITT.

1. **Publishing Policy**

This policy will be available through our documentation and the Durham SCITT website. A copy is available from the SCITT office.

1. **Review date for this Policy**

The Policy will be reviewed tri-annually as part of the SCITT’s Policy Review Process.

# Safeguarding Policy

1. **Aims and Values**

Durham SCITT is committed to safeguarding and promoting the welfare of the children within the partnership and expects all staff and trainees to share this commitment.

The aim of the policy is to ensure that all staff, facilitators and trainees have clear direction about expected behaviour when dealing with safeguarding issues. The health and safety of all the children is paramount. We recognise that children have a fundamental right to be protected from harm and that they cannot learn effectively unless they feel secure as outlined in Keeping Children Safe in Education (KCSIE).

This policy makes explicit the commitment to the development of good practice and sound procedures. This should ensure that any safeguarding concerns are handled sensitively and professionally and in ways which support the needs of the child.

1. **Common principles**

Durham SCITT shares the common principles of its partnership institutions, namely;

* The welfare of children and young children is paramount.
* Children and young people should be provided with a safe environment in which to learn.
* All children and young people have a right to freedom from abuse.
* Children and young people have a right to be treated with respect and dignity, as do the adults who work with them.
* It is the responsibility of all adults to safeguard and promote the welfare of children and young people.
* All children and young people must have the opportunity to express their views about decisions taken about their lives.

1. **Disclosure and Barring (DBS) Clearance and other checks**

Durham SCITT will undertake Disclosure and Barring Enhanced Clearances and Prohibition for Teaching for trainees to ensure compliance with DfE requirements. All certificate numbers for trainees are kept and will be securely stored on our internal database. A satisfactory check is defined as having no criminal convictions (including cautions, reprimands and final warnings) relevant to the post. Where a disclosure has been made the Course Director will discuss this with the applicant and make a decision as to their suitability.

All staff or registered trainees must report any subsequent criminal convictions to the Course Director. Failure to do so will result in disciplinary action being taken.

It is the responsibility of the trainee to complete the DBS application correctly.

For those trainees who have not received a clearance certificate from the DBS prior to the start of the course, the SCITT will carry out a DBS barred list check to ensure trainees are not barred from working with children. If the DBS has not cleared prior to starting the placement, the SCITT will liaise with the placement school and decide on next steps in partnership with the school. The SCITT Manager will refer to the Trust’s group HR Manager for guidance on declarations on DBS clearances and in relation to any query.

All applicants who have spent 6 months or longer outside of the UK will secure certificates of good conduct and references in respect of the time abroad.

Entrants on to the primary courses will be subject to appropriate checks with regards to the childcare disqualification requirements.

Confirmation of the DBS checks will be sent to schools in the form of a letter/email.

1. **Procedures**

Our staff recruitment policies and practices are rigorous and comply with safer recruitment and selection requirements. We always pursue identity checks and qualification checks and we take up and scrutinise written references.

* All applicants will be informed of the social media checks when invited to interview
* All applicants will bring photo ID to their interview to confirm their identity.
* All successful applicants will have an enhanced DBS check before starting the programme. This will be carried out by the SCITT administrator at certain points through the year prior to starting the programme.
* At least one member of each interview panel will have undertaken the Safer Recruitment training.
* All trainees should wear their SCITT identification badges when at the centre and the schools ID badge/SCITT ID badge where they are on placement. The trainee should take a copy of their DBS certificate into their placement schools at the beginning of their placement.
* All trainees will receive Child Protection, Safeguarding and Prevent training
* All trainees will read Keeping Children Safe in Education
* All placement schools Safeguarding, Child Protection policies and Code of Conduct must be adhered to by the trainee.
* Trainees need to follow the placement school’s policy on taking photographs of children. Personal cameras, personal mobile phones or other personal devices should not be used to take photographs of pupils.
* Centre – based risk assessment training raises awareness of safety issues.
* All visitors to the centre should sign in and wear a SCITT visitor’s badge
* Trainees are advised that children’s names are deleted from work submitted.
* The SCITT code of conduct policy must be signed and adhered to by all trainees (Appendix 2)

1. **Training and Development**

* All trainees will be issued with a copy of the most up to date Working Together to Safeguard Children and Keeping children safe in education before their first day of placement.
* All SCITT staff are up to date with safeguarding procedures and national initiatives

1. **Publishing Policy**

The Durham SCITT Safeguarding policy will be made available to all on the SCITT portal and included in the Course Overview and Partnership Agreement.

1. **Review date for the Policy**

The Policy will be review tri-annually as part of the SCITT’s Policy Review Process.

# Assessment and Moderation Policy

* 1. **Aims and values**

Durham SCITT is committed to ensuring that trainees are assessed fairly against clear and transparent criteria in all aspects of the training. We have a responsibility to provide honest and constructive feedback in our role as training provider. Our aim is to ensure that our written assessed tasks support trainees’ progress towards achieving the Professional Standards for Qualified Teacher Status and also support our institutional objective of developing reflective practitioners who are highly effective classroom teachers. In assessing trainees through observation, we recognise that they develop at different rates and, therefore, our feedback must be clear and specific, as well as being supportive and developmental.

* 1. **Leadership and Management**

Durham SCITT Steering Group is responsible for:

* Ensuring quality and consistency of assessment
* Ensuring that the policy is working in practice
* Directing the business of the working groups to ensure quality

The Course Director is responsible for:

* The deciding which trainees will be put forward to be ratified for QTS at the Final Examination Board
* Overall design of the curriculum to ensure all trainees have the opportunity to be awarded QTS
* Production of the guidance for trainees contained within the documentation
* Ensuring effective internal and external moderation of assessed work
* Ensuring that appropriate internal moderation processes have been undertaken to ensure quality and consistency of assessment
* To direct the work of the External Examiner

The Course Development Committee is responsible for:

* Feedback to the Course Director to support the development of assessments
* Advising the Course Director on trainee workload

The Quality Assurance Committee is responsible for:

* Ensuring that moderation has been carried out

The Examination Board is responsible for:

* Scrutinising and ratifying recommendations for the award of QTS to the DFE
* Final responsibility for assessment and the decision to award QTS (Final Examination Board)
* To agree recommendations for trainees who have failed any aspect of the course
* To ratify outcomes of appeals based upon recommendations from the Independent Appeals Panel

The Subject/Primary Specialists are responsible for:

* Monitoring and reviewing trainees’ files
* Design of the Subject/Primary Specialism assignments
* Marking and moderating the Subject/Primary Specialism assignments within the time frame specified
* Providing formative feedback to trainees as specified
* Liaising with the Course Director over any aspect of the training programme

**1.3. Assessment Procedures**

The diagram below summarises how trainees will be assessed and how those assessments are moderated to ensure that judgements made are accurate and fair.

Fig 1

Classroom Practice Programme

Subject/Primary Specialists

PSP Programme

Individual Studies Programme

Final Assessment of trainees against Teachers’ Standards at end of course by Subject Specialist/Primary Lead

Focused Observations and Mentor Supported Tasks

Individual Training Plan

Secondary and Primary Logs and REJ

Trainee Development Continuum (TDC)

School based lesson observations

Lesson obs- Subject/Primary Specialists

Lesson observations –Course Management TTTeam

Trainee Progress Checked after each placement by Subject Specialist/Primary Lead

Scrutinised by:

Course Managers

Scrutinised by:

Course Managers/ /Subject/Primary Specialists

Scrutiny of REJ and Logs

Subject/Primary Specialists

Moderated by:

Subject/Primary Specialists and Course Managers

Assessed by:

School Tutor & Subject Mentor

Moderated by:

Joint observations

Moderated by:

Internal Moderator

Moderated by: Course Directors, Internal Moderator, Examination Board standardisation meeting. Data Scrutinised by QA Committee

Moderated by: Course Director, Internal Moderator, External Examiner, Examination Board standardisation meeting. Data Scrutinised by QA Committee

Final Examination Board ratifies the recommendation for QTS

*1.3.2 Assessment of classroom practice:*

Coordination of weekly review meetings and lesson observation feedback will be the responsibility of the Subject/Primary Mentor (or equivalent) within the placement school. This information will be used to give formative feedback to the trainee on progress towards the Professional Standards for QTS.

The Trainee Development Continuum (TDC) will be completed by the placement school. Guidance for completion of the TDC is provided at the training sessions and in the ‘Guide to Mentoring with Durham SCITT’ as well as the Course Overview. The TDC is a ‘live’ document that will follow trainees from placement to placement and will be shared with placement schools, mentors, Subject Specialists, Primary Leads and Course Director. At each assessment point, Subject Specialists / Primary Leads will scrutinise the TDC to assist with the assessment process. The Course Director will retain responsibility for assessing overall progress of the trainee on the teaching placement based upon all the evidence presented.

If a trainee is identified as being “cause for concern” reference should be made to the “**Academic Cause for Concern Policy”.**

Fig 2.3 Assessment of classroom practice – flowchart of process

Subject Mentor/ Primary Mentor– Discussions, Mentor Supported Tasks and Lesson Observations

REJ uploaded to OneDrive

Subject Mentor/ Primary Mentor monitors progress through the Weekly REJ Meetings

Subject Specialist /Primary Lead specialist observation

Course Management Team observation

School Tutor/SLT monitors progress – formally and informally

Trainee Development Continuum emailed to Durham SCITT Admin and also upload to OneDrive by the trainee

School Tutor/SLT observation

Final assessment made by Course Management Team based upon all evidence presented at Final Submission

All evidence is presented to Examination Board to ensure consistency of judgement across the Partnership

For Quality Assurance purposes, a sample of trainees will also be observed by our Internal Moderator and / or our External Examiner, see below;

## Internal Moderation and External Examiner Procedures

* + 1. **External Examiner**

*Overall Objective*

An External Examiner will be appointed by the Steering Group/Course Director. He/she will jointly observe a range of trainees with the Course Director, scrutinise files and written tasks and report to the final meeting of the Examination Board. The overall objective of the External Examiner is to ensure that the trainees who are recommended for the award of Qualified Teacher Status have reached the required standards.

*Role*

* To moderate the fairness of assessment procedures employed by Durham SCITT
* To review and reflect upon the effectiveness of the assessment procedures employed by Durham SCITT
* To make recommendations and suggest improvements to the assessment procedures

*Specific Responsibilities*

* To meet with trainees to discuss progress
* To observe a minimum of four trainees teaching on placement and report on the quality of the teaching against the Professional Standards for Qualified Teacher Status.
* To review the teaching and evidence files of those trainees observed and report on the quality of the evidence contained therein
* To moderate the overall assessment procedures and to report on the consistency and fairness of judgements made
* To attend the final meeting of the Examination Board and to advise the Board, especially in relation to trainees on the pass / fail borderline
* To report to the Course Director on the effectiveness of the assessment procedures in place
* Where appropriate, make recommendations to the Course Director on the assessment procedures
* To complete the standard report form issued by Durham SCITT and submit it to the Course Director by the agreed deadline

*Time allocation*

The time allocation for the above tasks is 4 days which should be allocated as follows:

* 2 days observing and reviewing trainees’ teaching including any borderline pass/fail cases
* 0.5 day reviewing trainees’ evidence portfolios (logs and REJ)
* 0.5 day writing the report
* 0.5 day attending the final Examination Board meeting

*The report*

A standard pro-forma is provided for the External Examiner’s report.

* The External Examiner’s report will be shared with the SCITT Steering Group, Examination Board and Committees
* The External Examiner should complete and submit the report following review of all the evidence following the final Examination Board meeting
* The Course Director will take responsibility for ensuring that any matters of concern are addressed
* The Steering Group will take responsibility for ensuring that appropriate actions are taken to address matters of concern

**1.4.2 Internal Moderation**

*Overall objective*

All aspects of assessment are subject to internal moderation. The Subject specialist/Primary Lead team and the Course Director will have responsibility for moderating judgments and reporting back to Quality Assurance Committee

.

The Course Director will jointly observe trainees with a school-based tutor to moderate judgements made.

An independent Internal Moderator will observe a sample of trainees and review a selection of files as part of the internal moderation process. The Internal Moderator will support the Course Director in gaining evidence to answer the question: “How well do trainees meet the Standards?”

*Specific responsibilities of the Internal Moderator*

* To observe a minimum of 9 trainees per phase over the course of the training year and report on the quality of the teaching against the Professional Standards for Qualified Teacher Status.
* To review the teaching and evidence files of those trainees observed and report on the quality of the evidence contained therein
* To attend the Quality Assurance Committee meetings
* To attend the Examination Board Meetings.
* To gain feedback in the quality of the course and identify areas for improvement both in year and at the end of the year.

*Reporting*

The Internal Moderator will use the pro-forma provided by the Course Director. The pro-forma will be shared with the trainees and the External Examiner.

**1.5 Monitoring**

Durham SCITT will monitor the implementation of the policy as follows:

* The Steering Group will monitor implementation of the policy through a yearly report from Course Director
* The Course Development Committee will survey trainee perceptions and present findings to the Steering Group Minutes of the Course Development Committee and the Steering Group will be available
* The Quality Assurance Committee will monitor the procedures, particularly those relating to internal moderation, as part of the QA cycle.

**1.6 Development and Training**

School Tutors (or equivalent) and mentors will attend training on the procedures for supporting trainee progress (see Mentor Curriculum). Assessment criteria for the Trainee Development Continuum (TDC) will be discussed and agreed at the annual training for school-based tutors.

Outcomes from moderation will be documented and presented to the Examination Board.

The Steering Group will direct the Quality Assurance Committee to address any issues arising from failure in policy or procedures and propose solutions.

**1.7 Publishing policy**

This Policy will be available through the Durham SCITT website and our documentation. A copy is available from the SCITT office.

**1.8 Review date for the policy**

The Policy will be review tri-annually as part of the SCITT’s Policy Review Process.

# Quality Assurance Policy

**1.0 Aims and values**

Durham SCITT understands and recognises the need to establish and maintain a high-quality training programme that produces excellent teachers.

Our QA procedures will underpin and support our drive for excellence. Rigorous monitoring, coupled with honest and open evaluation, will ensure that there is no complacency and that standards are set and maintained at a high level.

The training programme has been designed to ensure that there is compliance with the requirements for ITT providers. Regular review of the training course through the QA systems will ensure that compliance is maintained.

