

## Context

Associate Teachers	2016/17 56 completed	2015/16 62 completed
Grade 1	72%	66%
Grade 2	23%	32%
Grade 3	5%	2%
Grade 4	0	0
Academic Award (Postgraduate Pass)	98%	99%
Academic Award Professional Pass	2%	1%
Assessment deferred	3	2
Withdrew from course before final assessment (at any stage)	1 Retention rate 98%	3 Retention rate 96%
Overall Employment of those who completed the programme	98%	95% (within 3 months of the programme finishing)
Overall achievement & success rate of those that completed the programme	100%	100%

### KNSTE Ethos

The KNSTE aims to build and develop a community of teachers who work together collaboratively, critically, creatively and carefully to understand and improve the positive impact that they have on pupil progress and achievement.

### Recruitment and Selection

Our interview decision forms and records, combined with our databases evidence our recruitment and selection procedures together with our admissions policy and recruitment of offenders policy. All applications are checked to ensure applicants have secured GCSE grade C in English, Science & Maths or an appropriate equivalence and a suitable Honours degree before commencing the programme. Our website clarifies our entry requirements. These are also made clear in an interview information booklet that is sent to all applicants that are invited to attend an interview. Our interview policies and procedures evidence that we have a rigorous selection procedure that is fully compliant with the NCTL's (February 2017) requirements.

'I feel really well prepared to support a wide range of learners and to thrive in this rewarding, enjoyable, challenging profession' AT, Summer 2017'

'My special schools experience as absolutely amazing and has helped me to think more about differentiation and inclusion' AT, Summer 2017'

## Outcomes for Trainees

Grade  
1

**Retention Rate:** Our very high retention rates of 98% is consistent with our year on year data. Our early intervention and support ensures that ATs are able to thrive on the programme. The course is personalised to meet their needs and so ensures their commitment and achievement. This is recognised in both our outcome and evaluation data. In 2016/7 100% of ATs felt that they had been prepared to become a reflective teacher, one who was appropriately self-aware of their own strengths and areas for development. The rigorous three-part interview process (review of application, centre-based group and individual tasks and school-based teaching episode and interview) underpins our retention and outcome data.

**Success rate:** Our employment figure of 98% and completion rate of 100% continue to exceed sector data. These figures have now been sustained across all three years of the SCITT's existence.

**Particular groups of ATs:** Our initial analysis suggests that there is no bias on our programme. However we are far from complacent and we are conducting further in depth analysis so that we can be informed in a more fine-grained manner. We are very mindful of our ambition to recruit more applicants from ethnic minority populations, and this will be a continuing focus for us.

**Part Two of the Teachers' Standards** is significant within the partnership and is assessed and evaluated through the Assessment Points. We will continue our emphasis on TS3 and share with TEs our curriculum approach. We have revised our handbooks and guidance to help to increase the ATs confidence of evaluating themselves in relation to each TS.

**Connecting AT subject knowledge and pupil progress.** We are ambitious to increase the % of ATs Graded a 1 in relation to Standard 3. This is the only TS that decreased in the % of G1s in 2016/17. Therefore by using the subject knowledge audit we will aim to increase the % of G1s to at least 67%

Teachers' Standard	Analysis of 2016/17 outcomes by Standard (2015/16 data in brackets)		
	Grade 1	Grade 2	Grade 3
<b>Overall</b>	<b>75% (66%)</b>	<b>21% (32%)</b>	<b>4% (2%)</b>
1	75%(61%)	21%(37%)	4%(2%)
2	59%(56%)	38% (42%)	3% (2%)
3	63%(66%)	34% (29%)	3% (5%)
4	71% (66%)	23% (34%)	6% (0)
5	50%(48.5%)	45%(48.5%)	5% (3%)
6	52%(48.5%)	43%(48.5%)	5% (3%)
7	68% (68%)	30% (29%)	2% (3%)
8	75% (63%)	20% (37%)	5% (0)

## Quality of Training Across the Partnership

Grade  
1

Our partnership of schools remains consistent. Over the past three years we have worked with over 70 schools, at least 50 of which are active during any placement period. Currently 5 of our partnership schools are graded at a 3 and we are pleased to work with high quality Teacher Educators within those settings. We have expanded our partnership in 2017/18 to include a number of special schools who are supporting us on the SEND Pathway. We are delighted to welcome them and to benefit from their experience and expertise.

In June 2017 our legal entity moved from Seabridge Primary School to the Shaw Education Trust (SET). This has resulted in Jo Morgan, CEO of SET becoming our Accounting Officer and Sandra Mitchell is now Chair of our Strategic Board (previously Accounting Officer). We are very pleased to be part of the SET family and delighted that they are so supportive of our partnership.

