

School Direct Partners' Briefing Oct 2021

SD admissions and administration briefing for the year ahead

October 2021 / Centre for Teacher Education - **we will start at 14:05 to allow all to 'arrive'**

In the meantime, please mute your microphone until you need to talk, to avoid audio 'feedback'.

NOTE: THIS BRIEFING WILL BE RECORDED FOR THOSE UNABLE TO ATTEND TODAY

Welcome!

New partner for 2021/22 (*first cohort now on course*):
Creative Education Trust

Welcome back to: Megan Harris (Admissions Coordinator)

The Warwick University logo, featuring the word "WARWICK" in a blue, serif font, positioned below a stylized white and blue geometric shape that resembles a downward-pointing arrow or a stylized 'W'.

Agenda

1. Welcome and introductions

2. Agenda

3. Partner signposting

4. Partnership Pages

5. Publish Tool – A reminder

6. The DfE Apply Service

7. Key SD Recruitment items:

- Interview updates
- Recruitment Events
- Subject Knowledge Enhancement (SKE's)
- Equivalence Tests
- Visa Sponsored students
- ID (RTS) checks, DBS process & vetting check

8. Safeguarding and Safer Recruitment

9. Trainee reasonable adjustments

10. School feedback invited:

- Improvements to partner comms
- SD recruitment events

Q & A



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New (and refresher) partner signposting

- [Admissions team key contacts](#)
- **CTE contracts** with Lead School directly, Lead Schools should have formal agreements and processes in place with schools in their Alliance.
- Note: Key differences in requirements and responsibilities between SDS – SD Salaried and SDT – SD Tuition Fee

ITT Regulatory landscape:

- OFSTED and [the CCF](#)
- [KCSIE](#) (updated 01.09.21)
- [DfE ITT Criteria](#)
- [Consumer Protection Law](#)
- [Equality Act 2010](#)

Key Dates for 22/23 recruit cycle

DfE Apply applications open 12 Oct

SD applications close by **27 Jun '22**

SD offers received by **18 Jul '22**

Course start dates and induction:

Primary - Tuesday 30 August 2022

Secondary – Tuesday 30 August 2022



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Business and Finance:



- Jackie Montgomery – Business and Finance Manager



- Mandy Bingham – Business and Finance Coordinator

Handout regarding payment schedule and details provided after presentation.

Correspondence to CTEfinance@warwick.ac.uk

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Admissions & Enrolment Team



- Lydia Obirek – Admissions and Enrolment Coordinator
- Gabrielle Bennett – Admissions and Enrolment Coordinator
- Megan Harris – Admissions and Enrolment Coordinator

Correspondence to cte.admissions@warwick.ac.uk

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Admissions & Recruitment Updates for 21/22:

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Jenni Smith – Student Services Manager



Cara Pearson – Head of Operations, CTE



Partnerships Team:



- Leigh Capener – Partnership Development Officer
- Mark Christensen – Partnership Coordinator
- Alex Walker – Partnership Coordinator

Correspondence to partnership@warwick.ac.uk



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Useful Partnership Pages

The screenshot shows the 'Information for Lead School Partners' page. It features a navigation menu at the top with links for 'Study with us', 'School Direct', 'Further study', 'Staff and Students', 'Partners' Intranet', and 'About Us'. Below the menu is a search bar and a 'Skip to the section you're looking for' button. The main content area contains several sections with links: 'Placement Information', 'Collaborative Agreement', 'Lead School Responsibilities (as set out in the collaborative agreement)', 'Lead School Role Definition (within collaborative agreement)', 'Safeguarding', 'Funding', 'Admissions', and 'Partnership Communication & Events'. At the bottom, there is a photograph of two people looking at a document.