**1.1 Leadership and Management**

The Durham SCITT Steering Group is responsible for:

* Ensuring the policy is working in practice
* Overall responsibility for compliance with the requirements for ITT
* Directing the work of the Quality Assurance Committee in the monitoring of compliance with the requirements for ITT providers
* Development of a strategic plan which supports future compliance with the requirements for ITT

The Quality Assurance Committee is responsible for:

* Monitoring compliance
* Directing the work of the Course Director to provide evidence of compliance and other QA issues
* Ensuring that evidence-based benchmarking activities are undertaken
* Providing a regular report to Steering Group on issues of Quality Assurance

The Course Director is responsible for:

* Providing updates to the Quality Assurance Committee on compliance
* Implementation of systems that will facilitate the collection of data as required
* Providing evidence of data collected
* Providing opportunities and evidence for benchmarking activities
* Ensuring action is taken to improve the quality of ITT at Durham SCITT based on the quality assurance activities
* Keeping quality assurance records

**1.2 Procedures**

We aim to create an outstanding training course. Our QA procedures will help to facilitate this to ensure that our strategic planning builds upon our strengths and supports the development of other areas. A self-evaluation document is produced by the Course Director with input from partnership staff, as appropriate, for use by the Quality Assurance Committee. Lead Partners / Contributing Partners and placement partner schools may request copies of the latest self-evaluation document from the SCITT office.

|  |  |  |  |
| --- | --- | --- | --- |
| ***Course aspect*** | **QA procedures – Core and Lead Partners** | **Additional Information/ Intervention** | **Durham SCITT QA Procedures of Lead Partners** |
| ***Application process*** | * Application checked by Course Director/Lead /Contributing partner or designated Hub Lead * If invited to interview, applicant is sent a standard letter explaining the interview process and the teaching task. | Decision whether to invite for interview made by Course Director, Lead /Contributing partner or designated Hub Lead with guidance from the Subject Specialist, SCITT Training Manager or other partners, where appropriate  Summary of application data collated by Course Administration Team.  Where any patterns are found in terms of applications or recruitment then the Course Director would decide on a course of action which could include:   * Additional marketing * Discussion with interview panels | Durham SCITT will check the application checklists at regular occasions and cross reference with application forms. |
| ***Interview process*** | * Qualifications checked by Course Administrator/School Administrator. Copies of certificates taken * Identity of applicant checked by Course Administrator/School Administrator for DBS, copies of documents taken * A member of the SCITT Management Team/Lead Partner Representative involved in all interviews to ensure equal opportunities * Subject/Primary Specialist involved in interview panel (where possible) * Standard interview questions used. All questions graded by panel against descriptors provided to ensure equal opportunities * Applicants are required to create a standard teaching task * Teaching task graded by panel against selection criteria on standard pro-forma * Decision to offer a place made by panel based upon evidence presented * All applicants invited to interview are asked to evaluate the process. Standard evaluation form and letter sent out by the Course Administration Team after the interviews. | Summary of application data presented to October QA Committee meeting  Data scrutinised to ensure equal opportunities and racial equality  Significant trends interrogated by the QA Committee  All applicant information available to QA Committee for scrutiny, including interview evaluation returns. If QA Committee have any concerns the Course Director will review the interview process and make changes as required. | Durham SCITT will attend a sample of interviews. |
| ***Overall course design*** | * The course has been mapped against the CCF to ensure that trainees can meet the Teachers’ Standards and checked against the Quality Requirements * The course has been mapped to ensure coherence across the different aspects of the training * Key themes of the course have been tracked to support trainees in making progress towards the QTS Standards * Recommendations arising from evaluations from previous years have been incorporated into the course design * “One Year On” evaluation - previous cohort asked to complete an evaluation on how well they felt the training prepared them for their NQT year. | Trainees complete Placement and End of Term/Year Reviews. This information is collated by the Course Administration Team. Reports are presented to the appropriate Committees throughout the year  Additional trainee feedback through the Course Development Committee.  Based on the feedback the course design is reviewed and amended every year by the relevant phase teams to ensure that it incorporates the most up to date research and meets the needs of the trainees. | Durham SCITT will work with the Lead Partners to ensure any additionality is in line with our core curriculum |
| ***Centrally based training*** | * Objectives and intended learning outcomes for each training session identified by Course Director and shared with the trainers, as outlined in the curriculum documents * All trainers identified as expert within their field – either within their own school, local authority or as an external consultant * Trainees evaluate each training session against the objectives. | Summary of evaluations collated by Course Administrator  Initial report to Committees in November. Any significant issues identified and year on year benchmarking undertaken.  Subsequent evaluations reported to Committees in February, and then as part of the Course Director’s report in June/July  Where trainers are identified as not meeting the expected standard the phase training manager will, depending on the issues identified, either have a discussion with them or source a different trainer. | Durham SCITT will sample training sessions at each Lead Partner |
| ***Subject/Primary Specialism Training*** | * Objectives and intended learning outcomes for each training session identified by Subject Specialists and Course Director and outlined in the curriculum documents * All trainers identified expert within their field – either local authority subject consultants, Lead Practitioner, excellent teachers * Trainees evaluate each training session against the objectives. | Summary of evaluations collated by Course Administration Team  Initial report to Committees in October. Any significant issues identified and year on year benchmarking undertaken.  Subsequent evaluations reported to Committees in February, and then as part of the Course Director’s Report in June/July  Where trainers are identified as not meeting the expected standard the phase training manager will, depending on the issues identified, either have a discussion with them or source a different trainer. | Durham SCITT will sample training sessions at each Lead Partner |
| ***Teaching*** | * Joint observation of trainees by a member of the SCITT Management Team and mentor, School Tutor/Lead Mentor (or equivalent) * Joint observation of trainees by mentor / subject staff and Subject Specialist/Primary Specialist e.g. Head Teacher * A sample of trainees to be observed by the Internal Moderator * A sample of trainees to be observed by the External Examiner * Joint observation by Course Director and Internal Moderator/ External Examiner. | A summary of the standard of trainees’ teaching presented to Examination Board.  Where a trainee is not making the expected progress, the Cause for Concern Policy will be followed. | Durham SCITT will undertake at least 3 joint observations per phase (if applicable) with Lead Partner (one per placement)  The Internal Moderator will observe and meet with on trainee per phase per placement at each Lead Partner  External Examiner will review all Internal Moderation of Lead Partners |
| ***Assessment*** | * Course Directors/Training Managers sample at least 3 files per phase at each assessment point to check for consistency of judgments * Internal Moderator samples at least 3 files per phase at each assessment point * All judgements are presented to the Examination Boards * The Quality Assurance Committee analyses data to check for consistency across phase and between hubs. * At the Final Assessment the External Examiner will assess whether are judgements are comparable to other institutions. | The Internal Moderator reports to the Quality Assurance Committee.  The External Examiner’s Report is presented to the Steering Group  If any significant inconsistencies are found across the hubs then the Course Director will review the information and decide on the appropriate course of action. This could include:   * Support for the hub * Changing the Hub Lead | All partners follow the same assessment procedures.  Where the final assessments have been delegated to a Lead Partner, Durham SCITT will quality assure the judgements by sampling a range of trainees’ files, the Trainee Development Continuum and the Progress Check form/Final Assessment Form. |
| ***Placements*** | * Trainees evaluate Placement A (December) and Placement B (June) * Previous evaluations examined by Committees * Evaluations summarised and shared with the placement schools * Selection and de-selection criteria as outlined within the Partnership Agreement. | Summary of placement evaluations presented as part of the Course Director’s Report to QA Committee in June/July. Final placement evaluations presented to Committees in October.  Where significant issues arise from placements then the Training Manager will complete a review and, if required, the arrangements for de-selection could be implemented. | If evaluations have been conducted by the Lead Partner, the Course Director will receive a summary from them outlining strengths and areas for development. |
| ***Documentation*** | * Trainees will use the OneDrive to collate the evidence towards the QTS standards. They evaluate OneDrive at the end of the course. * Trainees will use the SCITT lesson plan, evaluation, and lesson observation forms. Trainees evaluate these at the end of the course. * Use of school specific documentation should be agreed with the Course Director * Subject specialists. Primary leads regularly review the completion of documentation | End of year evaluations of all documentation is reviewed and amendments made as required. | Durham SCITT will quality assure at least one file per phase at each assessment point. |
| ***Mentors and School Tutors (or equivalent)*** | * All mentors and School Tutors/Lead Mentors (or equivalent) receive training as outlined in the Mentor Curriculum document. This training is evaluated by the mentors. * Subject specific exemplars included in reference guides for mentors. * Joint observations by Subject Specialists and subject staff during placements. These are moderated by Course Director * Joint observations by a member of the SCITT Management Team and mentor, School Tutor/Lead Mentor (or equivalent) /class teacher during placements. These are collated and moderated * Guidance on report completion is given in the reference guides and at training sessions. Training Managers review documentation * Trainees evaluate their placements and mentor support * Evaluation of the SCITT training course by schools. | The ‘turnover’ of School Tutors/Lead Mentors (or equivalent) and mentors is monitored. New mentors / Lead Mentors take part in training, as outlined in the Mentor Curriculum.  Where significant issues arise from the quality of mentoring, the Training Manager will complete a review and, if required, the arrangements for de-selection could be implemented. | Durham SCITT will quality assure the mentor training by attending sessions and reviewing the materials provided  Monitor attendance at Mentor Training  Monitor the prior knowledge of mentors |
| ***Policy and Procedures*** | All policies and procedures are reviewed by the Policy Review Group as part of a cycle. Each policy has an identified review date, and any failure of policy is examined by the QA Committee. |  |  |
| ***Self-evaluation*** | The training course has been evaluated against the Ofsted framework. | The SED is presented to the Steering Group. Improvement plan is written and actions are reviewed at each meeting. |  |

Compliance Reports will be presented to the Quality Assurance Committee in November and then monitored throughout the year. Results from monitoring and evaluation will be fed back to the Steering Group through regular reports. These reports will be used by the Steering Group to inform strategic planning. The QA Committee will also consider how the compliance report compares to other institutions through the use of benchmarking data such as Ofsted reports, application data from other institutions and the External Examiner’s report. This information will also be reported to Steering Group and used to inform strategic planning.

**1.3 Monitoring**

The Steering Group will maintain overall responsibility for compliance with the requirements for ITT. Monitoring will be through regular reports from the QA Committee. The QA Committee will use data collected and collated from:

* Evaluations of training sessions from trainees
* Evaluations of training sessions from trainers
* Evaluation of sessions delivered by Lead Partners
* Evaluations of processes (e.g. interview process evaluation) including from Lead Partners / Contributing Partners
* Internal moderators reports
* Feedback from the Course Development Committee as appropriate
* Written evidence from external sources including Ofsted reports, LA reports, External Examiner report
* Application and trainee data

Feedback from monitoring and reports to Steering Group will be published in minutes of its meetings.

**1.4 Training and Development**

Tutors and trainees will be trained in the procedures relating to this policy and other related policies. Data collected through analysis of trainees, applications and evaluation forms will be used to inform the planned review of the policies and procedures. Training needs relating to QA issues will be identified by the QA Committee.

**1.5 Publishing Policy**

This policy will be available through the Durham SCITT documentation.

* 1. **Review date for the Policy**

The Policy will be review tri-annually as part of the SCITT’s Policy Review Process

# Attendance, Absence and Deferrals Policy

**1.0 Aims and values**

Durham SCITT is committed to providing high quality training that supports each trainee to make progress towards achieving the Professional Standards for Qualified Teacher Status by flowing the curriculum based on the CCF. Attendance is extremely important for all aspects of the course and failure to attend one or more aspects of the course may result in the trainee being unable to achieve the Professionals Standards for Qualified Teacher Status.

We recognise that a trainee may, on occasion, be absent for very good reasons. The purpose of this policy is to provide guidance for trainees and for the management of the SCITT on how to proceed when a trainee is absent or unable to successfully complete an aspect of the course.

**1.1 Leadership and Management**

The Durham SCITT Steering Group is responsible for:

* Ensuring that the policy is working in practice
* Directing the work of the Course Director in the monitoring and collation of data relating to deferrals
* Monitoring the success of the policy
* Identifying and remedying failures of the policy

The Course Director is responsible for:

* Ensuring all staff are aware of the policy and procedures
* Ensuring all trainees are aware of the policy and its contents
* Monitoring the attendance of all trainees
* Implementation of the policy
* Recording and reporting failures of the policy to Steering Group

**1.2 Procedures**

*1.2.1 Absence from central training*

Any trainee who is unable to attend a centrally taught session must notify the Course Administration Team as early as possible on the day of absence. The SCITT Management Team will monitor attendance at centrally taught sessions. If a single period of absence extends up to five working days, the trainee must complete a Sickness Self Declaration form on the day of their return. If the absence extends beyond five working days or more, the trainee must provide the Course Director with a ‘Statement of Fitness For work’. If any trainee has missed a total of 5 working days or equivalent of centrally based training, the trainee will be required to attend a review meeting with a member of the SCITT Management Team.

*1.2.2 Absence from Placement*

If a trainee is unable to attend school during placement, the trainee must follow the school’s procedure for notifying absence **in** addition to contacting a member of the Administration Team at Durham SCITT. The trainee must complete an absence form (copy from One Note) and email to the Course Director. As above, if trainee absence on placement extends up to five days, the trainee must provide the Course Director with a completed Sickness Self Declaration form. If trainee absence extends beyond five working days, the trainee MUST provide the Course Director with a ‘Statement of Fitness for work’.

Attendance on placement will be monitored by the Subject Tutor/Lead Mentor (or equivalent). If any trainee has missed a total of 5 working days or equivalent of the placement, the Course Director will be notified by the Subject Tutor/Lead Mentor (or equivalent) and the trainee will be required to attend a review meeting with the Course Director. The trainee may be required to make up additional time within the placement school. The trainee will be notified of the number of additional days required by the Course Director. If it is not possible to make up the time within the same institution, the Course Director may arrange for the additional time to be made up within a different institution (for example on second placement). Failure to complete the specified number of days may result in failure of the Classroom Practice Programme (CPP). Please refer to the Fitness to Practice Policy.

* + 1. *Deferral*

If a trainee is unable to complete the required amount of classroom practice during the training year, s/he may need to defer part or all of one of the placements. The deferral may be requested by the trainee or imposed upon the trainee by the Course Director.

School Led: Situations regarding deferral for School Led trainees would be discussed by the Course Director and the School Tutor/Lead Partner (or equivalent).

Once absence has reached 15 days (in total) or is expected to reach 15 days (for example through the receipt of a doctor’s certificate), the “Fitness to Practice Policy” will be followed.

Once completion of the course has been deferred, this is considered to be a temporary withdrawal from the course and bursary payments will be halted until the trainee has returned to the course. Any deferral will have conditions of re-entry established as part of the deferral process which will be agreed by both parties.

**1.3 Monitoring**

The Steering Group will monitor implementation of the policy through an annual report from the Course Director.

**1.4 Development and Training**

The Course Director will ensure that all relevant data is collected on attendance, absence and deferrals. Issues arising from analysis of this data will be highlighted in the Course Director’s annual report to Steering Group. Proposed solutions to any issues arising from failure in policy or procedures will be identified by the Course Director in the annual report to Steering Group.

**1.5 Publishing policy**

This Policy will be available through our documentation and the Durham SCITT website. A copy is available from the SCITT office.

**1.6 Review date for the policy**

The Policy will be review tri-annually as part of the SCITT’s Policy Review Process.

**Sickness self-certification form**

1. Fill out this form for all sickness absence of five days or fewer.
2. For periods of sickness lasting more than five days, please provide a ‘Statement of Fitness For work’ (Fit Note) which has been signed by a doctor or your GP.
3. This form must be completed on the day you return to work and then passed to the Course Director.
4. Course Director to initial and send to Course Administration for filing in trainee HR records.

|  |  |
| --- | --- |
| Name |  |
| About your absence: *Please give brief details of your sickness* |  |
| First day of absence owing to sickness |  |
| Date returned to work |  |
| Number of days away from work owing to sickness |  |
| Was your sickness caused by an accident at work?   If so, please provide brief details and date of the accident, inform the designated person and ensure the accident record book has been updated to include details of the accident. |  |
| Signature |  |
| Date |  |
| Course Director initials |  |

# Cause for Concern Policy - Progress Towards QTS

**1.1 Aims and values**

Durham SCITT is committed to ensuring that all trainees are treated fairly and with consideration. We recognise that we have a responsibility to ensure high and consistent standards in our role as a training provider. Not all trainees will progress at the same rate and all trainees have an entitlement to train in a supportive and caring environment. We accept the responsibility for identifying trainees who are experiencing difficulties that may affect their ability to meet the Professional Standards for Qualified Teacher Status. We aim to ensure that, where trainees are identified as cause for concern, strategies to support their progress are implemented as soon as possible.

**1.2 Leadership and Management**

Durham SCITT Steering Group is responsible for:

* Ensuring that the policy is working in practice
* Monitoring the success of the policy
* Identifying any failures of the policy
* Addressing and resolving any failure of the policy
* Benchmarking qualitative judgements against other providers

The Course Director is responsible for:

* Implementing procedures that support trainee progress
* Ensuring that the trainees are aware of the procedures to support their progress
* Ensuring that Subject/Primary Specialists, mentors, School Tutors / Lead Mentors (or equivalent) are aware of their responsibilities
* Monitoring evidence from placement schools
* Reporting any failure of policy or procedure to the Steering Group

**1.3 Procedures**

Trainees have an entitlement to a weekly review meeting with their mentor. The weekly review meeting is the first level of intervention where, through discussion around subject knowledge and lesson observations as well as trainees’ reflection using the Reflection and Evidence Journal (REJ) progress can be monitored. The mentor will identify the targets the trainee is currently working on, as recorded in the REJ to, ensure progress is made towards achieving the Professional Standards for QTS. If a cause for concern is identified in this meeting the mentor should initiate discussions with the School Tutor/Lead Mentor (or equivalent) and/or the SCITT Course Director to decide on a course of action to support the trainee’s progress.

