



**Educate Group –
Initial Teacher Training
and Assessment Only
Route**

AY2526

**Policies and Procedures
Handbook**

Disclaimer

This Handbook apply to Education Management Direct Ltd, trading as Educate Group Initial Teacher Training (shortened to Educate throughout this Handbook). Educate is the accredited Provider, and this Handbook includes Policies relevant to prospective Applicants, Recruits and Trainees (ITT) and Candidates (AOR).

ITT: Trainees are registered on an ITT Programme with Educate as the accredited Provider. All those engaged in the ITT partnership with Educate are subject to its company Policies and Procedures. As Trainees on a School Centred Initial Teacher Training (SCITT), Trainees will spend a significant amount of time training in their placement schools. Trainees are expected to uphold the same professional standards of conduct as members of staff at their placement schools. As such, Trainees are subject to Partnership procedures which involve both the ITT Provider and the Partnership Placement school.

All those engaged in the ITT partnership with Educate are subject to its company policies and procedures. At the start of their ITT Programme, a Trainee signs a Partnership Agreement which acknowledges their compliance with the Educate Policy and Procedure for Trainee Withdrawal and is asked to have read and agree to the Educate Privacy Policy, Code of Conduct and Withdrawal on their Online Platform.

Educate has endeavoured to ensure the accuracy of the information included in this Handbook at the time of publication. This Handbook will be reviewed annually; however, Educate reserve the right to update this Handbook. If applicable, updated versions supersede any previous versions published in start-of-cohort documentation.

For the purpose of this Handbook, we refer to the following:

- *Applicant*: Those who have applied for the Educate Programme but have not accepted an Offer.
- *Recruit*: Those have accepted an Offer, with conditions
- *Trainee*: Those who have met all conditions and attendance confirmed at the beginning of the Programme.
- *Candidate*: Those applying to and on the AOR.

Monitoring and review: Educate will keep this Handbook under review and will update it where required to reflect changes in law, guidance or Programme arrangements.

Last Updated: January 2026

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Absence

Please note: all Trainees’ attendance in all aspects of the Programme are closely monitored by Educate.

Short Term Absence:

- There will be occasions where a Trainee will be absent from school and/or Educate training sessions. This may be due to unforeseen circumstances such as illness, travel disruption, or family emergency, or a known absence for e.g. an unavoidable appointment, job interview, graduation ceremony.
 - Medical appointments are usually approved with the agreement of the school. Where possible Trainees should aim to arrange these outside of Programme commitments, however, Educate understand that this is not always possible. Where a Trainee may need regular medical appointments, they should inform Educate so they can support and review whether a risk assessment may be necessary.
 - Educate will usually approve up to 1 day leave for a graduation ceremony and up to 1 day leave per job interview, with agreement from the school.

- Educate should always be informed of any absence by completing an absence request form on the Online Platform. This must be *requested* in advance if it is a pre-planned absence, and if the absence is due to an unforeseen circumstance as soon as is feasibly possible, even if this is retrospective. All absences must be recorded on the Online Platform.
- Where an absence impacts a school day, school procedures regarding absence should be always followed. It is the Trainees' responsibility to inform the school and to adhere to the school-based systems. If an absence from school is requested in advance, this must be agreed with the school before requesting on the Online Platform. Educate will only consider an absence request that has already been approved by school.
- SCITT Trainees are not employees, however, should follow school policies for planned/requested absence for e.g. medical appointments and religious observance as this is good practice. Schools are advised to treat them as they would any member of staff, but as Trainees are not employees a marginal amount of leeway and discretion can be applied if required. Educate will consider any request for absence on a case-by-case basis. Proper consideration will be made of how such an absence might affect training or progress and what contingency is in place to 'catch-up' afterwards.
- Where an absence is due to unforeseen circumstances, Educate have a duty of care to Trainees. As far as possible please use school and Educate absence procedures on the first day of any absence, however in the rare event this is not possible please do make us aware through an alternative method for e.g. ask a family member to inform us by emailing itt@educate-group.co.uk.
- Educate follow the same fit note policy as set out by the NHS whereby a Trainee can self-certify absence due to illness for 7 calendar days which includes weekends and Bank Holidays. For any absences beyond this a fit note will be requested from a health professional. If a Trainee is issued a Fit Note for absence of more than 7 calendar days, the Trainee will need confirmation from their Health Professional once they are return to the Programme.
- Short-term absences will be monitored by Educate. Where a trainee has frequent short-term absences, the frequency, pattern, and reasons for these absences will be reviewed. Occasional illness or personal issues are expected and not a concern; however, when such absences become a recurring pattern - even if for different reasons - this may raise questions about professional responsibility and the trainee's ability to meet the Teachers' Standards for QTS by the end of the programme. We do not apply a fixed numerical threshold here as this does not reflect the impact of repeated short-term absences over time; instead, the context and pattern are considered. In such cases, further Support, Action or Intervention Plans may be put in place, and, if necessary, discussions around withdrawal may follow.

Absence from Educate Training:

- Attendance at all training is monitored closely with all unauthorised absences being followed up by a member of the SLT from Educate.
- Sometimes a Trainee requests an absence from an Educate training session because their school requests support, for e.g. a residential or other event. If this happens the Trainee should follow the same procedure of requesting an absence on the Online Platform so that a judgement can be made about priorities. This, again, is on an individual basis and always in consultation with the school.

Long Term Absence:

- If a Trainee is absent for more than 10 consecutive working days for illness or personal reasons Educate will work with the Trainee and school to offer pastoral advice and support. This may be in the form of a Support Plan.
- Depending on the nature and duration of the absence, it may be necessary to inform the DfE and Student Finance where a Trainee is not engaged on the Programme. This is known as a deferral. For further information regarding the impact on Student Finance and for those in receipt of the Bursary please see the 'Funding and Finance' form.
- If a Trainee accumulates 25 *consecutive* working days absence for illness or personal reasons, this will trigger concerns about their ability to meet the Teachers' Standards for QTS by the end of the Programme. If a Trainee can return to the Programme after the 25 working days' absence, a revised timescale of deadlines will be agreed, and a Support Plan implemented, which may include a phased return. This timescale only begins once the Trainee, school and Educate are confident that the Trainee has the capacity to continue and can make up the teaching, training and study time missed to be ready for Final Visit.
- The '25 working days' is an *indication* of the minimum amount of time which could begin to affect a Trainee's Programme and progress/compliance, and each Trainee's circumstances will be considered on an individual basis.
- If a Trainee was already on an Educate Support, Action or Intervention Plan *before* their sick leave began, they must still complete the remaining period of their Plan on returning to work, which may be adjusted to account for the period of absence.
- If the Trainee is not able to return to the Programme as above and for the foreseeable, then Educate will discuss the following options with the Trainee:

1. Restart the Programme at the beginning of the next Academic Year. This will only be offered if the Trainee, school and Educate are confident that the Trainee will have the capacity to re-start the Programme, realistically and feasibly and be eventually recommended for QTS. For this option to be feasible, the Partnership School should state that they will continue to support the Trainee. If the Partnership School does not have the capacity to support in the new Academic Year, Educate will seek an alternative school which would need to be confirmed before the end of the current Academic Year, however this is not guaranteed and without a Partnership School they will consequently be disengaged from the Programme.
2. Withdrawal from the Programme. If the Trainee and/or Partnership School and/or Educate do not see a re-start as a viable option for the Trainee because of likely continued absences and/or concerns over their health and capacity to train to teach the Trainee will need to withdraw from the Programme.

Maternity, paternity and adoption leave:

Maternity:

- Trainees seeking to take maternity leave will be invited to meet the Head of ITT to discuss a planned interruption of the course.
- A Trainee who becomes pregnant after being offered a place (before Programme commencement), or during the first half term of the course may apply to defer their placement to the following academic year subject to any changes in entry requirements.
- Trainees must inform Educate of the pregnancy within the first 14 weeks in order that a placement risk assessment may be carried out. This information will be confidential and only shared with the Partnership Placement school with the Trainee's agreement.

Paternity:

Trainees seeking to take paternity leave will be invited to meet the Head of ITT to discuss a planned interruption of the course. Educate are usually able to offer a short period of absence for paternity leave, in agreement with the Partnership Placement school.

Adoption:

Trainees seeking to take adoption leave will be invited to meet the Head of ITT to discuss a planned interruption of the course.

It will be necessary to inform the DfE and Student Finance where a Trainee's studies have been suspended. For further information regarding

the impact on Student Finance and for those in receipt of the Bursary please see the 'Funding and Finance' form.

Bullying and Harassment

Purpose and principles:

Educate is committed to providing a learning and working environment where everyone is treated with dignity and respect. Bullying, harassment, sexual harassment, victimisation and discrimination are not acceptable and will not be tolerated.

This policy explains what Educate means by bullying and harassment, how concerns can be raised, and how Educate will respond. It should be read alongside the Educate Code of Conduct, Equity, Diversity and Inclusion Policy, Complaints and Grievances procedure, and the Trainee Disciplinary / Serious Misconduct procedures where relevant.

Scope:

This policy applies to all Trainees (ITT) and Candidates (AOR), and to anyone involved in delivery of the Programme, including Educate staff, Programme Leaders, Link Tutors, Subject Knowledge Tutors, Visiting Fellows and partnership school-based staff.

It applies to behaviour that occurs in person and online, including during training sessions, placement activity, meetings, professional events, school-related activities, work-related social events, and in communications via email, messaging platforms and social media. It also covers bullying or harassment by third parties (for example: pupils, parents/carers, visitors, contractors, or staff in a partnership setting).

Roles and responsibilities:

All Trainees/Candidates are expected to model professional conduct and treat others with dignity and respect at all times.

Educate senior leaders are responsible for ensuring concerns are taken seriously, handled promptly, and resolved as fairly as possible.

Programme Leaders are responsible for promoting respectful culture, responding to concerns quickly, and escalating to the Head of ITT where appropriate.

Everyone has a responsibility to challenge inappropriate behaviour (where safe to do so) and to report concerns.

What is harassment?

Harassment is unwanted conduct that has the purpose or effect of violating a person's dignity, or creating an intimidating, hostile, degrading, humiliating or offensive environment. A single incident can amount to harassment.

Harassment may be related to a protected characteristic under the Equality Act 2010 (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation). Harassment includes sexist or misogynistic behaviour, including attitudes or conduct that demean, belittle or undermine individuals because of their sex or gender. Harassment is unacceptable even if it is not linked to a protected characteristic.

- Unwanted physical contact, invasion of personal space, or 'horseplay'.
- Unwelcome sexual advances, sexual comments or jokes, or pressure for sexual activity.
- Offensive, intimidating or derogatory remarks, gestures, images or materials (including online).
- Mocking, mimicking or belittling a person's disability or identity.
- Racist, sexist, homophobic, biphobic or transphobic remarks or 'banter'.
- Deliberately ignoring, excluding or humiliating someone.
- Sexist or misogynistic language, behaviour or attitudes, including dismissing, belittling or stereotyping individuals because of their sex or gender.

What is bullying?

Bullying is behaviour (often repeated) that is offensive, intimidating, malicious or insulting, and involves a misuse of power that makes someone feel vulnerable, upset, humiliated, undermined or threatened.

Bullying can be carried out by an individual or group, and can be face-to-face or online.

- Shouting at, being sarcastic towards, ridiculing or demeaning others.
- Spreading rumours, gossiping, or deliberately excluding someone from professional or social groups.
- Threats (physical or psychological), intimidation, or coercive behaviour.
- Overbearing or undermining supervision or abusing authority or seniority.

- Targeted online behaviour (e.g. group chats created to mock or isolate someone, repeated hostile messages, posting humiliating content).

What is not bullying?

Reasonable, proportionate and constructive feedback about professional conduct or performance, or reasonable instructions given as part of Programme expectations, is not bullying. Disagreements or conflict can be upsetting but may not constitute bullying where there is no misuse of power or targeted pattern of behaviour.

Recognising signs and impact:

Bullying or harassment can have a significant impact on wellbeing, confidence and professional development. Possible signs may include:

- Withdrawal, anxiety, loss of confidence or changes in mood.
- Avoidance of training, meetings or school-based activity; increased absence.
- Reduced participation, reluctance to speak, or changes in engagement.
- Distress, irritability, or changes in behaviour towards others.

These signs can have other causes; however, where bullying or harassment is a possibility, it should be explored and addressed.

Raising a concern:

Immediate support:

If you feel unsafe or at immediate risk, you should seek help straight away (for example: contact a school senior leader on site, or call the emergency services).

Informal steps (where appropriate):

If you feel able, you may choose to raise the issue informally by telling the person that their behaviour is not welcome and needs to stop. If this feels difficult, or if the concern is serious, you should speak to Educate.

You can contact your Programme Leader, Link Tutor, or the Head of ITT for confidential advice and support.

If the concern relates to your placement school (e.g. a member of school staff, a pupil, or a parent/carer), you should also follow the school's internal procedures. Educate will work with the school to ensure you are supported.

