

Devon Primary SCITT are committed to ensuring that candidates are selected solely on the basis of their abilities and potential to train to teach, as demonstrated on their application form and performance at interview; regardless of race, colour, nationality, ethnic origin, religious or political belief or affiliation, trade union membership, age, gender, gender reassignment, marital status, sexual orientation, disability, socioeconomic background, or any other inappropriate distinction.

The appointment of all trainees will be made on merit and in accordance with the provisions of Employment Law, Keeping Children Safe in Education and the TARKA Learning Partnership's Equality and Diversity policy.

All recruitment & selection-based decisions will be made in consideration of and adherence to the DfE ITT Entry Criteria. Additionally, Devon Primary SCITT require that all candidates have, or will achieve a minimum 3rd Class Honours degree, prior to the course commencing.

1 Advertising & Application Process

- 1.1 Information about the course can be found on Devon Primary SCITT website, by using the DfE's 'Find' service or via Social Media.
- 1.2 Open Events are offered several times a year in all regions covered by our partnership schools, as well as online, to ensure equality of opportunity and encourage as wide a field of candidates as possible.
- 1.3 All applicants must submit their application via the DfE's 'Apply' service.

2 Shortlisting and References

- 2.1 A selection panel, consisting of the Director and Deputy Director, use an agreed shortlisting form (see [Appendix 2](#)), and the criteria for selection are consistently applied to all applicants. The selection panel agree the candidates to be invited for interview.
- 2.2 The selection panel review each application, checking specifically that qualifications meet the entry requirements for ITT, for any declared criminal convictions or professional misconduct, for education & employment history and any breaks in time not explained on the application. Where identified, these are highlighted for discussion at interview where appropriate.
- 2.3 In the instance that the referee contact details given are from a non-business email address, the SCITT Director will email the applicant and request an appropriate contact is provided.

3. Interviews & Outcome

Devon Primary SCITT's interview day format is designed robustly, to ensure that candidates are given every opportunity to demonstrate the skills, attributes and potential identified in our published selection criteria (see [Appendix 3](#))

3.1 Pre-Interview, all candidates are sent the selection criteria ([Appendix 4](#)), the Interview Day Programme ([Appendix 5](#)) and a Document Checklist ([Appendix 6](#)), to ensure that expectations for the day are clear, transparent and understood.

3.2 The interview panel consists of a minimum two people, including the Director (or Deputy) and, where possible, one or more of the Partnership Headteachers. At least one, but usually all members of the panel will have completed up-to-date safer recruitment training.

3.3 Candidates are expected to bring evidence of all declared qualifications and suitable identification documents, which are checked and recorded by a trained member of school staff or Devon Primary SCITT's Business Manager.

3.4 The interview day is hosted in one of the Partnership Schools and consists of:

- Welcome & Briefing (to provide an overview of the course)
- English & Maths Audits (to assess proficiency in key English & mathematics skills)
- Teaching & Learning Session (to assess potential to teach effectively, build positive relationships with children and respond appropriately to their needs)
- Written evaluation of the Teaching & Learning session (to assess reflective capabilities and written communication)
- Group task & presentation (to assess commitment to collaboration, relationships with adults, initiative, creativity and ability to communicate effectively with colleagues)
- Individual interview, including a 'learning conversation' focused on the teaching session and group task (to further assess the following professional attributes: relationships; communication; intuition; resilience; reflection; motivation; initiative; creativity and professionalism).

3.5 Following rigorous analysis of the candidate's performance, in line with the selection criteria, a decision will be agreed by the panel and candidates will be contacted individually with a formal decision within 24 hours of interview.

3.6 All candidates, regardless of outcome, will be invited to have a personal conversation with the Devon Primary SCITT Director, to provide individual feedback and support.

3.7 Under the Data Protection Act 2018, applicants have the right to request access to notes written about them during the recruitment process. DPSCITT will retain all interview notes on all unsuccessful applicants for a period of 6 months, after which time the notes will be confidentially destroyed (i.e: shredded).