The Action Plan is the second level of intervention. Should a formal Action Plan be deemed necessary, the School Tutor/Lead Mentor (or equivalent) and/or the Course Director will agree the Action Plan with the trainee and the mentor. The areas that the trainee needs to address, the actions required and how the trainee will access support will be made explicit on the Action Plan. Appropriate actions will need to be made specific in order to support the trainee’s progress. General comments or guidelines such as “Improve your subject knowledge” or “You need to work on your classroom management techniques” should be avoided. School based mentors should identify with the trainee exactly what can be done to improve the situation. For example, “You need to revise your subject knowledge specifically in the area of Marketing Strategy. Read chapters 15 – 21 of “Marketing Today” before looking again at the A Level specification” or “Reinforce the school policy on low level disruption by using the policy consistently. Observe Mrs Smith teaching 10x – she uses a number of phrases that enforce our positive behaviour policy which you could then use in your own classroom management”.

In the meeting or in a separate meeting the Course Director will discuss with the trainee the support that will be offered by Durham SCITT.

If sufficient progress has not been made against the identified areas of concern, the mentors, School Tutors/Lead Mentor will discuss the subsequent course of action with the SCITT Course Director. A Second Action Plan may be agreed with the trainee which may include the following interventions:

* + - Additional subject specific training
    - Additional tutorial time from the Course Management Team
    - Additional support from a different partner school
    - A focused and guided observation schedule
    - Additional support from a member of the working groups
    - Withdrawal from the placement

Should insufficient progress have been made following the Second Action Plan the trainee will fail the placement. The Fitness to Practise Policy will then be followed to decide on the next course of action.

In certain circumstances, the trainee may be asked to leave the placement prior to Actions Plans being introduced/completed. If this is the case then the circumstances surrounding this will be investigated by the Course Director. Where a trainee has been found to be unprofessional then the Unprofessional Conduct and Disciplinary Policy will be followed.

**1.4 Monitoring**

* The Steering Group will monitor implementation of the policy through scrutinising the documentation as part of its Quality Assurance procedures.
* Information from trainee exit evaluation forms will be used to evaluate the effectiveness of the procedures in supporting trainees.
* The Course Development Committee will survey trainee perceptions and present findings to the Steering Group. Minutes of the Course Development Committee and Steering Group will be available.
  1. **Development and Training**

Mentors, School Tutors/Lead Mentors (or equivalent) will all attend training on the procedures for supporting trainee progress (see Mentor Curriculum). The Steering Group will direct the Course Development Committee to address any issues arising from failure in policy or procedures and propose solutions.

* 1. **Publishing policy**

This Policy will be available through the Durham SCITT website and our documentation. A copy is available from the SCITT office.

**1.7 Review date for the policy**

The Policy will be review tri-annually as part of the SCITT’s Policy Review Process.

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# Unprofessional conduct and disciplinary policy

**1.0 Aims and Values**

Durham SCITT expects professional conduct from all trainees, staff, and trainers at all times. The strength of the SCITT lies in good partnerships between the SCITT and partner institutions and any unprofessional conduct or behaviour that brings the name of the SCITT into disrepute will undermine this strength and jeopardise future partnership arrangements. We expect all our trainees, staff, and trainers to demonstrate and model high levels of professionalism.

We will not accept unprofessional conduct from our trainees. Any trainee found to be behaving in an unprofessional manner will be subject to disciplinary procedures.

**1.1 Leadership and Management**

We are committed to ensuring that all trainees behave in a professional manner whilst training.

The Durham SCITT Steering Group is responsible for:

* Monitoring the success of the policy
* Identifying and remedying failures of the policy

The Policy Review Group is responsible for:

* Reviewing the policy on an biannual basis
* Ensuring the policy is working in practice

The Course Director is responsible for:

* Ensuring all staff and trainers are aware of the policy and its contents
* Ensuring all trainees are aware of the policy and its contents
* The implementation of the policy
* Recording and reporting failures of the policy to Steering Group

The Independent Appeals Panel is responsible for:

* Scrutinising evidence in case of an appeal against disciplinary action
* Recommending subsequent actions

**1.2 Procedures**

All trainees must uphold the professional code of conduct outlined in Part Two of the Teaching Standards as part of meeting the Standards for Qualified Teacher Status.

For the purpose of this policy, “behaving in an unprofessional manner” or “unprofessional conduct” is defined in the “Fitness to Practise” Policy. The trainees will all sign a SCITT Code of Conduct which summarises the behaviour expected of a Trainee Teacher.

If a trainee is found to have breached the SCITT Code of Conduct whilst on placement, the school should notify the Course Director immediately. If a trainer or SCITT member of staff feels that the trainee is in breach of the SCITT Code of Conduct whilst attending centrally based training, the trainer should notify the Course Director immediately.

In the first instance, the Course Director will decide whether there is a prima facie case. If there is a prima facie case, then the Course Director will choose the best course of action. In certain circumstances, the Course Director may decide that informal procedures may be appropriate before formal procedures are invoked. The informal procedures are not required or limited to, the following:

* Holding an informal meeting between the person whose behaviour has been unprofessional and any others who may help resolve the situation
* Discussing the situation with all parties involved

Where a satisfactory resolution is not found through the informal procedures, or where the unprofessional conduct is deemed too serious to be dealt with in an informal way, the formal investigation procedures will be followed as outlined in the “Fitness to Practise Policy”.

**1.3 School Led (salaried)**

Whilst in their home schools, all School Led (salaried) trainees will be subject to the school’s disciplinary policy as well as that of Durham SCITT. Durham SCITT should be notified by the school of any actions taken as a result of a trainee’s unprofessional conduct.

On second school placement, School Direct trainees will be subject to the Durham SCITT disciplinary policy.

**1.4 Monitoring**

* Documentation will be scrutinised by the Quality Assurance Committee for evidence of Equal Opportunities and to ensure that each case is considered without prejudice
* Feedback from monitoring and reports to Steering Group will be published in minutes of its meetings.

**1.5 Training and Development**

Tutors and trainees will be trained in the procedures relating to this policy and other related policies. The SCITT will raise awareness of the policy through its training programme and documentation.

**1.6 Publishing Policy**

This Policy will be available through the Durham SCITT website and our documentation. A copy is available from the SCITT office.

**1.7 Review date for the Policy**

The Policy will be review tri-annually as part of the SCITT’s Policy Review Process.

# E-Safety Policy

**1.0 Aims and values**

Use of digital technologies by employees and trainees of Durham SCITT is permitted and encouraged where such use supports the goals and objectives of the SCITT. However, Durham SCITThas a policy for the use of such technologies whereby employees and trainees must ensure that they:

* comply with current legislation
* use the digital technologies in an acceptable way
* do not create unnecessary risk to the SCITT by their misuse of the digital technologies

**1.1 Leadership and Management**

We are committed to ensuring that all trainees behave in a professional manner whilst training.

The Durham SCITT Steering Group is responsible for:

* Ensuring the policy is working in practice
* Monitoring the success of the policy
* Identifying and remedying failures of the policy

The Course Director is responsible for:

* Ensuring all staff and trainers are aware of the policy and its contents
* Ensuring all trainees are aware of the policy and its contents
* The implementation of the policy
* Recording and reporting failures of the policy to Steering Group

The Independent Appeals Panel is responsible for:

* Scrutinising evidence in case of an appeal against disciplinary action
* Recommending subsequent actions

**1.2 Unacceptable behaviour**

In particular the following is deemed unacceptable use or behaviour by employees or trainees:

* visiting internet sites that contain obscene, hateful, pornographic or otherwise illegal material
* using the computer to perpetrate any form of fraud, or software, film or music piracy
* using the internet to send offensive or harassing material to other users
* downloading commercial software or any copyrighted materials belonging to third parties, unless this download is covered or permitted under a commercial agreement or other such licence
* hacking into unauthorised areas
* publishing defamatory and/or knowingly false material about Durham SCITT or the schools in which a trainee is placed to your colleagues and/or schools on social networking sites, ‘blogs’ (online journals), ‘wikis’ andany online publishing format
* revealing information about Durham SCITT in a personal online posting, upload or transmission - including financial information and information relating to a placement schools, plans, policies, staff and/or internal discussions
* posting of jokes/comments/videos or photographs to social networking sites that could be regarded as unprofessional or could cause offence
* accepting students as ‘friends’ on social networking sites
* undertaking deliberate activities that waste staff effort or networked resources
* introducing any form of malicious software into the SCITT network

The advice from professional associations is:

* do not have a social media account if you do wish to have an account:
  + ensure that you understand and make full use of the privacy settings.
  + make sure you know everyone you accept as a ‘friend’.

**1.3 School or SCITT-owned information held on third-party websites**

If you produce, collect and/or process school-related information in the course of your work, the information remains the property of the school or the SCITT. This includes such information stored on third-party websites such as webmail service providers and social networking sites, such as Facebook.

**1.4 Monitoring**

Durham SCITT accepts that the use of digital technology is a valuable educational tool. However, misuse of this facility can have a negative impact upon employee and trainee productivity and the reputation of the SCITT.

In addition, all of the SCITT's technological related resources are provided for educational purposes. Therefore, the SCITT maintains the right to monitor the volume of internet and network traffic, together with the internet sites visited, e-mails sent and the contents of the SCITT laptops. The specific content of any transactions will not be monitored unless there is a suspicion of improper use.

**1.5 Procedures**

All SCITT trainees who use digital technologies as part of their role are required to sign the Durham SCITT Code of Conduct.

Where it is believed that employees or trainees have failed to comply with this policy, they will be subject to the SCITT’s Unprofessional conduct and disciplinary procedure.

***PLEASE NOTE:***

When trainees are on placement within a partner school they are subject to the school’s Acceptable Use Policy as well as the SCITT’s E-Safety Policy.

**1.6 Publishing policy**

This Policy will be available through the Durham SCITT website and our documentation. A copy is available from the SCITT office.

**1.7 Review date for the policy**

The Policy will be review tri-annually as part of the SCITT’s Policy Review Process.

# Mental Health Policy

1. **Introduction**

Most personal problems experienced on a teacher training course can be resolved quickly by talking to a family member or a friend or by seeking help from tutors or other advisors. It is important not to label as a "mental health" problem what are, in reality, normal emotional reactions to new experiences. However, a small number of trainees may experience emotional or psychological difficulties which are more persistent, and which inhibit their ability to participate fully in teacher training without appropriate professional support. These difficulties may take the form of a long-term mental illness or a temporary, but debilitating, condition or reaction. In addition, some trainees may arrive at the SCITT with a pre-existing problem, either declared or undeclared.

Mental health problems can seriously impair academic performance and can lead to confused or disturbed behaviour. Minor problems which interfere with a trainee's capacity to work result in distress, wasted effort and undermine academic progress. A more serious mental health problem in a trainee, as well as needing appropriate professional support, may cause anxiety and concern to fellow trainees, tutors and SCITT staff. The suicide or attempted suicide of a trainee is an extreme (but fortunately very rare) response to mental distress and a very disturbing event for all, especially for those close to the individual concerned.

1. **Aims**

The SCITT aims to provide a supportive environment that will help trainees with mental health difficulties to realise their potential and more specifically, to meet course requirements.

The SCITT seeks to implement these aims by:

* encouraging trainees with mental health difficulties to seek help
* supporting a culture in which mental health problems are recognised, not stigmatised, referring trainees with serious mental health problems, to NHS services
* meeting the support and study needs of trainees with mental health disabilities
* establishing consistent procedures for helping trainees with mental health difficulties
* providing guidance and training to people involved in the support and care of trainees
* respecting the confidentiality of personal information provided by trainees with mental health difficulties
* referring trainees with mental health problems to the Occupational Health Service where it is considered that the problem might affect their health and safety in the workplace.

1. **Providing support**

The Occupational Health Service provides an assessment and advisory service on the occupational health aspects of trainee mental health problems.

1. **Respecting confidentiality**

Trainees with mental health difficulties will probably not seek help unless they know that the information they provide will be treated as confidential and that it will not harm their academic standing. The SCITT staff have a responsibility to respect privacy, however there are circumstances where it would be appropriate to share information with third parties who have a clear need to know that there are specific concerns about a trainee e.g. where there is a danger of a trainee harming themselves or others.

1. **Helping trainees in crisis**

If a trainee is considered to be at serious risk of self-harm the matter should be reported to a senior member of staff. There are varying levels of risk, however, and inevitably personal judgement will be required as to the seriousness and urgency of the situation and the appropriate course of action. A trainee may be out of touch with reality and not functioning normally but not necessarily threatening any physical harm to themselves or others. That is why discussion with a professional, is important to assess what action is needed. The safety of the individual concerned and of those around them is paramount. Where there are clear indications that the trainee is in imminent and serious danger the GP should be consulted as quickly as possible and if necessary, the emergency services called.

When trainees have been admitted to hospital following self-harm, they will routinely receive a psychiatric assessment. The SCITT staff should be informed of the outcome of this assessment, and they will consider the best course of action. Where necessary the “Fitness to Practice Policy” will be followed

1. **Raising awareness**

Information about the support available to trainees with mental health difficulties is provided in the SCITT documentation. Information is regularly reviewed to ensure that it remains accurate and appropriate.

1. **Supporting those involved in trainee welfare**

To promote consistency in the way individual cases are handled, guidelines will be issued for use by staff on how to identify and respond to trainees with mental health difficulties, including procedures for dealing with those at risk of harming themselves or others. The objective is to ensure that tutors and others are better able to recognise the warning signs of a mental health problem and to know when it is sufficiently serious to require referral to a professional. It is important that those involved in trainee welfare do not try to deal with problems that require expert assessment and management, although they may still have an important role to play in supporting the trainee in their studies. Early recognition and intervention will help to prevent problems escalating.

1. **Meeting commitments to trainees with disabilities**

The SCITT has specific legal responsibilities towards trainees whose mental condition falls within the definition of "disability" under the Disability Discrimination Act. The Special Educational Needs and Disability Act (SENDA) extends the provisions of the Disability Discrimination Act to education with effect from September 2002. Institutions are required to treat people with disabilities no less favourably than others, and, where necessary, to make reasonable adjustments to policies, practices, and procedures in order to achieve this.

"Disability" is defined as a physical or mental impairment which has a "substantial and long-term adverse effect on a person's ability to carry out normal day-to-day activities". Thus, it is likely to include trainees with a long-term mental illness such as schizophrenia. Other mental conditions may also be covered, although each case will need to be examined individually. The SCITT's Management team, is responsible for arranging any study needs support required for trainees who declare a mental illness prior to admission or who require support on re-admission.

1. **Taking time out**

Whilst every effort is made to help trainees in need, the duty of care owed by the SCITT to the wider trainee body and to staff takes priority where the behaviour of a trainee with mental health difficulties causes significant disturbance or distress to others. Efforts will be made to resolve such problems through discussion with the individual concerned and in particular to point out the negative effect that their behaviour is having on others. However, if these efforts are unsuccessful, alternative strategies will be considered, including, if necessary, requesting the trainee to defer from the SCITT for a suitable period. If a trainee is suffering from a serious mental health problem, deferring from the SCITT may offer them the best chance of making a full recovery, particularly if they receive support from their family and because of this, some trainees may decide to defer on their initiative. Complete withdrawal may also be necessary if the trainee's mental condition is such that they are unable to meet course requirements, notwithstanding the support of the SCITT and local medical services.

However, if the trainee does not agree to defer/withdraw voluntarily it will be necessary to consider suspension. Procedures exist at SCITT level for the suspension of trainees on the grounds of ill health these are outlined in the “Fitness to Practise Policy”.

Trainees deferring from the SCITT for mental health reasons will be allowed to resume their studies once the SCITT is satisfied that they are medically fit to do so, as certified by Occupational Health – see “Fitness to Practise Policy”

1. **Monitoring**

The Steering Group will monitor the implementation of the policy through an annual report from the Course Director.

1. **Publishing policy**

This policy will be available through our documentation and the Durham SCITT website. A copy is available from the SCITT office.

