

School Direct Partners' Briefing Oct 2022

SD admissions and administration briefing for the year ahead

October 2022 / 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!

The Warwick University logo, featuring a stylized white mountain peak above the word "WARWICK" in a blue, sans-serif font.

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Agenda

1. Welcome and introductions
2. Agenda
3. Partner signposting

Section 1 – Advertising/Opening Courses

- Publish Tool – A reminder
- Recruitment Events

Section 2 – Applications

- Entry Criteria Refresher
- Processing Applications

Section 3 – Interviewing Process

- Where to find resources
- Documentation Reminder
- Changes to Interview Questions & Offer Reject Form
- Fundamental Skills Assessment
- Collaborative Interviews & Quality Assurance

Section 4 – References

- Apply System change to references
- Proposal on how references will be managed

Section 5 – Information from Course Leads

- Primary
- Secondary

Section 6 - Q & A & Feedback

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.

ITT Regulatory landscape:

- OFSTED and [the CCF](#)
- [KCSIE](#) (updated 01.09.22)

- [DfE ITT Criteria](#)
- [Consumer Protection Law](#)
- [Equality Act 2010](#)

Key Dates for 23/24 recruit cycle

- DfE Apply applications open - **Tuesday 11 Oct 22**
- SD applications close by - **TBC (will be advertised on Intranet)**
- SD offers received by - **TBC (will**

be advertised on Intranet)

Course start dates and induction:

- Primary - **Wednesday 06 September 2023**
(discussion at Primary update at end of today's session)
- Secondary – **Wednesday 30 August 2023**



Admissions & Enrolment Team



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- Lydia Obirek – Admissions and Enrolment Coordinator
- Megan Harris – Admissions and Enrolment Coordinator
- Bhav Cooppen - Admissions and Enrolment Coordinator
- Gabrielle Bennett – Admissions and Enrolment Coordinator
(Currently seconded to PGCEi & iQTS Project)

Correspondence: cte.admissions@warwick.ac.uk &
ctecoordinators@warwick.ac.uk

Admissions & Recruitment

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Alex Walker – Course Admissions Manager



Cara Smith – Head of Operations, CTE



Partnerships Team:



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- Leigh Capener – Partnership Development Officer
- Mark Christensen – Partnership Coordinator
- David Bates – Partnership Coordinator

Correspondence to partnership@warwick.ac.uk

Business and Finance:



- Jackie Montgomery – Business and Finance Manager



- Mandy Bingham – Business and Finance Coordinator

Correspondence to CTEfinance@warwick.ac.uk

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Admissions and Recruitment Leads

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- Kirsty Weeks – Primary Phase Recruitment Lead



- Vikki Armeson – Secondary Phase Recruitment Lead



Section 1: **Advertising/Opening Courses**

Advertising and opening courses: Publish Tool

Reminder for Primary SD: Start date for Primary SD Courses is 06 Sept 2023

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

REMINDER: You can add a location(s) to each course or use main site

NEW: Student Visas can be sponsored (and detailed by course)

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?](#)

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

[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](#)

Advertising and opening courses: Useful Links

Link to the Publish tool:

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

Link to Guidance on listing courses:

Course summary examples:

<https://www.publish-teacher-training-courses.service.gov.uk/how-to-use-this-service/course-summary-examples>

Writing descriptions for Publish teacher training courses:

<https://www.publish-teacher-training-courses.service.gov.uk/how-to-use-this-service/writing-descriptions-for-publish-teacher-training-courses>

Review how your alliance is advertised on CTE website – if you'd like to make any changes please contact partnership@warwick.ac.uk:

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



Advertising and opening courses: Recruitment Events

Get into Teaching Events

<https://getintoteaching.education.gov.uk/events>

Information Evenings:

Our School Partners are invited to participate in our Digital Information Evenings. These are virtual versions of our previous face-to-face Information Evenings and take a similar format. We will begin with main presentations delivered by CTE staff (one for Primary and one for Secondary) before breaking out to the School Direct Market Place

Digital Lunches:

Similar to the Information Evenings, but held over a lunchtime to catch any potential applicants who cannot make an evening session

Dates for events hosted by CTE will be shared with Partners once they are confirmed, along with details on how to sign-up if you wish to join



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Section 2: **Applications**

Application: Entry Criteria Refresher

Primary Entry Criteria

Primary Early Years PGCE (2-7)



[Apply Now](#)

[Download brochure](#)

Course code Full-time: X31A	Qualification PGCE Primary Early Years (2-7)	Duration 1 year Start Date September 2022	Department of Study Centre for Teacher Education Location of Study University of Warwick
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The Primary Postgraduate Certificate in Education is a high-quality programme of professional education, leading to Qualified Teacher Status (QTS) and Master's level credits. Our course aims to develop you into a highly reflective practitioner, able to adapt and respond to changes in settings and national educational contexts, and able to take responsibility for your ongoing professional development in preparation for future leadership.