Information for Lead School Partners

<https://warwick.ac.uk/fac/soc/cte/pintra/placements/schooldirect>

The screenshot shows the 'PGCE School Direct Admissions Pages' page. It features a navigation menu at the top with links for 'Study with us', 'School Direct', 'Further study', 'Staff and Students', 'Partners' Intranet', and 'About Us'. Below the menu is a search bar and a 'Skip to the section you're looking for' button. The main content area contains several sections: 'PGCE School Direct Admissions Pages', 'School Direct Start Dates for the 2022/23 Cycle' (with links for Primary and Secondary), 'Recommended Date for Closure to new Applications for the 2022/23 Cycle' (with links for Primary and Secondary), 'Quick Link: Offer Recommendation / Rejection Form', and 'Quick Link: Pre-course Information Pages'. At the bottom, there are three icons with links: 'Step-by-Step Admissions Process', 'Admissions Co-ordinator Details', and 'Timeline of University Communications with Applicants'.

PGCE School Direct Admissions Pages

<https://warwick.ac.uk/fac/soc/cte/pintra/schooldirect/>

Password: **partnercte**

Information for Lead School Partners Page:

<https://warwick.ac.uk/fac/soc/cte/pintra/placements/schooldirect>

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Here you'll find:

- An overview of the responsibilities of University & Lead school throughout the year (Example fig. 1)
- Example Version of the Collaborative Agreement
- Role Definition (for both mentors and relating to the collaborative agreement)
- Information regarding Vetting Checks
- Funding Schedule for both SDT & SDS
- Information on Partnership Communication & Events

Timing	University Action	Lead School Action
Pre-placement	Send out the collaborative agreement to all lead schools & relevant stakeholders. View Document	Return the following: - Signed and dated collaborative agreement - Approved and dated lead school details in per placement form of the collaborative agreement
Placement Start	Send Placement Details Review to all lead schools for all SDT placements and all or most of an undergraduate offer. Provide a lead school agreement containing placement information. This file will contain details of all placements for lead schools throughout the following academic year. - Lead School Name - Lead School ID# - Professional Mentor Name and email address - Support Mentor Name and email address (for placements only) - Case Teacher Name and email address (for placements only) Details of all placements to be agreed up to the relevant faculty. Send Placement Order to lead school to make an invoice for placement and send to collaborative agreement.	Complete leading checks for all placements and offer a clear lead school overview to a mentor. Return the following information and make details on the Placement Order of the Placement. This information can be updated on the website supplied to the university, in a different format if this is more for the lead school, however the information requested is as follows: - Return information to placements@warwick.ac.uk
Placement Mid-point	Provide an overview of the placement to the lead school. The file will contain details of all placements for lead schools throughout the following academic year. - Collaborative Agreement - Placement Order - Placement End date of Collaborative Agreement - Professional Mentor Name and email address - Support Mentor Name and email address (for placements only) - Case Teacher Name and email address (for placements only) Details of all placements to be agreed up to the relevant faculty.	Complete leading checks for all placements and offer a clear lead school overview to a mentor. Return the following information and make details on the Placement Order of the Placement. This information can be updated on the website supplied to the university, in a different format if this is more for the lead school, however the information requested is as follows: - Return information to placements@warwick.ac.uk
Placement End	Send Placement Order to lead school to make an invoice for placement and send to collaborative agreement.	Return information to placements@warwick.ac.uk
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Fig. 1

Example yearly responsibilities doc

PGCE School Direct Admissions Pages

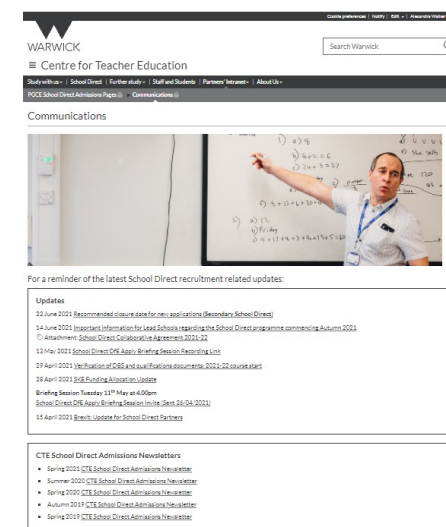
<https://warwick.ac.uk/fac/soc/cte/pintra/schooldirect/>

Password: **partnercte**

These pages are currently being updated by the Admission & Enrolment team, but check back here for:

- Details of your assigned Admissions & Enrolment Coordinator
- Link to offer & reject form
- Link to pre-course information sent to 'incoming' trainees
- Course start dates
- Links to DfE guidance
- Archive of partner communications (Fig.2)

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The screenshot shows the Warwick University website for the Centre for Teacher Education. The page features a search bar, navigation links, and a list of updates and newsletters. The updates section includes:

- 22 June 2022: Recommended course sites for new applications (Secondary School Direct)
- 14 June 2022: Important information for Lead Schools regarding the School Direct programme commencing Autumn 2022
- 17 November: School Direct Allocation Agreement 2022-23
- 12 May 2021: School Direct DfE Appx. Briefing Session Recording List
- 29 April 2021: Verification of DfE and qualifications documents 2021-22 course start
- 28 April 2021: DfE Funding Allocation Update
- Briefing Session Tuesday 13th May at 4.00pm
- School Direct DfE Appx. Briefing Session notes (June 24/04/2021)
- 15 April 2021: Briefing Update for School Direct Partners

The newsletters section includes:

- Spring 2022 CTE School Direct Admissions Newsletter
- Summer 2020 CTE School Direct Admissions Newsletter
- Spring 2020 CTE School Direct Admissions Newsletter
- Autumn 2019 CTE School Direct Admissions Newsletter
- Spring 2019 CTE School Direct Admissions Newsletter

Fig. 2
Communication archive

Admissions & Recruitment Changes for 21/22: Publish Tool

<https://www.publish-teacher-training-courses.service.gov.uk/>

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GOV.UK DfE Sign-in

BETA This is a new service – your [feedback](#) will help us to improve it.

DfE Sign-in

DfE Sign-in is the new way to access some specific education sector services. To use DfE Sign-in you will need to [create an account](#).

Sign-in

Email address

Password

[Forgotten your password?](#)

By continuing you accept the [terms and conditions](#).

[Sign in](#)

[Having problems?](#)

[Cookies](#) [Terms and conditions](#) [Need help using this service?](#)

The University of Warwick

About your organisation

Use this section to:

- write about your organisation
- set your contact details
- publish this information on all course pages

Courses

Use this section to:

- write about each course
- preview and publish courses
- assign locations to a course
- copy content between courses

Courses as an accredited body

Use this section to:

- see who lists you as their accredited body
- see which courses you're the accredited body for

Locations

Use this section to:

- edit location names and addresses
- add locations

[View your PE allocations for 2022 to 2023](#)

In this section, you can view:

- 2022 to 2023 allocations for your own fee-funded PE courses

Description	Basic details
Content, fees and eligibility	Locations, outcome, subject

About this course

About this course	Empty
Interview process (optional)	Empty
How school placements work	Empty

Course length and fees

Course length	1 year
Fee for UK and EU students	Empty
Fee for international students (optional)	Empty
Fee details (optional)	Empty
Financial support you offer (optional)	Empty

Requirements and eligibility

Qualifications needed	Empty
Personal qualities (optional)	Empty
Other requirements (optional)	Empty

Status

[ROLLED OVER](#)

Will it be on Find?
No – still in draft

Preview

See how your unpublished changes look.

Preview your course to check for mistakes before publishing.

[Preview course](#)

Publish

Publish this course and it will appear on Find when the cycle opens in October.

[Publish in October](#)

[Delete this course](#)

Check your listed courses are set to publish and in line with advertised courses on websites etc.

Publish Tool – Location codes

Previous view:

Super Fab Alliance

Art & Design - DFEeek School, UCAS Code: **TFB1**

Art & Design - Unholy Alliance, UCAS Code: **BQT2**

Art & Design - SKE Sunday Academy, UCAS Code: **NFL3**

Resulted in multiple course codes



Example:

Super Fab Alliance

Art & Design - UCAS Code: TFB1

- DFEeek School (Location)
- Unholy Alliance (Location)
- SKE Sunday Academy (Location)

1 UCAS code for the course, all schools (locations) linked to same UCAS code

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GOV.UK Publish teacher training courses
Sign out (Jenni Smith)

BETA This is a new service - your feedback will help us to improve it.

Back

Biology (C1X1)
Pick the locations for this course

Manage all your locations to add to or edit this list.