1. **Review date for the Policy**

The Policy will be reviewed tri-annually as part of the SCITT’s Policy Review Process.

# Complaints Policy

**1.0 Aims and values**

Durham SCITT is committed to providing high quality training that supports trainees as they progress towards achieving the Professional Standards for Qualified Teacher Status. Any complaint about the training course, the management of the training course or the school based training will be taken seriously and dealt with in a professional manner.

**1.1 Leadership and Management**

The Durham SCITT Steering Group is responsible for:

* Ensuring that the policy is working in practice
* Directing the work of the Course Development Committee in the monitoring and collation of data relating to complaints
* Monitoring the success of the policy
* Identifying and remedying failures of the policy

The Course Director is responsible for:

* Ensuring all staff are aware of the policy and procedures
* Ensuring all trainees are aware of the policy and its contents
* Implementation of the policy where the complaint is about a school based matter
* Recording and reporting failures of the policy to Steering Group

The Chair of the Course Development Committee is responsible for

* Implementation of the policy where the complaint is about a course or course management matter
* Recording and reporting failures of the policy to Steering Group

**2.0 Procedures**

If a trainee is dissatisfied with any aspect of the course, the Course Management Team should be informed as soon as possible. We are committed to supporting trainees and will deal with any complaint in a professional manner. We recognise that it may be difficult for a trainee to complain about the course or placement schools as they may feel uncomfortable or vulnerable. Often an informal chat with a tutor or a member of the SCITT training staff can help a situation but, sometimes, this will not suffice and the trainee may feel the need to take matters further. If, at any time over the training year, a trainee wishes to make a formal complaint about the centrally based training, the course management, training in school, the work of the school tutor or subject tutor within the school or any other aspect of the course, we advise that a trainee can proceed in one of the following ways:

**3.0 Concern about centrally based training or course management:**

Any complaint about the course should be brought to the attention of the Course Development Committee in one of the following ways:

* Using the course evaluation forms
* Speak to one of the trainee representatives on the Course Development Committee
* Contact the Chair of the Course Development Committee

If the complainant is unhappy with outcome of this initial contact with the Course Development Committee they will be required to submit the complaint in writing to the Chair of the Course Development Committee. The Chair of the Course Development Committee will take responsibility for interviewing the complainant and investigating the complaint fully. The complainant has the right to be accompanied by a friend to this initial interview. If there is insufficient evidence to support the complaint, or the complaint is trivial or malicious in nature, the process should be terminated. The complainant will receive a written response from the Course Development Committee within 20 days of the complaint being lodged as to the outcome of the investigation.

If there is sufficient evidence for the complaint to be upheld, the matter will be referred to Steering Group who will implement a formal investigation. (Please see “Fitness to Practice Policy” for the Formal Investigation Procedures).

**3.1 Concern about the training in school:**

Any complaint about school based matters (placement school / Lead or Contributing Partner) should be brought to the attention of the Course Director. The trainee will be asked to submit the complaint in writing. The Course Director will take responsibility for interviewing the complainant and investigating the complaint fully. The complainant has the right to be accompanied by a friend to this initial interview. If there is insufficient evidence to support the complaint or the complaint is trivial or malicious in nature the process should be terminated.

The complainant will receive a written response from the Course Director within 20 days of the complaint being lodged as to the outcome of the investigation.

If there is sufficient evidence for the complaint to be upheld, the matter will be referred to Steering Group who will implement a formal investigation. (Please see “Fitness to Practice Policy” for the Formal Investigation Procedures).

**4.0 Monitoring**

* The Steering Group will monitor the implementation of the policy
* The Course Development Committee will survey trainee perceptions and present findings to the Steering Group. Minutes of the Course Development Committee and Steering Group will be available.

**5.0 Development and Training**

The Course Development Committee will identify training needs through analysis of complaints data. The Steering Group will direct the Course Development Committee to address and propose solutions to any issues arising from failure in policy or procedures.

**6.0 Publishing policy**

This Policy will be available through the Durham SCITT website and our documentation. A copy is available from the SCITT office.

**7.0 Review date for the policy**

The Policy will be reviewed tri-annually as part of the SCITT’s Policy Review Process.

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# Fitness to Practise Policy

1. **Introduction**

Durham SCITT offers a programme which, on completion, allows the trainees a right to be accepted into the teaching profession upon confirmation from the SCITT that they are fit to practise.

1. **In w****hat circumstances may the Fitness to Practise Procedures be applied?**

**Health concerns**

* 1. Trainees whose health gives rise to serious concern that they will not be fit to practise may be referred to Fitness to Practise Procedures. Trainees who are referred on health grounds will normally be required to attend an appointment with the Durham LA’s Occupational Health Physician who will be asked, as part of the investigation, to submit a report on the nature of the trainee's illness, the prognosis, and the likely impact on the trainee's ability to practise professionally, response to treatment and willingness to undergo treatment, how the illness affects the trainee's ability to communicate with pupils, colleagues or other persons within the SCITT.
  2. Trainees referred in this category could include those with a severe, intractable psychiatric illness, those who develop a physical illness which would preclude them from practising, or those with personal characteristics which prevent them from fulfilling their professional responsibilities.
  3. Trainees suffering from a serious communicable disease may be referred to Fitness to Practise Procedures. Account should be taken of the requirements pertaining to the teaching profession, the trainee's response to treatment, and their willingness to co-operate with a required or recommended course of action.
  4. While patient care and health and safety are paramount, there is a need for a non- judgmental approach in instances of trainee ill health which places substantial weight on the therapeutic needs of the trainee. It is necessary also to distinguish between temporary conditions, which may be resolved, and those which may last twelve months or more and amount to disabilities under the Equality Act 2010.

**Misconduct and behavioural concerns, including professional conduct**

* 1. Misconduct, as normally defined in the SCITT’s Code of Conduct for Trainees, committed by a trainee will be dealt with under the SCITT's Unprofessional Conduct and Disciplinary Policy. This is behaviour, which is judged to constitute either improper interference, in the broadest sense, with the functioning or activities of the SCITT, or those who work or study in the SCITT, or action which otherwise damages the SCITT. However, certain conduct, for example drug abuse, may be regarded more seriously if engaged in by a trainee.
  2. During consideration of a disciplinary offence under the Unprofessional Conduct and Disciplinary Policy, information or evidence may emerge which raises questions about a trainee's fitness to practise professionally, even though it would not support a finding of misconduct; for example, there may be health problems, mental or physical, including issues relating to drink or drugs. Such a case would then be referred to the Fitness to Practise Procedures.
  3. Trainees whose behavioural patterns give rise to serious concern that they will not be fit to practise may be referred to Fitness to Practise Procedures. Trainees should be familiar with and act with due regard to the Teacher Standards and are expected to behave in a professional, ethical, and moral manner at all times. The nature of their programme of study means that these trainees have contact with pupils, colleagues and staff, and will have responsibility for pupils once qualified. Any behaviour, therefore, which places a pupil, colleague or member of staff at risk or gives rise to concern about the trainee's future commitment to the protection and safety of a pupil, colleague or member of staff, should be considered under Fitness to Practise Procedures.

**Criminal offences**

* 1. In the event that a trainee is convicted of, cautioned for, reprimanded for or charged with any criminal offences, including motoring offences (except parking or speeding offences which are subject to fixed penalties), they may be considered under Fitness to Practise Procedures once all due legal and risk assessment processes have been completed. However, it may be necessary to suspend the trainee from the SCITT and/or from external placements until the legal processes have been completed in accordance with established procedures where a trainee is charged with a criminal offence or acquires a criminal record whilst registered on a programme of study.

**Academic progress**

* 1. Trainees who fail to make satisfactory progress in academic studies will be considered by the Course of Directors and by Examination Board, which will determine the appropriate course of action. In addition, if during deliberations, concerns come to light about the trainee's suitability to practise professionally on grounds of health or conduct, then the fitness to practise procedure will be initiated. The fitness to practise procedure may be initiated independently of these bodies.

**Recommendation for QTS**

* 1. Where a trainee is referred to Fitness to Practise Procedures, s/he shall not be permitted to be recommended for QTS from the SCITT until the Procedures have been completed.

1. **The p****ool of members for a Fitness to Practise Panel**
   1. The Course Director shall submit on an annual basis, to the Steering Group, a list of individuals to form a pool from which membership of a Fitness to Practise Panel shall be drawn. Normally an individual should be appointed to the pool for no more than five consecutive academic sessions.
   2. Those eligible for the pool are as follows and the Course Directors are responsible for ensuring that an appropriate balance of nominees from each of these categories are put forward for Steering Group approval:
      1. Course Directors
      2. Training Managers
      3. Subject Specialists
      4. Members of the Examination Board
      5. Member of the Steering Group
      6. Member of the Quality Assurance Committee
      7. Appropriately experienced professionals external to the SCITT. These shall normally have experience of Senior Leadership within the teaching profession
      8. Individuals who have expertise in matters relating to trainee health.

The Trainee Representatives of the Course Development Committed shall also be *ex-officio* members of the pool.

1. **Referral to Fitness to Practise Procedures**
   1. A trainee may be referred to the SCITT’s Fitness to Practise Procedures by the Examination Board, a Course Director, a School Tutor following routine monitoring at SCITT level and/or concerns raised by a Placement School.
   2. A referral to Fitness to Practise Procedures may be made in the following instances:
      * Concern about a trainee’s academic performance as agreed by the Examination Board or Course Directors.
      * Concern about the outcome of any Trainee Disciplinary Proceedings
      * Concerns raised by routine monitoring at programme level
      * Concerns about a trainee’s health
      * Concerns about a trainee’s professional conduct
   3. In cases where a designated member of staff with responsibility for certifying to the DFE that a trainee at the end of their studies is fit to practise feels that they are unable to do so, then that member of staff shall refer the issue to the Course Director. No disclosure of issues relating to an individual trainee’s health or professional conduct shall be made to a professional body without that trainee first having been considered under the Fitness to Practise Procedures.
   4. Subject to the absolute discretion of the SCITT, a referral or an allegation of concern must be made in writing to the Course Director and signed by the maker. Anonymous allegations will not normally be considered.
2. **Formal Investigation**
   1. Where a case is referred to the Fitness to Practise Procedures, the Course Director shall determine, or shall ask a senior member of staff to consider, within a period of five working days, whether there is a *prima facie* case to be investigated.
   2. If a *prima facie* case is not considered to have been made, the Course Director shall inform the trainee and the maker of the referral or allegation in writing that no case has been established and that no further action will be taken.
   3. If a *prima facie* case is considered to have been made, the Course Director shall appoint a senior member of staff as an Investigating Officer to conduct a Formal Investigation, which should normally be completed within twenty-eight working days. The Investigating Officer must not have been involved in the circumstances leading to the trainee’s referral.
   4. If a *prima facie* case is considered to have been made, the Course Director shall inform the trainee and the Investigating Officer in writing that a Formal Investigation has been instigated. S/he should inform the trainee of the reason for the Investigation, the name of the Investigating Officer and the expected timescale for completion of the Investigation. The trainee must also be provided with a copy of the Fitness to Practise Procedures. If, for good reason, the Formal Investigation requires an extension beyond twenty- eight working days, the Investigating Officer should advise the Course Director who should inform the trainee of the new expected date of completion for the Investigation.
   5. The Investigating Officer shall investigate the case in accordance with the procedure set out in Appendix 3.
   6. When there are concerns about a trainee’s suitability for professional practice on grounds of health, the Course Director may require the trainee to be assessed by the Durham LA’s Occupational Health Physician.
   7. If a case has been referred as a consequence of the Unprofessional Conduct and Disciplinary Panel; the Course Director may choose to refer the case straight to a Fitness to Practise Panel without a further Formal Investigation.
   8. At the end of the Formal Investigation, the Investigating Officer shall submit a written report of her/his findings as follows:
      1. Inform the Course Director that there is no case to be taken forward, in which case the trainee should be informed in writing by the Course Director that no further action will be taken.
      2. Inform the Course Director that there is a case for matters to be dealt with by other means to be determined by the Course Director, which could include specific undertakings or conditions, but that there is no immediate need for a Fitness to Practise Panel hearing, in which case the trainee should be informed in writing by the Course Director.
      3. Inform the Course Director that there is a case for the matter to be referred for further consideration by a Fitness to Practise Panel in which case the Procedures under Sections 8 and 9 below should then be followed.
3. **Suspension of study and/or external placement during Formal Investigation**
   1. If, at any stage between the referral of a trainee to the Course Director and any outcome of a Formal Investigation, any matters are raised which are deemed to constitute reasonable grounds for believing that there may be undesirable consequences if the trainee is permitted to remain in the SCITT or in external placements, the Course Director may suspend the trainee from the SCITT and/or from external placements for a period which shall not normally exceed twenty-eight working days. It is recommended that the Course Director should normally exercise this authority only after having consulted the Chair of Steering Group or having been instructed by her/him to exercise it. The Course Director must inform the trainee in writing of the reason for the suspension, its duration and any implications.
   2. When a trainee is suspended from studies and/or placements, the Investigating Officer should make every effort to complete her/his investigation during the period of suspension and normally within fifteen working days. Only exceptionally may the period of suspension be extended beyond twenty-eight working days and then only by the Course Director after having consulted the Chair of the Steering Group
4. **Suspension of study and/or external placem****ent during Fitness to Practise Panel proceedings**
   1. If any matters have been raised which are deemed to constitute reasonable grounds for believing that there may be undesirable consequences if the trainee is permitted to remain in the SCITT or in external placements, the Course Director may suspend the trainee for a period which shall not normally exceed twenty-eight working days. This period of suspension may be in addition to any period of suspension which has been imposed during the Formal Investigation stage (see Section 5 above). It is recommended that the Course Director should normally exercise this authority only after having consulted the Chair of Steering Group or her/his appointed officer or having been instructed by her/him to exercise it. The Course Director must inform the trainee in writing of the reason for the suspension, its duration and any implications.
   2. When a trainee is suspended from studies, every effort must be made to arrange the meeting of the Fitness to Practise Panel during the period of suspension. Only exceptionally may the period of suspension be extended beyond twenty-eight working days and then only by the Course Director after having consulted the Chair of Steering Group of her/his appointed officer.

1. **Establishment of a Fi****tness to Practise Panel**
   1. Each Fitness to Practise Panel shall comprise of the following members, drawn from the Pool established by the Steering Group (see Section 3 above) and approved by the Chair of Steering Group.
      * A Chair (see Section 8.3 below)

Three members as follows:

* + - * One member who shall be qualified to practise in the teaching profession and has/is a senior leader
      * One member who shall be a member of the Steering Group from another school to that in which the trainee is placed
      * One member who shall be a representative of the Quality Assurance Committee

The quorum for all meetings will be four.

* 1. A member of the administration team shall be the Secretary to the Fitness to Practise Panel.
  2. Any member of the SCITT’s Steering Group can Chair the Fitness to Practise Panel. The Chair must be impartial and must not have been involved in the trainee’s case.
  3. In establishing the membership of a Fitness to Practise Panel, any other recommendations or requirements of a relevant professional body shall be taken into consideration.
  4. In cases involving health issues, the Panel shall include an additional member who is someone with specialist expertise in matters relating to trainee health.
  5. No person who has previously been involved in the case shall be appointed as a member of the Panel.
  6. The Panel shall not include any member who at any time has had pastoral responsibilities for the trainee or has supervised the trainee on any placement.