- 97% of our Primary cohort received Outstanding and Good final grades, 2018-2019
- Our PGCE courses had an overall completion rate of 93%, 2019-2020
- We're nationally known for the quality of our training, and our work is based on a partnership with over 500 local schools in Coventry, Warwickshire and the West Midlands.

[Course details](#) [Entry requirements](#) [Core modules](#) [Fees and funding](#) [Careers](#) [Apply and visit](#)


General entry requirements

Minimum requirements

- UK Bachelors degree with Honours at 2:2 or above, or equivalent level.
- At least Grade C or the new Grade 4 in GCSE English Language, Mathematics and Science.*

Secondary Entry Criteria

Secondary PGCE (11-18 year olds)



Become a qualified Secondary teacher with Warwick

Our Secondary Postgraduate Certificate in Education focuses on the 11-18 age range (University-led) or 11-16 age range (School Direct). Our course will develop you into a highly effective teacher, equipped with the skills and knowledge to become a successful school leader.

On the course you will develop a secure subject knowledge base, and the ability to plan and teach so that all pupils learn and make good progress. You will also learn how to assess and evaluate learning and develop your teaching to ensure progress for all pupils.

In partnership with regional schools, we will equip you with the skills needed to forge a strong personal and professional identity, which you will continue to develop throughout your career. The Warwick Teacher Values, based on social justice, curricula and creativity, run through all our programmes.

- 70% of our graduates who wanted to pursue teaching gained employment upon completion last year.
- You'll be supported and assisted by highly experienced tutors, practitioners, and mentors.
- We're nationally known for the quality of our training, and our work is based on a partnership with over 500 local schools in Coventry, Warwickshire and the West Midlands.

Entry requirements A minimum of a 2:2 degree	Course duration 12 months	Offered Outstanding Reliable teaching
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What subject do you want to teach?

- Art and Design
- Biology
- Chemistry
- Computing/Science
- Spanish
- English
- Geography
- History
- Mathematics
- Modern Foreign Languages
- Music
- Physical Education
- Physics
- Religious Education

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Tip: To access the entry criteria for secondary, select the subject and then the 'Entry requirements' tab

Applications: Entry Criteria Refresher

GCSE Equivalencies



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- ✓ For the 2023/24 recruitment round we will accept equivalence tests for the purpose of meeting the GCSE requirement in English Language, Mathematics and Science (for Primary).
- ✓ We can accept 3rd party tests from the following approved companies:
 - **Equivalency Testing**
 - **A Star Equivalency**

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

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

REMINDER: All qualifications (including GCSE Re-sits MAs etc) must be completed before the start date

REMINDER: CTE will check International qualifications for GCSE and degree Equivalencies (after application)

Subject Knowledge Enhancement Courses



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Eligibility criteria:

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

- a different but related degree to the subject they want to teach
- an A level in the subject but not a degree
- an unrelated degree but relevant professional experience
- a languages degree but need to improve their knowledge of a language they will teach
- a degree in the subject but have not used their degree subject knowledge for many years

If an applicant's degree is unrelated, CTE require the applicant to have an 'A' level in their chosen ITT subject (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-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 any 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 an A-level qualification is 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
- As the provider, all requests for confirmation of an SKE course should come to CTE.admissions@warwick.ac.uk

Application Phase: Rejecting Applications (before interview)

Keep an eye on Reject By Default (RBD) dates

TIP: You will be prompted by the DfE apply system when an RBD date is approaching for any application made to any of your courses – if you need help changing these setting within your DfE manage system please let your co-ordinator know, we'll be happy to help.

For each application you must submit an accept/reject decision form (even applicants who you do not interview)

These decisions will then be processed by CTE and transmitted to the Apply system. Without a form, application will time out and the applicants will receive no feedback or reason for rejection, which contradicts fair recruitment policies



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NOTE: The DfE have confirmed that they will be closely monitoring numbers of application which are allowed to RBD as this should not happen.