Main Site

Save and publish changes

Cancel changes

USING ONLY MAIN SITE IS ACCEPTABLE

Admissions & Recruitment Changes for 21/22: DfE Apply



Apply for teacher training

We're trialling this service with teacher training providers in England.

Learn more about teacher training in [Wales](#), [Scotland](#) and [Northern Ireland](#)

Eligibility for teacher training

You need these qualifications or their equivalents:

- a degree
- English GCSE grade 4 (C) or above
- Maths GCSE grade 4 (C) or above
- Science GCSE grade 4 (C) or above if you want to teach in primary education

Your provider will also ask you to fill out a health questionnaire to check that teacher training is suitable for you.

[Learn more about eligibility for teacher training](#)

If you're disabled or have a health condition

Training providers should be able to tell you how they can support you to attend the interview or do the course.

[Learn more about training to teach if you're disabled](#)

[Start now >](#)

- All providers now on DfE Apply
- DfE Apply WILL link to Student Records system.
- Applications open 12 October 2021



Admissions & Recruitment Changes for 21/22: DfE Apply

New Functionality/information



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- Applicants are required to provide details of **breaks in employment/education history** as part of their application
- Applicants are asked to **declare criminal convictions and professional misconduct** as part of their application form. A referee can also indicate concerns and provide details.
- Disability information for an applicant will be available prior to interview and an offer being made, to allow for reasonable adjustments to the selection process to be made
- Unlike UCAS, there is **no grace period for Reject by Default (RBD) applications after the 40 days have been reached.**
- **Note: More will be said about interviewing and safeguarding later....**

Key SD Recruitment items

- Interviewing updates
 - required questions
 - assessing for fundamental skills
- Recruitment events, 'Information evenings' and marketing
- Subject Knowledge Enhancement
- GCSE Equivalency tests
- Applicants with nationality normally requiring permission to study
- Identity checks (right to study), DBS and vetting checks

Admissions and Recruitment Leads

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- Kirsty Weeks – Primary Phase



- Vikki Armeson – Secondary Phase
(post-application/admission)



- Safina Perveen – Secondary Phase
(pre-application/recruitment)



Interviewing

Partnership Collaborative Recruitment Process **WARWICK**

To enable us to learn from each other and ensure consistent recruitment processes we would like to:

- invite members of your team to Core interviews at CTE (Primary – Tuesday afternoons, Secondary – Wednesday mornings)
- join you for an interview day at one of your Alliance Schools (if you have calendar dates for interviews, please send these to us)

Contact details: cte.admissions@warwick.ac.uk



Interviewing updates

We have ensured alignment where possible between Primary and Secondary phases.

We have revisited our interview questions and tasks to ensure that they are in line with up-to-date guidance from

- C1.3 Suitability section in ITT: criteria and supporting advice (September 2021)
- KCSIE documentation

Interview questions should include opportunities to

- find out what attracts the candidate to teaching and their motivation for working with children
- explore their skills and ask for examples of experience of working with children
- probe any gaps in employment

We ask that you view our documents to help to ensure consistency in recruitment procedures. We welcome feedback on adjustments to be made going forward for the next academic year. Please contact Kirsty Weeks (primary) K.J.Weeks@warwick.ac.uk , Vikki Armeson (secondary) V.S.Armeson@warwick.ac.uk.



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Safeguarding questions

7) Safeguarding

NB if admissions have highlighted gaps in employment

then you must ask: *"I see you have a gap in employment here. What can you tell me about that?"*. Listen for:

The reason the candidate took the break.

The reason they're returning to the workforce

Indications of their level of motivation and reliability

What is your understanding of the term

"safeguarding"? What would you do if a pupil asked

to speak to you confidentially? Can you give some

examples of the things you could do to make your

classroom a safe environment for all children?

	√
If uncertain about the response around employment gaps. Speak to a lead interviewer/ senior colleague before offer.	
If spent 6 mths mths+ abroad in last 5yrs remind candidate they will need a police check	
Briefly check references are appropriate	

+: Strong awareness of safeguarding and related issues, alongside knowledge of appropriate responses to particular scenarios. Aware of the teacher's role (and limitations) in regard to child protection.

