

Ashton on Mersey SCITT Recruitment and Selection Policy

Date amended: 20th July 2023

Aim

The Ashton on Mersey SCITT recognises the importance of a rigorous recruitment process to secure sufficient high quality applicants to enrol as trainees on our teacher training programme. We are committed to ensuring that the recruitment and selection of trainees is a fair and effective process. Each procedure will meet the requirements of the Secretary of State's ITT criteria.

Safeguarding

Safeguarding children must be everybody's responsibility. Good safeguarding practice has to be built into routine procedures and practice. Nowhere is this more important than in the recruitment and vetting of people who have contact with children.

An explicit statement, as outlined below, about the SCITT's commitment to safeguarding and promoting the welfare of children should be included in all materials and resources around recruitment and selection.

"The Ashton on Mersey SCITT is committed to safeguarding and promoting the welfare of children and young people. We expect all staff and trainees to share this commitment"

Recruitment of Ex-offenders

Ashton on Mersey SCITT is committed to ensuring that all trainees are treated fairly and with consideration.

The nature of the course allows Ashton on Mersey SCITT to ask questions about the trainee's entire criminal record.

Ashton on Mersey SCITT complies fully with the DBS Code of Practice and undertakes to treat all applicants for positions fairly. It undertakes not to discriminate unfairly against any subject of a disclosure on the basis of a conviction or other information revealed during the application and selection procedure.

We make every subject of a DBS disclosure aware of the existence of the DBS Code of Practice and make a copy available on request.

Ashton on Mersey SCITT is committed to the fair treatment of its staff, potential staff or users of its services, regardless of race, gender, religion, sexual orientation, responsibilities for dependants, age, physical/mental disability or offending background. We select all candidates for interview based on their skills and qualifications.

Having a criminal record will not necessarily bar the trainee from working with us. This will depend on the nature of the position and the circumstances and background of their offences.

We require all applicants to inform the SCITT of all the details and nature of their offence. The SCITT team then seek approval from the Director of SCITT regarding the trainees place on the

programme. We guarantee that this information will only be seen by those who need to see it as part of the recruitment process.

We ensure that all those in Ashton on Mersey SCITT who are involved in the recruitment process have been suitably trained to identify and assess the relevance and circumstances of offences. We also ensure that they have received appropriate guidance and training in the relevant legislation relating to the employment of ex-offenders, e.g. the Rehabilitation of Offenders Act 1974.

At interview, or in a separate discussion, we ensure that an open and measured discussion takes place on the subject of any offences or other matter that might be relevant to the position. Failure to reveal information that is directly relevant to the position sought could lead to withdrawal of a placement on the ITT programme.

Safer Practice

Safer practice in recruitment and selection means thinking about and including issues to do with child protection and safeguarding and promoting the welfare of children at every stage of the process.

It requires a consistent and thorough process of obtaining, collating, analysing and evaluating information from and about applicants. The main elements of the process include:

- Ensuring the Job Description makes reference to the responsibility for safeguarding and promoting the welfare of children
- Ensuring that the person specification includes specific reference to suitability to work with children
- Obtaining and scrutinising comprehensive information from applicants, and taking up and satisfactorily resolving any discrepancies or anomalies – this may involve contacting references or asking for an additional reference if necessary.
- Performing an online search in accordance with the Keeping Children Safe September 2023 (point 222)
- An interview that explores the candidate's suitability to work with children as well as their suitability for the post
- Verifying the successful applicant's identity

Roles and Responsibilities of SCITT Personnel

Director of SCITT

- Member of the Interview Panel for Secondary and Primary Programmes.

SCITT Lead

- Member of the Interview Panel for Primary and Secondary Programmes
- Oral feedback to applicants
- Sift both Primary and Secondary Applications

SCITT Programmes Manager

- Member of the Interview Panel for Primary and Secondary Programmes
- Leadership of recruitment process including coordination of applications and initial qualifications check
- Updating the Apply portal
- Manage correspondence to applicants – successful and unsuccessful
- Sift both Primary and Secondary Applications

SCITT Administrator

- Coordination of interview dates.
- Sends emails to confirm dates and attendance

Partner Schools

- Member of Interview Panel for Secondary and Primary Programmes

The Application Process

Ashton on Mersey SCITT will follow a thorough and consistent application process that manages the flow of applications efficiently and effectively and is fair to all applicants who apply.