Reporting to Educate (formal):

Concerns should be reported as soon as possible so that Educate can respond quickly. Reports should be made to the Head of ITT by email (kristy.brooks@educate-group.co.uk). Include what happened, when/where it happened, who was involved, and any supporting evidence (e.g. screenshots, messages, names of witnesses).

If the report concerns the Head of ITT, it should be sent to the Educate Directorate using the contact details in the Complaints and Grievances section of the Policies and Procedures Handbook.

How Educate will respond:

Educate will take all reports seriously and will respond promptly, sensitively and as confidentially as possible.

Initial review:

Educate will acknowledge the report and agree immediate safety/support actions where needed.

Educate will consider whether the matter should be handled through: (a) informal resolution; (b) Educate complaints process; (c) disciplinary / misconduct procedures; and/or (d) the placement school's processes.

Where safeguarding concerns are identified, Educate and/or the school will follow safeguarding procedures and may involve external agencies where required.

Investigation:

Where an investigation is required, Educate will aim to ensure it is fair, proportionate and timely. This may include:

- Gathering written accounts and evidence from relevant parties.
- Speaking to the person reporting the concern and the person alleged to have behaved inappropriately.
- Liaising with the placement school, where the concern relates to school-based staff, pupils or parents/carers.
- Agreeing interim arrangements to protect wellbeing and professional learning (for example: adjustments to contact, supervision, training groupings, or placement arrangements) where feasible.

Outcomes and actions:

If bullying or harassment is substantiated, Educate will take appropriate action. Depending on the context this may include:

- Clear expectations and boundaries being set and monitored.
- Mediation or facilitated conversation (where appropriate and with agreement).
- Changes to working/training arrangements or placement (where feasible).
- Referral to the partnership school's senior leadership / HR processes.
- Action under Educate procedures, including the Disciplinary Policy and/or Serious Misconduct and Safeguarding procedures (including potential withdrawal from the Programme).

If the concern is not substantiated, Educate will still consider what support is appropriate and how to maintain a professional learning environment for those involved.

Protection from victimisation and malicious allegations:

No Trainee/Candidate will be treated less favourably, or be victimised, because they have raised a concern or participated in an investigation in good faith. Any retaliation may be treated as misconduct.

If an allegation is found to be deliberately false or made in bad faith, this may also be treated as misconduct under Educate procedures.

Confidentiality, data protection and records:

Educate will handle information sensitively and will only share information on a 'need to know' basis to investigate and resolve the issue. All parties are expected to maintain confidentiality. Unauthorised sharing of information may itself be treated as misconduct.

Records relating to a report and outcome may be held securely on the Trainee/Candidate file and processed in line with Educate's Privacy Notice, GDPR requirements and data retention schedule.

Complaints and escalation:

If you are dissatisfied with how Educate has handled a bullying or harassment concern, you may raise this under the Educate Complaints and Grievances procedure (see the Policies and Procedures Handbook).

Code of Conduct

Professional Conduct:

All teachers and teaching staff are expected to maintain very high standards of personal and professional conduct as per the Teachers' Standard Part 2: Personal and Professional Conduct. The Trainee is asked to sign up to the expectations of our Code of Conduct and uphold these throughout the Trainee training year.

Programme Leaders keep a record of which Trainees make exceptional contributions to training sessions and those who fall below an accepted standard of professional conduct or attitude. This information may inform the final judgement about whether the Trainee has shown excellent practice in all standards related to the Trainee personal and professional conduct.

Code of Conduct:

This sets out the expectations for the Trainee, Educate and associated professionals. This is an agreement that applies to Educate programmes and encompasses all associated learning opportunities.

The Trainee will be asked to acknowledge that they have read and agree with the Educate Code of Conduct on the Online Platform and at the Link Tutor's first visit (MVI).

If the Trainee is not consistently meeting the Code of Conduct and concerns are raised by the Trainee school and/or Educate, a Support, Action, or Intervention plan will be triggered depending on the nature of the concerns. Improvement will be expected within agreed timeframes.

Serious matters of safeguarding and/or misconduct will be treated separately.

We expect the Trainee to abide by the **Educate Code of Conduct & Professional Conduct.**

- General professionalism at school. Ensure you uphold all professional and personal standards of conduct required of a member of staff in the school.

- You are expected to be punctual, arriving at school in line with staff expectations and similarly leaving at the end of the school day in line with expectations. You must remain professional and always follow school policies and procedures including safeguarding, GDPR, Acceptable User (IT) and all other relevant policies.
- Dressing appropriately, please ensure you conform to the requirements of the school.
- You are expected to actively take a full part in the wider life of the school e.g., attend staff meetings, parents/carers evenings, running or supporting a club.
- Appropriate professional relationships with all children, young people, and colleagues in relation to contacts in formal and informal settings.
- Respect for others both at school and at Educate: including all staff (teaching and non-teaching), other Trainees, pupils, and parents in accordance with school/LA policies. These include disciplinary procedures, equal opportunities, anti-discriminatory and anti-bullying policies.
- Respecting the Link Tutor Subject Knowledge Tutor, Senior Mentor and Mentor as professionals and valuing their opinions or advice, whether favourable or not, and acting with courtesy and respect in all you communication with school-based Trainers and Educate personnel: SLT members, administrative team members and Educate Tutors.
- Be prepared to discuss you progress with the Link Tutor, Senior Mentor and Mentor as appropriate, accept constructive advice and raise any concerns in an appropriate and professional manner.
- Ability to listen and act on feedback and advice: from Mentors, other staff in schools/establishments, Link Tutors, Subject Knowledge Tutors and other staff from Educate.
- Present only your own work for assessment. Plagiarism or presenting other people's work as you own or allowing others to use you work in this way will result in disciplinary action.
- Use the Internet responsibly and apply all appropriate measures to achieve high levels of personal and professional E-safety.
- Take responsibility for you training programme and familiarise yourself with expectations of you during the programme.
- Taking responsibility for own learning: this will include being familiar with the Handbooks (Programme, Assignment and Subject Knowledge), self-study units, maintaining and keeping any placement documentation up to date including planning, teaching,

learning, assessment, and training proformas in the training files throughout the year.

- You are expected to demonstrate consistently high standards of professional and personal conduct throughout their training year. If you do not demonstrate consistently high standards of professional and personal conduct, the Head teacher should see fit to deal with this, as they would with any member of their staff, but also inform the Link Tutor and/or a member of the SLT so that necessary action can be taken.
- In the unlikely event of you wishing to withdraw from your training programme, abide by Educate withdrawal and disengagement procedures and maintain a presence in your training school until such time as your withdrawal is agreed and finalised.

Communication:

- All emails, phone calls or other communications from Educate are to be responded to within 24 hours as a maximum unless there are mitigating circumstances.
- Educate should not need to chase/remind you for things that are clearly marked on your programme overview or in Handbook(s).
- All programme information from Educate, e.g., weekly bulletins, must be engaged with. Please do not take such information from informal sources e.g., another Trainee on a WhatsApp group, but instead always refer to official programme documentation.
- Communication with school colleagues and Educate must be professional and be via email, not text, unless explicit agreement that this is a preferred communication method.
- Inform the administration team immediately if you contact details or address change.
- Ensure that all school-based staff are aware of your attendance at mandatory Educate training sessions.
- Take responsibility for addressing concerns relating to individual experience on the programme by discussing such concerns with the appropriate tutors and/or Educate staff in a professional manner.

Attendance:

- You must follow both school AND Educate absence policies.
- Educate absence policy; there are a minimum number of days you must spend in school to qualify for QTS, so you must ensure that you follow school absence procedures and report all absences to Educate via the Online Platform.

- Booking appointments on the working day; we understand there are circumstances where this may have to happen, but these must be agreed with Educate first.
- If you attend any form of Educate meeting, it is expected that you will attend promptly.
- Absence and safeguarding; as a duty of care, we must know where you are during any period of absence e.g., illness, family emergency.

Deadlines:

- Deadlines set by the school, e.g., having lesson plans ready by a set day, must be adhered to.
- Deadlines set by Educate or Leeds Beckett must be adhered to.

Educate Training Sessions:

- You must treat online training sessions exactly as you would a face-to-face session e.g., arriving promptly, always interacting professionally.
- You must make sure that you have the IT facilities to access Zoom properly and a quiet space, with good Internet connection, where you can participate in the session or meeting without distraction.
- Ensure mobile phones and other devices are switched off during training sessions.
- Have a drink, but no eating. There will be ample break times.
- It is your responsibility to ensure you have the time, space, and technology to engage fully in online sessions.
- A register of participants will be kept.
- If you cannot attend a training session you should request this on the Online Platform *before* the session.

If any of the above aspects become a concern to us, or if your school provides information to us that is a concern, you will first be contacted by SLT. The issue will be highlighted, and an explanation will be required. If necessary, the 'Support and Intervention Procedure' will be implemented.

Complaints and Grievances

Internal procedure specifically regarding Educate:

- This outlines the normal procedure for those wishing to raise complaints arising during the Educate Programme. This affects those

who have a complaint regarding the company as the accredited Initial Teacher Training Provider.

- The Trainee should email their complaint or grievance to the Head of ITT, Kristy Brooks kristy.brooks@educate-group.co.uk. This will be acknowledged via email within 5 working days, and the aim will be to resolve this as quickly as possible. The Trainee will be informed of outcome in writing.
- If the Trainee is not satisfied with the outcome, they must inform the Directorate, within 5 working days of the date of the outcome, by writing to them at Educate, Unit 5, Blackwood Business Park, Ash Road South, Wrexham Industrial Estate, Wrexham LL13 9UG. The Trainee will be invited to attend a meeting to discuss the grievance and will be informed of the decision in writing.
- The Director's decision is final and there is no Right of Appeal.

The Office of the Independent Adjudicator (OIA) scheme:

The Office of the Independent Adjudicator for Higher Education (OIA) runs an independent scheme to review student complaints. Educate is a member of this scheme. If you are unhappy with the outcome, you may be able to ask the OIA to review your [*complaint/appeal/disciplinary case etc*]. You can find more information about making a complaint to the OIA, what it can and can't look at and what it can do to put things right if something has gone wrong here: <https://www.oiahe.org.uk/students>.

You normally need to have completed the above procedure before you complain to the OIA. Educate will send you a letter called a "Completion of Procedures Letter" when you have reached the end of our processes and there are no further steps you can take internally. If your complaint is not upheld, Educate will issue you with a Completion of Procedures Letter automatically. If your complaint is upheld or partly upheld you can ask for a Completion of Procedures Letter if you want one. You can find more information about Completion of Procedures Letters and when you should expect to receive one here:

<https://www.oiahe.org.uk/providers/completion-of-procedures-letters>.

Students must make their complaint to the OIA within 12 months of completing this procedure. The 12-month period will normally run from the date of the Completion of Procedures Letter.

In the event of a complaint or grievance regarding the Partnership Placement school:

- These should be pursued through the procedures of their Partnership Placement school.

- If any complaint or grievance affects, or is associated with, staff and/or the training conditions in a Partnership Placement school, Educate will not decide about the continuation of the placement until the Head teacher at the Partnership Placement school is made aware of the complaint or grievance, allowed an opportunity to respond and an outcome reached.

Whistleblowing procedure:

Local education authorities and academies have separate 'whistleblowing' or protected disclosure procedures. These may be used where an employee has a serious complaint about, for example, a health and safety danger or a criminal offence. If a Trainee has a whistle-blowing complaint they should use the grievance procedure of the Partnership Placement school or the school's protected disclosure procedure.

Equity, Diversity and Inclusion

Introduction:

Educate recognises our duties under the Equality Act 2010 and welcomes applications from all groups within society, backgrounds, and experiences. As a provider of Initial Teacher Training, we have a responsibility to ensure positive attitudes towards diversity both for the teacher workforce, and for the young people our Trainees will come into contact with over their career.

We understand the value of a diverse culture and are open in our recruitment process and Policy; no Applicant shall receive positive or prejudicial treatment due to race, ethnic origin, disability, religion/ belief, gender, sexuality, or age. Educate are committed to equity, diversity, and inclusion, promoting, and celebrating a diverse and inclusive teacher workforce. We aim to provide a safe space for all Trainee teachers to discuss their experiences and strive to educate ourselves to improve awareness of the nine protected characteristics.

Decision making will be based solely on our responsibility to the DfE eligibility criteria and the applicants' merits.

For the purpose of the Policy, we refer to both equity and the Equality Act 2010.

This Policy's purpose is to:

1. Provide equality, fairness and respect for all in our employment, whether temporary, part-time or full-time

2. Not unlawfully discriminate because of the Equality Act 2010 protected characteristics of:

- age
- disability
- gender reassignment (please see separate Trans Support Policy on request)
- marriage and civil partnership
- pregnancy and maternity
- race (including colour, nationality, and ethnic or national origin)
- religion or belief
- sex
- sexual orientation

3. Oppose and avoid all forms of unlawful discrimination. This includes in:

- pay and benefits
- terms and conditions of employment
- dealing with grievances and discipline
- dismissal
- redundancy
- leave for parents
- requests for flexible working
- selection for employment, promotion, training or other development opportunities

Our commitments:

Educate commits to:

1. Encourage equity, diversity and inclusion in the workplace as they are good practice and make business sense.

2. Create a working environment free of bullying, harassment, victimisation and unlawful discrimination, promoting dignity and respect for all, and where individual differences and the contributions of all staff are recognised and valued.