N: Aware of the importance of safeguarding but may lack awareness of specific courses of action in particular scenarios.

-:Unaware of the importance of safeguarding and appropriate procedures.



Assessing for fundamental literacy and numeracy skills

This information must come from more than one source:

- Qualification on application
- Interview tasks
- Interview questions



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When accepting a candidate, you must be confident that trainees demonstrate competence in **speaking, listening and communicating, writing and mathematics** prior to the award of QTS.

“Any work to address shortfalls in English and mathematics must be undertaken by the trainee teacher in addition to other aspects of their training. It is the trainee’s responsibility to secure Fundamental English and mathematics, whereas responsibility for assurance lies with the provider. Fundamental English and mathematics may be implemented, supported and assured in different ways by different providers.” (ITT guidance, 2021)



Key information from the interview guidance

- All candidates should be offered at least two interview dates
- At least one member of staff interviewing will have QTS and be 'Safer Recruitment' trained for safeguarding considerations



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Interview details required in order to complete offer form:

- Confirm applicant understands they will be required to **attend the induction dates** confirmed in late August – **Tuesday 30 August 2022.**
- Ensure **international qualifications** are checked with Warwick admissions staff before an offer is made
- Ensure all **safeguarding questions** have been answered in full (**including gaps in employment, appropriate references and police check** if required)
- Ensure notes are full and nothing is written which you would not wish to share with the candidate (*note: subject access request*)



Recruitment - Warwick Information Evening events



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We have calendared two “information evening” digital events for every face to face event. Approximately one event a month.

We welcome your attendance at both digital and/or face to face events. If you would like to produce a short voiced PPT recording, we are happy to share that for you.

We ask that recorded PPTs and in-time presentations include information about how you support Core trainees as well as School Direct trainees.

Further information: cte.admissions@warwick.ac.uk

SKE reminders:

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Vikki Armeson and Safina Perveen
(Leads for Recruitment/Admissions - Secondary Phase)



SKE and Course Entry Requirements



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Updated guidance for SKE eligibility (January 2021) – FAO: CTE Staff and Partner Schools

In December 2020, the Department for Education confirmed that, as part of the SKE package for academic year 20/21, ITT candidates who have a degree in their chosen ITT subject awarded in the previous 5 years are not eligible for SKE. These candidates should have the required level of subject knowledge, or be able to top up their knowledge, without a DfE funded SKE course.

Please note the following:

- An ITT candidate who has been awarded a degree that is a direct match to their chosen ITT subject in the previous 5 years is not eligible for SKE funding.
- Where the candidate has a related degree that is not a direct match the candidate could access SKE providing other eligibility criteria are met.



SKE Update continued



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The 'previous 5 years' is defined as the 5 academic years (AY) prior to the start of the current AY. For example, a candidate with a direct match degree awarded during AY 15/16 to 19/20 would not be eligible.

- The DfE started using JACS codes (the Joint Academic Coding System) to determine whether a candidate has a degree that is a direct match to their chosen subject. CTE Admissions staff will be managing this side of the process for University-led applications and will add notes to the audit trail stating whether the candidate is eligible or not eligible for a SKE course. When reviewing applications Subject Leads will need to check the audit trail for this information. If the candidate is eligible, and if a SKE is required, Subject Leads are to add the relevant details to the audit trail, stating the length and subject of the SKE and the rationale for the SKE being required. **Interviewers (who may be a non-subject specialist) will be able to see this information on the audit trail, communicate this in the interview and accurately complete the offer form.**



SKE Update continued

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- ITT providers are required to provide details of the candidate, including the candidate's degree to the SKE provider in order for the SKE provider to make a claim. There will be a claim form provided for ITT providers for this purpose. The form will flag if a candidate has a degree that is a direct match. If the SKE provider proceeds with the claim, it will be rejected.