1. Enquiries

The Ashton on Mersey SCITT will have a dedicated contact number and email address to which all SCITT enquiries will be directed. The SCITT Administrator or SCITT Programmes Manager will be responsible for responding to all enquiries which come through these channels.

All enquiries will be responded to within 48 hours of receiving the initial call/email wherever possible. Where the SCITT administrator is unable to answer the enquiry the details will be passed onto either the SCITT Programmes Manager or SCITT Lead who will then respond directly to the applicant.

2. Application Sift

All applications for the ITT programmes delivered by the Ashton on Mersey SCITT will come through the DfE Apply portal.

The SCITT Programmes Manager and SCITT administrator will be responsible for recording all the applications which have been received and acknowledging receipt with the applicant.

The SCITT Programmes Manager will carry out the initial sifting of applications. This will include checking which applications meet the essential entry requirements for the course, as required by the Secretary of State’s ITT Criteria for entry (C1.1; C1.2; C1.3; C1.4) and as required by the Ashton on Mersey SCITT. These are outlined in the table below.

Phase	Course requirements
Primary	<ul style="list-style-type: none"> • A UK Bachelor’s Honours degree or an equivalent as judged against ENIC • GCSE in English Language, Mathematics and Science Grade C or 4 or above (or equivalent) • Suitability to teach
Secondary	<ul style="list-style-type: none"> • A UK Bachelor’s Honours degree or an equivalent as judged against ENIC • GCSE in Mathematics and English Language Grade C or 4 or above (or equivalent) • The degree must normally contain at least 50% subject content in the proposed subject area for teaching. • Suitability to teach

Once the initial sift has been carried out the SCITT administrator or SCITT Programmes Manager will report unsuccessful candidates on the Apply portal.

The next sift is carried out by the SCITT Lead and the SCITT Manager. Each application will be reviewed in more detail against the SCITT’s selection matrix (Appendix 2). The SCITT Lead and the SCITT Programmes Manager will complete the application check sheet for each applicant (Appendix 3).

Once the second sift has been completed the SCITT administrator or SCITT Programmes Manager will contact applicants and invite to interview, and update the Apply portal.

3. Informing the applicants

It is the responsibility of the SCITT administrator or SCITT Programmes Manager to liaise directly with applicants and to inform them of their application progress as and when required.

Selection Process

To secure a fair, consistent and transparent process of selection, and to ensure that the SCITT meets the Secretary of State’s ITT criterion for entry C1.3, the SCITT has developed a rigorous selection process, including the sift process described above and a thorough process for all applicants selected for interview. The interview process is outlined below.

Appendix 4 outlines the selection process which the Ashton on Mersey SCITT will follow to ensure we recruit high quality trainees and that the process is fair to all applicants who will apply.

At the end of the interview day the panel will collate all documentation including panel members’ scores of each candidate and agree, by majority decision: which applicants have been successful.

Once all the decisions have been made the SCITT administrator or SCITT Programmes Manager will inform all applicants of their outcome by updating the Apply portal and via email. The SCITT administrator or SCITT Programmes Manager will record all outcomes on the internal SCITT database and when requested will produce an analysis of outcomes.

Where required, offers will be conditional based on the following checks and tests being completed:

- Enhanced DBS Check
- Degree result – if unknown at the time of application
- Health questionnaire
- Prohibition of teaching check
- Subject Knowledge Enhancement course (if applicable)

Subject Knowledge Enhancement Course

- Subject Knowledge Enhancement (SKE) courses are available in the subjects below. These are provided by our partner, Eureka Online College and are fully funded to qualifying trainees.
 - Primary Maths
 - Secondary Biology
 - Secondary Chemistry
 - Secondary Physics
 - Secondary Maths
 - Secondary English
 - Secondary Computing
 - Secondary Design and Technology
 - Secondary MFL (Spanish and French)
- Following the interview process, the SCITT Leadership team will determine if a successful applicant on one of the above courses is a) required to undertake an SKE programme b) eligible to undertake an SKE programme. This is dependent on whether their degree subject links directly to their chosen teaching subject and whether the degree was undertaken within the last five years.
- Should an applicant be eligible for an SKE course, they should complete the desired number of weeks set out by the SKE provider and the SCITT. The SKE provider will provide updates on the progress of the SKE and will inform the SCITT if the candidate is not engaging with the course. A member of the SCITT team will discuss this with the applicant.
- A final report is sent by the SKE provider to the SCITT when the course is completed.