Section 3: Interviewing Process

Interview Outcomes: Where to find resources

The screenshot shows the 'Centre for Teacher Education' website. The main heading is '2022 School Direct Briefing Resources'. Below this, there is a section for 'School Direct Partners' Briefing Information for the upcoming recruitment cycle (Shared during the 05 October 2022 Meeting) with a photograph of people in a park. A 'Presentation Slides' section indicates that a PowerPoint file is available for download. A 'Meeting Recording' section provides a link to a recording of the meeting. The 'Interview Resources' section is divided into three columns: 'Primary Interview Questions 2023-24', 'Secondary Interview Questions 2023-24', and 'Guidance for Interviewers'. Below these are 'Primary Needs Identified template', 'Secondary Needs Identified template', 'Primary Maths & English task at interview', and 'Secondary Data Task - Secondary Mini Lesson Task'.

PGCE School Direct Briefing Resources Page
<https://warwick.ac.uk/fac/soc/cte/pintra/schooldirect/communications/2022sdbriefing/>
Password: **partnercte**

The screenshot shows the 'Centre for Teacher Education' website. The main heading is 'PGCE School Direct Admissions Pages'. Below this, there is a photograph of a shelf with several binders. A section titled 'Useful resources and information to aid our Partner Schools in the PGCE School Direct admissions process' lists 'School Direct Start Dates for the 2022/23 Cycle' and 'Recommended Date for Closure to new Applications for the 2022/23 Cycle'. Below these are two 'Quick Link' sections: 'Offer Recommendation / Rejection Form' and 'Pre-course Information Pages'. At the bottom, there are three icons with labels: '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**

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)

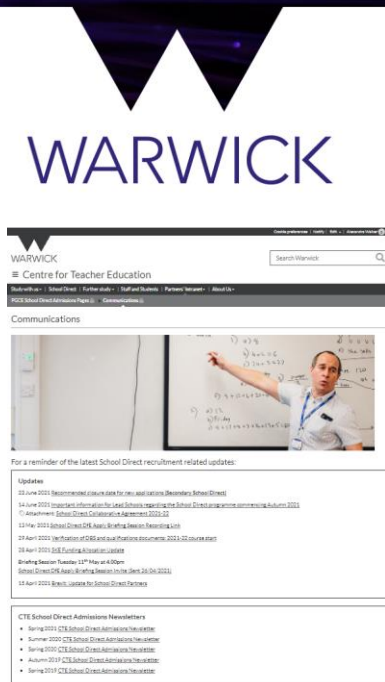


Fig. 2
Communication archive

Offer Recommendation – What to upload



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- ✓ Upload qualification and in date RTS ID via the Offer/Reject Form
- ✓ Full interview notes should be provided (example templates available on [School Direct Partners pages](#))
- ✓ Identify where hard-copies of qualifications have been viewed.
- ✓ If on-line interview, still ask for an upload qualifications and RTS
- ✓ Electronic copies, HEAR statements, are accepted for the purpose of meeting conditions offer but CTE will need to see hard copies of these qualifications and will arrange this directly with the candidates.
- ✓ If rejected, please provide reasons for rejection

Offer Recommendation – Right to study (RTS) Checks & DBS Checks

REMINDER: DBS Checks: The University use First Advantage (formerly GBG) as our external provider for DBS checks for Uni-led and SDT trainees.



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During 2023/24 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.

Right To Study (RTS) Checks: As part of the recruitment process you should ask the candidate to provide proof of their nationality, to match what they have detailed on their application form – this evidence (in the form of a passport or birth certificate and national insurance number) should be uploaded in the same way qualification documentation is uploaded. More information about RTS checks is available on the [briefing page](#)



Interviewing Process – Changes to interview questions

Interview questions across Primary and secondary are aligned where possible. Tasks are in line with up-to-date guidance from

- C1.3 Suitability section in ITT: criteria and supporting advice
- KCSIE documentation.

NEW FOR THIS YEAR:

- Are you aware of any material online, that is public facing, that may be deemed unprofessional? Have you carried out a Google search of yourself?
- Reference safeguarding check If there are issues with the reference information provided by the admissions staff, please ensure you highlight this to the candidate.

