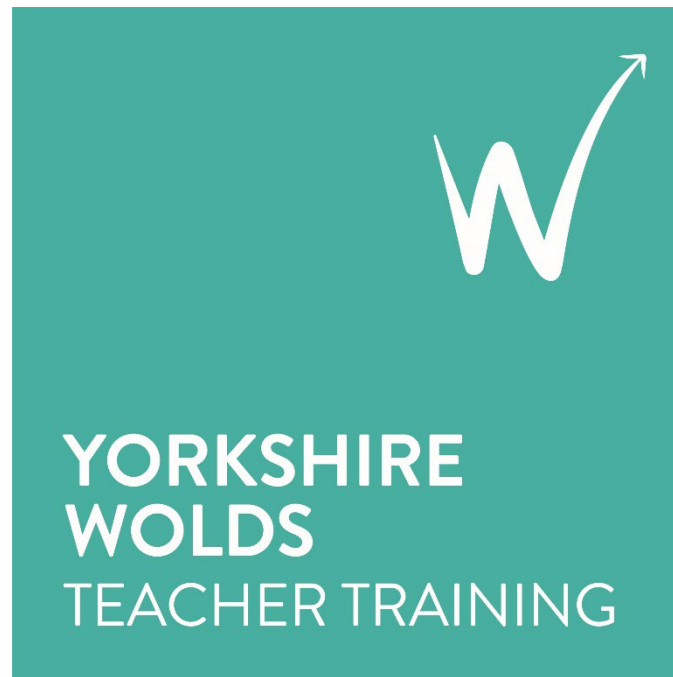




YORKSHIRE WOLDS TEACHER TRAINING

Compliance and Quality Assurance Policy

Version 1.3

Important: This document can only be considered valid when viewed on the YWTT portal. If this document has been printed or saved to another location, you must check that the version number on your copy matches that of the document online.	Alison Fletcher Head of Yorkshire Wolds Teacher Training (YWTT)
Name and Title of Author:	
Name of Responsible Committee/Individual:	YYTT Strategic Board
Implementation Date:	July 2025
Review Date:	July 2027
Target Audience:	YWTT Trainees
Related Documents:	YWTT Handbooks ITT Criteria & Supporting Advice YWTT Assessment Policy YWTT Partnership Agreement

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POLICY STATEMENT

Our **vision** is to develop the next generation of great teachers, ethical school leaders and advocates for the teaching profession who will ensure our schools and young people thrive.

Our **core purpose** is simply to develop great new teachers. We do this by exemplifying excellent practice and through observation, mentoring, coaching, practice, reflection and sharing with peers. We will equip our trainees with a wide range of teaching and learning strategies and support them to motivate and inspire young people.

Yorkshire Wolds Teacher Training is committed to developing its trainees into excellent teachers through a creative, effective and rigorous programme underpinned by supportive and highly experienced teacher educators. Our aim is to create models of outstanding practice across the partnership and to meet the needs of our partner institutions as well as training the school leaders of the future.

1. PURPOSE

YWTT is committed to ensuring that trainee teachers experience the highest quality training provision and that the YWTT programme produces the highest quality teachers for the children in the schools where they are employed.

Rigorous monitoring with open and honest evaluation underpins the pursuit of our vision for excellence.

This policy aims to:

- Ensure that YWTT is compliant with all aspects of the ITT Criteria
- Ensure a high-quality and consistent approach to delivery of YWTT programmes across the partnership
- Monitor and review the quality of training, mentoring and support across the partnership
- Inform YWTT's self-evaluation and improvement processes

2. SCOPE

This Policy applies to all stakeholders across the Yorkshire Wolds Teacher Training partnership.

3. ROLES AND RESPONSIBILITIES

The **YWTT Executive Board** is responsible for ensuring this policy is applied fairly and consistently across the organisation.