Monitoring and Evaluation

- Analysis of application data and trainee data each year
- QA checks by SCITT personnel governor

Data collected through the analysis of trainees' applications will be used to inform the planned review of the policy and procedures.

Trainee Teacher – Job Description

The information below is to help trainees understand and appreciate the work content of their post and the role they are to play within the SCITT team. However, it should be noted that whilst every effort has been made to outline all the duties and responsibilities of the post, a document such as this does not permit every item to be specified in detail. Broad headings may therefore have been used, in which case all the usual associated duties are included in this job description.

Job Title	Trainee
Reporting to	SCITT Lead
Role and Responsibilities	<p>All trainees will be expected to:-</p> <p>Uphold and promote the safeguarding and welfare of the children they come into contact with</p> <p>Set high expectations which inspire, motivate and challenge pupils within a safe learning environment.</p> <p>Promote good progress and outcomes by pupils.</p> <ul style="list-style-type: none"> ○ Understanding how children learn and developing accountability for pupil attainment alongside the teacher. <p>Demonstrate good subject and curriculum knowledge.</p> <ul style="list-style-type: none"> ○ Building up subject knowledge and generic teaching skills throughout the year <p>Plan and teach well-structured lessons.</p> <ul style="list-style-type: none"> ○ Planning and teaching individuals, small groups, whole class and team teaching. <p>Adapt teaching to respond to the strengths and needs of all pupils.</p> <ul style="list-style-type: none"> ○ Preparation of teaching and learning resources <p>Make accurate and productive use of assessment.</p> <ul style="list-style-type: none"> ○ Assessment of pupils work <p>Manage behaviour effectively to ensure a good and safe learning environment.</p> <ul style="list-style-type: none"> ○ Work within school’s framework for behaviour and apply rules and routines consistently and fairly. <p>Fulfil wider professional responsibilities.</p> <ul style="list-style-type: none"> ○ School INSET ○ Attend Parents evenings ○ Staff / Key Stage / Subject meetings ○ Extra-Curricular activities ○ School trips / visits

	<p>Demonstrate consistently high standards of personal and professional conduct.</p> <ul style="list-style-type: none"> ○ Communications, in all aspects of the course, through appropriate channels. ○ Maintain a high standard of attendance, punctuality and professional dress for centre-based sessions and school based learning. ○ Aware of professional requirements with regard to the use of social media. ○ Demonstrating honesty and integrity and upholding public trust and confidence in the teaching profession. <p><i>To undertake any other reasonable responsibilities at the request of the school based mentor / programme leader.</i></p>
<p>Time Commitment</p>	<p>Core Training Each trainee must attend core training sessions at the Ashton on Mersey SCITT and masters study with Leeds Trinity University</p> <p>In-School Practice Each trainee must attend 120 days of school based learning across the year, which consists of at least two contrasting school placements.</p>

Trainee Teacher – Person Specification

Education and Qualifications	Essential <ul style="list-style-type: none"> • UK Honours degree or equivalent • GCSE A*-C (9-4) in English and Maths (Secondary) • GCSE A*-C (9-4) in English, Maths and Science (Primary) 	Assessed: Application(A) A A
Experience	Desirable <ul style="list-style-type: none"> • Wide range of experiences with children in different settings and different age ranges • Other relevant professional experience 	Assessed: A and Interview (I) A and I
Professional Skills, Knowledge and Understanding	Essential <ul style="list-style-type: none"> • Good subject knowledge and understanding of the subject specialism. • Awareness of the professional responsibilities involved in teaching Desirable <ul style="list-style-type: none"> • Knowledge and understanding of child protection and a commitment to safeguarding procedures. • An awareness of wider educational issues. • ICT skills for teaching • Ability to develop and use effective, flexible and innovative approaches to teaching, learning and assessment. Devising creative learning and teaching content and materials to meet the requirements of the programme. 	Assessed: I I and Presentation (P) I I I, Starter Activity (SA)
Personal Skills and Attributes	Essential <ul style="list-style-type: none"> • Suitability to work with children • Ability to promote and develop positive relationships within and beyond the school. • Effective communication style and interpersonal skills. • Ability to reflect on own skills and knowledge • Self-motivated. • Resilience. • Positive attitude. • A friendly and approachable nature. • Organisation and time management. • A passion for your subject and phase. • A positive outlook. • Willingness to be coached / mentored and supported by colleagues. Desirable <ul style="list-style-type: none"> • Potential leadership capabilities. • Sense of humour • A creative and innovative approach 	Assessed: I, P, SA I I, P, SA I and P I, P, SA I, P I, P, SA I, P PA I, P, SA I, P, SA I, P, SA I, P and PA I, P I, P I, P, SA P, SA