Please note that SKE funding is only intended for participants who, without SKE, would be highly unlikely to meet the subject knowledge requirements of the Teachers' Standards by the time their ITT course is complete. ITT Providers should continue to assess each candidate on an individual basis taking into account the eligibility criteria for SKE set out on gov.uk. All candidates have the opportunity to continue to learn and develop their subject knowledge during their ITT course. There should not be an assumption that candidates who have a related degree, that is not a direct match to their chosen ITT subject, need a SKE course.



SKE Update continued



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Eligibility criteria:

Applicants may need more specific subject knowledge to begin an ITT course if they have:

- a degree that's related to the subject rather than an exact match for it
- studied the subject at A level, but not degree level
- an unrelated degree but relevant professional knowledge in the subject
- studied for a languages degree, but need a second language at an acceptable level for teaching in schools *
- a degree in the subject but have not used their degree knowledge for many years



SKE Update continued

Please note:

If an applicant's degree is unrelated, CTE require the applicant to have an 'A' level in their chosen ITT subject (ideally grade C or above) and the applicant will be required to complete a SKE course. 'A' level certification will be required as a condition of offer and for compliance requirements.

For more complex cases, the applicant will need to provide a degree transcript for the CTE Subject Lead to be able to assess what length of SKE course will be needed.

CTE Recommendations for SKE

SKE subject guidance summary**

Subject SKE courses on offer	Direct match degree	Related degree	Unrelated degree	SKE length
Biology Chemistry Computing English MFL (French, Spanish & German)*** Mathematics Physics PE with EBACC**** Religious education (8 week SKE only)	ITT candidate is not eligible for SKE course. ITT candidates who have a degree in their chosen ITT subject awarded in the previous 5 years are not eligible for SKE.	ITT candidate may be eligible to access a SKE course providing other eligibility criteria are met. There should not be an assumption that candidates who have a related degree that is not a direct match to their chosen ITT subject need a SKE course (see above eligibility criteria). *Degree transcript will be required for more complex cases.	ITT candidate will need an 'A' level in their chosen ITT subject (ideally C or above) and the candidate will be required to complete a SKE course. 'A' level certification will be required as a condition of offer and for compliance requirements. *Degree transcript will be required for more complex cases.	Course lengths are: Short - 8 to 12 weeks Medium - 16 to 20 weeks Long - 24 to 28 weeks Please see the following link for courses offered by individual providers: https://www.gov.uk/government/publications/subject-knowledge-enhancement-course-directory/subject-knowledge-enhancement-ske-course-directory **When recommending SKE course lengths, please apply professional judgement to individual cases. Please take into consideration: <ul style="list-style-type: none"> • the degree subject and classification • the length of time since completion of the degree • whether the candidate has an A level (and the grade) • professional experience • any contextual information about the candidate's history *Degree transcript required to determine the length of SKE required.

The current SKE Guidance Matrix remains in operation.



CTE Recommendations for SKE continued



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**In all instances, if you have a query about the length of a SKE course please contact CTE Admissions and Vikki Armeson for further support and guidance:

cte.admissions@warwick.ac.uk

V.S.Armeson@warwick.ac.uk

***A second SKE in MFL/Languages may be available, for a second language. A GCSE in the second language is required (grade B or above) for the candidate to be offered a second SKE.

****PE with EBACC: candidates with an 'A' level (grade C) in an EBACC subject may be eligible for a short course SKE (8 weeks) in the EBACC subject.



Admissions and Offers with SKE



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- CTE reserves the right to modify conditions or reject
- CTE will not reject any applications by default, but will scrutinise offers made in SKE subjects and may negotiate
- Please see the SKE matrix for when A-level to be added as a condition
- All offers should be considered provisional
- Make clear to applicants that your offer recommendation is subject to University approval and could be modified by CTE



GCSE Equivalencies



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- ✓ For the 2022/23 recruitment round we will accept equivalence tests for the purpose of meeting the GCSE requirement in English Language, Mathematics and Science.
- ✓ We can accept 3rd party tests from the following approved companies:

Equivalency Testing - Offer a discounted rate of £160 (normal price £175)

A Star Equivalency – Have a special offer for University of Warwick applicants for equivalency exams (all subjects) to be booked for £139 (normal price £165)

Applicants should contact cte.admissions@warwick.ac.uk for the discount code.