This commitment includes training managers and all other employees and Trainees about their rights and responsibilities under the equity, diversity and inclusion Policy. Responsibilities include staff conducting themselves

to help the organisation provide equal opportunities in employment, and prevent bullying, harassment, victimisation and unlawful discrimination.

All staff should understand they, as well as their employer, can be held liable for acts of bullying, harassment, victimisation and unlawful discrimination, in the course of their employment, against fellow employees, customers, suppliers and the public.

3. Take seriously complaints of bullying, harassment, victimisation and unlawful discrimination by fellow employees, customers, suppliers, visitors, the public and any others in the course of the organisation's work activities.

Such acts will be dealt with as misconduct under the organisation's grievance or disciplinary procedures, and appropriate action will be taken. Particularly serious complaints could amount to gross misconduct and lead to dismissal without notice.

Further, sexual harassment may amount to both an employment rights matter and a criminal matter, such as in sexual assault allegations. In addition, harassment under the Protection from Harassment Act 1997 – which is not limited to circumstances where harassment relates to a protected characteristic – is a criminal offence.

4. Make opportunities for training, development and progress available to all staff, who will be helped and encouraged to develop their full potential, so their talents and resources can be fully utilised to maximise the efficiency of the organisation.

5. Make decisions concerning staff based on merit (apart from in any necessary and limited exemptions and exceptions allowed under the Equality Act 2010).

6. Review employment practices and procedures when necessary to ensure fairness and also update them and the Policy to take account of changes in the law.

7. Monitor the make-up of the workforce regarding information such as age, sex, ethnic background, sexual orientation, religion or belief, and disability in encouraging equity, diversity and inclusion, and in meeting the aims and commitments set out in the equity, diversity and inclusion Policy.

Monitoring will also include assessing how the equity, diversity and inclusion Policy, and any supporting action plan, are working in practice, reviewing them annually, and considering and taking action to address any issues.

Trans Support:

We are committed to gender identity and equality, and value the diversity of the teaching community.

We expect that every person involved with Educate treats others with dignity and respect.

Gender identity, specifically for Trainees whose gender identities do not fit the gender binary of male or female (non-binary people) and those who regard themselves as trans, is a protected characteristic.

It is up to the Trainee to choose whether to disclose their gender identity and to whom. We respect the confidentiality of all trans Trainees and will not reveal information without the prior agreement of the individual.

As partners with Leeds Beckett University, we fully endorse their approach to supporting Trainees and encourage Trainees who disclose their gender identity to access the support services available.

LBU has been a Stonewall Diversity Champion since 2014 and is proud to have been recognised in the Stonewall Top 100 list of employers from 2014 to 2017.

<https://www.leedsbeckett.ac.uk/our-university/equality-and-inclusion/trans-support/>

Educate and LBU Student Services can support with:

- Changing your official or 'known as' name, title, or gender on your records
- Changing your LBU email address and student card
- Communicating with your academic School and placement school with regards to preferred name or pronouns

LBU Student Services can also support with:

- Referral to external and internal organisations for peer support and information
- Issues around wellbeing or any other concerns

Supporting Trainees with gender questioning children:

Educate will also follow the Gender questioning children: draft schools and colleges [guidance](#) for schools in England, released on 19th December 2023 and results of consultation and response expected in 2025.

The proposed draft provides guidance and practical support for schools and colleges, including:

- supporting children who are questioning their gender
- protecting children from bullying or abuse
- maintaining child safety and wellbeing

Health and Safety

This is aimed at Trainee Teachers of Practical Subjects (including but not limited to Design Technology, Art, Science and PE)

Introduction:

Trainee teachers have a general duty to take reasonable care for the Health and Safety (H&S) of themselves, of other members of staff and of pupils.

They have specific duties outlined:

- To be familiar with school and department H&S Policies, any updates, the entered text to which it refers and any appendices.
- Undertake periodic reference to policies to ensure they are familiar at all times and look out for any revisions
- To cooperate with the Partnership Placement school instructions, observe the requirements of school and department policy and fulfil any special responsibilities it gives them.
- To cooperate with colleagues in their specific H&S duties.
- To report any failure of equipment that has a H&S function.
- Take reasonable care for the H&S of themselves and other persons who may be affected by their acts or omissions during work.
- Cooperate with other members of staff in promoting H&S.

School/Department Policies:

Trainee teachers must have access to school and department H&S policies, and evidence they have read and understood the policy, for e.g. signing it, including acknowledging any updates or changes.

Supervision:

- Trainee teachers with Educate Group Initial Teacher Training, the accredited provider, should be supervised by a qualified teacher at all times when they are engaged in practical work.

- Trainee teachers may use machines and may show pupils how to use machines as part of the lessons that they are teaching provided that appropriate supervision is maintained. This supervision may be progressively reduced, depending on the competence of the individual Trainee teacher. In such instances a specific risk assessment of the situation should be carried out, and the degree of supervision needed discussed with the Head of Department.
- The qualified class teacher is responsible for the H&S of any of their classes taken by a Trainee teacher. If the normal class teacher is absent, another qualified, H&S trained teacher must be given this responsibility by the Head of Department.

H&S Training:

If a Trainee is placed at a school that is a member of CLEAPSS (or other subject organisation such as the Design & Technology Association) they would normally have the same access as any other member of staff. The Head of Department should discuss with the Trainee what resources and training are appropriate for the Trainee to access.

Intellectual and Academic Capability

Trainees are expected to demonstrate the academic and intellectual capability needed to meet the Teachers' Standards by the end of their training.

Trainees are responsible for:

- **Speaking and communicating clearly**, using standard English grammar, accurate pronunciation, and appropriate vocabulary in all professional contexts.
- **Writing accurately and professionally**, ensuring correct spelling, punctuation, and grammar in lesson plans, emails, reports, and pupil feedback.
- **Interpreting and using data effectively**, including understanding graphs, statistics, and pupil performance information to support your teaching.
- **Applying core mathematical skills** confidently and accurately, including calculations with whole numbers, fractions, decimals, and percentages, and explaining your reasoning clearly.

Educate will assess Trainee's fundamental English and Maths. If any gaps are identified, it is **their responsibility** to address these alongside their wider training. Educate will ensure that appropriate assurance processes are in place, but Trainees must take ownership of developing these

fundamental skills. Educate will provide support and options for developing their skills, which may involve accessing an approved external organisation and associated costs.

Privacy Notice

How we use your information:

Educate Group Initial Teacher Training (ITT) ('the Provider'), comprising the partner schools and the central team, collects and processes personal data relating to individuals enrolled on the Initial Teacher Training (ITT) Programme or the Assessment Only Route (AOR).

Information that we hold in relation to individuals is known as their 'personal data'. We will process your personal data during the application process and training year for the purpose of complying with legal obligations and carrying out tasks which are in the public interest.

This will include data that we obtain from individuals directly and data about individuals obtained from other people and organisations. We might also need to continue to hold an individual's personal data for a period of time after the end of their training.

We are committed to being transparent about how we collect and use the data and to meeting our data protection obligations. This Privacy Notice will inform you about why we collect and process a range of information about you as part of delivering our ITT Programme or AOR.

The categories of information that we collect, process and share include:

ITT and AOR:

- personal information (such as name, address and contact details, date of birth and nationality).
- special categories of data including characteristics information (such as gender, age, ethnic group, nationality and declared disabilities).
- qualifications (such as skills, experience and employment history).
- school placement information.
- commencement and completion dates (and withdrawal if applicable).
- age range and subject if secondary.
- school experience undertaken prior to your application.
- information about your DBS.
- UK ENIC.
- Your 'Suitability' forms

- documents and resources (such as observation forms) relating to your progress/assessment.
- records of any discussions or correspondence relating to your progress towards QTS/assessments.
- formal assessments (such as reports) of your progress to support the award of Qualified Teacher Status (QTS).

ITT only:

- details of any support or assistance you may need to assist you at the interview because of a disability.
- information about medical or health conditions, including whether reasonable adjustments or additional support required on the ITT Programme.
- information about your attendance during the training year (number of absences).
- Training sessions and meeting recordings using videotelephone software such as Zoom, Teams and Googlemeet. Please see the 'Supplementary Privacy Notice' on p17.
- References.

AO only:

- Two school testimonials.
- Declaration from employing school regarding Right to Work, DBS status, health and capacity to teach.

Why we collect and use this information:

We collect and process personal data relating to prospective and current Trainee teachers enrolled on our Initial Teacher Training Programme or AOR candidates to:

- assess your suitability for a place on our ITT Programme/AOR
- take steps to enter into a contract with you as a recruit on our ITT Programme/AOR candidate.
- check that you are eligible to study in the United Kingdom.
- check that you are not prohibited from working with children.
- confirm you are meeting the Teachers' Standards.

We process personal data to meet the requirements set out in UK childcare law, including those in relation to the following:

- Safeguarding Vulnerable Groups Act 2006
- The Childcare (Disqualification) Regulations 2018

- Keeping Children Safe in Education (latest update)
- Working Together to Safeguard Children (latest update)

The lawful basis on which we process this information:

We process this information under the following UK General Data Protection Articles:

6.1 (a) The data subject has given consent to the processing of his or her personal data for one or more specific purposes, in their role within the ITT Programme.

6.1 (c) For the purpose named above in accordance with the legal basis of Legal Obligation.

6.1 (e) Processing is necessary for the performance of a task carried out in the public interest or in the exercise of official authority vested in the controller.

9.2 (c) Processing is necessary to protect the vital interests of the data subject.

9.2 (g) Processing is necessary for reasons of substantial public interest and is authorised by domestic law.

Collecting information:

We collect personal information in a variety of ways. For example, data might be collected through application forms; obtained from your passport or other identity documents such as your driving licence; from forms completed by you; from correspondence with you; or through interviews, meetings, or other assessment. These collection methods include paper forms, MS Forms and for those applying for ITT, applications via the 'Apply postgraduate teacher training' service.

Educate are responsible for carrying out criminal records checks permitted by law (such as Disclosure and Barring Service (DBS)) for unsalaried Trainees on our ITT Programme.

Whilst the majority of personal information you provide to us is mandatory, some of it is requested on a voluntary basis. In order to comply with data protection legislation, we will inform you at the point of collection whether you are required to provide certain information to us or if you have a choice in this and we will tell you what you need to do if you do not want to share this information with us.

AOR only: On completion, candidates will be invited to complete an “Exit Survey” which will include questions on diversity, with responses recorded within candidates DfE teacher records, as well as part of Educate data analysis processes.

Will your personal data be sought from third parties?

Personal data is only sought from the data subject. No third parties will be contacted to obtain personal data pertaining to applicants/candidates without the data subject’s consent.

ITT only:

As the accredited Provider we may obtain and share with schools prospective/current Trainee teachers’ personal data from third parties where permitted by law. The categories of data obtained and processed from third parties include:

- DBS status.
- Application information such as Personal Statement and qualifications.
- References.

Where data is obtained from third parties, the personal data originates from the following sources:

- Disclosure and Barring Service and whether you are barred from working in regulated activity.
- References – including details of any concerns about you working with children, from references obtained about you from previous employers, professional contacts and/or education settings (university) through the ‘Apply postgraduate teacher training’ service (ITT only).
- Home Office – immigration status and information from related documents, such as your passport or other identification and immigration information.
- DfE Apply Service (ITT only)

Storing this information and data retention schedule:

We hold data securely for the set amount of time shown as per the data retention schedule. We use Educate Group SharePoint, the Educate Online Platform.

ITT Application Stage	ITT Information Held	ITT Status	ITT Storage	ITT Retention Period
Application	Application Form Selection Booklet	Rejected Withdrawn	SharePoint	To Date of Decision
	Application Form Selection Booklet			AY Recruitment Cycle
Interview	Application Form Selection Booklet Interview Booklet	Rejected Declined Withdrawn	SharePoint	To Date of Decision
	Application Form Selection Booklet Interview Booklet ID Qualification Certificates UK ENIC (if applicable)			AY Recruitment Cycle
Recruited	Application Form Selection Booklet Interview Booklet Support/ Action /Intervention Plans Written Communications Absence Records/Communications References	On Programme	SharePoint	7 Years from Commencement of Training
	Contact Details Moderation Reports Academic Assignments	On Programme	Online Platform	Duration of Training Year

	Application Form Selection Booklet Interview Booklet ID Qualification Certificates UK ENIC (if applicable) Sex/Disability & Ethnicity Information Acceptance & Funding Form Suitability to Train to Teach Health & Capacity to Train to Teach References Right to Work Check Bursary Eligibility Form (if applicable) BACS for Bursary Payments (if applicable) Final Visit Report Support Plans Written Communications Sex/Disability & Ethnicity Information	On Programme	Sharepoint	7 Years from Commencement of Training
*Exception	DBS Information	On Programme	Sharepoint	Duration of Training

AOR Application Stage	AOR Information Held	AOR Status	AOR Storage	AOR Retention Period
Application	Application Form Partnership Agreement 2 x School Testimonials Qualification Certificates UK ENIC (if applicable) Funding Arrangements Suitability to Teach Form Current Timetable	Rejected or Withdrawn	SharePoint	To Date of Decision
	As above	Rejected or Withdrawn	Sharepoint	To Date of Decision
On Programme	As per Application Section + Offer & Start Letters	On Programme	SharePoint	7 Years from Commencement of the Assessment Period <i>* Due to flexible start dates, the retention period will start at the beginning of the academic year in which the candidate commenced.</i>
	Assessment Visit Reports		Sharepoint	
	Assessment Visit Reports Teachers' Standards Evidence		Online Platform	To Date of Completion

Who we share this information with:

We routinely share this information with:

ITT and AOR:

- the Department for Education (DfE)
- relevant staff within Educate
- relevant staff within Partnership Placement Schools outside Educate
- Office for Standards in Education, Children's Services and Skills (Ofsted) References for future employment.