4. Transition from Candidate to Trainee

4.1 **All** successful candidates will be made a Conditional offer containing the following standard conditions:

- Disclosure and Barring Service (DBS) check
- Fitness to train to teach check
- Receipt of two appropriate professional references

4.2 References are carefully checked upon receipt post-offer, to ensure that they confirm:

- The referee's relationship with the candidate
- Performance history and conduct

- Any disciplinary action involving the safety and welfare of children, including any in which the sanction has expired
- Details of any substantiated allegations or concerns relating to the safety and welfare of children
- Whether the referee has any reservations as to the candidate's suitability to work with children. If so, the SCITT Director will ask for specific details of the concerns and the reasons why the referee believes the candidate may be unsuitable to work with children.

4.3 Candidates may also have some additional conditions based on completion of (or providing evidence of) qualifications which meet the ITT criterion for GCSE achievement and Devon Primary SCITT's requirement of a 3rd Class Honours degree of higher.

4.4 Where candidates have spent any time living outside of the UK for a period of more than three months, within the past ten years, they will have the additional condition added to their offer of clearance of an overseas criminal records check.

4.5 All successful candidates will be subject to appropriate pre-selection checks prior to commencing their course. Currently, these are:

- Enhanced DBS check (including a check of the children's barred list)
- Occupational Health check with Corazon Health to assess Fitness to Train to Teach
- A prohibition order check.

All appropriate records and evidence will be kept on a Single Central Record.

4.6 The pre-employment checks listed in paragraph 4.4 above must be completed before the trainee starts the programme. Exceptions will only be made in circumstances where a risk assessment has been undertaken and exceptions will never be made in the case of the Barred List and Teacher Prohibition checks.

4.7 Following acceptance of their place, all candidates will receive a series of written communications and documentation, which will help to prepare them for a successful and smooth start to their course.

5. Review

This policy will be reviewed by the Executive Board every two years

Initial Policy Agreed by Executive Board	Date 18-05-22
Amended Policy Agreed by Executive Board	Date 17-01-23

DPSCITT: Recruitment & Onboarding Process

6. Course Introduction

Trainees are invited to a 'trainee lunch' & introduction, where they are asked to bring their Enhanced DBS, qualification certificates and identification documents. They are also expected to sign to confirm that they have read KCSIE (Part 1), Trinity School's Safeguarding Policy and complete and sign a TARKA Learning Partnership self-declaration form, to confirm that they have never been disqualified from working with children.

The following 2 weeks consist of a number of sessions designed to equip them with key information and skills to prepare them for the start of their teacher training.

5. Pre-course Correspondence

In the months leading up to the start of the course, applicants are sent a series of induction emails which include the following:

Induction Email 1

- Instructions for activating DPSCITT email account
- Trainee Information Form (relating to preferred KS and declaration of interests connected to partnership schools)
- Trainee Contract
- Information about student loan application

Induction Email 2

- Pre-course task list
- Trainee profile template
- Subject Knowledge Tracker
- Elevate My Maths guidance
- Reminder to gain Early Years experience

Induction Email 3

- Information on Enhanced DBS and Corazon Health check application (ID documents required based on what has been previously provided at interview)

Induction Email 4

- Placement Information
- Curriculum Calendar
- Trainee Introduction
- Induction Training Handbook

Induction Email 5

- University of Plymouth enrolment information
- Programme Handbook

Induction Email 6

- Keeping Children Safe in Education / Trinity School Safeguarding Policy
- Trainee Lunch / Introduction timetable.



1. Application Received

Applicants submit their application via DfE Apply.

The application is reviewed by the Director & Deputy Director and a shortlisting form is completed (see appendix 2), to ensure that entry and compliance criteria have been fulfilled.

If at least two professional reference contacts are not provided at this stage, applicants are contacted and asked to amend their application to include this.

2. Application Decision

The Applicant is either rejected via the DfE Apply system, or invited to interview at at one of our partnership schools.

They are required to bring:

- ID from a checklist reflecting what will be required for DBS identification; including photographic ID
- Their original GCSE / degree certificates

3. Interview

Applicants attend a rigorous interview day (see Appendix 5), where opportunities are provided to assess attributes & suitability for an applicant's potential to train to teach (see Appendix 3) Each element of the day is scored and mutual agreement on a decision is made by all members of the interview panel.