Interview questions should also 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



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Interview Process – Changes to the Interview Questions - Previous ITT Study



A specific question has been added to the interview questions about candidates previous ITT study – and a response to this question is required on the offer/Reject form

10.Previous ITT Training

Ask the applicant the following question(s), do not go into further detail:

- **Have you previously enrolled onto or failed a teacher training programme in the UK or abroad?**

If yes:

- **What can you tell me about the reasons you left your previous ITT study?**

As they answer your question, listen for:

- The reason the candidate previously withdrew from the course
- The reason they're returning to ITT
- Indications of their level of motivation and reliability

- **With what institution did you undertake this study?**

As they answer your question, Make a note of the institutions.

- **Are you happy for the university to contact the previous ITT provider to verify the reasons you have given?**

Record the response as Yes/No.

Have you previously enrolled onto or failed a teacher training programme in the UK or abroad?

Yes/No

If yes:

What can you tell me about the reasons you left your previous ITT study?

Reasons:

With what institution did you undertake this study?

Are you happy for the university to contact the previous ITT provider to verify the reasons you have given?

Yes/No

NOTE: PSS will follow up where it has been indicated previous ITT study has been undertaken by a candidate on the offer/reject form and Request permission to approach previous provider for a 'safeguarding reference' - This reference will then be assessed.

Interview Outcomes – Changes to the Interview Questions - Gaps in Employment History



The questions asked at interview should allow you to complete the Accept/reject form fully. On the Accept/reject form there is a question which asks you to confirm:

Gaps in employment history were satisfactorily accounted for during the candidate's interview

Example of interview question wording used for university-led interviews:

Use the following wording: "I see you have a gap in employment here. What can you tell me about that?"

As they answer your question, listen for:

- The reason the candidate took the break*
- The reason they are returning to the workforce*
- Indications of their level of motivation and reliability*
- If you are uncertain about the response around employment gaps, speak to a Lead interviewer/Senior colleague before making an offer.*



Interview Outcomes – Needs Identified (NI) at interview

Information from interviews and tasks is extracted from the Accept/Reject form and used in 2 ways



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- To identify possible weaknesses in fundamental skills that we need to be aware of to discuss and monitor with trainees throughout the year (e.g. through tutorials, audits, directing to resources for additional support for academic writing)
- To provide trainees with a list of pre-course activities which would enable them to be better prepared
 - Areas highlighted in the NI Section include
 - Possible academic support (including link to resources)
 - Knowledge of safeguarding
 - Subject knowledge

Discussion point: How do partners use the Needs Identified section of the Offer/Reject form and follow up with candidates

Interview Outcomes – Changes to the Interview Questions - Assessing Fundamental skills



This information must come from more than one source:

- **Qualification on application**
- **Information from application forms**
- **Candidates' personal statements**
- **Interview tasks and questions**
- **Interviews**

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)

Discussion point:

- *For partners not intending to use Warwick's approach to Fundamental Skills assessment how do you intend to assess skills?*

Interview Outcomes – Request for copy of Interview Questions and Tasks



A copy of the updated interview questions used by CTE is available:

[2022 School Direct Briefing Resources \(warwick.ac.uk\)](https://warwick.ac.uk)

You are not **required** to use these questions, however they have been developed to allow the full completion of the offer/reject form and we recommend the use of this template.

Should you choose not to use this template you must ensure that your interview questions are updated to allow you to complete the offer/reject form fully (including the new updated sections which have been highlighted today)

To allow for a level of consistency across recruitment we require each lead school to provide a copy of the interview question template used during interviews, in addition to tasks used during interview ahead of the 23/24 recruitment cycle beginning – These documents should be submitted via the below link:

[Interview Questions and Tasks upload \(warwick.ac.uk\)](https://warwick.ac.uk)

Interviewing - Partnership Collaborative Recruitment Process



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We are moving the majority of our interviews back to face to face as we feel this works better for us and the candidates. However, we are aware that some partners may wish to continue interviewing online if that meets your needs.

- We would welcome you to shadow us at Core interviews (Primary – Thursdays, Secondary – Wednesdays) *(some online for both phases still available if that suits you better)*
Contact details: cte.admissions@warwick.ac.uk
- Once you have updated your interview paperwork and got some interviewing underway, we would like join you for an interview day at one of your Alliance Schools (if you have calendar dates for interviews, please send these to us)

Section 4: References



References – Changes to DfE Apply by the DfE

July 22 announced change to DfE Apply – references requested following interview/offer.