ITT only:

- Leeds Beckett University

Why we share information:

We do not share information about prospective or current Trainee teachers/AO candidates with anyone without consent unless the law and our policies allow us to do so.

With the Department for Education (DfE)

ITT and AOR:

We are required to record:

- Registration information with the DfE, which includes information on phase and subject (if secondary), age-range, and if they have declared any disabilities.
- The date they have met the Teachers' Standards.
- If applicable, any dates of deferral and/or withdrawal.

ITT only:

- Whether applicants have been offered a place on our ITT Programme through the 'Apply postgraduate teacher training service'.
- School placement information

With Educate

We are required to share information about prospective or current Trainee teachers/AOR candidates with relevant staff within Educate who are responsible for administering and delivering the ITT Programme.

With partner schools

We are required to share information about prospective or current Trainee teachers/AOR candidates with relevant staff within Partnership Placement schools outside Educate for assessment purposes.

With Leeds Beckett University

We are required to share information about current ITT Trainee teachers enrolled on our ITT Programme through Leeds Beckett University for PGCE purposes.

With schools to which ITT Trainees (not AOR) apply for a job

We will provide information about your ITT Programme period to prospective employers where you have named us as a referee on your application. Our reference policy is available on request.

Last updated:

We may need to update this Privacy Notice periodically. This version was last updated in November 2024. The version on the website is the latest.

Requesting access to your personal data:

Under data protection legislation, you have the right to request access to information about you that we hold. To make a request for your personal information, contact:

**Educate Group HQ
Unit 5, Blackwood Business Park
Ash Road South
Wrexham Industrial Estate
Wrexham
LL13 9UG**

Email: itt@educate-group.co.uk

Tel: 01978 281881

You also have the right to:

- object to processing of personal data that is likely to cause, or is causing, damage or distress.
- prevent processing for the purpose of direct marketing.
- object to decisions being taken by automated means.
- in certain circumstances, have inaccurate personal data rectified, blocked, erased or destroyed.

- claim compensation for damages caused by a breach of the Data Protection regulations.

In line with statutory guidance, we will respond to Subject Access Requests within one calendar month. However, if the request is received during the school holiday, please be advised that we will treat this as receipt of the request on the first term day back and will respond within one calendar month.

If you have a concern about the way we are collecting or using your personal data, we ask that you raise your concern with us in the first instance. Alternatively, you can contact the Information Commissioner's Office at <https://ico.org.uk/concerns/>

Contact:

If you would like to discuss anything in this privacy notice, please contact:

Educate Group HQ
Unit 5, Blackwood Business Park
Ash Road South
Wrexham Industrial Estate
Wrexham
LL13 9UG

Email: itt@educate-group.co.uk

Tel: 01978 281881

Supplementary Privacy Notice regarding using videotelephone software (i.e. MS Teams and Zoom) as part of Educate Group Initial Teacher Training (ITT) Programme.

This notice should be read in conjunction with the Educate overall Privacy Notice on how we look after your data and comply with Data Protection legislation.

Introduction:

You will need to be aware of this additional privacy notice should you participate in Educate meetings usually held on Zoom but may also include MS Teams and Googlemeet (known as 'the software').

These platforms have functionality within it that we cannot alter with regards treatment of your data.

This notice covers the data that the software can make visible to other participants within the meeting:

- Your name
- Your email address
- Your face/video and audio of you

The notice also addresses situations where we may record meetings held in the software. Please note, we use the term 'meeting' throughout. This includes any seminars, conferences, meetings, focus groups, or any other event that are held on the software.

If you have any worries or concerns about attending the meeting, please discuss with the organiser prior to accepting.

Visibility of personal data:

MS Teams and Zoom automatically enables all participants to view names and email addresses in case of MS Teams of every participant. We are unable to alter this. Similarly, during the meeting, if you have your camera switched on, and speak then these will be visible to all participants. Any chat content may also be visible. This is a functionality of MS Teams and Zoom that we cannot control.

Recording:

Why is it necessary to record?

There may be times when we wish to record:

- For Trainees to access following a training session to support with their development
- For staff to help ensure they capture accurate minutes
- For sharing with delegates who could not attend
- For extracting clips of the speakers for sharing in marketing, e.g. on social media

How will I know?

You will be informed at the start of the meeting. You will be explained the reason for the recording and where it will be shared.

What will be recorded?

If you attend, you are consenting to having your video image/voice recorded. If you have on your camera during the meeting, or you ask a verbal question, this will likely be captured. In addition, your name will be

visible, as potentially would be the content of any chat messages. Other points to protect your privacy during recordings Please ensure you are aware that anything else that may be in the background could be recorded. This includes photos or individuals walking past your screen. In both MS Teams and Zoom, you can put up a background or blur the background to stop any additional pictures of your home being recorded. In certain circumstance you may request to turn off your camera, however we encourage all attendees to keep their camera on to maintain professional relationships and to facilitate discussion.

How we protect the security of the recording:

We will do what we can to make sure the recordings we produce and save are saved in a secure way, and we will make them available only to those that require access. You will always be informed when accepting a meeting that it is to be recorded and a reminder will be verbally shared during the introduction of the meeting, so you are clear the recording is about to take place.

Examples of our security include:

- Controlling access to systems and networks which allows us to stop people who are not allowed to view the recording from getting access to it.
- Training for our staff allows us to make them aware of how to handle information and how and when to report when something goes wrong.
- Deleting the recording after an appropriate time which will depend on the nature of the recording.

Can I withdraw my consent? There is no statutory obligation to attend the meetings and therefore you may withdraw consent by not joining the event, however this will have significant implications for Programme engagement, progress and training completion, as training sessions and meetings are mandatory. Please email itt@educate-group.co.uk should you wish to discuss.

Recruitment and Selection - ITT

The policy applies to Education Management Direct Ltd, trading as Educate Group Initial Teacher Training. This document outlines the policy and procedure for recruiting Trainee teachers on to the SCITT Programme leading to the award of QTS.

Educate recognises the importance of a rigorous recruitment process to secure sufficient high-quality applicants onto our teacher training programmes. We are committed to ensuring that the recruitment and selection is a fair and effective process. Each procedure will meet the requirements of the Secretary of State's ITT criteria and shall align with Safer Recruiting and Safeguarding best practice.

The following Policy and Procedure apply to SCITT applications but does not apply to Assessment Only. Please see separate guidance for Assessment Only Route into teaching.

Educate are committed to adhering to the [Statutory Guidance: Initial Teacher Training \(ITT\): criteria and supporting advice](#):

C1.3 Suitability: All accredited ITT providers must ensure that all entrants, as part of the accredited ITT provider's selection procedures, have taken part in a rigorous selection process designed to assess their suitability to train to teach.

C1.4 ITT Recruitment Practices: All accredited ITT providers must ensure course information is accurate, up to date and provides Trainees with the information they need; and provide timely responses to applications.

Applications:

- All Educate programmes of study are advertised externally on <https://www.gov.uk/find-postgraduate-teacher-training-courses> with further information available on <https://educate-group.co.uk/initial-teacher-training/#>
- All applications must be made through DfE Apply <https://www.gov.uk/apply-for-teacher-training>. CVs are not accepted.

Selection:

- All applicants are initially screened by a member of the Educate Senior Leadership Team to check they meet or will have the capacity to meet the entry criteria of GCSEs at Grade C/Level 4 and above in English and Maths (and Science if applying for Primary) and degree. Please note we do not accept Functional Skills at any level in numeracy or literacy, or a Provisional Statement of Results.

- Notes are made if an applicant will need a specific equivalency test so this can be discussed and explored with them at interview. Educate offers an equivalency testing service at discounted rates for those applicants who accept an offer.
- Work history will be examined, and interviewers informed (via the selection form) of any 'gaps' in work history, so this can be discussed with the Applicant
- Evidence of subject knowledge and knowledge of the profession are sought through their education and employment background and personal statement.
- Educate undertake Safer Recruitment checks, so further questions can be asked about any previous convictions that have been declared.
- As per [Keeping Children Safe in Education](#), a member of the Senior Leadership team completes an online check of all applicants shortlisted, prior to interview. We only search for information in the public domain. This is stated on our website and is part of both our 'Recruitment and Selection' and 'Safeguarding' Policies, available on our website.

For reference: KCSiE (2025) Section 225. In addition, as part of the shortlisting process schools and colleges should consider carrying out an online search as part of their due diligence on the shortlisted Applicants. This may help identify any incidents or issues that have happened, and are publicly available online, which the school or college might want to explore with the applicant at interview. Schools and colleges should inform shortlisted Applicants that online searches may be done as part of due diligence checks. See Part two – Legislation and the Law for information on data protection and UK GDPR, the Human Rights Act 1998 and the Equality Act 2010.

- Any reasons for rejecting an applicant will be clearly identified at this stage.
- If a Trainee is successful at selection, they are asked to send copies of their GCSEs and degree. If they fail to do so at this stage, or any are pending, but are successful at interview, then it becomes a condition of their Offer that they send official confirmation of GCSEs and/or degree prior to commencement. If they haven't got the necessary GCSEs, then the condition is that they achieve these prior to commencement, or equivalent. Overseas qualifications must be supported by a statement of comparability by UK ENIC.
- We aim inform all applicants within 10 working days, during term time, as to whether they have been rejected or invited to interview. Applications received during a typical school holiday may take longer to process and applicants will be informed within 15 working days.

Interviews:

- Under the terms of the [Equality Act 2010](#), **applicants** may only be asked questions about their health and capacity to ensure adjustment(s) can be put in place to enable equity of access to the recruitment process.
- If an applicant is successful at the selection stage, they will be invited to an interview which takes place online via Zoom.
- All interviews have at least two members of the team present for Safer Recruitment and moderation purposes, of which both are Safer Recruitment and DSL Level 3 trained. The Senior Leadership Team undertake Safer Recruitment, DSL (L3) and Prevent training every two academic years.
- Interviewees are asked to show a form of ID (back and front) and the DOB recorded. This is to check against the application form as a further layer of ID check. Interviewees will be notified that an Online Check (as above) has been carried out prior to interview.
- The interview process will explore the applicant's understanding of the role of a teacher, their desire to train to teach in their chosen phase/subject and their understanding of a school-based route and commitments to the programme.
- There are 3 stages to the interview:
 1. Applicants are asked to prepare to teach the panel for 5 minutes on a topic of their choosing from the National Curriculum, in-role as a teacher.
 2. During the second stage of the interview, applicants are asked a series of question about teaching in general followed by a series of questions on their chosen phase/subject. These questions are designed to assess the following competencies:

The Candidate appears:	
Professional	Communicates appropriately, respectfully, and with professionalism, demonstrating understanding of expectations for conduct and safeguarding responsibilities. <i>(Links to "Safeguarding knowledge" and "Teaching role knowledge.")</i>
Confident	Demonstrates presence and self-assurance, with the potential to establish 'teacher presence' and positive behaviour in a classroom environment. <i>(Links to "Teaching demonstration.")</i>
Adaptable	Responds appropriately to different contexts and people, showing flexibility, awareness of pupils' diverse needs, and emotional intelligence. <i>(Links to "Teaching method knowledge.")</i>

Approachable	Engages openly in discussion and reflection, demonstrating self-awareness and a willingness to learn from feedback. <i>(Links to "Teaching role knowledge.")</i>
Warm & Engaging	Displays a positive, friendly manner and an ability to build rapport and trust with pupils and colleagues. <i>(Links to "Teaching demonstration" and "Teaching method knowledge.")</i>
Respectful	Values and listens to differing perspectives, showing empathy and inclusive practice <i>(Links to "Teaching role knowledge.")</i>
Knowledgeable	Shows a developing understanding of the teacher's role, professional responsibilities, and current priorities in education. <i>(Links to "Teaching role knowledge.")</i>
Committed	Demonstrates genuine motivation to teach and commitment to continuous development within their chosen subject and/or phase. <i>(Links to "Teaching role knowledge" and "subject knowledge")</i>
Subject Knowledge:	Shows secure understanding of their subject/relevant curriculum areas, evidenced through qualifications and/or experience. Demonstrates awareness of the NC and the importance of ongoing SK development <i>(Links to "Subject knowledge." and "Teaching demonstration.")</i>

3. *The final stage is a series of questions regarding expectations and commitment to the programme including for e.g., finance, wellbeing support, any conditions of Offer and the school placement. This is to ensure applicants are fully informed about the expectations of the programme and can ask questions. The process for sourcing a school placement (see section on sourcing a school placement) will be discussed at interview so that candidates are fully informed of the process and can make an informed decision prior to acceptance of an offer. Where a secondary Applicant is required to complete a Subject Knowledge Enhancement (SKE), the length of this and the reasoning is recorded on the interview booklet and added as a condition of offer.*

- Interviewers will record where the applicant has demonstrated a particular competency with detail from their verbal answers. All answers are recorded on the interview booklet
- After the online interview the interview panel will discuss if the applicant has the potential to be a high-quality Trainee and the applicant will be offered a place or be rejected. Both members of the SLT conducting the interview need to agree whether to Offer or Reject. Where there is a discrepancy a moderation process takes place involving another member of the SLT.
- In some instances, the SLT may decide after moderation, that a follow-up interview is necessary. Where this is the case, the applicants will be

emailed with the option. If they do not wish to proceed or do not reply within the given timeframe, the applicant will be rejected.