The **Head of YWTT** is responsible for:

- ensuring trainees are treated fairly and consistently across the organisation
- ensuring this policy is implemented fairly and consistently
- ensuring that internal assessment judgements are moderated appropriately

The **YWTT Deputy Head i/c Progress** is responsible for:

- The moderation of judgements where there is unresolved disagreement in judgement between the YWTT subject tutor and the subject mentor

The **YWTT Subject & Phase Tutors** are responsible for:

- providing supportive and developmental feedback to trainees
- the quality assurance of weekly lesson observation reports
- the moderation of feedback by subject/phase mentors

- the quality assurance of weekly learning journals
- the moderation of judgements made by the subject/phase mentor
- the assessment of trainee progress portfolios throughout the ITT programme
- the completion of progress portfolio reports
- the moderation of the final evidence portfolios for trainees in other tutor groups
- the completion of the final evidence portfolio report for trainees in other tutor groups

The **Partnership School Subject Mentor** is responsible for:

- providing accurate, supportive and developmental feedback to trainees
- the delivery of the school based subject training programme (blue programme)
- the completion of weekly formal lesson observations
- the completion of mentor reports

The **Partnership School ITT Lead** is responsible for:

- providing supportive and developmental feedback to trainees
- the delivery of the school based training programme (orange programme)
- the moderation of feedback by subject mentor
- the moderation of judgements made by the subject mentor

The **Partnership School Primary Mentor** is responsible for:

- providing supportive and developmental feedback to trainees
- the delivery of the school based subject training programme (blue programme) and the school based training programme (orange programme)
- the completion of weekly formal lesson observations
- the completion of mentor reports

The **External Moderator** is responsible for:

- ensuring the judgements made by YWTT are robust and accurate
- ensuring that YWTT judgements are consistent with standards across other ITT providers.

The **YWTT Assessment Committee** is responsible for:

- providing challenge and rigor to the YWTT assessment process
- scrutinising judgements made by YWTT about the progress and competence of trainees.
- Making final recommendations to the DfE for the award of QTS

The **YWTT Leadership Team** is responsible for:

- the ongoing delivery and co-ordination of the YWTT programmes across the partnership
- the ongoing quality assurance of YWTT provision

4. EQUALITY AND DIVERSITY

YWTT is committed to:

- Promoting equality and diversity in its policies, procedures and guidelines, adhering to current legislation eg. the Equality Act 2010.
- Delivering high quality teacher training that meets the diverse needs of its trainee population, ensuring that no individual or group is disadvantaged.

5. COMPLIANCE

The Government's ITT Criteria and Supporting Advice: Initial teacher training (ITT): criteria and supporting advice is mandatory guidance for all ITT providers. YWTT Leaders complete an annual audit of compliance to ensure all criteria are met. Results from this audit are presented to the Strategic Board.

5.1 Recruitment and Selection

Applications are initially reviewed by the administrator for compliance, with a summary of their findings entered on the candidate recruitment form. This includes a review of :

- Degree requirements
- GCSE requirements
- Right to work in the UK
- ENIC, where required

Evidence of these checks is completed at interview and electronic records of original documents including ID is stored electronically by YWTT. This information is recorded on the Single Central Record.

5.2 The Single Central Record

The Single Central Record keeps track of all candidates who have accepted a place on the course and records the information required for compliance. The Single Central Record is updated and maintained by the YWTT Administrator and TEAL HR Colleagues.

5.3 Monitoring of Compliance

The Head of YWTT and the YWTT Administrator review the Single Central Record for compliance checks regularly and at strategic points in the year, including

- prior to the course to chase candidates for outstanding documentation
- at the start of the course to check for compliance
- following safeguarding training
- at the start of each placement to ensure schools are made aware of the DBS arrangements.

The Head of YWTT checks and signs off data inputted into the DfE Register against the Single Central Record and again when final outcomes are entered.

The Head of YWTT also completes and updates the ITT Criteria and Compliance Audit Document which records evidence of YWTT compliance against the ITT Criteria.