If successful, the applicant receives an offer letter confirming their place, which contains associated conditions required prior to entry.

4. Course Acceptance & References

All interviewed applicants are offered verbal feedback and when an applicant accepts their place, the Director or Deputy Director emails a Course Preparation Plan to them, to be completed prior to starting the course (see appendix 7)

- References are received post-offer via DfE Apply and are carefully checked as they are submitted by the Director / Deputy Director.

APPENDIX 2

DPSCITT Shortlisting for Interview		School Requested:
Candidate:	Location:	
Equal Opps - Age:	Disability:	

Degree	Institution	Subject	Class
GCSE	Maths	English	Science
A Level			

School Experience	Other

ATTRIBUTE	SIGNIFIERS
RELATIONSHIPS	
INTUITION	
REFLECTION	
RESILIENCE	
MOTIVATION	
COMMUNICATION	
INITIATIVE	
CREATIVITY	
PROFESSIONAL	

Referee 1 From a professional email address? Yes / No		Suitable to work with children
		Yes / No
Referee 2 From a professional email address? Yes / No		Suitable to work with children
		Yes / No
If the applicant has worked with children in the past, has a reference been provided from the most recent employer? Yes / No		

APPENDIX 2

Overall Quality of Application	SCORE
Any unexplained gaps in education / employment history?	
Questions for Interview	

Shortlister 1

Signed:


Date:

Shortlister 2

Signed:

Date:

APPENDIX 3

Potential to Teach - Overall Assessment for Interview Day			 Devon Primary SCITT Training Outstanding Teachers
Candidate:	Interview Date:	Decision of the interview panel:	
		Successful	Unsuccessful

Key Professional Attributes:

ATTRIBUTE	SIGNIFIERS	SCORE
RELATIONSHIPS	Warmth, openness, humour, active listener, inclusive, empathetic, supportive, positive, values team	/10
INTUITION	Understands and enjoys children and their perspectives, able to identify and respond to their needs	/10
REFLECTION	Self awareness, self-evaluative, perceptive, openness to advice, willingness to adapt, intellectual capacity	/10
RESILIENCE	Secure core, personal and emotional integrity, positive/ robust outlook, realistic, inner confidence, presence	/10
MOTIVATION	Passionate, clear reasons for teaching, drive, determination, evidence of personal development	/10
COMMUNICATION	Connects effectively with others (speaking, listening, non-verbal, group work, presentation, writing)	/10
INITIATIVE	Ability to think on feet, adapt to change, develop previous experiences, willingness to lead, risk taker	/10
CREATIVITY	Innovative, builds on other's ideas, divergent thinker, enthusiasm for learning	/10
PROFESSIONAL	Understanding of Safeguarding principles and protocols, personal ethics, preparation	/10

Subject Knowledge for Teaching:

NUMERACY	Audit Score: /10	LITERACY	Audit Score /10
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Teaching and Learning: Potential to Meet the Teacher Standards

CRITERIA	SCORE
Has a clear classroom presence with the potential to lead learning	/10
Potential to prepare and plan well structured, resourced and paced lessons.	/10
Potential to build rapport and relationships with groups and individuals	/10
Potential to set high expectations which inspire, engage and challenge pupils	/10
Potential to manage behaviour effectively to ensure a good, safe and positive learning environment	/10
Potential to promote a love of learning and children's intellectual curiosity	/10
Potential to use a range of effective teaching and learning strategies (eg modelling, questioning, pupil interaction)	/10
Potential to elicit children's prior learning and use it to secure children's progress	/10
Potential to adapt teaching to respond to the strengths and needs of the children	/10

Overall Score (Pass mark: 120)	/200
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Key Feedback Messages

APPENDIX 4



DPSCITT Selection Criteria

The following criteria will be used in the process of selecting trainees onto the Devon Primary SCITT programme.