- Applicants who are rejected will be notified via Apply with feedback.
- Please note, that whilst Educate will endeavour to rearrange an interview at the request of a candidate, more than three requests and/or non-attendance will result in the application being rejected and no further interview dates will be offered.

Offers:

- Following a successful interview, applicants will be issued with an Offer via DfE Apply, along with any conditions (placed on Apply), and an email to inform them of their success and next steps.
- Offers will become unconditional on the DfE Apply system once they have satisfied all conditions as outlined in their conditional offer.

Acceptances:

Recruits send in ID upon acceptance. Should certificates have a different name to ID provided, applicants will be asked to provide evidence of name change e.g., marriage certificate, Deed Poll, Decree Absolute.

References:

- Applicants should provide a professional email address, not a personal email address for each reference at the point of application.
- References will be requested by the DfE, via Apply following acceptance of an Offer from Educate.
- References should be from someone who is suitably qualified to comment on the applicants suitability to train to teach. Examples of appropriate referees are an employee of the applicant's University and/or a school reference where the applicant is working or volunteering account. Educate does not accept open references, testimonials or references from friends or relatives.
- If unsuitable references are provided and/or the reference(s) are too brief on Apply form, Educate will ask for further references to be provided as part of a conditional offer, as per the Safer Recruitment practices.

Right to Work/study in the UK:

- At interview, photographic ID will be seen and recorded (type of ID seen (front and back) and date of birth checked).

- On acceptance of a place, recruits will be asked to complete a digital ID check via CareCheck prior to the commencement of the Programme. This will verify their identity, address and confirms their residency status in order to complete the Right to Work check.
- Should a recruit be unable to complete the digital ID check, then a manual check will be completed.

DBS:

- All accepted recruits are required to undertake an Enhanced Disclosure and Barring Service (DBS) for the child workforce, including a check of the Barred list which includes a childcare disqualification check.
- Educate request that applicants join the Update Service at the time of applying for an Enhanced DBS (if not already on the Update Service for the Child Workforce). Educate undertake a check of the Prohibition list.
- Educate will follow the DBS Code of Practice and NASBTT guidance in relation to enhanced DBS checks for applicants to our programme. We will also have due regard to Keeping Children Safe in Education.
- It is unlawful for Educate to recruit anyone who is barred from working with children.
- If for whatever reason the Applicant does not join the Update Service, there must be no more than three months between the Enhanced DBS clearance date and the commencement of the programme.

Overseas Applicants:

- Recruits who are British citizens and have lived or worked overseas for more than 90 consecutive days in the last 10 years are required to obtain a Criminal Record Check from the country/ies of residence.
- Any Recruits residing in the UK with Visa status will need to obtain a Criminal Record Check from the country/ies of residence.
- Government guidelines:
<https://www.gov.uk/government/publications/criminal-records-checks-for-overseas-applicants>

Prior Convictions or Cautions:

- All applicants are asked to declare any safeguarding issues such as a criminal record or professional misconduct on their application and again at interview. In the event that:

- Relevant information (whether in relation to previous convictions or otherwise) is volunteered by an applicant during the recruitment process, and/or,
- Where there are any declarations on the applications form and/or,
- A DBS Certificate is returned with details of cautions and convictions after acceptance, and/or
- The Online Check of the Public Domain returns a safeguarding concern and/or prior caution of conviction
- The decision to proceed with application will depend on the nature of conviction and or caution.
- The following will automatically render applicants unable to join our programme include (please note this is not exhaustive and relevant behaviours can also be included):
 - violent crimes such as murder, manslaughter, assault, common assault, actual and grievous bodily harm, sexual crimes, drug related crimes - these represent a potential risk to children
 - financial crimes such as theft, false accounting, money laundering and also crimes relating to fraud and counterfeiting - these represent a potential failure to meet the Teacher Standards relating to honesty and integrity and the high standards of personal conduct expected of teachers
- Where less serious convictions and cautions than these are identified, and where these occurred a long time ago and represent isolated instances, we will not necessarily judge that applicants should be automatically rejected.
- In these cases, the applicant will be invited to provide contextual details to the Head of ITT who will then consult the Steering Group/school partnership, keeping the name of the applicant confidential, to establish if they would be happy for such an applicant to have a placement in their school during the programme.
- A risk assessment will be undertaken with members of the Senior Leadership Team and Directorate and decision will be reached jointly, as to whether the Applicant is suitable to train to teach and is able to start the course, adhering to the Teacher misconduct: the prohibition of teachers: <https://www.gov.uk/government/publications/teacher-misconduct-the-prohibition-of-teachers--3>
- Appropriate legal advice will be sought if necessary.
- The decision of the Board will be final.

DBS information and placement schools:

- It remains an offence under the 1997 Police Act, and a breach of the DBS Code of Practice, for registered bodies such as ITT providers to share copies of DBS certificates, or any information contained in a

Trainee's disclosure, with third parties such as schools or colleges and it is not good practice for schools or colleges to request such information direct from Trainees (NASBTT and UCET DBS Guidance 2019). The information contained within these documents represents personal data and may also include criminal data under data protection law.

- There is no requirement for schools to record DBS details for Trainees not on salaried routes in their Single Central Record.
- Once recruits enhanced DBS and barred list checks have been completed the Administrator will notify placement schools that their Trainee(s) are cleared.
- We will recommend that Trainees discuss any criminal convictions which appear on their DBS Certificate with the Headteacher of their placement school. This is because it will also appear if they apply for a teaching post in that school and having that discussion will be needed at that point in time.
- This will enable the Trainee to deal with the process of self-disclosure more confidently and successfully.
- Where a Trainee is employed by the school the school has the duty to confirm, in the Partnership Agreement, that the appropriate checks (as above) have been completed.

Health and capacity to train to teach:

- Under the terms of the [Equality Act 2010](#), once an **applicant** has accepted a conditional offer of a place on a programme of ITT (i.e. become a **recruit**), they will be asked to complete a questionnaire consisting of targeted and relevant questions to ensure they have the health and capacity to train to teach prior to commencing the programme.
- It is a statutory requirement under [The Education Act \(2002\)](#) for the health of recruits to teaching courses to be assessed by training providers. The standards used to assess against are specified in [The Education \(Health Standards\) \(England\) Regulations 2003](#) and the current [Initial teacher training \(ITT\): criteria and supporting advice](#).
- Educate has a responsibility to ensure that Trainees have the health and capacity to train to teach and will not put children and young people at risk of harm.
- All recruits will be asked to complete a Health and Capacity to Train to Teach form (also known as "Fitness to Train to Teach Check"). Only targeted and relevant health-related questions which are necessary to ensure that a person is able to teach will be asked.
- Recruits will also be asked to complete a Suitability to Train to Teach form which requires permission for sharing details of DBS, Prohibition

Order, Childcare Disqualification and other background checks related to safeguarding.

Occupational Health:

- Trainees will be required to engage with the Occupational Health process with an Occupational Health Provider Occupational Health Provider with a service for ITT. Clinical staff assess according to typical work patterns and work contexts.
- This will begin no earlier than 3 months prior to commencement with completion expected before Programme commencement.
- The Occupational Health provider will inform Educate whether the individual has:
 1. The health and capacity to teach without the need for any adjustment(s).
 2. The health and capacity to teach with details of particular adjustment(s) required. The Occupational Health provider may recommend further assessment for complex cases. It will be for the Educate to determine whether the adjustment(s) indicated are deemed reasonable within the guidance given in the Equality Act 2010.
- The recruit is responsible for covering the cost of the Occupational Health process. While the standard fee is set by the Occupational Health provider and may vary, it is typically a reasonable cost. Please note that if further assessments are required, additional charges may apply.
- A member of Educate SLT will meet with the Trainee at the beginning of the Programme to discuss the adjustments and complete a risk assessment, in writing, to be shared with relevant staff at school.
- Educate will provide support and guidance to Trainees who provide further information about identified needs. This may involve the Disability Advice Team at Leeds Beckett University where Trainees are able to book at appointment with an advisor and a Reasonable Adjustment Plan created where appropriate.
- Please note that any such adjustments are for the purposes of teacher training and Educate cannot guarantee that the same adjustments would be offered in future employment and if there are concern the adjustments proposed may not be deemed reasonable in their future employment as a teacher. Further information is available in the Office of Independent Adjudicator (OIA) guidance on [Fitness to Practice](#).

Sourcing a placement school:

- As the accredited ITT provider, Educate is responsible for securing and maintaining suitable school placements that enable the programme to be delivered in line with the Department for Education's criteria and to meet the needs of all trainees.
- A suitable placement is one that allows the provider to deliver the ITT curriculum effectively, ensures access to relevant key stages and subjects, and provides the necessary opportunities for trainees to demonstrate the Teachers' Standards.
- We take careful account of each Trainee's individual circumstances, including home location, caring responsibilities and travel considerations, when allocating placements. Whilst we cannot guarantee a specific school or distance, every effort is made to secure a placement that is practical, balancing personal circumstances with school availability, capacity, and the overall quality of the training experience.
- Once an offer of a place has been accepted, the Educate team will begin sourcing a suitable placement. Trainees are expected to engage proactively in this process, maintaining communication with Educate
- and, where appropriate, with potential placement schools to arrange visits and confirm suitability. We always aim to confirm placements as early as possible, though the timeframe can vary depending on school availability and capacity. Educate will provide schools with information and the options of a phone call/visit from a member of the SLT to secure the placement.
- If a school determines that a recruit is not a suitable fit for their setting, this will be discussed with the recruit, and constructive feedback will be shared where appropriate. Every effort will be made to identify an alternative placement, unless the school's feedback raises significant concerns regarding professionalism, conduct, or safeguarding.
- If a recruit considers a proposed placement unsuitable, either before or after a school visit, the reasons will be discussed on a case-by-case basis. Where the concerns are deemed reasonable and the placement is not considered practical, every effort will be made to identify an alternative school. However, recruits are expected to be realistic and flexible regarding travel, school timings, and personal preferences. The provider cannot guarantee specific schools or locations, and placements will be allocated based on overall suitability for training. If a recruit declines an offer of placement without reasonable justification, this may lead to withdrawal from the programme being considered.

**If you are currently working or volunteering in a school and they would like to support you with your teacher training, we are always happy to discuss this with you and your school.*

School placements:

- Educate are responsible for ensuring placements are of appropriate quality.
- A Partnership Agreement is sent to all placement schools for the academic year the Trainee is there. Partnership Agreements are updated annually.
- Educate will enter a new Partnership with new placement schools on the Educate they are not in Special Measures or Inadequate and can demonstrate they have the capacity and expertise to support the Trainee, together with a capacity and desire to offer high quality school-based training to Trainees. Placements will take place in schools which:
 - have shared values and beliefs in the effectiveness of the school-based ITT route.
 - recognise that the Trainee needs appropriate Mentoring and support during their training year.
 - provide a suitable setting and model of best practice for Trainees.
 - recognise that the Trainee needs time within the school week to complete their studies as part of their training course.
 - will provide an appropriate teaching timetable over the year
 - has been given the opportunity to meet the Trainee.
 - will provide a suitably experienced Senior Mentor and Mentor.

Original documentation:

- Applicants will be asked to provide details about their qualifications and ID prior to interview and will be asked to show original copies at their first Moderation Visit in September.
- Copies of applicant's documents will be retained as per the Educate retention schedule.

Equal Opportunities Statement:

Educate recognises our duties under the Equality Act 2010 and welcomes applications from all groups within society, backgrounds, and experiences. As a provider of Initial Teacher Training, we have a responsibility to ensure positive attitudes towards diversity both for the teacher workforce, and for the young people our Trainees will come into contact with over their career.