5.4 Non-Compliance

The Head of YWTT will be notified of instances of non-compliance by the YWTT Administrator or TEAL HR colleagues prior to the start of the course. Information revealed by the DBS must be dealt with sensitively and cautiously. DBS certificates with any disclosures must be shared with the Director of People & HR or Assistant Head of HR, who assesses the risk with the Head of YWTT, advising the CEO & Chair of the YWTT Strategic Board on the next steps and the relevancy of the issue. A robust risk assessment will be undertaken, in deciding whether the information revealed results in an applicant being unsuitable for the training, the following considerations may be helpful:

- How long ago did the conviction/caution/warning/issue occur?
- Is there a pattern of behaviour?
- What were the circumstances at the time?
- Has the subject been open and honest?
- Does the disclosure relate to the work they would be/are employed to undertake?
- What are the risks?

The decision to appoint will be made by the Head of YWTT, with advice from the Director of People & HR or Assistant Head of HR and the CEO.

6. QUALITY ASSURANCE OF YWTT PROVISION

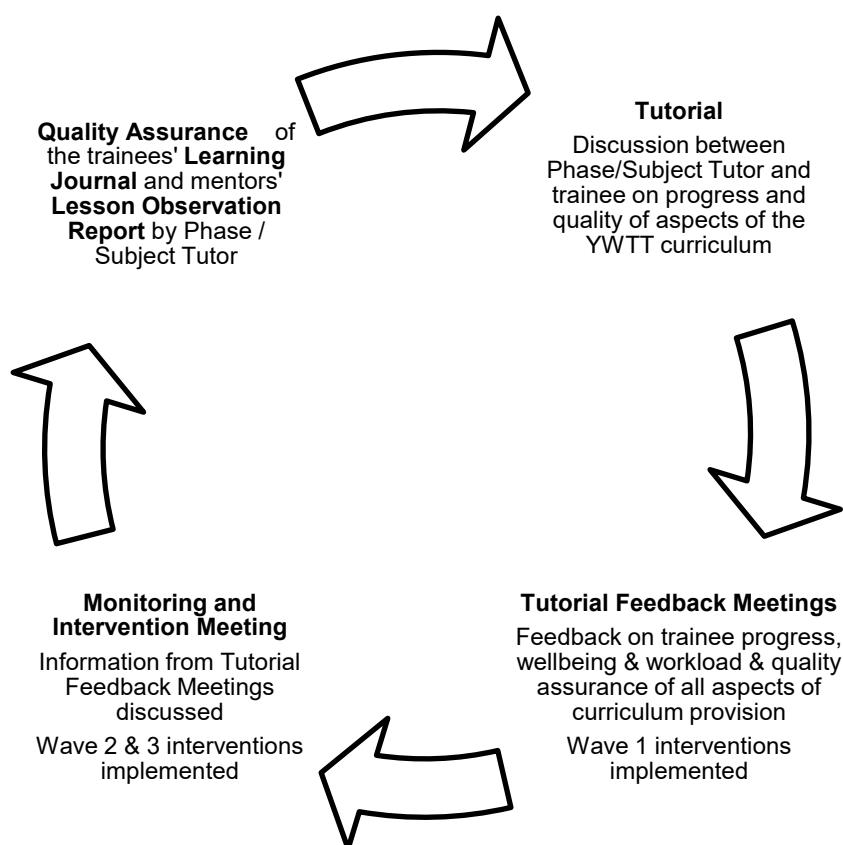
Please also refer to the YWTT Assessment policy. The roles and responsibilities of each person are detailed in YWTT Handbooks and the Partnership Agreement.

The highest calibre colleagues are recruited to deliver each aspect of YWTT provision and their qualifications, skills and experience are documented in their pen portraits.

Each aspect of YWTT provision is subject to quality assurance before, during and after delivery through mechanisms given in the table below. The weekly Friday meetings ensure all aspects of provision are quality assured each week, this facilitates immediate intervention where necessary, maximising trainee progress, well being and quality of provision.