1. **Procedures befor****e a Fitness to Practise Panel meeting**
   1. The Secretary to the Panel will be responsible for arranging the hearing. This will include:
      * convening the meeting
      * notifying the trainee of the substance of the case, of the procedure to be followed and of the membership of the Panel;
      * making a written account of the proceedings.
   2. The trainee will be given a minimum of ten working days’ notice of the date of the hearing. Any written communication to the trainee will be posted to the registered address last supplied by the trainee and to her/his home address and copied to the trainee’s SCITT email. It is the trainee's responsibility to ensure that the current address is known to the SCITT.
   3. The Investigating Officer will submit a written report to the meeting. This may comprise reports prepared by a number of members of SCITT and a report from an independent health care practitioner. It may also include relevant minutes from the Disciplinary Panel, Examination Board or similar bodies. Copies of the Teacher Standards, or similar document should also be provided. The Investigating Officer shall attend the Panel hearing and shall present the SCITT’s case. The Investigating Officer may also choose to call witnesses in accordance with the procedures under Section 9.9 below
   4. The trainee is required to attend the hearing in person. The trainee will be invited to submit a written statement and may submit statements from other persons in support of himself or herself.
   5. Factual information about the trainee's progress on the programme will also be provided prior to the meeting.
   6. All documents submitted to the Secretary shall be provided to all parties except witnesses before the hearing. Documents must be submitted a minimum of five working days before the hearing.
   7. In writing to the trainee, the Secretary shall advise her/him that they are entitled to be accompanied by one other person who may be, for instance, a friend. This person may act as the trainee's representative and speak on her/his behalf, if the trainee so desires, or the trainee may present her/his own case and have the other person present merely for moral support. The trainee is strongly advised to exercise this right. The trainee must give notice ten working days in advance of the meeting as to who will be accompanying him or her and that person’s contact details for receipt of papers.
   8. The trainee may ask a representative of her/his professional organisation to accompany him or her, but, if choosing to do this, s/he must give the Secretary to the Panel notice in writing, including the designation of the representative. The trainee is entitled to be legally represented at the hearing but must bear the expense of such a choice, whatever the outcome. Legal representatives will attend in addition to the trainee’s friend. If the trainee is legally represented by a barrister, there may also be a solicitor in attendance. The Chair may decide to postpone the hearing in order to arrange appropriate representation for the SCITT. If either party (the trainee or the SCITT) arrives at the hearing with representation without having given proper notice of intention to do so, the other party may request, and be granted, an adjournment of the hearing so that it may seek appropriate equivalent representation.
   9. Witnesses may be called by both the trainee and the SCITT. Both the trainee (or the trainee's representative) and the SCITT's representative must ensure:
2. that the names and addresses of all their respective witnesses are communicated to the Secretary to the Panel no later than five working days before any date fixed for the hearing;
3. that their respective witnesses are informed of the date, time, and place of the hearing and are able and willing to attend. It is the responsibility of each party, not the Secretary, to ensure that the witnesses are ready to appear when they are called.

Witnesses should be warned that they will be required to wait in an ante-room until they are called. It is not possible to run a hearing to any kind of timetable. After they have given evidence, witnesses will be required to retire to the ante-room if any need to recall them is anticipated by either party. Otherwise, the Chair of the Board may dismiss them as soon as they have finished giving their evidence. Witnesses are not permitted to remain to observe the hearing after they have given their evidence, or to take any further part in the hearing unless they are recalled.

1. **Procedures during a Fitness to Practise Panel meeting**
   1. If the trainee fails to attend the hearing, the Panel is entitled to reach a decision in her/his absence.

10.2 The following Procedures are those that will normally be followed when the Panel hears an individual trainee case. The Chair, after consultation with the Panel, may modify these Procedures in exceptional or unusual cases, as long as the principles of natural justice, as set out in the Procedures below, are maintained.

* + 1. The members of the Panel take their places.
    2. The Investigating Officer, the trainee and any friend or representatives accompanying the trainee are invited to come in.
    3. The Chair identifies the persons present and their roles within the hearing. These are:
    - The Chair
    - The trainee
    - The members of the Panel
    - The trainee’s friend or other representatives whose role in the proceedings should be clarified by the trainee. *Note: it is important to establish who is presenting the case for the defence: the trainee or a representative. The Chair will ask the trainee to confirm or amend any such information given on the attendance list and will then identify the persons named and their part in the proceedings. If a trainee presents her/his own case then the friend or representatives will only contribute to the hearing at the request of the trainee in agreement with the Chair.*
    - The Investigating Officer
    - The Secretary and any other persons present
    1. The Chair asks the trainee to confirm that he/she has received copies of the papers submitted to the Panel, including the reasons for the referral and these notes of guidance on procedure.
    2. The Chair then explains the powers of the Panel, as set out in Section 11.
    3. The Chair invites the Investigating Officer to present the SCITT’s case.
    4. The Investigating Officer may then call her/his witnesses (if any). Each in turn may be questioned by:
       1. the Investigating Officer;
       2. the trainee or her/his representative;
       3. the Panel.

1. The Chair invites the trainee (or the trainee's representative) to make a statement. The Chair will explain that the Panel will wish to hear directly from the trainee in her/his own words, although s/he may be supported by her/his representative.
2. The Chair asks the trainee (or the trainee's representative) whether s/he wishes to call witnesses.
3. Any witnesses nominated by the trainee are called in turn and questioned by:
   1. the trainee or her/his representative;
   2. the Investigating Officer;
   3. the Panel.

*Note: after each party and the Panel has questioned a witness once, the Chair of the Panel may then allow the Panel members to question the witness again, in order to clarify any statements made.*

1. Once the Chair is satisfied that the Panel has completed its questioning and that the trainee has had a full opportunity to convey information to the Panel, the Chair will ask all except members of the Panel and the Secretary to withdraw, so that the Panel may consider its findings.
2. If for any reason the Panel requires further clarification of any aspect of the case from any participant, including the Secretary, then all participants must be invited back into the meeting while the questioning takes place. They will then leave the meeting again.
3. The Panel shall discuss the case and must refer to the code of professional practice for the relevant profession and the powers of Fitness to Practise Panels (see Section 11 below) in arriving at its decision.
4. The hearing reconvenes and the Chair announces the finding of the Panel.
5. **Powers of the Fitness to Practise Panel**
   1. The Panel has the power to adjourn or postpone a hearing for good cause at its discretion, but its discretion shall not be exercised in a manner which may embarrass or prejudice the case of the trainee. It shall also have the power, to be exercised only if the circumstances of the particular case make it necessary, to continue the suspension of a trainee until the next meeting of the Fitness to Practise Panel at which the case is to be considered. Notification of the adjournment or postponement of a meeting and any continuation of suspension shall be given in writing by the Secretary to the Panel to the trainee, the Course Director and if applicable, the relevant School Manager
   2. The Panel has the power delegated by the Steering Group to decide:
      1. That the trainee is fit to practise and is
6. permitted to continue with the programme or to qualify with no formal record of the fitness to practise referral placed on file or disclosed to any professional body and should be assisted with any deficits in their programme which have occurred as a result of the Investigation and hearing including, where necessary, considering the process as a mitigating circumstance; or
7. permitted to continue with the programme under supervision as defined/required by the Panel; or
8. permitted to continue with the programme but that a formal warning be issued by the Chair of the Panel and placed on the trainee’s file; or
9. subject to any other undertaking, condition or action considered appropriate by the Panel to enable the trainee's successful completion of the remainder of the programme; or
10. allowed to continue on her/his studies or to qualify but that issues around the trainee’s health or conduct be drawn to the attention of the relevant professional body for on-going monitoring after qualifying.
    * 1. That the trainee is not fit to practise and
11. is required to suspend her/his studies for a specified period of time, with or without specific conditions, following which the Panel will review the situation and decide whether to allow the trainee to continue on the programme, with or without conditions or undertakings. In this case, the Panel will need to reconvene at a later date to review the situation and the Procedures outlined in Sections 9 and 10 above shall again be followed;
12. the trainee's studies be terminated and the trainee be required to withdraw from the SCITT.
13. **Procedures after a Fitness to Practise P****anel meeting**
    1. The Secretary shall keep minutes of the proceedings and a précis of the statements of witnesses.
    2. The Secretary shall notify the trainee, the Chair of Steering Group and the Course Director in writing of the outcome of the hearing and of the trainee’s right to appeal to the Professional Appeals Board.
    3. All decisions of the Fitness to Practise Panel shall be reported to the Steering Group on an annual basis.
    4. In the event that the trainee is deemed fit to practise and permitted to continue on the programme, the Course Director shall be responsible for ensuring that any additional supervision or conditions or sanctions identified as required by the Panel are implemented and monitored as appropriate.
14. **Establishment of a Professional Appeals Board**
    1. The Professional Appeals Board shall consist of:
       * The Chair of the Quality Assurance Committee
       * a member of the Steering Group who has hitherto not had contact with the case,
       * a representative of the teaching profession who has practised in that profession in the last two years

No member of the Professional Appeals Board should have taught the trainee concerned, had pastoral responsibilities for the trainee or supervised the trainee on any placement.

* 1. The Chair of Quality Assurance Committee shall be the Chair of the Professional Appeals Board. The Secretary shall be a member of the Administration Team. Where the Chair of Quality Assurance has had pastoral responsibilities for the trainee another member of the QA Committee will be asked to chair the Board.

1. **Procedures before a P****rofessional Appeals Board meeting**
   1. The trainee must give notification in writing to the Secretary, within ten working days of the written communication of the decision of the Fitness to Practise Panel, of her/his intention to appeal.
   2. In the notice of appeal, the trainee must specify briefly, but clearly, the grounds for the appeal.
   3. An appeal may be submitted only on the grounds that:
      1. s/he has received an inadequate or a biased hearing; or
      2. there were procedural irregularities in the circumstances leading up to and/or in the conduct of the Fitness to Practise Panel hearing; or
      3. that there is new evidence which, for good reason, could not have been brought reasonably to the attention of the Fitness to Practise Panel. Trainees should not include unnecessary personal information, particularly about third parties in their appeals. For example, if the mitigation is based around the health of a family member, the OIA does not need to detailed medical information about that person.

*(Note: ‘good reason’ means that the trainee could not, rather than did not, provide the evidence at the time of the Panel meeting. Sensitive personal, family or cultural reasons will not be accepted as ‘good reasons’.)*

* 1. If suspension of the trainee was imposed by the Fitness to Practise Panel, the suspension shall continue to be in place pending the determination of the appeal.
  2. The Secretary will be responsible for organising the meeting of the Professional Appeals Board, collating and circulating the papers and conducting correspondence.
  3. The trainee will be given a minimum of ten working days’ notice of the date of the hearing.
  4. All parties except witnesses shall receive copies of all the documentation which was submitted to the Fitness to Practise Panel and the minutes of the meeting of the Fitness to Practise Panel.
  5. The trainee and the Chair of the Fitness to Practise Panel or her/his nominee are required to appear before the Board.
  6. The trainee is entitled to be accompanied by one other person who may be, for instance, her/his tutor or friend. This person may act as the trainee's representative and speak on her/his behalf, if the trainee so desires, or the trainee may present her/his own case and have the other person present merely for moral support. The trainee is strongly advised to exercise this right. The trainee should give notice in advance of the meeting as to who will be accompanying him or her.
  7. The trainee is entitled to be legally represented at the hearing but must bear the expense of such a choice, whatever the outcome. Legal representatives will attend in addition to the trainee's friend. If the trainee is legally represented by a barrister, there may also be a solicitor in attendance.
  8. A trainee who chooses to be legally represented must give the Secretary notice of that intention as early as possible, so that the SCITT may consider its representation. If either party (the trainee or the SCITT) arrives at the hearing with legal representation without having given proper notice of intention to do so, the other party may request and be granted an adjournment of the hearing so that it also may instruct a legal representative of equivalent status.
  9. The Professional Appeals Board must refer to the Teacher Standards in reaching its decision.

1. **Procedures during a Professional Appeals Board meeting**
   1. The following Procedures are those that will normally be followed when the Board hears an individual trainee case. The Chair, after consultation with the Board, may modify these Procedures in exceptional or unusual cases, so long as the principles of natural justice, as set out in the Procedures below, are maintained.
      1. The members of the Board take their places.
      2. The Chair of the Fitness to Practise Panel or her/his nominee, the trainee and any friend or representatives accompanying the trainee are invited to come in.
      3. The Chair identifies the persons present and their roles within the hearing. These are:
   * The Chair himself/herself
   * The trainee
   * The members of the Board
   * The trainee’s friend whose role in the proceedings should be clarified by the trainee. *Note: it is important to establish who is presenting the case for the Appellant: the trainee or a representative. The Chair will ask the trainee to confirm or amend any such information given on the attendance list and will identify the persons named and their part in the proceedings. If a trainee presents her/his own case then the friend will only contribute to the hearing at the request of the trainee in agreement with the Chair.*
   * The Chair of the Fitness to Practise Panel or her/his nominee
   * The Secretary and any other persons present.
     1. The Chair establishes the nature of the appeal:
     2. The Chair shall invite the trainee or her/his representative to make a submission in support of the appeal against the finding of the Fitness to Practise Panel.
     3. The Board may then question the trainee or her/his representative.
     4. The Chair shall invite the Chair of the Fitness to Practise Panel or her/his nominee to reply, after which the trainee or her/his representative, then the members of the Board, may similarly question the Chair of the Fitness to Practise Panel or her/his nominee about any matters which require clarification.
     5. The trainee or her/his representative shall be invited to make a closing statement.
     6. The Chair shall ask all except members of the Board and the Secretary to withdraw in order that the Board may consider its decision.
     7. The hearing reconvenes and the Chair announces the Board's decision. The Board may:
     + uphold the decision of the Fitness to Practise Panel
     + decide upon an alternative course of action
     + overturn the decision of the Fitness to Practise Panel
     1. The Chair closes the hearing.
2. **Procedures after a Professional Appeals Board meeting**
   1. The Secretary shall keep minutes of the proceedings.
   2. The Secretary shall notify the trainee, the Chair of Steering Group, the Course Director and if applicable the relevant School Manager in writing of the outcome of the hearing.
   3. The trainee has no further right of appeal within the SCITT.
   4. All decisions of the Professional Appeals Board shall be reported to the Steering Group on an annual basis.
3. **Completion of Procedu****res**
   1. Trainees who do not submit an appeal against a decision of a Fitness to Practise Panel within the specified timescale shall be issued with a Completion of Procedures letter.
   2. Trainees who appeal to the Professional Appeals Board shall be issued with a Completion of Procedures letter after the Board has made its decision.
4. **Office of the Independent Adjudicator**

18.1 The OIA **must receive** a trainee’s Complaint Form **within 12 months** of the date of the Completion of Procedures Letter. Trainees should not include unnecessary personal information, particularly about third parties in their complaints. For example, if the mitigation is based around the health of a family member, the OIA do not need to detailed medical information about that person.

**APPENDIX 1: Rules Regulating the Conduct of Trainees**

The following provides a substantive, but not exhaustive, list of activities which the SCITT regards as constituting misconduct.