Key Professional Attributes assessed throughout the day:

- Relationships
- Communication
- Intuition
- Resilience
- Reflection
- Motivation
- Initiative
- Creativity
- Professionalism

In the English and Maths Audit the panel will assess:

- Your ability to demonstrate secure subject knowledge

In the observed story session the panel will assess your potential to:

- Have a clear classroom presence with the potential to lead learning.
- Prepare and plan well structured, resourced and paced lessons.
- Build rapport and relationships with groups and individuals.
- Set high expectations which inspire, engage and challenge pupils.
- Manage behaviour effectively to ensure a good, safe and positive learning environment.
- Promote a love of learning and children's intellectual curiosity.
- Use a range of effective teaching and learning strategies.
- Elicit children's prior learning and use it to secure children's progress.
- Adapt teaching to respond to the strengths and needs of the children.

Through the written evaluation of the story session the panel will assess your ability to:

- Reflect on and improve your practice.

In the group work and presentation session the panel will assess your ability to:

- Communicate effectively with colleagues.
- Be committed to collaboration and team-working, and contribute and cooperate effectively in teams.

In the formal interview the panel will assess, in addition to all of the above attributes and criteria, your ability to:

- Reflect on and improve your knowledge and practice.
- Respond positively to advice and feedback.
- Adapt your practice in response to coaching and mentoring.
- Show awareness of the professional duties of teachers.

APPENDIX 5



DPSCITT Interview Day Programme

The DPSCITT Director and Headteacher(s) from Partnership school(s) will be on the Panel.

9.00am Tea/Coffee on Arrival

9.15am Welcome and Briefing

Introductions and an overview of the Devon Primary SCITT Programme.

9.45am English and Maths Audits or Teaching and Learning Session

Split into two groups:

Group 1

English and Maths Audits: You will complete a written audit of your Maths and English Skills.

Group 2

Teaching and Learning Task: You will need to plan and prepare a 30 minute teaching session for a group of six Year 1 or Year 2 children. This will be based on a story of your choice, and include pupil activities to extend learning. You will be observed by one of the interview panel. (Please ensure that you bring all the resources you require for this session. IT equipment will not be available). Please also bring a copy of your planning for this session for your observer.

10.20am Groups reversed

11.00am Tea/Coffee and a Written Evaluation of your Teaching and Learning session

The written evaluation should identify what went well and how your teaching and learning session could be improved.

11.30am Group Task and Presentation

You will be given details of a discussion task on the day of the interview.

12.15pm Lunch (provided) and an opportunity to meet with current or former trainees.

1.00 - 4.30pm Individual Interviews

Your individual interview will last approximately 30 minutes. Once you have completed your interview you will be free to leave. We will write to you as soon as possible after the interview, informing you of the outcome and are very happy to provide individual feedback.

We look forward to meeting you and hope that you will find the day enjoyable and productive.

Please refer to the *Interview Day Selection Criteria* so that you are fully aware of the skills and attributes that we will be looking for on the day.

APPENDIX 6

Document checklist to support online ID Verification

APPLICANT NAME: _____

EVIDENCE CHECKED BY: _____

Route One ID verification process:

Can the applicant produce a Group 1 document? If yes, then the applicant must produce 3 documents: 1 document from Group 1 (refer to Valid Identity Documents); and 2 further documents from Group 1, 2a or 2b; one of which must verify their current address. If the applicant has satisfied this route then the ID Verification is complete.

If the applicant cannot produce a Group 1 document please follow the guidance on how to complete Routes 2 or 3 in the document on ID validation for online checks. Please see the step by step guide on carrying out an ID Validation and the FAQs when logged in using an ID Verifier account, together with the guidance when updating the system with document information.

(√) **Group 1**

Current valid Passport	NUMBER		DATE OF ISSUE	
	NATIONALITY		DATE OF BIRTH	
Current Photo Card Driving Licence (UK) (Full or provisional) Photo card only (a photo card is only valid if the individual presents it with the associated counterpart licence; except Jersey)	NUMBER		VALID FROM	DATE OF BIRTH
	DATE OF BIRTH		DATE OF ISSUE	
Biometric Residence Permit UK				

(√) **Group 2a**

Current UK Driving licence (old style paper version)	Marriage/Civil Partnership Certificate (UK and Channel Islands)
Current Non-UK Photo Driving Licence (valid only for applicants residing outside of the UK at time of application or up to 12 months from the date of entry to the UK)	Adoption Certificate (UK and Channel Islands)
Birth Certificate (UK and Channel Islands) - (issued after 12 months from birth)	HM Forces ID Card (UK)
	Fire Arms Licence (UK and Channel Islands)

