

Internal Monitoring of the Training Manager (ITT Co-ordinator).

The Training Manager will be performance managed by the Head of the legal entity school Leventhorpe, Jon Locke, in all aspects of their role.

The Training Manager will make direct reports pertaining to Initial Teacher training to the Bishop's Stortford Educational Trust (BSET) Strategic Partnership Group. These direct reports will present monitoring information on the following during a year cycle:

- The scope of the partnership in terms of participating schools, to include information on any partnership or placement school that have been deselected
- The training place allocations assigned to the SCITT
- Recruitment and retention, including equal opportunities monitoring data
- Trainee success, employment and NQT induction success rates and information available on later career progression
- The annual Self-Evaluation Document and SCITT Action Plan
- Any reports/guidance from Ofsted and NCTL
- The results of any appeals regarding assessment
- The result of external moderation visits

The BSET Partnership Group will offer strategic direction to the Training Manager in response to this monitoring information or additional external factors.

The Quality Assurance Group

The Quality Assurance Group will chaired by James Dyke and will have responsibility for gathering the majority of QA evidence. While it will be for Leventhorpe, as lead school, to ensure consistently high quality provision, this group will provide the information upon which this assurance is made. The membership of this group will be as in the table below:

Alan Capener	Professional Tutor	Hockerill
Georgina Tatman	Professional Tutor	St Mary's
Kim Perez	Headteacher	Thorley Hill primary School
Neil Chumbley	Professional Tutor	Birchwood
Peter Luck	Headteacher	Thorn Grove Primary School
Philippa Moore	Headteacher	Windhill21
Simon MacNeill	Professional Tutor	The Bishop's Stortford High School

SCITT Quality Assurance Group

Meets termly to monitor quality assurance evidence from professional tutors, visiting tutors, trainee assignments, trainees evidence folders, trainee questionnaires

James Dyke Deputy Head Leventhorpe – SCITT Quality Assurance (Chair)
 Belinda Kistell Professional Tutor Leventhorpe (Visiting Tutor & Training Manager)
 Jane Johnson & Jen Austin SCITT Administrators
 Group members - *as table above*

The QA groups will oversee the following assessment and evidence gathering activities:

- annual mentor training audit
- results of Visiting Tutor standardisation lesson observations, where VTs co-observe with teacher mentors and partnership Professional Tutors
- standardisation of trainee assessment folders outcomes and an analysis of the impact of teacher mentors' target setting
- standardisation of teacher mentor final assessments
- standardisation of final QTS recommendations, to include an exam board meeting to make detailed assessment of borderline trainees and those expected not to be recommended for QTS
- annual trainee questionnaire results, which will include the opportunity to comment on different taught sections of the programme
- annual mentor questionnaire results
- equality impact assessment of the work of the SCITT
- benchmarking of key performance indicators against NCTL national provider profiles and NQT survey

A number of practical processes will be required to ensure this information is gathered effectively. The group will plan also for and facilitate external moderation visits by suitably experienced representatives from independent HEI.

External Moderation Visit

The Training Manager will commission an annual visit of at least one working day from an External Moderator. The external moderator will be a suitably qualified (QTS) and experienced colleague from another ITT provider.

The external moderation visit will include opportunity to review SCITT documentation, undertake interviews with representative partnership professional tutors and teacher mentors and observe trainee teach in a co-observation with their professional tutor and teacher mentor. A representative range of trainees will be observed, with at least one high achieving trainee, one making average progress and one making less progress.

The external moderator will be commissioned to submit a written report on their visit which will be examined by the QA group and BSET Strategic Partnership Group. Any action points will be considered for immediate action or inclusion in the SCITT improvement plan.

Ofsted Visit Preparation

The group will also facilitate Ofsted stage one and two visits and ensure that a plan is in place to co-ordinate partner visits, observations and interviews. The current Ofsted Handbook for Inspection will be reviewed on an ongoing basis, to ensure that inspectors can be supported in their effort to evaluate the quality of provision.