The Warwick University logo, featuring a stylized 'W' above the word 'WARWICK' in a serif font.

(ITTAG summary of DfE rationale)

'Candidates are being lost because of challenges in obtaining references, this disproportionately affects career changers, who disproportionately apply to shortage subjects. The DfE are proposing to change the application process so that references are requested after an offer of a place is made.'

Mid-Sept DfE held drop ins about this – recording here <https://bit.ly/3QMpUVr>

23/09/22 Update: *'This change will be monitored, and we'll review feedback from providers and candidates alongside data from Apply. We will send a feedback form to gather provider insights in December.'*

GIVEN TIME PRESSURES, TODAY WE FOCUS ON OUR PROPOSED PROCESS TO ACCOUNT FOR THIS

References – Changes to DfE Apply



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Referee details provided by candidate

Application received

Sift
Qualifications, personal statement etc.

Interview

Decision and conditional offer
Conditions inc. references

Acceptance & reference requests

Review and confirm offer

Candidates will...

Continue to provide details of 2 referees before submitting an application including:

- Name
- Email address
- Reference type

However, requests for references will not be sent through the service until the point of accepting a conditional offer

At the point of offer, candidates will be able to add additional referees requests will be sent through the service

The new reference process

**These diagrams are from DfE drop-in broadcasts about changes to reference process.*

TIP: Partners will receive a notification whenever a reference is submitted for an applicant

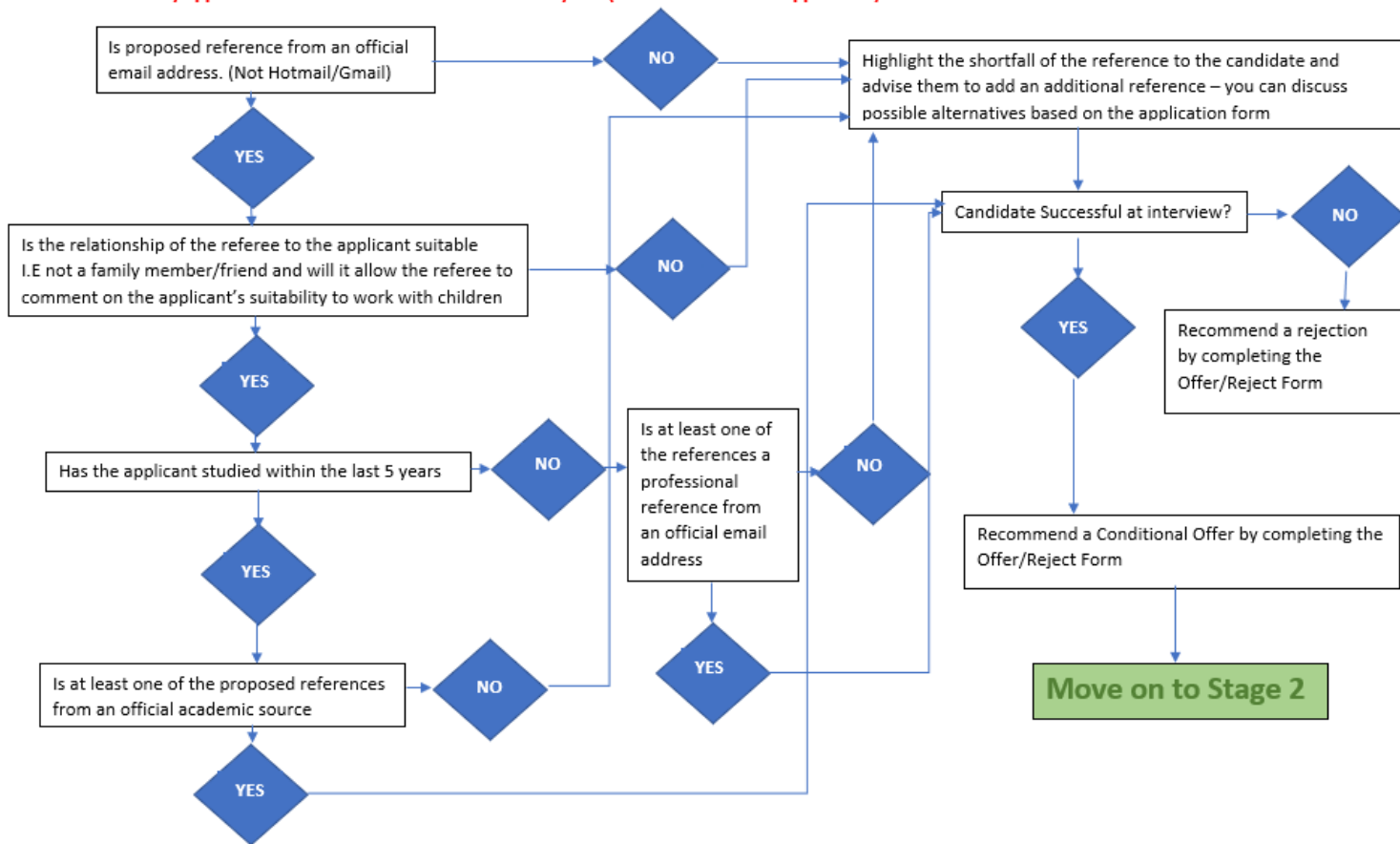
The reference will appear in the references tab on DfE Apply