	<u>Learning to Teach</u> <i>Know, Remember & Understand</i>		<u>Learning to be a teacher</u> <i>Professional Behaviours</i>			<u>Learning to teach a subject</u> <i>Apply, Practice & Embed</i>		Support from Expert Colleagues	
Aspect of YWTT Provision	YWTT Professional Studies & ITP	School Based Training	Professional Development Sessions	PGCE	Trainee Learning Journal	School Based Subject Training	YWTT Subject Immersion Days	Lesson Observation	Tutorial
Responsibility for delivery	YWTT Programme Lead & Tutors for ITP	Secondary ITT Lead or Primary Mentor	YWTT Head	SHU/YWTT PGCE link	Trainee	Secondary Subject Mentor or Primary Mentor	Secondary Subject Tutor or Primary Subject Lead	Secondary Subject Mentor or Primary Mentor	Secondary Subject Tutor or Phase Tutor
QA before delivery	Session & ITP plans checked by programme lead	School based training materials written by YWTT core team	Session materials checked by YWTT core team	Session materials checked by YWTT PGCE link	Training by tutor in first ITP on completion of learning journal	School based subject training materials written by YWTT subject tutor or primary intervention lead	Session plans written by subject tutors & subject leads checked by programme leads	Mentor training on lesson observation using NASBTT Instructional Coaching Exemplars available	Tutor training From YWTT progress lead and intervention leads
QA during delivery	Head and programme leads conduct drop ins	Progress lead and intervention leads conduct drop ins	Programme leads conduct drop ins	YWTT PGCE lead conducts drop ins	Tutor reads learning journal each week	Subject tutor or phase tutor conducts joint mentor meeting	Programme leads and Head conduct drop ins	Subject tutor or phase tutor conducts joint obs and feedback	Drop ins by YWTT Progress lead
Weekly Quality Assurance	Subject or Phase Tutor quality assures learning journal each week which references each aspect of the YWTT curriculum. Subject or Phase Tutor quality assures lesson observation report each week Subject or Phase Tutor conducts weekly tutorial with each trainee where the learning journal, lesson observation and all aspects of provision are discussed and any issues or concerns are raised								

Weekly Quality Assurance Cycle



The outcomes of the weekly quality assurance cycle are recorded in the YWTT leadership team minutes and the YWTT Quality Assurance Action Tracker.

Intervention	Responsibility	Possible Issues	Possible Interventions
Wave 1	YWTT Tutor	Minor trainee progress, wellbeing or workload issues	Discussion with trainee
		Minor learning journals quality concerns	Discussion with trainee & use of exemplars
		Minor lesson observation report quality concerns	Contact with mentor, address in mentor team meeting
		Minor concerns with respect to the delivery of the school based subject training programme (blue)	Contact with mentor, address in mentor team meeting
		Minor concerns with respect to the Trainee Profile	Discussion with trainee, contact with mentor, address in mentor team meeting.
Wave 2	Assistant Head YWTT i/c Intervention	Trainee progress, wellbeing or workload issues	Implementation of support plan
		Learning Journal quality concerns	Discussion with trainee, use of exemplars, possible support plan
		Lesson observation report quality concerns	Mentor training visit conducted

		Concerns with respect to the delivery of the school based subject training programme (blue)	Mentor training visit conducted
		Concerns with respect to the delivery of the school based training programme (orange)	Mentor / ITT Lead training visit conducted
Wave 3	Deputy Head YWTT i/c Progress	Concerns with respect to the delivery of the school based training programme (orange & blue)	Mentor / ITT Lead training visit conducted possible replacement of mentor if no improvement
		Significant concerns with respect to trainee progress, wellbeing, workload or conduct.	Implementation of support plan or action plan as appropriate
	Deputy Head YWTT i/c Curriculum	Concerns with respect to quality of delivery of the YWTT centre based training (red & purple)	Amendments to YWTT curriculum or facilitation of sessions
	Head of YWTT	Concerns with respect to quality of delivery of the PGCE aspect of provision (green)	Discussion with PGCE provider
		Concerns with respect to the quality of a placement	Visit to Headteacher and potential implementation of deselection process Potential placement move for trainee concerned and further training for partnership school instigated

The table below outlines the quality assurance procedures that take place throughout the training year.