1. Any breach of SCITT Code of Conduct
2. Substantial obstruction or interference with the functions, duties or legitimate activities of any trainee or member of staff of the SCITT, or any visitor to the SCITT;
3. Violent, indecent, disorderly, threatening, intimidating or offensive behaviour or language (whether expressed orally, in writing or electronically, including blogs, social networking websites and other electronic means);
4. Distribution or publication of a poster, notice, sign or any publication which is offensive, intimidating, threatening, indecent or illegal, including the broadcasting and electronic distribution of such material.
5. Harassment of any trainee or member of staff of the SCITT or any visitor to the SCITT;
6. Fraud, deceit, deception or dishonesty in relation to the SCITT or its staff, trainees or visitors;
7. Theft, misappropriation or misuse of SCITT property, or the property of its trainees, staff or visitors;
8. Misuse or unauthorised use of SCITT premises or items of property, including the misuse of computers and the communications network or any breach of the SCITT’s policy on the use of its information systems;
9. Damage or defacement to SCITT property or the property of other members of the SCITT caused intentionally or recklessly, including misappropriation of such property;
10. Action which may cause injury or jeopardise safety on SCITT premises, including occupation of premises of which the SCITT is owner or occupier after being required to leave by an authorised member of the staff of the SCITT;
11. Failure to provide identity such as name and trainee ID number to a member of staff of the SCITT in circumstances where a request to do so is reasonable;
12. Any conduct, whether on or off SCITT grounds, which results in a trainee receiving a formal police caution, irrespective of whether or not such a caution leads to the trainee being charged or convicted of an offence;
13. Any failure on behalf of the trainee to inform the SCITT of any police caution, charge or conviction. (Convictions for a motoring offence for which a fine and a maximum penalty of three points are imposed are excluded. Offences which are spent under the provisions of the Rehabilitation of Offenders Act 1974 should also be reported as they may affect the right to practise for trainees following programmes leading to a professional qualification);
14. Any conduct which may be discreditable to the SCITT or detrimental to the discharge of its duties or which may more widely bring the SCITT into disrepute;
15. Failure to comply with any punishment imposed as a result of the SCITT’s disciplinary Procedures or contempt of those Procedures;
16. The possession or sale or the use or misuse of any controlled drug on SCITT premises

**APPENDIX 2: Pool of Potential Fitness to Practise Panel Members**

For details of the current approved Pool, please contact the Office Manager

**APPENDIX 3: Guidance and Procedures for Formal Investigations**

1. In accordance with the Fitness to Practise Procedures, the Course Director shall appoint a senior member of staff as an Investigating Officer to conduct a Formal Investigation. The Investigating Officer must not have been involved in the circumstances leading to the trainee’s referral.
2. The Investigating Officer shall write to the trainee informing them that they are being considered under the Fitness to Practise Procedures and shall tell her/him that, whilst s/he is under no obligation to comment at this stage, s/he may do so by providing a statement of written evidence. Even if the trainee chooses to reserve her/his defence, s/he has a right to see all evidence that has been submitted.
3. The Investigating Officer shall review all written submissions, supporting evidence and any voluntary statements from the trainee and shall review any relevant Code of Professional Conduct or other guidelines on Fitness to Practise matters issued by relevant professional bodies. The Investigating Officer may also request additional documents which may inform her/his investigation including details of the trainee’s academic and relevant personal records. The Investigating Officer shall determine whether the case requires further investigation.
4. If, during the Investigation, any issue is identified which raises reasonable grounds for believing that there may be undesirable consequences if the trainee is permitted to remain in the SCITT and/or in any external placement, the Investigating Office must immediately inform the Course Director.
5. During the Formal Investigation, the Investigating Officer shall normally interview:
   * The person making the allegation
   * The trainee
   * Witnesses on both sides
6. Where the Investigating Officer decides that interviews shall be conducted, trainees and any other relevant party should be provided with at least three working days’ notice and informed that they may be accompanied at the meeting by a friend. This would normally be a fellow trainee or the trainee’s Subject Specialist. The trainee may decline to co-operate at this stage and reserve her/his defence.
7. The Investigating Officer must be accompanied at any meeting by a SCITT colleague acting as a note-taker.
8. A précis will be taken of any interview conducted as part of the Formal Investigation (to be signed and dated by the Investigating Officer and the trainee) and participants in the interview shall be entitled to have sight of this record.
9. Any interview with the trainee must be held face-to-face and this is advisable for interviews with any other party. Where it is not practicable to hold a face-to-face interview with a party, a telephone interview may be held but a summary of the telephone discussion must then be provided in writing by the Investigating Officer and signed by the other party as an accurate representation of the discussion.
10. Where further written statements are required, the Investigating Officer will write to the appropriate party to ask for the statement, informing them of the reason for the request.
11. The Formal Investigation should not normally take longer than 28 working days. Where it is likely to take longer, the Investigating Officer must inform the Course Director, who shall be responsible for informing the trainee of the new expected date for completion of the Investigation in accordance with Section 5.4 of the Fitness to Practise Procedures.
12. After considering all evidence submitted prior to and during the Investigation, the Investigating Officer shall prepare a written report for the Course Director of her/his findings, attaching evidence as appropriate. Any recommendations or determinations within the report must be cross-referenced to the Teacher Standards.
13. Within the report, the Investigating Officer shall include one of the following determinations, in accordance with Section 5.8 of the Fitness to Practise Procedures:
    * that there is no case to be taken forward and that no further action should be taken; or
    * that there is a case for matters to be dealt with by other means, which could include specific undertakings or conditions, but that there is no immediate need for a Fitness to Practise Panel hearing; or
    * that there is a case for the matter to be referred for further consideration by a Fitness to Practise Panel.
14. The Investigating Officer shall attend any Fitness to Practise Panel hearing and shall present the SCITT’s case, in accordance with Section 10 of the Fitness to Practise Procedures.

**APPENDIX 4: Process for referral of a trainee for assessment by the SCITT Occupational Health Physician**

The attached forms should be used where a trainee is being referred for assessment by the SCITT Occupational Health Physician.

**Durham SCITT**

**Consent for trainee referral to Occupational Health**

Name of Trainee ………………………………………………….

School or Faculty …………………………………………………

Course …………………………………………………………….

Date of Birth ………………………………………………………

Date of Commencement of training ……………………………….

I confirm that I understand the purpose of this referral is to obtain objective, independent medical advice to assist with a decision regarding my fitness to train and practice. I give consent for the referral, the consultation and for the report to be sent to the referring manager based on the consultation.

I have also been informed that a subsequent meeting may be arranged to discuss the outcome of the consultation and I may request a copy of the report at any time.

Trainee signature ………………………………….. Date …………………..

Referring supervisor:

Name: ………………………………………………..

Signature: ……………………………………………. Date ……………………

Title: ………………………………………………….

**Trainee Referral Letter**

1. **Trainee details**

Name:

Contact address: Email address: Date of Birth: Course of study:

Date of proposed or actual commencement of training:

1. **Training details and background information, including** **con****cerns** **about perform****ance:**
2. **What medical questions are you asking to assist with a managerial decision?**

**I confirm that this trainee understands that the purpose of this referral is to obtain objecti****ve, independent medical advice to assist with a decision about fitness to train and practise, and has given explicit, informed consent for the referral, the consultation and for a report to be sent to the referring supervisor based on the consultation.**

Referring Course Director: Name:

Date:

Professional title:

Email address:

**Details of Sickness Absence Record**

|  |  |  |  |
| --- | --- | --- | --- |
| ***From*** | ***To*** | ***Total training period absent*** | ***Reasons for Absence*** |
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***Management Procedures***

# SCITT Management Structure

**1.1 Management structure overview**

The SCITT will actively seek involvement from all partners in the management of the SCITT, the recruitment and selection of trainees and the delivery of the training programme itself.

The following diagram provides an overview of management structure.

**Fig 1.1**

**Management Structure and Organisational Chart**

**Executive Board**

**Administrative Assistant**

**Lead Partners**

**Contributing Partners**

**Course Development Committee**

**Trainers**

**School Tutors/SLT**

**Subject/Primary Mentors**

**Trainees**

**Steering Group**

**Course Management Team (Course Directors & Training Managers**

**Subject Specialists**

**Office Manager**

**Q A**

**Committee**

**Independent Appeals panel**

**Examination Board**

**Fig 1.2 Financial Management Organisational chart**

**Accounting Officer – K Brennan CEO ELT**

**Steering Group Durham SCITT**

**Responsible**

**Officer D Coates**

**School**

**Finance Officer S Pyrah**

**Course Director**

**Finance Committee Woodham Academy**

**SCITT**

**Finance Officer**

**Fig 1.3 Selection panel and Examination Board memberships**

**Selection Panel**

**Trainee assessment / Examination Board**

**Steering Group**

**Subject Specialists/ Primary Leads**

**SCITT Management Team**

**Partnership Schools**

**Internal Examiner**

**External Examiner**

**1.4 Key Partners**

|  |  |  |  |
| --- | --- | --- | --- |
| **Accredited Provider** | **Lead Partners** | **Contributing Partners** | **Placement Schools** |
| **Durham SCITT** | * Northern Lights Teaching School Hub * One Excellence Trust * Green Lane C of E Primary School * North East Teaching Schools Alliance * Bishop Wilkinson Catholic Education Trust | * St Bede’s Catholic School and Sixth Form College, Lanchester * Arete Trust * Advance Learning Partnership (ALP) * Sacred Heart Catholic Secondary, Redcar * Park View School, Chester-Le-Street * Acklam Grange School, Acklam | Primary and Secondary Schools across the North-east |

North East Schools Teaching Alliance

**Accredited Provider:**- Durham SCITT, awarded accreditation and has full and final accountability for all aspects of training and design, delivery, assessment and quality assurance across the partnership

**Lead Partners:**- operational and strategic role with responsibility for trainee recruitment, involvement in curriculum design and delivery, supplying lead mentors, running intensive training and practice and other specific delegated responsibilities.

**Contributing Partners:-** Contributing partners also have anoperational and strategic role with responsibility for trainee recruitment, involvement in curriculum design, supplying lead mentors, running intensive practice and other specific delegated responsibilities. Where they differ to Lead Partners is that they do not take any responsibility for the delivery of the course (Professional Studies, Subject Specialism)

**Responsibilities of the Executive Board and Committees**

The Partnership is overseen and managed through a collaborative committee structure which operates at management and course levels. Such committees provide collaborative forums for the consideration of the performance of ITT programmes and inform decisions relating to the improvement and response to policy directives.

**2.0 Executive Board**:

* Chief Executive Eden Learning Trust
* Vice Chair of Governors Woodham Academy
* Head Teacher Woodham Academy
* 1 x independent members
* Finance Officer Woodham Academy

Responsibilities

* Final responsibility for the Partnership, including the decision to select and deselect schools or partners
* Setting and monitoring of the SCITT budget
* Strategic direction of the SCITT
* Monitoring work of the Management Committees
* Delegation of responsibilities to committees

Additional notes

Normally meets twice a year in January and Summer at Woodham Academy

**Responsibilities of the Committees**

The Partnership is overseen and managed through a collaborative committee structure which operates at management and course levels. Such committees provide collaborative forums for the consideration of the performance of ITT programmes and inform decisions relating to the improvement and response to policy directives.

**3.0 Committees**

*3.1 Steering Group*

The Steering Group has the following specific responsibilities:

* Final responsibility for the course
* Final responsibility for all policy and procedures
* Establishing an Independent Appeals Panel
* Recommending the strategic direction of the SCITT to Executive Board
* Line management and appraisal of SCITT Director
* Establishing an Examination Board and appointing the External Examiner
* Setting targets for improvement
* Final overview of the Improvement Plan (annual)
* Overseeing and directing the work of the Committees to address specific issues

The Steering Group membership

• Head Teacher, Legal Entity

• SCITT Directors

• Independent Member

• Lead Partner representative

• SCITT Subject Specialist

• Finance officer (advisory capacity)

Additional notes

The Steering Group will normally meet three times a year. Quorate for this group is defined as 4 members. Membership for the following year will be decided in the spring term meeting**. All meetings are scheduled to take place at The Work Place.** The agenda for each meeting and minutes from the previous meeting will be circulated no later than 7 working days in advance. Items for the agenda other than the standard items should, therefore, be submitted to the SCITT Administrator no later than 10 working days in advance.

Standard agenda items for the Steering Group

* Minutes from last meeting
* Matters arising
* Course Director’s update
* Report from the Course Development Committee
* Report from the Quality Assurance Committee
* Strategic Plan
* Other business

*3.2 Quality Assurance Committee*

The Quality Assurance Committee has the following specific responsibilities:

* To monitor and evaluate implementation of the curriculum and policies
* To ensure compliance with the Quality Requirements
* To monitor and evaluate the implementation of the Intensive training and Practice Programme
* To ensure that systems and procedures are being followed
* To recommend changes to curriculum, policy, procedures, and systems based upon findings from the External Examiner, Ofsted or other external inspection processes, DfE Consultants and Officers and internal self-evaluation processes
* To ensure curriculum, policies, procedures, and systems are compliant with DfE requirements
* To ensure curriculum, policies, procedures, and systems are good or better in terms of the Ofsted Framework for inspecting ITT providers
* To oversee the Self Evaluation process
* To undertake other QA activities as directed by the Steering Group

Quality Assurance Committee membership:

• SCITT Director

* Training Managers

• Lead School/ Contributing Partner representatives

• Independent member (Internal Moderator)

• Primary representative

Additional Notes

**The QA Committee will normally meet, three times a year at The Work Place.** Quorate for this group is defined as 3 members. The venue will be decided by the membership. The agenda for each meeting and minutes from the previous meeting will be circulated no later than 5 working days in advance. Items for the agenda other than the standard items should, therefore, be submitted to the SCITT Administrator no later than 8 working days in advance.

Standard Agenda items for the Quality Assurance Committee:

* Minutes from the last meeting
* Matters arising
* Course Director’s report
* QA cycle – monitoring
* QA cycle - benchmarking
* Other business

*3.3 Course Development Committee*

The Course Development Committee has the following specific responsibilities:

* To review and recommend changes to programme content, delivery and assessment in response to evidence gathered through evaluations, the views voiced by trainees through their committee representatives and the opinions and perceptions of partnership staff.
* To identify staff training needs to ensure the continued development and improvement of the partnership and the training process.
* To recommend amendments to the procedures for recruitment, interview and selection based upon feedback
* To review trainees’ experiences of placements
* To develop a support network for trainees
* To investigate any complaint about the Course Management as outlined in the Complaints policy
* To undertake additional development work as directed by the Steering Group

Course Development Committee membership:

* SCTT Training Manager
* Lead School representative
* Partnership school representative
* Subject Specialist
* 2 former trainees
* Trainees (1 Core, 1 School Direct, 1 Primary North, 1 Primary South)

Additional Notes

**The Course Development Committee will normally meet three times a year at The Work Place.** The Course Director and the current cohort of trainees will be invited to contribute regularly through standard agenda items. Quorate for this group is defined as 5 members. The agenda for each meeting and minutes from the previous meeting will be circulated no later than 5 working days in advance. Items for the agenda other than the standard items should, therefore, be submitted to the SCITT Administrator no later than 8 working days in advance.

Standard agenda items for the Course Development Committee

* Minutes from last meeting
* Matters arising
* Steering Group feedback
* Report from Course Director
* Report from trainees
* Content, delivery and assessment
* CPD
* Other business

*3.4 The Independent Appeals Panel*

The Independent Appeals Panel has the following specific responsibilities:

* Implementing appeal procedures as identified within the Appeals against Failure policy
* Implementing appeal procedures as identified within the Disciplinary policy
* Presenting evidence to the Examination Board and Steering Group

The Independent Appeals Panel has a membership of three people:

* Chair - a representative from the Local Authority who will act as Chair of the Panel, and who will make the final recommendation to the Examination Board and Steering Group.
* A member of the Quality Assurance Committee
* A partnership school Head Teacher

Additional Notes

. The Independent Appeals Panel will meet as required.

Standard agenda items

* Policy and procedure
* The appeal details
* Recommendations

*3.5 Examination Board*

The Examination Board is made up of representatives from the partner schools, the Course Director, Training Manager, the Internal Moderator and SCITT Subject Specialists. The External Examiner will report to the ***final*** meeting only.

The Final Examination Board has the following specific responsibilities:

* To ensure that appropriate internal moderation processes have been undertaken to ensure quality and consistency of assessment
* To scrutinise and ratify grades and make recommendations for the award of QTS to the DFE
* Final responsibility for assessment and the decision to award QTS (Final Examination Board)
* To direct the work of the External Examiner
* To agree recommendations for trainees who have failed any aspect of the course
* To ratify outcomes of appeals based upon recommendations from the Independent Appeals Panel

The Final Examination Board membership

* Course Director
* SCITT Training Managers
* Chair of Steering Group
* Internal Moderator
* External Examiner (final meeting)
* SCITT Subject Specialists
* SCITT Primary Leads

Additional Notes

The Internal Examination Board will meet twice during the year and the Final Examination Board will meet once during the year. Quorate for this group is 4 members. The External Examiner will report to the Final Examination Board.

# Resources and Financial Management

**1.1 Resources at The Work Place**

Durham SCITT is based at The Work Place, a purpose built vocational learning centre in Newton Aycliffe, Co. Durham. The centrally based training will be delivered in a spacious lecture theatre, with the option to use 6 smaller break-out rooms.

The Work Place is wireless networked, and all trainees will have access to a lap top computer.

The Work Place will be open every weekday between 7.30am and 6.30pm.

**The working day for centrally based training is 9am – 4pm.**

A Teaching and Learning resource bank has been set up to support trainees in the completion of their assignments and in enhancing their professional development as teachers. These resources can also be used by members of staff in partner schools or colleges. An up to date list of resources can be obtained from the SCITT Administrator. There are also a number of subject specific resources, including journals, which are available for trainee and partnership use.