HOW PROPOSED REFERENCES PROCESS – STAGE 1 – INITIAL CHECK – BOTH REFERENCES

When an application is submitted, the candidate will provide the following information about their two proposed referees:

Name of Referee, Email Address of Referee, Type of reference (e.g. Professional/Academic)

Reminder: For any applicant who has studied within the last five years (as reflected on their application) at least one of the references should be an academic reference



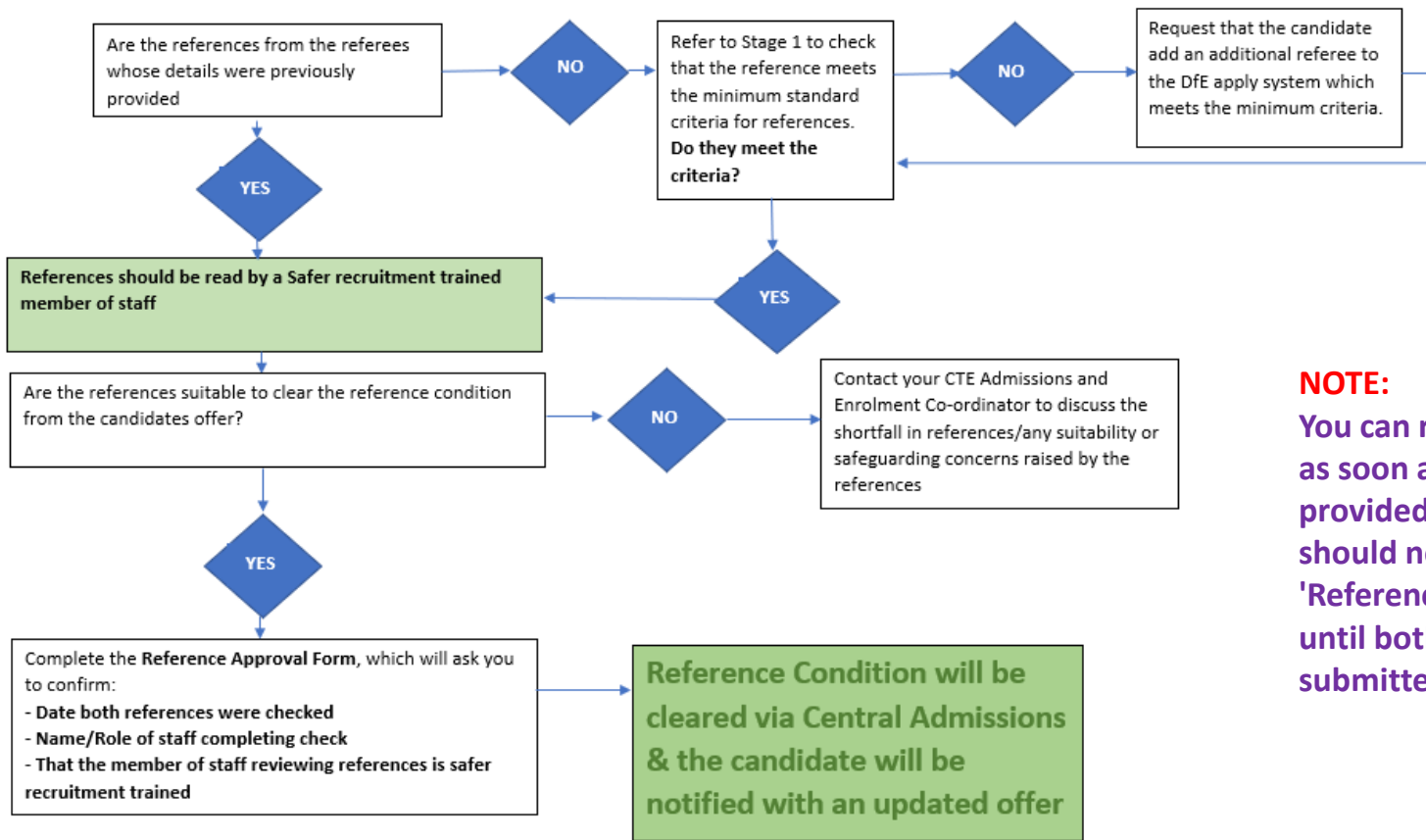
IMPORTANT:
Proposed referees should not be contacted outside of the DfE apply system