	QA Procedure	Frequency	Responsibility
Trainees (Quality of planning, teaching and understanding of the YWTT curriculum)	Continuous formal lesson observations of trainees with written and verbal feedback given.	Continuous (1 formal written lesson observation per week submitted to YWTT)	Mentors
	Mentor meetings including delivery of the school based training programme (orange) and school based subject training programme (blue)	Weekly	Mentors & Secondary ITT Leads
	Tutorial meeting to discuss progress, wellbeing and workload and all aspects of YWTT provision, including placement and curriculum experience	Weekly	YWTT Phase / Subject tutor
	Head of YWTT QA meetings with trainees to discuss quality of holistic training experience including mentoring, tutoring and curriculum	Weekly	Head of YWTT
	Joint observations of trainee	Termly	YWTT Phase / Subject tutor

	Progress Portfolio reviews	Termly	YWTT Phase / Subject tutor
	Trainee feedback questionnaires feedback on understanding of YWTT curriculum	Termly	Head of YWTT
	Mentor feedback questionnaires feedback on impact of YWTT curriculum on trainee progress	Termly	Head of YWTT
	School moderation visits including an observation of lesson, discussion about the curriculum, review of supporting material.	Annually	External Moderator
Mentors and ITT Leads (Quality and accuracy of mentoring and delivery of the school based training programmes (orange & blue))	Mentors attend Mentor training and use the school based training programme materials. With access to additional training eg. NASBTT Instructional Coaching	20 hours for new mentors 6 hours for experienced mentors	YWTT Leadership Team
	Quality assurance of lesson observation reports wave 1 interventions by tutor where necessary	Weekly	YWTT phase / subject tutor
	Quality assurance of lesson observation reports	Half termly	Deputy Head YWTT i/c Progress
	Tutorial meeting to discuss progress, wellbeing and workload and all aspects of YWTT provision, including placement and curriculum experience	Weekly	YWTT Phase / Subject tutor
	Joint observations with mentor	At least termly	YWTT Phase / Subject tutor
	Head of YWTT QA meetings with trainees to discuss quality of holistic training experience including mentoring, tutoring and curriculum	Weekly	Head of YWTT
	Progress Portfolio reviews	Termly	YWTT Phase / Subject tutor
	Trainee feedback questionnaires feedback on quality of mentoring and school based training materials	Termly	Head of YWTT
	Mentor feedback questionnaires feedback on impact of mentor training and school based training materials	Termly	Head of YWTT
YWTT Phase and Subject Tutors	School moderation visits including an observation of lesson, discussion about the curriculum, review of supporting material.	Annually	External Moderator
	Tutors attend weekly meetings which include training	Weekly	YWTT Leadership Team
	Quality assurance of lesson observation reports and moderation of tutor judgements	Half termly	Deputy Head YWTT i/c Progress
	Trainee feedback questionnaires feedback on quality of tutorials	Termly	Head of YWTT
	Mentor feedback questionnaires feedback on quality of mentor training by phase and subject tutors	Termly	Head of YWTT
	YWTT Progress lead undertakes joint tutorials with phase / subject tutors	Weekly	Deputy Head YWTT i/c Progress
YWTT Leadership Team	Head of YWTT QA meetings with trainees to discuss quality of holistic training experience including mentoring, tutoring and curriculum	Weekly	Head of YWTT
	Trainee feedback questionnaires feedback on quality of YWTT provision	Termly	Head of YWTT
	Mentor feedback questionnaires feedback on YWTT provision	Termly	Head of YWTT