We understand the value of a diverse culture and are open in our recruitment process and Policy; no Applicant shall receive positive or prejudicial treatment due to race, ethnic origin, disability, religion/ belief, gender, sexuality, or age. Educate are committed equity, diversity, and inclusion, promoting, and celebrating a diverse and inclusive teacher workforce. We aim to provide a safe space for all Trainee teachers to discuss their experiences and strive to educate ourselves to improve awareness of the nine protected characteristics.

Decision making will be based solely on our responsibility to the DfE eligibility criteria and the applicants' merits.

Disability and access:

- All reasonably practicable steps will be taken to ensure that any reasonable adjustments are made to ensure all applicants can access the interview and programme.
- Applicants who indicate a disability on their application form who are invited to an interview will be contacted in advance to discuss whether any particular access or other requirements are required.
- All Educate Trainees have full access to Leeds Beckett Student Services, which includes the Disability Advice Team (DAT). Where a Trainee has a disability, they are strongly advised to make an appointment with the DAT which may include the option of a written Reasonable Adjustment Plan to be circulated with all relevant members of the team.

Complaints:

- This outlines the normal procedure for those wishing to raise complaints arising in the course of the Educate Programme. This affects those who have a complaint regarding the company as the accredited Initial Teacher Training Provider.
- A complaint should be emailed to the Head of ITT, Kristy Brooks kristy.brooks@educate-group.co.uk. This will be acknowledged via email within 5 working days, and the aim will be to resolve this as quickly as possible and informed of outcome in writing.
- If the person raising the complaint is not satisfied with the outcome, they must inform the Directorate, within 5 working days of the date of the outcome, by writing to them at Educate, Unit 5, Blackwood Business Park, Ash Road South, Wrexham Industrial Estate, Wrexham LL13 9UG.
- They will be invited to attend a meeting to discuss the complaint or grievance and will be informed of the decision in writing.
- The Director's decision is final and there is no Right of Appeal.

Data Handling:

- Please see the Privacy Notice including the data retention schedule.

Recruitment and Selection – AO

Introduction:

The policy applies to Education Management Direct Ltd, trading as Educate Group Initial Teacher Training. This document outlines the policy and procedure for recruiting candidates on to the Assessment Only Route to QTS.

Educate recognises the importance of a rigorous recruitment process to ensure all aspects of the Teachers' Standards and Assessment Only Criteria are met before commencement on the AOR and registration with the Department for Education (DfE).

We are committed to ensuring that the recruitment and selection of candidates is a fair and effective process. Each procedure will meet the requirements of the DfE AOR and ITT criteria and shall align with Safer Recruitment and Safeguarding best practice.

The Educate AOR route is advertised externally on <https://educate-group.co.uk/assessment-only-route/>, as well as on social media and directly with partner schools and on <https://getintoteaching.education.gov.uk/train-to-be-a-teacher/assessment-only-route-to-qts>

'Expression of Interest':

All candidates are initially asked to complete an Expression of Interest on the Educate AOR website where they will answer a series of questions to be assessed by the AOR Programme Manager and eligibility considered. Individuals will be contacted and provided bespoke advice and those eligible are sent an application pack.

Eligibility check:

All applications must be made via email to either the central AOR inbox (aur@educate-group.co.uk) or directly to the AOR Programme Manager (mike.jones@educate-group.co.uk). CVs are not accepted. The following documents are required:

- Application Form.
- A signed AOR school Partnership Agreement which set out the roles and responsibilities and confirms DBS status (see below).
- The latest Ofsted report of the school.
- Testimonials from two or more schools, signed by the Headteachers (see below).
- Suitability to Teach declaration.
- Funding form.
- Verified photocopies of GCSE and degree certificates with UK ENIC and name change documents if applicable.
- A photocopy of a recognised form of photo ID such as a driving licence or passport.

Application

All candidates are initially screened by the AOR Programme Manager, who undertakes Safer Recruitment, Safeguarding and Prevent training at least every two years. An AOR Application Assessment Template is completed, assessing whether all entry criteria, as set out in the [Assessment only route QTS - criteria and supporting advice](#), are met:

1. **A1.1 GCSE Standard Equivalent:** Candidates need to demonstrate they meet or will have the capacity to meet the qualification criteria of GCSEs at Grade C/Level 4 and above in English and Maths (and Science if applying for Primary) and degree. Please note we do not accept Functional Skills at any level in numeracy or literacy, or a Provisional Statement of Results. Notes are made if a candidate will need a specific equivalency test which would be a condition of Offer. Educate offers an equivalency testing service for those candidates who accept an offer. Overseas qualifications must be supported by a statement of comparability by UK ENIC.
2. **A1.2 Degree Criteria:** Candidates need to demonstrate they hold a first degree from a United Kingdom higher education institution or equivalent qualification. Overseas qualifications must be supported by a statement of comparability by UK ENIC.
3. **A1.3: Suitability > Disclosure and Barring Service (DBS); Childcare disqualification – employed candidates:** As candidates are school employees the responsibility is with the employing school to ensure the candidate has been subject to an Enhanced Disclosure and Barring Service (DBS) for the child workforce, including a check of the Barred list which includes a childcare disqualification check, **and** a check of the Prohibition list. The Headteacher must confirm that all the necessary safeguarding checks have been completed by school.

It is unlawful for Educate to recruit anyone who is barred from working with children.

4. **A1.3: Suitability > Other background checks** – *Prohibition List:*

Educate will also undertake:

- a check of the Prohibition List which is recorded on the Application tab on the AO master spreadsheet
- An online check of the candidate's name and location to highlight any issues which is recorded on the AO master spreadsheet
- Candidates are asked at interview if they are aware of their responsibilities under KCSIE and the 2010 Equalities Act and this is recorded on the IAV form.

A1.3 Suitability - candidates not employed by school: Please see our separate ITT Recruitment and Selection Policy which outlines the processes Educate undertake for those candidates not employed by their school.

5. **A1.4 School teaching experience:**

Testimonial statements: submitted on the Educate Testimonial template documents. One of the testimonial statements should be from the Headteacher of the candidate's employing school. A second school testimonial must be provided to show that the candidate has been teaching a substantial teaching timetable for at least four weeks in their phase/subject(s) in another school. Both testimonials must add up to two or more years of teaching a substantial timetable full time (or pro-rata for part-time candidates). If unsuitable testimonials are provided, Educate will ask for further testimonials to be provided as part of the application process. Educate does not accept open references, testimonials or references from friends or relatives.

Personal statement: Evidence of subject knowledge, knowledge of the profession and school experience are sought through their education and employment background and personal statement.

Employment history: Evidence of significant teaching in two schools.

6. **Original documentation:** Candidates will be asked to provide details about their qualifications and ID which will need to be verified by the Headteacher at the school. During the Initial Assessment Visit (IAV), and before DfE registration candidates will also be asked to show original copies to their Assessor. Copies of candidate's documents

will be retained as per the Educate retention policy.

The application is moderated by a Safer Recruitment trained, Senior Leader from Educate. Both assessments are recorded on the AOR Application Assessment Template. Any discrepancies are taken to the Head of ITT for final decision. Any reasons for rejecting a candidate will be clearly identified at this stage.

Offer:

If the candidate is successful, they will receive an 'Offer' which details any conditions that need to be met prior to commencement, and full payment for the route. Their 'Offer' letter includes links to key documents that will help candidates prepare for starting the route. Once conditions are met and full payment received candidates receive their 'Start' letter (including access to the AOR handbook and all documents) and they are introduced to their Assessor who will arrange the IAV and a login to the AOR Online Platform.

Please note: An Offer is valid until the end of the following school term. For example:

- An Offer made during the Spring term remains valid until the end of the subsequent Summer term.
- An Offer made during the Summer term remains valid until the end of the subsequent Autumn term.

If the conditions of the Offer have not been met and/or payment has not been received by this point, the AO Manager will contact the candidate to discuss their circumstances, support needs, and likely timescales.

If the conditions remain unmet and/or payment is still outstanding one year from the date of the original Offer letter, the candidate will be required to resubmit some or all parts of their application (depending on their circumstances), and a new Offer letter will be issued.

Health and capacity to teach:

The employing school has the responsibility to ensure that candidates have the health and capacity to teach and will not put children and young people at risk of harm. Educate will request assurances from the school of this in the Partnership Agreement and candidates are also asked to complete a 'Health and Capacity to Teach' form at the Offer stage. Only targeted and relevant health-related questions which are necessary to

ensure that a person is able to teach will be asked. Educate will provide support and guidance to candidates who provide further information about identified needs, and support implement during the Assessment Only period, where necessary is deemed reasonable.

Employing schools:

All employing schools must state their Ofsted grade or ISI grade in the Partnership Agreement form and include their Ofsted report in the application. Any school deemed in special measures will have to provide additional evidence to support that their judgements on quality of teaching are secure for the AOR process to proceed. This could be working with an external partner or that the particular subject or phase in the school does have strength as identified in the Ofsted report.

Payment of fees:

Candidates must pay the fees in full before they can start the AOR with Educate. Fees are £2950+VAT.

Please see the Partnership Agreement for the refund policy.

Initial Assessment Visit (IAV) and interview

- Following the introduction to the Assessor, the IAV will be arranged. The focus of this visit is to 'interview' the candidate to make sure that they are meeting the QTS Teachers' Standards before they are registered with the DfE, and their Assessment Only Route commences.
- The Assessor will visit the school and meet with a school senior leader and the supporting teacher working with the candidate during the Assessment Only Route. The supporting teacher will comment on the candidate's teaching and how the candidate is meeting the Teachers' Standards.
- It also involves a professional discussion with the candidate and observation of their teaching in the subject/age range that they have applied for, to ensure that the quality of the teaching meets the Teachers' Standards.
- The Assessor will scrutinise their initial QTS portfolio of evidence and make a judgement on whether the candidate will be able to complete the portfolio within the agreed time frame and a bespoke portfolio action plan.
- The Assessor will also see the original GCSE and degree certificates and other key documents that have been provided previously as verified

electronic copies. These key judgements from the visit are recorded on the as the IAV and formal lesson observation form.

DfE Registration and the start of the 12-week assessment period.

Following the IAV and the interview, the AOR Programme Manager will review the documentation as part of the Quality Assurance process. If satisfied, the candidate will be registered with the DfE. The school and candidate will be informed along with confirmation of the timeline for the 12 weeks assessment period, including the dates of the next Assessment Visit (AV2), the Final Assessment Visit (FAV), and for sign off on the QTS evidence.

Equal Opportunities Statement

Educate recognises our duties under the Equality Act 2010 and welcomes candidates from all groups within society, backgrounds and experiences. As a provider of Initial Teacher Training and Assessment Only, we have a responsibility to ensure positive attitudes towards diversity both for the teacher workforce, and for the young people our candidates will come into contact with over their career.

We understand the value of a diverse culture and are open in our recruitment process and policy; no candidate shall receive positive or prejudicial treatment due to race, ethnic origin, disability, religion/ belief, gender, sexuality, or age. Educate are committed equality, diversity, and inclusion, promoting, and celebrating a diverse and inclusive teacher workforce. We aim to provide a safe space for all candidates to discuss their experiences and strive to educate ourselves to improve awareness of the nine protected characteristics.

Decision making will be based solely on our responsibility to the DfE eligibility criteria and the candidates' merits.

On completion of the Assessment Only Route, candidates will be invited to complete an "Exit Survey" which will include questions on diversity, with responses recorded within candidates DfE teacher records, as well as part of Educate data analysis processes.

Disability and access

All reasonably practicable steps will be taken to ensure that any reasonable adjustments are made to ensure all candidates can access the route.

Recruitment and Selection – Use of Generative AI

Use of Generative AI in Applications and Interviews:

We recognise that applicants may use generative AI tools to support the drafting of written applications (for example, to structure ideas or improve clarity). Applicants are expected, however, to ensure that all application materials accurately reflect their own experiences, motivations, subject knowledge, and reflections. The use of AI to misrepresent experience or understanding is not appropriate and is likely to become evident through the selection process.

Selection decisions are not made on written applications alone. We use a triangulated approach that considers qualifications and experience, the personal statement and a structured interview. Interviews are designed to probe applicants' understanding, experiences and reflections in depth, including asking applicants to expand on examples referenced in their application. This approach ensures that decisions are based on applicants' own understanding and readiness for teacher training, rather than the polish of written responses.

We do not use AI-detection software as part of the selection process. Such tools are unreliable, may disadvantage applicants for whom English is an Additional Language, and do not provide a valid measure of suitability for teacher training. Where there is limited alignment between an applicant's written application and their interview responses, assessors will explore this through professional questioning within the interview. Decisions are based on the evidence gathered through this process, rather than assumptions about AI use.

During interviews, applicants are usually not permitted to use AI tools. Brief notetaking is acceptable, but interviews are primarily conversational and focused on applicants' ability to articulate their own experiences, subject knowledge, and reflective thinking. Where a candidate requires the use of an AI-assisted tool as part of a reasonable adjustment, this should be requested at the interview invitation stage for consideration. Any agreed adjustments will be considered on a case-by-case basis to ensure fairness and the integrity of the selection process.