JOW PROPOSED REFERENCES PROCESS – STAGE 2 – ONCE IN RECEIPT (THROUGH DfE APPLY) OF BOTH REFERENCES

When references are submitted to DfE Apply providers (both University and Schools) will be notified

The reference details will appear on the new reference tab of the application form

Reminder: Please wait for both references to be submitted before completing the Reference Approval Form/contacting CTE



NOTE:

You can review references as soon as they are provided via DfE apply, but should not complete the 'Reference Approval Form' until both references are submitted and assessed

References – Changes to DfE Apply

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Reference Approval Form

A link to the Reference Approval Form will be added to the PGCE School Direct Admissions Pages

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

Password: **partnercte**

The form will request the following information:

Name of Candidate:

Name of Lead School:

Name of staff who has reviewed both references:

Date of reference review:

Statement confirming:

Both references submitted by the candidate have been assessed by a member of staff who has undertaken safer recruitment training within the last 3 years and the references are deemed acceptable to permit the candidate to clear the reference requirements of their conditional offer.

References – Changes to DfE Apply



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- **Discussion point:** Would the proposed process present any fundamental challenges in the school context?
- **What happens if a poor reference is received?**
- If you have any concerns regarding the strength/suitability of a reference you receive, please contact cte.admissions@warwick.ac.uk to advise appropriately.
- As references are post-offer, an unsatisfactory reference may lead to an offer withdrawal, where agreed between the SD partner and University of Warwick depending on the nature of the reference.



Section 5: Information from Course Leads



Information from Primary Course Leads

- Trainee availability for the whole of induction and the year ahead
- School and mentor information
- Sharing of plans for Alliance Days
- KS3 and FKS experiences
- CTE Mentor Development sessions – attendance
- Extended experiences in both key stages
- Focussed Learning Opportunities (FLOs)
- Calendar



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Information from Secondary Course Leads

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- Mentor Bulletin – ensure you (PM, SM) sign up and read
 - Highlight of any Thursday morning
- Subject Specific Sways coming your way – highlighting university content in a digestible format
- Alliance Day Planning – I need the plans in, on time – moderate, feedback, plan visits
- WWW:
 - Seen great linking theory and practice both in plans and f2f
 - Staff voice and school culture coming through
 - Students seeing expert practitioners in action
- EBI:
 - Explicit links to PPU2 (and ensure all mentors know these, the value of them, the rationale behind it) – e.g. PPU2

2. Observe and discuss how an expert colleague establishes routines: **(use an Observation Record)**

- When and how are regular classroom routines, expectations and rules established by the teacher?
- How does the teacher manage the start and end of a lesson?
- How does the teacher manage transition points to ensure that learning time is maximised?
- What techniques does the teacher use to minimise the chances of misbehaviour?



Section 6:
Q & A / Feedback

Thank you!

*Other opportunities to engage:
WaSP meetings across 22/23 - next WaSP 1 Dec 2022*

The logo for Warwick University, featuring a stylized, abstract design of interconnected lines and dots in shades of purple and blue, resembling a network or a molecular structure, set against a dark purple background.

WARWICK

Identifying and supporting trainees who may require reasonable adjustments



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

Safeguarding and Suitability



WARWICK

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 .