



Revised April 2021

## Recruitment Policy

### Introduction

CTSN SCITT recognises the importance of a rigorous recruitment process to secure sufficient high-quality applicants to enrol as trainees on our teacher training programme. We are committed to ensuring that the recruitment and selection of trainees is a fair and effective process. Each procedure will meet the requirements of the DfE ITE criteria.

### Commitment to Equality

As CTSN SCITT is fully committed to the principles of the Equality Act 2010, it promotes and practises equal opportunity for all, valuing diversity, and eliminating harassment and discrimination. We aim to be an inclusive organisation which welcomes and treats applicants, staff and trainees fairly and equally regardless of age, gender, sexual orientation, disability, race, ethnic origin or nationality.

### Support Needs

Candidates are asked if they would like to provide information about a special need or disability – this information is only used so appropriate support and adjustment can be made for the interview process and subsequently on the programme if the candidate is successful.

### Data Protection

CTSN SCITT complies with the requirements of the Data Protection Act 1998, and the GDPR 2018, in relation to holding and processing personal data, to selecting, recruiting, training and assessing trainees, and to the Freedom of Information Act 2000, as detailed in the SCITT's Data Protection Policy.

### Safer Practice

Safer practice in recruitment and selection means thinking about and including issues to do with child protection and safeguarding and promoting the welfare of children at every stage of the process. It requires a consistent and thorough process of obtaining, collating, analysing and evaluating information from and about applicants. The main elements of the process include:

- Verifying the successful applicant's identity
- A face-to-face interview that explores the candidate's suitability to work with children as well as their suitability for the post
- Ensuring candidates successful at interview meet a range of safeguarding requirement such as a criminal record check (DBS)
- Checking their previous employment history and experience
- Obtaining and scrutinising comprehensive information from applicants, and taking up and satisfactorily resolving any discrepancies or anomalies

- Ensuring that professional references include specific reference to suitability to work with children
- The statement: *“The CTSN SCITT is committed to safeguarding and promoting the welfare of children and young people. We expect all staff and trainees to share this commitment”* is included on correspondence with candidates.

### Safer Recruitment Training

Every interview panel for a school-based post includes at least one member who has completed Safer Recruitment training. CTSN SCITT has in place arrangements to maintain this process.

### Recruitment of Ex-offenders

CTSN SCITT is committed to ensuring that all trainees are treated fairly and with consideration. The nature of the course allows CTSN SCITT to ask questions about the trainee’s criminal record.

CTSN SCITT complies fully with the DBS Code of Practice and undertakes to treat all applicants for positions fairly. It undertakes not to discriminate unfairly against any subject of a Disclosure on the basis of a conviction or other information revealed during the application and selection procedure. Having a criminal record will not necessarily bar the trainee from our programme. This will depend on the nature of the position and the circumstances and background of their offences.

At interview, or in a separate discussion, we ensure that an open and measured discussion takes place on the subject of any offences or other matter that might be relevant to the position. Failure to reveal information that is directly relevant to the position sought could lead to withdrawal of a placement on the ITE programme.

### Roles and Responsibilities

The key roles and responsibilities include:

#### CTSN SCITT Recruitment Leads

- Member of the Interview Panel
- Oral feedback to applicants
- Sift both Primary and Secondary Applications

#### Representative from TSA Partnership schools

- Member of the Interview Panels
- Quality Assurance of the SCITT administration

#### SCITT Administrators

- Recording all the applications which have been received and acknowledging receipt of them on the UCAS or DfE websites
- Administration of interview days
- Administer applications and distribution information to Recruitment Leads
- Manage correspondence with applicants – successful and unsuccessful
- Accepts/rejects applicants on UCAS or DfE Apply following recruitment day

- Maintain a central record of applicant details

## The Application Process

CTSN SCITT maintains a fair, consistent and transparent process of selection, and to ensure that it meets the DfE's ITE criterion for entry, the CTSN SCITT has developed a rigorous selection process. It will follow this thorough and consistent process that manages the flow of applications efficiently and effectively and is fair to everyone that applies.

### Enquiries

The SCITT administrators will be responsible for responding to all enquiries which come through via the website, email and telephone calls.

All enquiries will usually be responded to within 48 hours of receiving the initial call/email. Where the SCITT administrators are unable to answer the enquiry, the details will be passed to the appropriate senior leadership team who will then respond directly to the applicant.