**1.2 Resources at Partnership institutions**

Partnership institutions pledge to ensure that trainees have access to the full range of resources required to undertake their teaching responsibilities whilst on placement.

Each Partnership institution will also ensure that the trainee has access to:

* A place to work when not teaching
* ICT facilities
* Photocopying facilities

**2.0 Subject /Primary Specialist training and General Professional Studies Programme**

Partner schools or colleges may request for additional members of staff to attend the Subject/Primary Specialist training or General Professional Studies training sessions at a rate of £75 per day. The rate for non-partner institutions will be £110 per day.

**3.0 Bursary**

The training bursary will be paid in monthly instalments. The payments begin in October and finish in July and are usually made directly to trainees’ bank accounts by the 5th of each month.

**4.0 Tuition Fees and Student Loan information**

* The variable fee this year will be £9250

Alternatively, trainees can apply to the Student Loan Company for a tuition fee loan. In addition to this, they are entitled to apply for a student loan to help with living costs whilst studying.

**5.0 Allocation of resources**

* All roles and responsibilities described in the Partnership Agreement will be provided by the school for an annual fee.
* By 1st September in any year of the course, the SCITT will notify the school in writing of the number of trainees placed in the school for that year and the fee due. The SCITT will make the payments in two instalments in December and March. The March payment will be adjusted to reflect any trainee withdrawals from the course.
* The following sums of monies will be transferred to the school:
  + For each trainee allocated to the school for Placement A the sum of £250\* (\*unless discussed separately)
  + For each trainee allocated to the school for Placement B and C, £200+£250
* All School Tutors/Lead Mentors (or equivalent) and mentors must undergo training prior to taking a trainee (see Mentor Curriculum). In the 2024-25 academic year, schools can apply for funding to enable mentor/Lead Mentor release to attend compulsory training. This is claimed by the school and paid in arrears. Funding for the 2025-26 academic year may not be available.

**6.0 Financial Management**

The Chair of Governors of the Lead School (Woodham Academy) has signed the Financial Memorandum issued by the DFE accepting responsibility for the appropriate stewardship of the training funds allocated by DFE in accordance with the provisions of the Education Act 1994. The Governing Body of the Lead School (Woodham Academy) holds overall responsibility for the financial management of Durham SCITT.

Terms of reference for the Governing Body of the lead school:

1. The approval of the annual budget including the delegation of the budget responsibilities to budget managers.
2. The regular, at least termly, monitoring of actual income and expenditure against each budget and revised forecast for the year in the format prescribed below.
3. Ensuring the annual financial statements are produced in accordance with the DFE requirements.
4. Reviewing reports by the Accounting Officer as to the effectiveness of the financial procedures and controls.
5. Responsibility for the implementation and management of an effective system of internal controls that are consistent with the requirements set out in the Financial Memorandum.

The Accounting Officer has the following responsibilities:

* The Accounting Officer is responsible for the preparation of the annual budgets by cost centre and the delegation of those budgets to the budget manager on annual basis.
* The Accounting Officer is responsible for the profiling of the budget allocation by cost centre over the accounting period, which should normally be 12 months.
* The Accounting Officer is responsible for the approval of the allocations and profiles by the Governing Body Lead School at the start of the financial year, and for the termly reporting of budget against actual, including variance explanation to the Governing Body.
* The Accounting Officer should ensure any changes to original allocation by the Governing Body is properly documented and has a proper audit trail.
* Monitoring the budget on a regular basis
* To ensure the budget is properly recorded within the school’s Financial Management System
* To ensure all transactions are reconciled and any irregularities brought to the attention of the Course Director
* To meet with the Course Director on a monthly basis.
* To ensure that the audit is conducted in line with the DFE guidance.
* To ensure that SCITT funds are properly recorded and reported
* To oversee work of the SCITT Finance Officer whilst in Woodham Academy
* To ensure full and proper records are kept of all transactions and to reconcile these transactions
* To authorise petty cash claims for SCITT, referring to the Course Director if necessary.

The Course Director has the following responsibilities:

* Authorising bursary payments to trainees.
* Authorising orders to be paid from the SCITT budget.
* Authorising invoices to be paid from the SCITT budget.
* Management of the budget.
* To meet with the Accounting Officer on a monthly basis to monitor the budget to ensure there are no irregularities.
* To report to the Steering Group on the financial position on a termly basis.

The SCITT Finance Officer has the following responsibilities:

* To pay all invoices following authorisation by the SCITT Course Director.
* To ensure all transactions are posted to the school’s Financial Management System.
* To ensure all transactions are recorded on the SCITT Financial System so it can be used as a financial control.
* To ensure paper records are held in a locked filing cabinet in a secure office.
* Should any cheques or cash be paid to the school for SCITT, the Finance Officer will bank them promptly. Any funds will be held in the school safe overnight, when required.
* To administer any petty cash claims for SCITT.

The SCITT Administration Officer has the following responsibilities:

* To order any items authorised by the SCITT Course Director and correctly document this.
* To ensure the orders, where required, are entered onto the inventory or asset register
* To ensure all paper records are held in a locked filing cabinet in a secure office.

**The Financial Procedures Manual is available at the SCITT office**

# Durham SCITT GDPR Policy

‘Privacy by design’ means ensuring that the protection of any personal data is considered at the very outset of any new processes. The approach must be one of ‘cradle to grave’ when handling personal data. Durham SCITT has carried out a Data Privacy Impact Assessment (DPIA) to assess any risks involved in the processing and handling of data. The GDPR policy is in place to ensure compliance with the new Data Protection regulations that came into force on the 25th May 2018.

**Policy statement**

* Everyone has rights with regard to the way in which their personal data is handled. During the course of our activities as Durham SCITT we will collect, store and process personal data about trainees and others. This makes us a data controller in relation to that personal data.
* We are committed to the protection of all personal data and special category personal data for which we are the data controller.
* The law imposes significant fines for failing to lawfully process and safeguard personal data and failure to comply with this policy may result in those fines being applied.
* Durham SCITT must comply with this policy when processing personal data on our behalf. Any breach of this policy may result in disciplinary or other action.

**About this policy**

* The types of personal data that we may be required to handle include information about trainees and others that we deal with. The personal data which we hold is subject to certain legal safeguards specified in the General Data Protection Regulation (‘GDPR’), the [Data Protection Act 2018], and other regulations (together ‘Data Protection Legislation’).
* This policy and any other documents referred to in it set out the basis on which we will process any personal data we collect from data subjects, or that is provided to us by data subjects or other sources.
* This policy does not form part of any contract and may be amended at any time.
* This policy sets out rules on data protection and the legal conditions that must be satisfied when we process personal data.

**Definition of data protection terms**

All defined terms in this policy are indicated in bold text, and a list of definitions is included in the Annex to this policy.

**Data Protection Officer**

As a teacher training organisation we are required to appoint a Data Protection Officer (DPO). Our DPO is, Michael Longstaff and he can be contacted at 01325 308918. The DPO is responsible for ensuring compliance with the Data Protection Legislation and with this policy. Any questions about the operation of this policy or any concerns that the policy has not been followed should be referred in the first instance to the DPO. The DPO is also the central point of contact for all data subjects and others in relation to matters of data protection.

**Data protection principles**

Anyone processing personal data must comply with the data protection principles. These provide that personal data must be:

* processed fairly and lawfully and transparently in relation to the data subject
* processed for specified, lawful purposes and in a way which is not incompatible with those purposes
* adequate, relevant and not excessive for the purpose
* accurate and up to date
* not kept for any longer than is necessary for the purpose
* processed securely using appropriate technical and organisational measures.

**Personal data** must also:

* + - be processed in line with data subjects' rights
    - not be transferred to people or organisations situated in other countries without adequate protection.
* We will comply with these principles in relation to any processing of personal data by Durham SCITT.

**Fair and lawful processing**

Data Protection Legislation is not intended to prevent the processing of personal data, but to ensure that it is done fairly and without adversely affecting the rights of the data subject.

**For personal data to be processed fairly, data subjects must be made aware:**

* that the personal data is being processed
* why the personal data is being processed
* what the lawful basis is for that processing (see below)
* whether the personal data will be shared, and if so with whom
* the period for which the personal data will be held
* the existence of the data subject’s rights in relation to the processing of that personal data
* the right of the data subject to raise a complaint with the Information Commissioner’s Office in relation to any processing.
* We will only obtain such personal data as is necessary and relevant to the purpose for which it was gathered, and will ensure that we have a lawful basis for any processing.
* For personal data to be processed lawfully, it must be processed on the basis of one of the legal grounds set out in the Data Protection Legislation. We will normally process personal data under the following legal grounds:
* where the processing is necessary for the performance of a contract between us and the data subject, such as an employment contract
* where the processing is necessary to comply with a legal obligation that we are subject to, (e.g. Ofsted or the DFE)
* where the law otherwise allows us to process the personal data or we are carrying out a task in the public interest
* where none of the above apply then we will seek the consent of the data subject to the processing of their personal data.

When **special category personal data** is being processed then an additional legal ground must apply to that processing. We will normally only **process special category personal data** under following legal grounds:

* where the processing is necessary for employment law purposes, for example in relation to sickness absence
* where the processing is necessary for reasons of substantial public interest, for example for the purposes of equality of opportunity and treatment
* where the processing is necessary for health or social care purposes, for example in relation to data subjects/trainees with medical conditions or disabilities
* where none of the above apply then we will seek the consent of the data subject to the processing of their special category personal data.
* We will inform data subjects/trainees of the above matters by way of appropriate privacy notices which shall be provided to them when we collect the data or as soon as possible thereafter, unless we have already provided this information such as at the time when a data subject/trainee joins us.
* If any data user is in doubt as to whether they can use any personal data for any purpose then they must contact the DPO before doing so.

**Vital Interests**

There may be circumstances where it is considered necessary to process personal data or special category personal data in order to protect the vital interests of a data subject. This might include medical emergencies where the data subject is not in a position to give consent to the processing. We believe that this will only occur in very specific and limited circumstances. In such circumstances we would usually seek to consult with the DPO in advance, although there may be emergency situations where this does not occur.

**Consent**

* Where none of the other bases for processing set out above apply then Durham SCITT must seek the consent of the data subject before processing any personal data for any purpose.
* There are strict legal requirements in relation to the form of consent that must be obtained from data subjects.
* When a trainee commences training at Durham SCITT a consent form will be required to be completed in relation to them. This consent form deals with the taking and use of photographs and videos of them as well as outlining their rights under the GDPR. Where appropriate, third parties may also be required to complete a consent form.
* If consent is required for any other processing of personal data of any data subject then the form of this consent must:
  + - inform the data subject of exactly what we intend to do with their personal data
    - require them to positively confirm that they consent – we cannot ask them to opt-out rather than opt-in
    - inform the data subject of how they can withdraw their consent.
* Any consent must be freely given, which means that we cannot make the provision of any goods or services or other matter conditional on a data subject giving their consent.
* The DPO must always be consulted in relation to any consent form before consent is obtained.
* A record must always be kept of any consent, including how it was obtained and when.

**Processing for limited purposes**

In the course of our activities, Durham SCITT may collect and process the personal data set out in our Schedule of Processing Activities. This may include personal data we receive directly from a data subject (for example, by completing forms or by corresponding with us by mail, phone, email or otherwise) and personal data we receive from other sources (including, for example, UCAS and the Student Loans Company).

We will only process personal data for the specific purposes set out in our Schedule of Processing Activities or for any other purposes specifically permitted by Data Protection Legislation or for which specific consent has been provided by the data subject.

**Notifying data subjects**

If we collect personal data directly from data subjects, we will inform them about:

* our identity and contact details as data controller and those of the DPO
* the purpose or purposes and legal basis for which we intend to process that personal data
* the types of third parties, if any, with which we will share or to which we will disclose that personal data
* whether the personal data will be transferred outside the European Economic Area (EEA) and if so the safeguards in place
* the period for which their personal data will be stored, by reference to our Retention and Destruction Policy
* the existence of any automated decision making in the processing of the personal data along with the significance and envisaged consequences of the processing and the right to object to such decision making
* the rights of the data subject to object to or limit processing, request information, request deletion of information or lodge a complaint with the ICO.

Unless we have already informed data subjects that we will be obtaining information about them from third parties (for example in our privacy notices), then if we receive personal data about a data subject from other sources, we will provide the data subject with the above information as soon as possible thereafter, informing them of where the personal data was obtained from

**Adequate, relevant and non-excessive processing**

We will only collect personal data to the extent that it is required for the specific purpose notified to the data subject, unless otherwise permitted by Data Protection Legislation.

**Accurate data**

We will ensure that personal data we hold is accurate and kept up to date.

We will take reasonable steps to destroy or amend inaccurate or out-of-date data.

Data subjects have a right to have any inaccurate personal data rectified. See further below in relation to the exercise of this right.

**Timely processing**

We will not keep personal data longer than is necessary for the purpose or purposes for which they were collected. We will take all reasonable steps to destroy, or erase from our systems, all personal data which is no longer required.

**Processing in line with data subject's rights**

We will process all personal data in line with data subjects' rights, in particular their right to:

* request **access** to any personal data we hold about them
* **object** to the processing of their personal data, including the right to object to direct marketing
* have inaccurate or incomplete personal data about them **rectified**
* **restrict** processing of their personal data
* have personal data we hold about them **erased**
* have their personal data **transferred**

***The Right of Access to Personal Data***

Data subjects may request access to all personal data we hold about them. Such requests will be considered in line with Durham SCITT’s Subject Access Request Procedure.

***The Right to Object***

In certain circumstances data subjects may object to us processing their personal data. This right may be exercised in relation to processing that we are undertaking on the basis of a legitimate interest or in pursuit of a statutory function or task carried out in the public interest.

An objection to processing does not have to be complied with where Durham SCITT can demonstrate compelling legitimate grounds which override the rights of the data subject.

Such considerations are complex and must always be referred to the DPO upon receipt of the request to exercise this right.

In respect of direct marketing any objection to processing must be complied with.

Durham SCITTis not however obliged to comply with a request where the personal data is required in relation to any disciplinary matter or legal proceedings.

***The Right to Rectification***

If a data subject informs Durham SCITT that personal data held about them by Durham SCITT is inaccurate or incomplete then we will consider that request and provide a response within one month.

If we consider the issue to be too complex to resolve within that period then we may extend the response period by a further two months. If this is necessary then we will inform the data subject within 2 weeks of their request that this is the case.

We may determine that any changes proposed by the data subject should not be made. If this is the case then we will explain to the data subject why this is the case. In those circumstances we will inform the data subject of their right to complain to the Information Commissioner’s Office at the time that we inform them of our decision in relation to their request.

***The Right to Restrict Processing***

Data subjects have a right to ‘block’ or suppress the processing of personal data. This means that Durham SCITT can continue to hold the personal data but not do anything else with it.

Durham SCITT must restrict the processing of personal data:

where it is in the process of considering a request for personal data to be rectified (see above)

where Durham SCITT is in the process of considering an objection to processing by a data subject

where the processing is unlawful but the data subject has asked Durham SCITT not to delete the personal data

where Durham SCITT no longer needs the personal data but the data subject has asked Durham SCITT not to delete the personal data because they need it in relation to a legal claim, including any potential claim against Durham SCITT.

If Durham SCITT has shared the relevant personal data with any other organisation then we will contact those organisations to inform them of any restriction, unless this proves impossible or involves a disproportionate effort.

The DPO must be consulted in relation to requests under this right.

***The Right to Be Forgotten***

Data subjects have a right to have personal data about them held by Durham SCITTerased only in the following circumstances:

* Where the personal data is no longer necessary for the purpose for which it was originally collected.
* When a data subject withdraws consent – which will apply only where Durham SCITT is relying on the individual’s consent to the processing in the first place.
* When a data subject objects to the processing and there is no overriding legitimate interest to continue that processing – see above in relation to the right to object.
* Where the processing of the personal data is otherwise unlawful.
* When it is necessary to erase the personal data to comply with a legal obligation.