(√) **Group 2b**

Mortgage Statement (UK or EEA) (issued within past 12 months)	Utility Bill (UK) – Not Mobile Telephone (issued within past 3 months)
Bank/Building Society Statement (UK or EEA) (issued within past 3 months)	Benefit Statement - e.g. Child Allowance, Pension
Bank/Building Society Account Opening Confirmation Letter (UK)	A document from Central/ Local Government/ Government Agency/ Local Authority giving entitlement (UK & Channel Islands)- e.g. from the Department for Work and Pensions, the Employment Service , Customs & Revenue, Job Centre, Job Centre Plus, Social Security (issued within past 3 months)
Credit Card Statement (UK or EEA) (issued within past 3 months)	EU National ID Card
Financial Statement - e.g. pension, endowment, ISA (UK) (issued within past 12 months)	Cards carrying the PASS accreditation logo (UK and Channel Islands)
P45/P60 Statement (UK & Channel Islands) (issued within past 12 months)	Letter from Head Teacher or College Principal (16/19 year olds in full time education - only used in exceptional circumstances when all other documents have been exhausted)
Council Tax Statement (UK & Channel Islands) (issued within past 12 months)	
Work Permit/Visa (UK) (UK Residence Permit) (valid until expiry date)	
Letter of Sponsorship from future employment provider (Non-UK/Non-EEA only – valid only for applicants residing outside of the UK at time of application)	

Documents must be in current name or with a marriage certificate to prove change of name.

APPENDIX 7

Course Preparation Plan for:

Example

We have identified some of your key areas of strength and development from the Interview Day to support you in your Pre-Course Preparation. The targets, actions and background information you provide below will help the Core DPSCITT Staff and your School-based Tutor to personalise your support when you start the Course.

Interview Day Feedback:

	Strengths *Example*
Professional Attributes	<ul style="list-style-type: none"> • Very positive, warm and professional relationships • Engaging and dynamic 'teacher presence' • Highly reflective, perceptive and open to advice • Understands and enjoys children and their perspectives • Highly motivated and committed to becoming a teacher • Ability to communicate effectively and collaborate with others • Initiative and ability to adapt and develop previous experiences • Potential to prepare and plan well structured, engaging lessons
Teaching and Learning	<ul style="list-style-type: none"> • Positive and engaging classroom presence, effective use of voice and clear instructions. • Clear learning focus and effective modelling and questioning to develop understanding.

Subject Knowledge	Score	Areas of Strength/ Development *Example*
Maths	50%	<ul style="list-style-type: none"> • Quite weak – Use on-line revision programs eg. BBC Bitesize or SnapRevise, and subscribe (free!) to https://www.youtube.com/channel/UCtGLWafvoU3mki01pDnOx8A to further develop your confidence.
English	80%	<ul style="list-style-type: none"> • Strong – In the summer, we will send you details of the English audit book and tracker. Complete this to identify and work on more specific areas for development.
Spoken English	NA	<ul style="list-style-type: none"> • Good - Clear articulation and confident presentation skills. (Just ensure that the 't' sound is articulated clearly in the middle of words eg 'getting')

	Areas to Develop *Example*
Teaching and Learning	<ul style="list-style-type: none"> • Communication of learning objectives and explicit use of these throughout lessons to focus the children's attention, assess and extend learning. • Further engagement of children and enhancement of their learning through teaching strategies which maximise participation and optimise challenge.

FOR CANDIDATE COMPLETION

Previous Experience and Interests:

Previous School Experience	
Other Experience and Interests	

Qualifications:

	Subjects	Grades
Degree		
A Levels or Equivalent		

Action Plan:

Personal Targets	Actions to Prepare for September
To gain confidence leading bigger groups and then whole classes of children.	
To practise receiving feedback and acting on it.	
To improve my maths skills.	

Personal Wellbeing and Support:

Is there anything to do with your mental health, wellbeing or building rapport which you feel it would help us to know?	
Which aspects of the Course do you feel best prepared for?	
Which aspects do you think you will need more support in?	

Please email a copy of this completed form to lflounders@dpscitt.ac.uk by (insert date)