### Selection of Candidates for Interview

#### Application Sift

All applications for the ITE programmes delivered by CTSN SCITT will come through the UCAS portal or DfE Apply. Therefore, applications are dealt with in accordance with their timetables. When applications are received the SCITT recruitment teams check that the applicants meet our entry criteria (*see Appendix A*).

The recruitment teams will seek further information prior to interview on any points of concerns. If there is any doubt about the suitability of the content of a candidate's degree for a secondary programme the relevant Subject Leader will be consulted. The applicant will be rejected if the entry criteria are not met. Aside from the notification via either UCAS or DfE Apply, this information will not be routinely communicated to the unsuccessful candidate but will be available on request.

#### Shortlisting

The Recruitment Leads have responsibility for shortlisting. Each application will be reviewed in more detail against the CTSN SCITT's recruitment criteria (*see Appendix B*). Once shortlisting has been completed the CTSN SCITT administrators will invite candidates to interview, and update either UCAS or DfE Apply records.

#### Informing the applicants

It is the responsibility of the CTSN SCITT administrators to liaise directly with applicants and to inform them of their application progress as and when required. Interview invitations will usually be sent out to applicants within two working weeks of receiving their application.

### Interview process

A typical interview / selection day will consist of:

- panel interview
- a micro teaching element [currently the candidate will be asked to plan a short teaching activity which they will present to the panel during the interview]
- a written task
- a basic numeracy diagnostic test

Specific details will be sent to applicants when invited for interview. [NB currently the interview process is adjusted to a video interview format.]

For practical reasons, whether a candidate applies to CTSN SCITT through one, two or three Teaching School Alliances (TSAs), there will be only one interview/selection day. Each TSA be invited to send a representative to the interview/selection day. Although in practice since the TSAs work closely with the SCITT they are often confident to take the recommendations of our panels. There will always be someone from CTSN SCITT at each selection day.

Candidates applying for a salaried route need to be approved by both the training programme and the employing school. CTSN endeavours to organise both of these interviews on the same day, however, this is not always possible. Candidates that are looking for a primary salaried route are informed that they are required to find an employing school before applying to CTSN.

### Documentation

The panel collate all documentation including panel members' scores of each candidate and agree, by majority decision: which applicants have been successful. Applicants who are graded as 'outstanding' or 'good' are offered a place on the ITE programme and if appropriate, any further requirements that must be met.

All decisions are recorded unambiguously on interview forms, which are signed by both SCITT and TSA representatives.

- for acceptances, this includes all conditions or recommendations
- for rejections, this give a clear reason for rejection which always relate to CTSN SCITT selection criteria and are written as if corresponding directly to the applicant, so they could be communicated to the applicant if asked.

### Post interview

Once decisions have been made the CTSN SCITT administrators inform all applicants of their outcome by updating the UCAS or DfE Apply record. Candidates can request further feedback by emailing the CTSN SCITT recruitment teams. The CTSN SCITT administrators also record outcomes internally and when requested produce an analysis of outcomes for the CTSN SCITT senior leadership team.

### Conditional Offers

All offers will be conditional based on the following checks and tests being completed:

- background checks including an Enhanced DBS Check
- Confirmation of Degree result
- Occupational Health survey
- Subject Knowledge Enhancement course, if appropriate
- Satisfactory references
- Any addition pre-course actions

### References

CTSN SCITT follows national safeguarding policies and can only accept candidate references that contain an official, verifiable, professional email address:

- from a current or recent employer, line manager or supervisor,
- from a recognised academic institution where the applicant has either studied or volunteered.

Referees should not be family members, partners or friends. CTSN will only accept character references if there is also an academic or professional reference. If the candidate accepts our offer

and if the references already submitted do not fit these requirements, the administrators will contact the candidate to obtain new references and cannot change our offer to unconditional until these references have arrived.

## Appeals

Should a rejected applicant feel that there are grounds for appealing the decision, they should write, explaining the grounds for their appeal, to Martin Lee, Director, CTSN SCITT, Comberton Village College, West Street, Comberton, Cambridge, CB23 7DU. All appeals should be made within ten working days of the relevant decision.

## Complaints

Should an applicant feel that there are grounds for complaints about matters relating to our marketing or admissions process, they should write, explaining the grounds for the complaint to Martin Lee, Director, CTSN SCITT, Comberton Village College, West Street, Comberton, Cambridge, CB23 7DU.

All appeals and complaints will be processed in the same way as those for existing trainees. Details are available in our Complaint Policy, which are available on the SCITT CTSN website.