	Head of YWTT QA meetings with trainees to discuss quality of holistic training experience including mentoring, tutoring and curriculum	Weekly	Head of YWTT
	Strategic Board meetings to review strategic approach, compliance, policies, trainees progress and quality of provision	Termly	Strategic Board
	External moderation visits to assess impact of YWTT curriculum and holistic provision	Annually	External Moderator
Placement Schools	Capacity to train visits to any new partnership school as required to set out arrangements and expectations for all new schools as they join the partnership.	As required	Head of YWTT
	Selection and Deselection criteria as detailed in the partnership agreement	Ongoing (reviewed annually)	Head of YWTT
	Placement School visits provide opportunities to quality assure the placement school	Termly	YWTT tutors & Leadership team
	Tutorial meeting to discuss progress, wellbeing and workload and all aspects of YWTT provision, including placement and mentoring experience	Weekly	YWTT Phase / Subject tutor
	Trainee feedback questionnaires feedback on quality of placement experience	Termly	Head of YWTT
	Head of YWTT QA meetings with trainees to discuss quality of holistic training experience including mentoring, tutoring and curriculum	Weekly	Head of YWTT
YWTT Core Training (Professional studies including ITP (red) Professional Development (yellow) Subject Immersion sessions (purple))	Quality assurance of session plans	Weekly	Deputy Head YWTT i/c curriculum
	Observations of core training sessions	Weekly	Deputy Head YWTT i/c curriculum
	Tutorial meeting to discuss progress, wellbeing and workload and all aspects of YWTT provision,	Weekly	YWTT Phase / Subject tutor
	Trainee feedback questionnaires feedback on quality of placement experience	Termly	Head of YWTT
	Mentor feedback questionnaires feedback on YWTT provision	Termly	Head of YWTT
	Head of YWTT QA meetings with trainees to discuss quality of holistic training experience	Weekly	Head of YWTT
	External moderation visits to assess impact of YWTT curriculum and holistic provision	Annually	External Moderator
PGCE (green)	Observations of PGCE training sessions	Weekly	Assistant Head i/c PGCE
	Tutorial meeting to discuss progress, wellbeing and workload and all aspects of YWTT provision,	Weekly	YWTT Phase / Subject tutor
	Trainee feedback questionnaires feedback on quality of placement experience	Termly	Head of YWTT
	Mentor feedback questionnaires feedback on YWTT provision	Termly	Head of YWTT
	Head of YWTT QA meetings with trainees to discuss quality of holistic training experience	Weekly	Head of YWTT
	SHU request trainee and YWTT feedback	Annually	SHU PGCE Lead
	External moderation visits to assess impact of YWTT curriculum and holistic provision	Annually	External Moderator
ECTs	ECT Reports requested from employing schools and results analysed and shared with Strategic Board	Annually	Head of YWTT
	Alumni "Where are you now" survey	Annually	Head of YWTT

	Alumni event to check on wellbeing, support and review quality of the course in preparing ECTs for employment and ECT role	Annually	Head of YWTT
Policies and Procedures	Reviewed on a cycle with identified review date	At each review date	Strategic Board

Review of Impact of Quality Assurance Procedures

The impact of YWTT quality assurance processes and associated interventions are evaluated and documented regularly through the following mechanisms:

Review of Impact	Frequency	Documentation
YWTT Leadership Team	Weekly	YWTT Leadership Team minutes (Tier 1) & Quality Assurance Action Tracker (Tier 2 &3)
Head of YWTT	Termly	Report to Strategic Board including Quality Assurance Action Tracker
Strategic Board	Termly	Minutes of Strategic Board Meetings
External Moderator	Annually	External Moderation Report submitted to Strategic Board
Head of YWTT	Annually	Self Evaluation Document & Improvement Plan submitted to Strategic Board
Strategic Board	Annually	Minutes of Strategic Board Meetings

7. MONITORING COMPLIANCE WITH AND EFFECTIVENESS OF THE POLICY

Effectiveness and compliance of this Policy will be monitored on an annual basis.

8. POLICY REVIEW

This policy will be reviewed within two years of the implementation date.