Safeguarding

Introduction:

As part of Safer Recruitment, Educate prioritises safeguarding at every stage of the programme. Please see the full Recruitment and Selection Policy for further information.

Application forms:

All applications will be screen by a member of the Educate SLT, through the lens of Safer Recruitment, for the following information:

- Declaration of criminal convictions.
- As per [Keeping Children Safe in Education](#), a member of the Senior Leadership team completes an online check of all applicants shortlisted, prior to interview. We only search for information in the public domain. This is stated on our website and is part of both our 'Recruitment and Selection' and 'Safeguarding' Policies, available on our website.
- Gaps in career history – these will be discussed at interview.
- Time spent in other countries – additional criminal checks will be requested.
- Name changes - will be checked against all documentary evidence provided at interview.
- If successful, the candidate will be invited to attend an interview.

Selection interviews:

- At least two panel members will be present for the interview.
- At least one of the panel members is Safer Recruitment trained.
- A check of ID is carried out, whereby photographic ID is presented (passport or driving licence) and DOB checked, along with both sides of the document to ensure validity.
- Structured questions will be asked to include attitudes towards children, motivation for wanting to become a teacher and safeguarding.
- A check that the applicant has suitable referees for e.g., most recent/current employer, university tutor, leaders of organisations where the Applicant has worked with children.
- Interviewees are asked to declare any criminal convictions, cautions or reprimands subject to filtering rules or if they have previously been subject to a disciplinary or misconduct procedure.

Successful Applicants:

- All successful Applicants will receive a conditional offer of a place subject to an Enhanced DBS check of the Child Workforce and check of the Barred list, a check of the Prohibition list, two suitable references and a health and capacity to train teach checks.
- Other conditions for e.g., a Subject Knowledge Enhancement, GCSE equivalencies etc., will be recorded on Manage, the DfE portal.

References:

- References are visible once an Applicant accepts an offer.
- Once received, checks will be made. References should recommend the Applicant as suitable to work with children.
- Any which do not provide all the information we need to confirm a Applicant's suitability to work with children and/or do not fully meet our requirements will be asked to provide an additional reference. Referees need to be suitably qualified to comment on a Applicant's suitability to train to teach.
- Please refer to the Department for Education guidance on suitable referees and expected content of a reference for applying to teacher training: <https://getintoteaching.education.gov.uk/how-to-apply-for-teacher-training/teacher-training-references>.

DBS:

- All accepted applicants are required to undertake an Enhanced Disclosure and Barring Service (DBS) for the child workforce, including a check of the Barred list which includes a childcare disqualification check.
- Educate request that applicants join the Update Service at the time of applying for an Enhanced DBS (if not already on the Update Service for the Child Workforce). Educate undertake a check of the Prohibition list.
- Educate will follow the DBS Code of Practice and NASBTT guidance in relation to enhanced DBS checks for applicants to our programme. We will also have due regard to Keeping Children Safe in Education.
- It is unlawful for Educate to recruit anyone who is barred from working with children.

Prior convictions or cautions:

- All applicants are asked to declare any safeguarding issues such as a criminal record or professional misconduct on their application and again at interview. In the event that:
 - Relevant information (whether in relation to previous convictions or otherwise) is volunteered by an applicant during the recruitment process, and/or,
 - Where there are any declarations on the application form and/or,
 - A DBS Certificate is returned with details of cautions and convictions after acceptance, and/or
 - The Online Check of the Public Domain returns a safeguarding concern and/or prior caution of conviction
 - The decision to proceed with an application will depend on the nature of conviction and or caution.
- The following will automatically render applicants unable to join our programme include (please note this is not exhaustive and any relevant behaviours are included as per the [Teacher misconduct: the prohibition of teachers](#) guidance.
 - violent crimes such as murder, manslaughter, assault, common assault, actual and grievous bodily harm, sexual crimes, drug related crimes - these represent a potential risk to children
 - financial crimes such as theft, false accounting, money laundering and also crimes relating to fraud and counterfeiting - these represent a potential failure to meet the Teacher Standards relating to honesty and integrity and the high standards of personal conduct expected of teachers
- Where less serious convictions and cautions than these are identified, and where these occurred a long time ago and represent isolated instances, we will not necessarily judge that applicants should be automatically rejected.
- In these cases, the applicant will be invited to provide contextual details to the Head of ITT who will then consult the Steering Group/school partnership, keeping the name of the applicant confidential, to establish if they would be happy for such an applicant to have a placement in their school during the programme.
- A risk assessment will be undertaken with members of the Senior Leadership Team and Directorate and the decision will be reached jointly, as to whether the Applicant is suitable to train to teach and is able to start the course, adhering to the [Teacher misconduct: the prohibition of teachers](#) guidance.
- Appropriate legal advice will be sought if necessary.
- The decision of the Board will be final.

DBS information and placement schools:

- It remains an offence under the 1997 Police Act, and a breach of the DBS Code of Practice, for registered bodies such as ITT providers to share copies of DBS certificates, or any information contained in a Trainee's disclosure, with third parties such as schools or colleges and it is not good practice for schools or colleges to request such information direct from Trainees (NASBTT and UCET DBS Guidance 2019). The information contained within these documents represents personal data and may also include criminal data under data protection law.
- There is no requirement for schools to record DBS details for Trainees not on salaried routes in their Single Central Record.
- Once Trainee's enhanced DBS and barred list checks have been completed the Administrator will notify placement schools that their Trainee(s) are cleared in the form of a "Letter of Assurances".
- We will recommend that Trainees discuss any criminal convictions which appear on their DBS Certificate with the Headteacher of their placement school. This is because it will also appear if they apply for a teaching post in that school and having that discussion will be needed at that point in time. This will enable the Trainee to deal with the process of self-disclosure more confidently and successfully.
- Where a Recruit is employed by the school, the school has the duty to confirm, in the Partnership Agreement, that the appropriate checks (as above) have been completed.

2. Preparation for the Programme:

- All Recruits will receive a copy of the latest version of Keeping Children Safe in Education (KCSiE) prior to induction and will need to confirm that they have read this at their first Moderation Visit (MVI).
- All Recruits will be expected to complete Prevent training, which is checked at MVI.
- All Recruits will receive copies of their placement school safeguarding Policies which is checked at MVI.
- Introductory sessions before the school placement begins will include sessions on safeguarding and professionalism

3. During the Programme:

- Induction for placements will include safeguarding arrangements specific to placement schools – this is included in the induction checklist

- Trainees must know and follow the safeguarding Policies and practices of their placement schools at all times and must know the DSL in their placement school
- Trainee CPD sessions in placement schools will include safeguarding
- At least one member of the SLT undertakes Designated Safeguarding Lead training (minimum Level 3) every two years
- Safeguarding features in several of the themes and topics for Conference Days
- Termly safeguarding review including any DfE updates as part of the first training session of the term.
- Once on our programme all Trainees are obliged to inform the Head of ITT of any changes to their criminal record. This is included in our Code of Conduct and failure to do so will lead to withdrawal from the programme.

4. Safeguarding concerns regarding a Trainee on Programme:

- Any behaviour or actions by a Trainee deemed to be a safeguarding concern may lead to an investigation carried out by the school (in line with their Policies) and/or Educate depending on the nature and context of the concern.
- The roles of the school and Educate in investigating and concluding a concern is outlined in the Partnership Agreement and Policies and Procedures Handbook.
- The outcome may result in termination of the placement, and depending on the seriousness, disengagement from the Programme (see Partnership Agreement and Policies and Procedures Handbook).
- The guidance in KCSiE will always be adhered to for e.g. in relation to reference requests and notifying third parties such as DBS and the Local Authority Children's Social Care team/Local Authority Designated Officer (LADO).

Educate:

Educate SLT are all Safer Recruitment, DSL and Prevent Referral trained. Link Tutors must have an Enhanced DBS and Right to Work checks. Link Tutors, Subject Knowledge Tutors, Link Tutors and Visiting Fellows undertake Educate Safeguarding training at the beginning of each Academic Year. All Visiting Fellow sessions are accompanied by a member of Educate SLT.

Trainee Serious Misconduct and Safeguarding Concerns

1. What is Misconduct?

As per the DfE [‘Teacher Misconduct, the prohibition of teachers \(2022\) advice’](#), Misconduct is:

- “Unacceptable professional conduct” and “conduct that may bring the profession into disrepute”, where:
 - “Unacceptable professional conduct” is misconduct of a serious nature, falling significantly short of the standard of behaviour expected of a teacher. Misconduct outside of the education setting will amount to “unacceptable professional conduct” only if it affects the way the person fulfils their teaching role or if it may lead to pupils being exposed to or influenced by the behaviour in a harmful way.”
 - “Conduct that may bring the profession into disrepute” is conduct that could potentially damage the public’s perception of a teacher, therefore bringing the teaching profession into disrepute. Misconduct outside of the education setting will be considered relevant only if the conduct displayed is of a serious nature and would likely have a negative impact on the public’s perception of the individual as a teacher, therefore bringing the teaching profession into disrepute.”
- Conviction, at any time, of a relevant criminal offence

2. Safeguarding:

- The Trainee must be aware of and fully informed of the Partnership Placement school’s Safeguarding policy and their responsibilities under [Keeping Children Safe in Education](#).
- Please see the Educate [website](#) for the full Educate Safeguarding Policy.
- Part 4 of the [Keeping Children Safe in Education](#) guidance has two sections covering the two levels of concerns and allegations:
 - Concerns / allegations that may meet the harm threshold.
 - Concerns / allegations that do not meet the harm threshold – referred to for the purposes of this guidance as ‘low-level concerns’.

3. Investigation:

3.1 Misconduct allegations or safeguarding concerns that refer to Trainee conduct relating to, raised by or reported to the Partnership

Placement school should be investigated by the Partnership Placement school, as per their usual policy and procedures. The Partnership Placement school should inform the Trainee and Educate of the nature of the allegation and/or concern, and the progress of the investigation.

3.2 Misconduct allegations or safeguarding concerns that refer to Trainee conduct relating to, raised by or reported to Educate will be investigated by Educate. Educate will inform the Trainee and Partnership Placement school of the nature of the allegation and/or concern, and the progress of the investigation.

3.3 An investigation may involve the Local Authority Designated Officer (LADO) for safeguarding concerns and/or the Police for criminal matters.

3.4 Whilst the aim is to undertake and conclude an investigation in a timely manner, the process may involve third parties. The Partnership Placement school, Educate and the Trainee should be kept updated on relevant progress as agreed in keeping with a timescale that is deemed reasonable and practical.

3.5 The Trainee may be suspended from the Programme during an investigation. Please see the 'Tuition Fee' section for implications for Student Finance, and for those eligible for a Bursary, the Bursary Eligibility form, for implications for Bursary payments.

4. Investigation Outcome:

4.1 Where the Partnership Placement school has carried out the investigation, they must inform the Trainee and Educate of the outcome in writing. This may involve the withdrawal of the school placement. The Partnership Placement school reserves the right to withdraw the training placement; formally stating the reasons for their decision.

4.2 Where Educate has carried out the investigation, a disciplinary hearing may also take place as a result. If this is the case the Trainee will be invited to the hearing and is entitled to be accompanied by a Union Representative (if they are a student member) or professional colleague. Educate will inform the Trainee and the Partnership Placement school of the outcome in writing.

4.3 Where the allegation is founded by either the Partnership Placement school and/or Educate, Educate reserves the right to

withdraw the Trainee from the Programme. Educate will inform the Trainee and the Partnership Placement school of the outcome in writing.

4.4 Future reference requests will follow the guidance in [Keeping Children Safe in Education](#) and the Educate Reference Policy.

5. Right of Appeal:

Any Right of Appeal regarding a decision made by Educate to withdraw the Trainee from the Programme must follow the Educate Withdrawal Policy.

6. Informing other parties:

In the event of a Trainee being withdrawn from the Programme because the Trainee has harmed or poses a risk to children, Educate, as the accredited ITT provider, will seek guidance from DBS and inform the DfE by contacting itt.safeguarding@education.gov.uk.

Trainee Support and Intervention

The recruitment and selection procedures applied by Educate and the Partnership Placement school ensure that you would not have been offered a place on the Programme unless you showed true potential to be a successful Trainee and ultimately an effective Teacher which the necessary characteristics of professionalism, enthusiasm, commitment, and resilience. Educate, your Mentor, your Link Tutor, Subject Knowledge Tutor and your schools will support you in every way they can.

Trainees progress is monitored very closely. If the Educate Group SLT, your Link Tutor, your Mentor, your school or you feel there is cause for concern regarding your progress, we will apply our normal procedures of positive intervention and support. Please remember that almost all Trainees who receive support in the form of a Support Plan, Action Plan or Intervention Plan go on to be awarded QTS.