## Monitoring and Evaluation

CTSN SCITT recognises the importance of continuous self-evaluation and improvement. Therefore, it may:

- Ask applicants will complete an evaluation form at the end of the recruitment day
- Implement QA checks by its CTSN SCITT senior leadership team or members of its TSA partner schools

Data collected through the analysis of trainees' applications and evaluation forms will be used to inform the planned review of the policy and procedures. [NB data will be stored and used in compliance with the CTSN SCITT's Data Protection policy.]

This policy should be read in conjunction with the CTSN SCITT's:

- Complaints Policy
- Data Protection Policy
- Equality and Diversity Policy

## Review

This Recruitment Policy will be reviewed annually.

Policy review date: Summer Term 2022

## Appendix A: CTSN SCITT Entry Requirements

- A UK undergraduate degree (grade 2:2 or above) or a recognized equivalent qualification \* (Usually, at least 50% of your degree should be directly relevant to the subject you wish to teach. However, applicants who have a relevant degree in a non-related subject but have significant work experience relevant to the subject they wish to teach may also be considered.) \*\*
- A grade 4/C GCSE in English and Mathematics, or equivalent \*
- If candidates intend to train to teach at Primary level, they will need a grade 4/C GCSE in a science subject, or equivalent \*
- If candidates intend to train to teach Primary with Mathematics, they will need a B or above at A-level in Maths or Maths-related subject
- If English is not the candidates first language, CTSN will require them to gain an IELTS Academic overall score of 6.5 and also take a GCSE English equivalency test
- Successful completion of Health questionnaire
- Successful completion of enhanced DBS check

\* UK ENIC verification is required for all overseas degree and GCSE equivalent qualifications. You can check your overseas qualifications at the UK ENIC website

\*\*Subject enhancement courses are available for some secondary subjects. If the student's degree subject does not link directly to their chosen teaching subject, CTSN SCITT subject-specialist staff will investigate the suitability of the candidate to complete a subject knowledge enhancement (SKE) course before they begin training.

**If applicants are not sure about eligibility, they are invited to contact us to arrange a phone conversation about their situation.**

## Appendix B: CTSN SCITT Recruitment Criteria

Recruitment Criteria	Exemplification
<b>A: Motivation and commitment</b>	<p>Does the candidate display some evidence of thought about transition into teaching?</p> <p>So, they have some grasp of the realities of teaching in a comprehensive setting.</p> <p>Is their motivation obvious? Believable? Realistic?</p> <p>Good candidates must be realistic about what modern schools are like, and they should understand the value of education in building successful lives and be committed to opportunity for all.</p> <p>Teaching is rarely black and white and good candidates need to show that they are flexible, adaptable, and compassionate.</p>
<b>B: Personal Qualities</b>	<p>Does the candidate display warmth, positivity, and enthusiasm?</p> <p>Are they approachable and encouraging?</p> <p>Does it appear that they would be able, with suitable training, to control behaviour?</p>
<b>C: Intellectual qualities</b>	<p>Is the candidate reflective and analytical?</p> <p>This may be shown in their reflection on the micro teaching episode but may also be an evaluation of their own education or professional background.</p>
<b>D: Subject Knowledge</b>	<p>Does the candidate have suitable subject knowledge?</p> <p>Are there gaps in their subject knowledge?</p> <p>What plans have they made to address this?</p> <p>Do they have the ability translate graduate or post graduate subject knowledge into accessible language for students?</p>
<b>E: Understanding the Nature of Teaching</b>	<p>How much they know about the subject they are planning to teach?</p> <p>Are they aware of the difference between subject knowledge and subject pedagogy – including some idea about relating knowledge to lower attaining pupils or managing mixed ability classes?</p> <p>Do they understand the potential difficulties many pupils have with their subject?</p> <p>Have they got experience of or ideas about how to deconstruct their subject knowledge and scaffold it for pupils?</p>
<b>F: Experiences of learning / working with children.</b>	<p>Has this candidate worked in schools? [NB this is desirable but no compulsory and less achievable since the start of COVID-19 pandemic]</p> <p>If so, what have they learned?</p> <p>If not, have they observed in schools recently? Or do they have other experiences of working with children.</p> <p>How has this affected their thinking about a career as a teacher?</p> <p>Better candidates will be able to discuss the realities of life in a comprehensive school and how they feel they could make a difference and become an outstanding teacher. If this has not been possible, how does their career history help?</p>
<b>G: Career</b>	<p>Is the candidate convincing that this is a career choice?</p> <p>Does the candidate have the required motives, skills and attitude to be a successful teacher?</p>