- ✓ Candidates with pending GCSE results can also be considered.



Applicants with a nationality normally requiring permission to study in the UK



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- Student Visa sponsorship is available for Uni-led and SDT trainees
- Partner schools will be contacted on a monthly basis and asked to confirm that visa-sponsored students are engaging with their professional practice.
- RTS evidence required for non-UK students will be dependent on their Visa or EU-Settlement status. Further information is available on the [Student Immigration Teams website](#)



Interview

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- Prior to interview please contact Admissions & Enrolment if applicant has:
 - International qualifications
 - Equivalent qualifications (Access to Higher Education etc.)
 - Degree unrelated to subject they want to teach
- Applicant should provide electronic versions of qualifications and RTS documents prior to interview (where virtual interviews are being utilised)
- Identification documents for Right to Study purposes should also be obtained in electronic format. SDT Applicants- *There is no requirement to obtain identification documents for DBS purposes.*



DBS Process update as of October 2021

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- The University use First Advantage (formerly GBG) as our external provider for DBS checks for Uni-led and SDT trainees.
- During 2022/23 recruitment cycle, applicants will be asked to complete their online application and will need to take ID documents and payment to the Post Office rather than the University. There is no requirement for staff or school partners to obtain copies of ID for the purposes of DBS.
- This approach is expected to speed up the service for applicants whilst still allowing University staff to monitor engagement with the DBS process.
- First advantage will continue to countersign applications and send them to the DBS on the University's behalf.



Safeguarding and Suitability



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What feeds in to our suitability vetting process?

- Combination of the DBS, references, suitability self-declaration and ...
- any concerns raised by internal or external individuals can commence a suitability consideration

CTE has a Suitability Panel with membership of school teachers from across our partnership. Where suitability threshold may have been met, case is referred to University Fitness to Practice panel.

Positive output of process is a vetting check form issued to our lead SD partners (NOT DBS CERT for school files). Accompanying letter clarifies full range of vetting checks carried out for trainee and confirmation that they have been deemed fit to work with children.

Published safeguarding policy (and link to safeguarding incident report form) found here: <https://warwick.ac.uk/fac/soc/cte/about/regulatory-compliance/>

Please do contact our DSL directly with any concerns r.a.cooper@warwick.ac.uk .



Safer Recruitment – KCSIE 2021



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- At least one interviewer must be Safer Recruitment trained (required for maintained schools)
- CTE has all interviewing staff trained for Uni-led interviews (NSPCC) and expect School SD panels to be compliant.
- Partnership agreement requires compliance with all relevant legislation – safer recruitment training explicit requirement in this.
- UoW Offer form requires that SD interviewer confirms that any gaps in applicant's timeline of work or study were discussed at interview and satisfactorily accounted for.
- References – both references should be from an appropriate source (academic reference, professional reference)

Identifying and supporting trainees who may require reasonable adjustments

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Rachel Cooper (r.a.cooper@warwick.ac.uk) DSL and Senior tutor for CTE)

- Application Form
- Interview
- Health and Physical Capacity to Teach
- Occupational Health declaration/referral
- Support Plan Meeting
- Info sharing and discussions with lead/placement school

See reasonable adjustments table in Warwick- SD lead contract.



Sally Spicer (s.l.spicer@warwick.ac.uk) Deputy Senior Tutor and Deputy Chair of Suitability



Offer Recommendation



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- ✓ Upload qualification and RTS ID via the Application Decision Form
- ✓ Full interview notes should be provided (example templates available on [School Direct Partners pages](#))
- ✓ Identify where hard-copies of qualifications have been viewed.
- ✓ Electronic copies, HEAR statements, Provisional results etc are accepted for the purpose of meeting conditions offer.
- ✓ If rejected, please provide reasons for rejection

Feedback invited:

a) SD partner comms and info

b) SD recruitment activities

(recruitment and interviewing plans)

Thank you!

AOB

Any questions or requests for further information?

Other opportunities to engage:

WaSP meetings across 21/22 - next WaSP 2 Dec 2021

Partnership conference TBC (June 2022)

Further SD Partner briefings TBC



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