Please note this procedure is not necessarily linear, nor is it one-time only. In certain circumstances a Trainee may have more than one plan over the course of the year and/or during the plan move around the stages. These are dependent on the individual circumstances and at the discretion of Educate Group SLT who will take a holistic approach to each situation. Educate Group SLT regularly meets to discuss and moderate to ensure fairness and consistency (where appropriate – confidentiality will be followed where needed).

Please note any safeguarding concerns or incidents of serious misconduct will be dealt with on a case-by-case basis and will not necessarily follow the procedure below. [Misconduct](#) and [KCSiE](#) advice and guidelines will be followed and Educate will work closely with the school on any investigations and outcomes. See Trainee Serious Misconduct and Safeguarding Policy

NB: SLT refers to the SLT at Educate

Stage Zero (Fact-Finding)

You will first be contacted by SLT to discuss the situation in a meeting to allow us to gain an understanding of different parties' expectations and perceptions. We will take all parties' views and perceptions into consideration before deciding on next steps. Next steps and a timeline will be agreed with SLT on a case-by-case basis. A 'Record of Concern' will be completed and if the concerns continue to have further impact as determined by your school and/or the Educate team OR the concerns warrant it, you will be expected to attend a Stage One meeting to discuss whether a support, action or intervention plan will be implemented.

Stage One (1-2 weeks)

You will be asked to attend a Stage One meeting with a senior leader at Educate to discuss the situation and next steps. Your Mentors in school will be made aware of the relevant details, as will your Educate Link Tutor. At Stage One, SLT (in liaison with your school) will notify you which of the following will be implemented:

- **A support plan (running for two weeks)**; this is where a Trainee is struggling and needs additional support, for example with time management, well-being, confidence, additional training, or where a Trainee is experiencing mitigating or extenuating circumstances (note that this is not an exhaustive list).
- **An action plan (running for two weeks)**; where a Trainee is not meeting Programme and/or school requirements e.g., punctuality at school, attendance at training, not following policies, concerns over professionalism e.g., not responding to emails, not meeting deadlines (where there are no mitigating or extenuating circumstances) or there are concerns over their progress.
- **An intervention plan (improvement expected immediately where Trainee consistency will be checked after one week)**; where there are significant concerns or misconduct e.g., repeated lack of professionalism, or where an action plan has not been acted upon.

Stage One: Review

You will be asked to attend a Stage One Review meeting with a senior leader at Educate to discuss the plan (support/action/intervention) and impact as per the above timelines. If the situation has improved, there will be no further action required. However, SLT will review this again in two weeks' time to ensure consistency in your practice.

If there is no demonstrable improvement, you will be given the opportunity to explain in more detail what the causal factors are for the continuing concern. If appropriate, support will be given and monitored and should concerns grow/continue (at the discretion of SLT) you will move to Stage 2,

and further plans will be implemented. However, if there are significant or ongoing concerns following Stage One: Review, you will automatically move to Stage Two.

Your Mentors in school will be made aware of the outcome, as will your Educate Link Tutor.

Stage Two (1-2 weeks)

You will be asked to attend a Stage Two meeting. Your Mentors will be invited to attend, if appropriate. Targets/Actions will be renewed and/or added to:

- If you are on a Stage One Support Plan, this will be extended by two weeks – Stage Two Support Plan
- If you are on a Stage One Action Plan, this will be extended by two weeks - Stage Two Action Plan
- If you are on a Stage One Intervention Plan you will be given one more week to demonstrate significant improvement - Stage Two Intervention Plan

Stage Two: Review

You will be asked to attend a Stage Two Review meeting with a senior leader at Educate. If there is no demonstrable improvement and/or continued concern, you will move to Stage Three.

Stage Three (1-2 weeks)

You will be asked to attend a Stage Three meeting with a senior leader at Educate.

- If you are on a Support Plan which is having a positive impact, but it is agreed it needs to continue, it will do so informally with timelines agreed with SLT and ongoing review, until all parties are satisfied with the outcomes. However, if there are significant concerns about the impact on progress and/or the placement (i.e., pupil progress), this will move to an Action Plan with improvement expected in two weeks – Stage Three Action Plan
- If you are on an Action Plan, you will move to an Intervention Plan (improvement expected within one week) – Stage Three Intervention Plan
- If you are on an Intervention Plan, SLT will issue you with a formal written warning and discuss the continuation of the Programme along with your options. There will be one more final week to demonstrate progress which will be reviewed, as below - Stage Three Intervention Plan.

Stage Three: Review

You will be asked to attend a Stage Three Review meeting with a senior leader at Educate. If there is no demonstrable improvement and/or continued concern, you will move to Stage Four.

Stage Four (Action Plan and Intervention Plans only) (1 week)

You will be asked to attend a Stage Four meeting with a senior leader at Educate.

- If you are on a Stage Three Action Plan following a Stage Two Support Plan but there continues to be significant concerns about your wellbeing and/or fitness to practice to train to teach, a member of SLT will discuss options for deferral or withdrawal.

- If you are on a Stage Three Intervention Plan, because of ongoing Action or Intervention Plan leading to no or insufficient improvement, SLT will issue with a final written warning and the process for withdrawal from the Programme will be discussed along with your options.

Stage Four: Review

- You will be given the opportunity to present your case as to why you should continue the Programme or withdraw. Whilst very rare, in most cases a Trainee usually decides to withdraw at this point and considers whether this is the appropriate profession for them.
- If a Trainee opts not to withdraw at this stage, there are no more written warnings, and the Trainee will have one final week to improve under strict conditions which will be set out in writing, and any breach may result in automatic withdrawal. See separate policy.
- If the Trainee does demonstrate rapid improvement in this week, this will be expected to continue, and the Trainee will remain on the Intervention Plan for the foreseeable future, until they are consistently demonstrating the expectations, at the discretion of SLT. If at ANY point any breach may result in automatic withdrawal.

Changing schools:

In very rare cases, a change of school may be considered at the total discretion of Educate. This, however, will only be through discussion with Educate and the current Partnership Placement school, with serious consideration made to the impact on the Partnership Placement school and the Trainee's Programme, and the availability of another suitable Placement school. Other avenues of support and intervention will be explored first, and a change of school will not be the first option.

Multiple 'Action' and/or 'Intervention' Plans:

Whilst Trainee circumstances may change over the course of the Programme, and there may be a need for more than one type of plan implemented over the year, Trainees with multiple Action and/or Intervention Plans will be addressed on a case-by-case basis, for e.g. multiple Plans for the same reason(s) (more than 2), or in quick succession (more than one per half term), or beyond a reasonable number across the year (more than 3). Where the SLT at Educate are concerned this will be referred to the Head of ITT who has the right to deliver a written warning, in which case the Trainee will automatically move to Stage 3 (see above). It may be considered that repeated misconduct constitutes "serious misconduct" (please see the section on 'Serious Misconduct').

Withdrawal of School Placement:

Whilst the above procedure is designed to support a Trainee, and schools are usually very supportive and involved in this, where the lack of Trainee progress and/or concerns are having a detrimental impact on pupil

learning/welfare/progress and/or the staff in the school, the Partnership Placement school reserves the right to withdraw the placement. This will be in consultation with Educate, and a formal statement of their reason(s) should follow.

Depending on the nature of the concerns, and stage the Trainee is at, it may be possible to seek another Placement school at the discretion of the SLT at Educate, however, this is not guaranteed and should not be expected as above. Without a Placement school, this will result in withdrawal from the Programme.

Trainee Withdrawal

1. If I wish to withdraw from the Educate Programme at any point, I understand that this is my decision, although it should only be made **after** all involved in my training (my school-based Mentors, Link Tutor and the SLT at Educate) have been given the opportunity to support me in whatever personal or academic way they can. If I am concerned about continuing the Programme, I understand that I should speak to a member of the SLT at Educate, my school-based Mentor, Link Tutor before I take any decision to withdraw. I recognise that it is important to make an informed based decision *only* when all options, and their impact on my future aspirations, have been calmly and carefully explored, with plenty of time to consider them.
2. If the Trainee makes a fully informed decision to withdraw, they will be required to complete the Educate withdrawal form.
3. In the event that the Partnership Placement school(s) and/or Educate deem my progress to be insufficient at any point during the training, I understand that I will be provided with the opportunity to improve my progress through additional support and intervention. Please see the 'Support and Intervention' section.
4. In the event that insufficient progress is made following this additional support and intervention, and the Partnership School and/or Educate deem that it is not appropriate to be assessed against the Teachers' Standards for the award of Qualified Teacher Status, withdrawal from the Programme will be discussed. Please see the 'Support and Intervention' section. If the Trainee subsequently chooses to withdraw, they will be required to complete the Educate withdrawal form. This is mandatory in order to ensure correct funding arrangements to the date of withdrawal.

5. If the Trainee chooses not to withdraw from the Programme, the Partnership School and/or Educate have the right to withdraw the Trainee from the Programme. Please see the 'Support and Intervention' section. The Trainee will receive an outcome letter confirming the withdrawal decision.

The PGCE

1. If you withdraw from the QTS Programme for any reason, you *may* be given the option to continue with the PGCE element. Withdrawal from the Programme need not mean that the PGCE cannot be completed; it is possible to gain the 60 academic credits without also being recommended for QTS. Please discuss your options with Educate so that you are clear how withdrawal from the QTS element affects continuation, or otherwise, of the PGCE.
2. Please be aware that funding arrangements are made solely with Educate and the transference of fees takes no part in the withdrawal procedure of Leeds Beckett University. If you decide to withdraw from the QTS element but it is agreed you can continue with the PGCE, it is on the condition that you pay the remaining fees detailed below and providing you are on the Programme at the start of each term and attendance has been confirmed with Student Finance or course fees have been paid in full directly to Educate Group. Self-funding Trainees will have the remaining PGCE fee deducted from their Tuition Fee refund.

Withdrawal in Term 1 – No option to continue with the PGCE

Withdrawal in Term 2 – Remaining Fees £1000

Withdrawal in Term 3 – N/A

3. If you decide, after consultation, to withdraw from the PGCE as well, you will be required to complete the withdrawal procedures of Leeds Beckett University.
4. If you fail a PGCE module (having failed both first and the resubmission opportunities) you have the opportunity to resit the module (two submission opportunities) in line with submission deadlines of the next Academic Year at a cost to you of £401 per module.

Withdrawal from PGCE only: No refund applies.

Right of Appeal:

- If the Trainee wishes to appeal the withdrawal decision, they must inform the Directorate of Educate within 5 working days of the date of the outcome letter, by writing to them at Unit 5, Blackwood Business Park, Ash Road South, Wrexham Industrial Estate, Wrexham LL13 9UG.
- The Trainee will be invited to attend an Appeal meeting. Trainees are entitled to be accompanied by a union representative or professional colleague.
- The Trainee will be informed of the final decision in writing.
- The Directors decision is final, and there is no further Right of Appeal.

Tuition Fee

Payment of Fees:

The Tuition Fees are £9790 for the QTS with PGCE Programme with Educate.

Payment of Tuition Fees can be paid via a Student Finance Tuition Fee loan or by private finance from the Trainee directly to Educate (known as a self-funder).

Following Induction in July, Trainees are considered to be now enrolled on Programme, should all conditions have been met. Educate will confirm registration with Student Finance which will release the Maintenance Loan (if applicable) following the Programme start date which is usually the first Monday in September. The maintenance loan will then be released directly to the Trainee.

There is a two-week cooling-off period from the start date of the Programme, and Trainees do not become liable for Tuition Fee until the end of this period.

At the end of the two-week cooling off period, the Trainee is confirmed as “attending” and becomes liable for Term 1 Tuition Fees. The Tuition Fee for that Term will be paid directly to Educate.

There is no cooling-off period in Terms 2 or 3. Attendance is confirmed at the start of each Term, releasing the Maintenance Loan to the Trainee and Tuition Fee to Educate, for that Term.

Deferral or Suspension

For Trainees in receipt of Student Finance:

Student Finance will be notified of the date of suspension or deferral who will contact the Trainee to recoup any overpayment of a Maintenance Loan for that Term, pro-rata.

If the Trainee subsequently reengages on the Programme within that Academic Year, Student Finance will be notified and will contact the Trainee to reinstate the Maintenance Loan for the remainder of that Term and thereafter.

Please note, Student Finance allow 60 days grace period for health-related absences or deferral, from the first day of the absence or deferral before recouping any overpayment of the Maintenance Loan. This must be evidenced, for e.g. with a Fit Note from a Health Professional.

Where an absence or deferral exceeds a period whereby the Programme is no longer viable within the Academic Year, withdrawal or deferral to the following Academic Year will be discussed on an individual basis, including discussing Tuition Fee loan payments made to Educate to date (see below).

For Self-Funders:

If the Trainee subsequently reengages on the Programme within that Academic Year following a period of absence or deferral, there is no refund for time away from Programme.

If a Trainee subsequently withdraws from the Programme, please see below.

Withdrawal

For Trainees in receipt of Student Finance: Please see the Acceptance and Funding Form.

For Self-Funders: Please see the Acceptance and Funding Form

Bursary

Please see the Bursary Eligibility Form for Terms and Conditions following a suspension or withdrawal for those in receipt of a Bursary.