Ashton on Mersey SCITT
Application Criteria Matrix

Evidence	Assessed Through	Point Scale
<ul style="list-style-type: none"> • SPAG – including readability • Commitment to teaching – including skills relevant to teaching; why they want to be a teacher and any experience of working with children • Passion for phase (primary) or subject (secondary) 	<p><i>Application Stage</i> Personal statement</p>	<p>4 Points The personal statement is articulate and interesting and is grammatically sound. The personal statement demonstrates a commitment to teaching. The personal statement shows a clear passion for the phase or subject that is going to be taught</p>
		<p>3 Points The personal statement has many articulate and interesting elements and has few grammatical errors. The personal statement demonstrates some commitment to teaching. The personal statement shows some passion for the phase or subject that is going to be taught</p>
		<p>2 Points The personal statement has few articulate and interesting elements and has many grammatical errors. The personal statement demonstrates little commitment to teaching. The personal statement shows little passion for the phase or subject that is going to be taught</p>
		<p>1 Point The personal statement has no articulate and interesting elements and has many grammatical errors. The personal statement demonstrates no commitment to teaching. The personal statement shows no passion for the phase or subject that is going to be taught</p>

(Applicants will be given further opportunity to show evidence of their personal attributes during the interview process.)

Ashton on Mersey SCITT
Application Check Sheet

Name of Applicant _____

Programme applying for _____

Selection Criteria based on application stage assessment. Using the application and selection criteria matrix, circle the points which reflects the criterion provide by the applicant.

Academic Grades:

Degree	GCSE Maths	GCSE English	GCSE Science

Additional Qualifications relevant to application
Degree –

Criterion	Check 1		Check 2	
Entry Requirements	Yes		Yes	
Does the applicant’s qualification meet the SCITTs entry criteria	No		No	

Personal Statement and Personal Attributes												
	Points	Check 1	Check 2	Points	Check 1	Check 2	Points	Check 1	Check 2	Points	Check 1	Check 2
SPAG	4			3			2			1		
Commitment to teaching	4			3			2			1		
Passion for phase/ subject	4			3			2			1		
Total Points												

Overall point total		
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Check 1 Check 2
INTERVIEW Y/N Y/N

Additional information to be discussed at interview (eg gaps in employment)

Appendix 4 – Selection Process

The Recruitment Day

The Interview panel will consist of a combination of the following personnel:

- SCITT Programmes Manager
- SCITT Lead
- Director of SCITT
- SCITT Administrator
- Representatives from SCITT partner schools

At least one person involved in the interview process will have completed the ‘safer recruitment’ training.

Members of the interview panel should:

- Have the necessary authority to make decisions about appointment
- Be appropriately trained
- Discuss the interview day and ensure everyone is aware of their roles and responsibilities

The Interview day will consist of the following activities:

- **Presentation**

The applicant will be assessed on the following:

- Communication/Interpersonal Skills
- Ability to analyse and reflect
- Personal experiences and impact
- Engagement of presentation

- **Starter Activity**

The applicant will be assessed on the following:

- Subject Knowledge
- Communication skills
- Interaction with the panel
- Engagement of activity

- **1:1 Interview**

This part of the interview will focus on assessing the applicant’s suitability for the programme. It is an opportunity to expand on their experiences and the information they have provided on the application form. The interviewers will consider the following:

- Their commitment to teacher training
- Personal qualities and attributes
- Communication skills
- Interaction with the panel

- **Written task**

The applicant will be asked to write a reflection on a specific article

- The structure of their writing – looking at handwriting, spelling, punctuation and grammar.
- The content of their writing – ability to reflect.

- **Maths task**

The applicant will be asked to complete a number of maths questions on a range of mathematical concepts that form part of their maths proficiencies.