Documentation will be kept as an annex to the SCITT self-evaluation document, detailing analysis of outcomes for trainees. Also analysis of questionnaire to applicants, trainees and mentors will be kept for easy access. Documentation on visiting tutor lesson observations and grades will be filed for easy access.

Information on availability of partnership head teachers, professional tutors, mentors and trainees will be kept so that visits and interviews can be set up quickly. A database of employers of recent trainees will be maintained so that the views of employers can be taken into account.

Trainees will also be made aware that a sample of their assessment folders will need to be available to analyse the impact of short and long term targets.

Co-observation of Trainee Teaching

So that standardisations of trainee observations are ensured, every teacher mentor will make at least one co-observation of a trainee with their school professional tutor and one with a visiting tutor (likely to be a Professional Tutor from a partner school). In addition, every partnership Professional Tutor should co-observe with a visiting tutor once in the year. In this way professional tutor judgement will be moderated by peer visiting tutors and every mentor will have their judgement moderated by their professional tutor and one from another school.

Lesson observation documentation made during the co-observations will be collected centrally by the SCITT administrator to form an evidence base for the standards achieved over time.

Questionnaires

The proposed SCITT will use paper questionnaire evidence from a range of stakeholders. Stakeholder and trainee focus groups will also be held.

Trainees will be asked for their views on the different elements of training including an opportunity to share their views of the professional studies topics covered each week.

Mentors will be asked for their views on the structure and organisation of training and whether they felt it met their trainee's needs.

Benchmarking Against NCTL Provider Profiles

The proposed SCITT will use national benchmarking data and NQT survey data provided by the NCTL to analyse the performance of the SCITT. This benchmarking will take place primarily in the summer

term, when recruitment and retention data is available, but new national information will always be included in the SCITT SEF when it is published.

Collection of Data

It will be the responsibility of the Training Manager and SCITT Administrator to maintain a database of the trainees as they complete their training and move into employment. At the end of the training year in July, the administrator will record on the database the pass/fail status of each trainee, their rating on the UCET/NASBTT criteria and the objectives on the Career Entry Profile. We will also record the details of trainees' first appointment for the following academic year. In subsequent years we will add details of further employment, successful NQT year completion and pay progression (should former trainees be willing to divulge this information).

We will keep in touch with former trainees, by sending an annual questionnaire asking for updated contact details and information on current employment and promotions. In addition, with trainees employed in the partnership we will expect to track their development through each school's performance management processes. This information will be compared with national success rates and other data supplied by the NCTL. Should any indicators fall below national averages it is expected that this will trigger an appropriate remedial action in the SCITT action plan.

Analysis of Data

The data collected will feed into several planning processes in the SCITT Action Plan.

Firstly, data on completion rates will be used to modify the training plan if significant numbers of trainees are deemed to only meet the minimum standard on the UCET/NASBTT criteria. This would predictable involve an increased tuition weighting for any aspect of the Teacher Standards where trainees were found to be deficient. Furthermore, the Training Manager will conduct a risk assessment in the eventuality of a trainee failing to complete the course, since this would indicate that a critical failure has occurred either in recruitment or training provision.

Secondly, data on employment will be used to model the next cycle of training place requests. If successful trainees do not find employment, we will expect to reduce the SCITTs request for training places in the light of this. Conversely, should the supply of trainees, not meet the demand for employment in our partnership, then the training place request would be increased, should the analysis of recruitment in the year previous support the view that extra places might be filled.

SCITT Self Evaluation and Improvement Plan

Evidence gathered over the course of annual cycle will be used to complete the Self-Evaluation Document and Action Plan document for the SCITT (reproduced below). The evaluation expressed in the SEF section will be used to shape the SCITT Improvement Plan going forward. This will be a dynamic document which evolves during the training year, with the expectation that the Training Manager will check the accuracy of self-evaluation and effectiveness of actions on at least a termly basis.