Durham SCITT is not required to comply with a request by a data subject to erase their personal data if the processing is taking place:

* to exercise the right of freedom of expression or information
* to comply with a legal obligation for the performance of a task in the public interest or in accordance with the law
* for public health purposes in the public interest
* for archiving purposes in the public interest, research or statistical purposes
* in relation to a legal claim.

If Durham SCITThas shared the relevant personal data with any other organisation then we will contact those organisations to inform them of any erasure, unless this proves impossible or involves a disproportionate effort. The DPO must be consulted in relation to requests under this right.

***Right to Data Portability***

In limited circumstances a data subject has a right to receive their personal data in a machine readable format, and to have this transferred to other organisation. If such a request is made then the DPO must be consulted.

**Data security**

We will take appropriate security measures against unlawful or unauthorised processing of personal data, and against the accidental loss of, or damage to, personal data.

We will put in place procedures and technologies to maintain the security of all personal data from the point of collection to the point of destruction.

Security procedures include:

* Secure lockable desks, cupboards and filing cabinets. Filing cabinets and cupboards will be kept locked if they hold confidential information of any kind. (Personal information is always considered confidential.)
* Methods of disposal. Paper documents will be shredded. Digital storage devices will be physically destroyed when they are no longer required. IT assets will be disposed of in accordance with the Information Commissioner’s Office guidance on the disposal of IT assets.
* Equipment. Data users will ensure that individual monitors do not show confidential information to passers-by and that they log off from their PC when it is left unattended.
* Working away from Durham SCITT premises – paper documents. Hard copies of documents are not removed from the SCITT office.
* Working away from Durham SCITT premises – electronic working. Remote desktop is used by Durham SCITT managers. This system is password protected. All staff laptops are also password protected. Remote copies of files that contain personal data are not stored locally on individuals’ laptops.
* Laptops are not shared by members of Durham SCITT staff. However, as an additional precaution, data is encrypted, as are any removable drives / memory sticks.
* Document printing. Documents containing personal data are collected immediately from printers and not left on photocopiers.
* IRIS Connect platform. This is a cloud-based platform that enables videos of trainees’ lessons to be stored and reviewed. All recordings are encrypted and only viewable by the trainee and / or SCITT staff. No person data is attached to, or stored using the IRIS Connect platform.

Any member of staff found to be in breach of the above security measures may be subject to disciplinary action.

***Hacking*** – responses to getting hacked (see also Privacy Policy).

* The data processors will report the breach to the data controllers as soon as they become aware of the breach.

Data controllers will report to the ICO when there is a risk to an individual’s rights and freedoms within 72 hours of awareness.

* Data controllers will communicate a personal data breach to data subjects where the breach is likely to result in a high risk to the rights and freedoms of individual

**Data Protection Impact Assessments**

Durham SCITT takes data protection very seriously and will consider and comply with the requirements of Data Protection Legislation in relation to all of its activities whenever these involve the use of personal data, in accordance with the principles of data protection by design and default.

In certain circumstances the law requires us to carry out detailed assessments of proposed processing. This includes where we intend to use new technologies which might pose a high risk to the rights of data subjects because of the types of data we will be processing or the way that we intend to do so.

Durham SCITT will complete an assessment of any such proposed processing and has a template document which ensures that all relevant matters are considered.

The DPO should always be consulted as to whether a data protection impact assessment is required, and if so how to undertake that assessment.

**Disclosure and sharing of personal information**

We may share personal data that we hold about data subjects, and without their consent, with other organisations. Such organisations include the DFE, the Student Loans Company, Ofsted, DBS and Occupational Health and other organisations where we have a lawful basis for doing so.

Durham SCITTwill inform data subjects of any sharing of their personal data unless we are not legally required to do so, for example where personal data is shared with the police in the investigation of a criminal offence.

Further detail is provided in our Schedule of Processing Activities.

**Data processors**

Personal data will only be transferred to a data processor if they agree to comply with our procedures and policies in relation to data security, or if they put in place adequate measures themselves to the satisfaction of Durham SCITT. Durham SCITT will always undertake due diligence of any data processor before transferring the personal data of data subjects to them.

Contracts with data processors will comply with Data Protection Legislation and contain explicit obligations on the data processor to ensure compliance with the Data Protection Legislation, and compliance with the rights of Data Subjects.

**Images, videos and electronic storage**

Durham SCITT will take photographs and videos of for domestic purposes and also for advertising / promotional purposes. Durham SCITT will store trainees’ progress information using Microsoft OneDrive, which is a cloud based storage system.

AT Durham SCITT we want to celebrate the achievements of our Trainees and therefore may want to use images and videos of our trainees within promotional materials and social media, or for publication in the media such as local, or even national, newspapers covering ITT Train to Teach events or achievements. We will seek the consent of trainees where appropriate, before allowing the use of images or videos of pupils for such purposes (see Privacy Notice and Media consent form).

Whenever a trainee begins their attendance at Durham SCITT they will be asked to complete a consent form in relation to the use of images and videos of that trainee. We will not use images or videos of pupils for any purpose where we do not have consent.

Microsoft OneDrive will be used to enable trainees to upload documents that will be shared with, and viewable by, SCITT staff. No sensitive personal information is stored on One Note and the information will not be shared with third parties. As part of the requirements of the course, all trainees will be required to sign the Privacy Notice, which gives further details Durham SCITT’s use of One Note and how information is safeguarded.

IRIS camera technology may be used to record trainees’ lessons. All IRIS technology is password protected, no video footage is stored on local devices and once uploaded to the cloud based IRIS Connect platform, videos are encrypted and only viewable by the individual trainee and SCITT staff. Durham SCITT will ensure appropriate security measures are in place to safeguard recordings and data.

**Changes to this policy -** We may change this policy at any time. Where appropriate, we will notify data subjects of those changes.

# PRIVACY Notice

**ABOUT THIS DOCUMENT**

**This document should be read in conjunction with the GDPR Data Protection Policy – May 2018**

Durham SCITT is committed to protecting the privacy and security of your personal information. This privacy policy describes how we collect and use personal information about you during and after your working relationship with us, in accordance with the General Data Protection Regulation (see GDPR Policy – May 2018). It applies to all trainees and employees but does not form part of any contract of employment or other contract to provide services.

Durham SCITT is a "data controller". This means that we are responsible for deciding how we hold and use personal information about you. We are required under data protection legislation to notify you of the information contained in this privacy notice.

It is important that you read this notice, together with any other privacy notice we may provide on specific occasions when we are collecting or processing personal information about you, so that you are aware of how and why we are using such information. We may amend this notice at any time.

**Data protection principles**

We will comply with data protection law. This says that the personal information we hold about you must be:

1. Used lawfully, fairly and in a transparent way.
2. Collected only for valid purposes that we have clearly explained to you and not used in any way that is incompatible with those purposes.
3. Relevant to the purposes we have told you about and limited only to those purposes.
4. Accurate and kept up to date.
5. Kept only as long as necessary for the purposes we have told you about.
6. Kept securely.

**The kind of information we hold about you**

Personal data, or personal information, means any information about an individual from which that person can be identified. It does not include data where the identity has been removed (anonymous data).

There are "special categories" of more sensitive personal data which require a higher level of protection. These are data about ethnic origin, political opinions, religious or similar beliefs, trade union membership, health, sexual orientation, criminal proceedings or convictions, genetic or biometric data.

We will collect, store, and use the following categories of personal information about you:

* Personal contact details such as name, title, addresses, telephone numbers, and personal email addresses.
* Date of birth.
* Gender.
* Marital status.
* Next of kin and emergency contact information.
* National Insurance number\*1
* Bank account details\*1
* Start date.
* Location of training
* Copy of driving licence/Passport/Identity document (only one ID document is kept after DBS)\*1
* Recruitment information (including references and other information included in a CV or cover letter or as part of the application process) \*1
* Employment records (including job titles, work history, working hours, training records and professional memberships).
* Performance information.
* Disciplinary and grievance information.
* Information about your use of our information and communications systems.
* Photographs.

We may also collect, store and use the following "special categories" of more sensitive personal information:

* Information about your race or ethnicity \*2
* Information about your health, including any medical condition, health and sickness records \*3
* Information about criminal convictions and offences \*3

**How is your personal information collected?**

We collect personal information about applicants through the application and recruitment process (UCAS), either directly from candidates or sometimes from a background check provider (DBS). We may sometimes collect additional information from third parties including referees.

We will collect additional personal information (on your performance) in the course of training-related activities throughout the period you are training with us.

**How we will use information about you**

We will only use your personal information when the law allows us to. Most commonly, we will use your personal information in the following circumstances:

1. Where we need to share information with placement schools on your performance
2. Where we need to comply with a legal obligation.
3. Where it is necessary for our legitimate interests (or those of a third party – see data sharing) and your interests and fundamental rights do not override those interests.

We may also use your personal information in the following situations, which are likely to be rare:

1. Where we need to protect your interests (or someone else's interests).
2. Where it is needed in the public interest or for official purposes.

**If you fail to provide personal information**

If you fail to provide certain information when requested, we may not be able to perform the training we have entered into with you or we may be prevented from complying with our legal obligations (such as to ensure the health and safety of you and those with whom you train / work alongside/).

**Change of purpose**

We will only use your personal information for the purposes for which we collected it, unless we reasonably consider that we need to use it for another reason and that reason is compatible with the original purpose. If we need to use your personal information for an unrelated purpose, we will notify you and we will explain the legal basis which allows us to do so.

Please note that we may process your personal information without your knowledge or consent, in compliance with the above rules, where this is required or permitted by law.

**Consent**

We do not need your consent if we use special categories of your personal information in accordance with our written policy to carry out our legal obligations or exercise specific rights in the field of employment law. In limited circumstances, we may approach you for your written consent to allow us to process certain particularly sensitive data. If we do so, we will provide you with full details of the information that we would like and the reason we need it, so that you can carefully consider whether you wish to consent. You should be aware that it is not a condition of your contract with us that you agree to any request for consent from us.

**Data sharing**

We may have to share your data with third parties, where it is necessary to administer the working relationship with you or where we have another legitimate interest in doing so. We require third parties to respect the security of your data and to treat it in accordance with the law.

The following activities are carried out by third-party service providers:

* Health forms will be assessed by Occupational Health if a disclosure is made.

All our third-party service providers are required to take appropriate security measures to protect your personal information in line with our policies. We do not allow our third-party service providers to use your personal data for their own purposes. We only permit them to process your personal data for specified purposes and in accordance with our instructions.

**Privacy and Electronic Communications (PECR)**

The Privacy and Electronic Communications Regulations (PECR – 2003\*) sit alongside the Data Protection Act. Durham SCITT follows the specific guidelines as set out in the PECR in the following areas: emails, texts and faxes.

**Office 365, Teams, Class Notebooks/One Note**

We will use Microsoft Teams/Class Notebooks/One Note to store trainees’ documentation relating to progress and achievement for the duration of the course. All SCITT staff have access to One Note and the assessment information, timetables and current achievement of each trainee. This information is not shared with third parties and no sensitive personal data is stored. As this is a requirement of the course, all trainees will be required to give their consent to the use of One Note for the purposes of monitoring and quality assurance. Durham SCITT will ensure appropriate security measures are in place to safeguard trainees’ information.

**Iris**

At key points during the course, we may use IRIS camera technology to record trainees’ lessons. This will be used for the review of current practice, quality assurance and training. All IRIS technology is password protected, no video footage is stored on local devices and once uploaded to the IRIS Connect platform, videos are encrypted and only viewable by the individual trainee and SCITT staff. No personal data will be stored using IRIS Connect. Videos that show pupils will be taken in accordance with individual school policies and permission will be sought prior to recordings being made. Durham SCITT will ensure appropriate security measures are in place to safeguard recordings and data.

**Transferring information outside the EU**

We will transfer the personal information we collect about you to certain countries outside the EU, in order to perform our contract with you: We use Microsoft 365 and, on occasion, Drop Box. We will ensure that your personal information receives an adequate level of protection and is treated by those third parties in a way that is consistent with and which respects the EU and UK laws on data protection.

**Security**

We have appropriate security measures to prevent your personal information from being accidentally lost, used or accessed in an unauthorised way, altered or disclosed. In addition, we limit access to your personal information to those employees, agents, contractors and other third parties who have a business need to know. They will only process your personal information on our instructions and they are subject to a duty of confidentiality.

We have put in place procedures to deal with any suspected data security breach and will notify you and any applicable regulator of a suspected breach where we are legally required to do so.

**Data retention**

We will only retain your personal information for as *long as necessary* to fulfil the purposes we collected it for, including for the purposes of satisfying any legal, accounting, or reporting requirements. To determine the appropriate retention period for personal data, we consider the amount, nature, and sensitivity of the personal data, the potential risk of harm from unauthorised use or disclosure of your personal data, the purposes for which we process your personal data and whether we can achieve those purposes through other means, and the applicable legal requirements.

**Rights of access, correction, erasure, and restriction**

It is important that the personal information we hold about you is accurate and current. Please keep us informed if your personal information changes during your working relationship with us.

Under certain circumstances, by law you have the right to:

* Request access to your personal information (commonly known as a "data subject access request").
* Request correction of the personal information that we hold about you.
* Request erasure of your personal information.
* Object to processing of your personal information.
* Request the restriction of processing of your personal information.
* Request the transfer of your personal information to another party.

**Contact**

For further information about your rights, or if you have any questions about this privacy notice or how we handle your personal information, please contact the Course Director. You have the right to make a complaint at any time to the Information Commissioner's Office (ICO), the UK supervisory authority for data protection issues.

I,\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (trainee/mentor), acknowledge that on \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (date), I received a copy of Durham SCITT’s Privacy Notice for trainees and that I have read and understood it.

Signature Name

………………………………………………………………………………………………………… ………………………………………………………………………………………………

\*under review in line with the new GDPR

\*1 All hard copies of documents are retained for the duration of the course then shredded. All documents are held securely in trainees’ files with restricted access.

\*2 Ethnic data is downloaded for QA purposes. All ethnic data is coded and it is not possible to identify individuals. Ethnic data is deleted after use.

\*3 Information about a trainee’s health is only shared with a third party in the event of a declaration. All subsequent communication is confidential and information is held securely. All data is deleted at the end of the academic year.

**ANNEX**

**DEFINITIONS**

|  |  |
| --- | --- |
| **Term** | **Definition** |
| Data | Information which is stored electronically, on a computer, or in certain paper-based filing systems. |
| Data Subjects | For the purpose of this policy include all living individuals about whom we hold personal data. This includes pupils, our workforce, staff, and other individuals. A data subject need not be a UK national or resident. All data subjects have legal rights in relation to their personal information. |
| Personal Data | Any information relating to an identified or identifiable natural person (a data subject); an identifiable natural person is one who can be identified, directly or indirectly, in particular by reference to an identifier such as a name, an identification number, location data, an online identifier or to one or more factors specific to the physical, physiological, genetic, mental, economic, cultural or social identity of that natural person. |
| Data Controllers | The people who or organisations which determine the purposes for which, and the manner in which, any personal data is processed. They are responsible for establishing practices and policies in line with Data Protection Legislation. We are the data controller of all personal data used in our business for our own commercial purposes. |
| Data Users | Those of our workforce (including governors and volunteers) whose work involves processing personal data. Data users must protect the data they handle in accordance with this data protection policy and any applicable data security procedures at all times. |
| Data Processors | Any person or organisation that is not a data user that processes personal data on our behalf and on our instructions. |
| Processing | Any activity that involves use of the data. It includes obtaining, recording or holding the data, or carrying out any operation or set of operations on the data such as collection, recording, organisation, structuring, storage, adaptation or alteration, retrieval, consultation, use, disclosure by transmission, dissemination or otherwise making available, alignment or combination, restriction, erasure or destruction. Processing also includes transferring personal data to third parties. |
| Special Category Personal Data | Information about a person's racial or ethnic origin, political opinions, religious or philosophical beliefs, trade union membership, physical or mental health or condition or sexual life, or genetic or biometric data. |
| Workforce | Includes any individual employed by Durham SCITT such as staff and those who volunteer in any capacity. |