### The role of the Teacher Educator

As a partnership we are investing significant time in developing and celebrating the role of the Teacher Educator. We have realised our ambition of offering a 3 tier training approach. We are now looking to use Philosophy for Children and Communities more as both an approach to classroom practice but also as an approach to professional learning development. This development is reflected in our key priorities and is based on our evaluation data analysis

The data set below recognises the strong partnership between SCITT based and school based elements of the programme. This data relates to the extent to which the ATs recognise complementarity between the SCITT and practice based elements of the programme. The 2016/17 cohort's achievement was higher than in 2015/16 but their evaluation data was lower. A difference of greater than 6% was recognised as being significant. We are pleased that our work on behaviour has resulted in an increase in relation to TS1. In relation to TS4 we recognise that we are asking our ATs to work in a different way to experienced colleagues and that we need to communicate the rationale for this move explicitly. We are confident that requiring rigorous planning from ATs is not to be shied away from.

Teachers' Standard	% VG and G rating at the end of Final Practice (2015/16 figures in brackets)	% Change between 2015/16 and 2016/17
1	100% (93)	+7%
2	96% (98)	-2%
3	92% (90)	+2%
4	92% (100)	-8%
5	98% (96)	+2%
6	92% (95)	-3%
7	96% (97)	-1%
8	92% (98)	-6%
Average	95% (96)	-1%

**Leadership & Management**

**Grade 1**

**The drive to recruit retain and develop highly effective teachers within the local area is a key feature of the provision**

and our data clearly evidences of success. The decision to establish the early years specialism in 2015/6 and the development of the Primary Pedagogy and SEND programme for 2017 are both strong examples of the SCITT's response to the local demand. We are also developing the use of P4C both within the programme and for TEs. Our drive for a concept informed curriculum is also being sustained and developed through the use of knowledge organisers.

**Key Priorities for improvement**

An analysis of both our outcomes and evaluation data indicate that we have met or exceeded the ambitious success criteria set for 8 of our 12 KPIs in 2016/7, and partially achieved the remaining 4. These 4 have been incorporated into our 2017/18 Improvement plan. Details can be found on our website.

**TE Development Opportunities**

Evaluation data demonstrates that our vision for excellence is shared by TEs, tutors, and strategic board members. Together with revisions to our Forms and Handbooks we are ambitious that this day ensures that all TEs have consistently high expectations of trainees through an appropriate focus on both pupil progress and the Teachers' Standards. 100% Of ATs in 2016/17 felt that they received effective feedback.

**Quality Assurance Systems**

Feedback from both ATs and TEs recognises our strong capability and capacity to act quickly to identify and address mentoring and training needs but we recognise that we may not have always made the procedures for this explicit. We now have revised our TE guidance to reflect this. This is available on the TE area of our website.

**Programme Developments**

Acting on evaluation data we have streamlined both our forms and handbooks and have included a behaviour management portfolio and journal. We have further developed our specialisms and ATs will undertake a series of enquiry bundles during the year. We continue with our focus on subject knowledge development and disciplined thinking.

**Post-Carter Recommendations**

We have implemented the recommendations in relation to mentors, and behaviour management. We have audited our curriculum to include the Core Framework for ITT.

**Independent Teacher Workload Review**

All ATs are made aware of the three reports and links to the Ofsted videos about inspection myths are shared

**SEND and Inclusion.** Continue to be partnership priorities and we are pleased to have been able to collaborate with Sheffield Hallam University and the IoE, London to help develop our programme.

**Improvement Priorities**

**Key priorities for improvement in relation to quality of outcomes for Trainees (Associate Teachers.)**

- To evaluate the impact of the new pre-course subject knowledge audit on AT achievement in relation to Teachers' Standard 3 and course evaluation in general.
- To review the impact of increasing the significance of Knowledge Organisers in relation to LOPs and Focus Lessons on AT's subject knowledge confidence
- To evaluate the impact of the revised subject knowledge enrichment sessions on AT's confidence in Maths, English and Foreign Languages

**Key priorities for improvement in relation to quality of training across the partnership**

- To further embed our more robust mechanism for gaining more robust feedback from our TEs about the work of the KNSTE and this will help us to triangulate our evaluation data.
- To continue to monitor the impact that our revised TE training programme has on AT confidence. This will be evaluated through the comments section of our evaluation collection mechanisms.

- To evaluate the impact of the revised Behaviour Portfolio and Journal in relation to AT's achievements in relation to Standards 1 and 7.
- To further develop a clear career progression for SLEs and TEs recognised by our Key Partners and Strategic Board to have the potential to lead ITE sessions.

**Key priorities for improvement in relation to leadership and management of the partnership.**

- To further develop a Pedagogy and SEND programme that is locally valued and nationally recognised for its rigour and integrity.
- To develop our offer in relation to the scholarship of teaching for experienced teacher colleagues and RQTs.
- To develop an emphasis on dialogic teaching and Philosophy for Children and Communities throughout our partnership.
- Continue to review marketing policy to ensure that we reach and include a wide range of applicants.
- To explore opportunities to develop a greater linkage between the PGCE programme and NQT support

**Compliance Checks**

**Pre and Post Key Stage Experience**

The practice experience of all ATs is monitored by the leadership team and recommending board to ensure that all ATs have pre and post Key Stage experience. The evidence for this can be found in the KNSTE's placement records and through the ATs professional tasks. This is also monitored by Personal Tutors during tutorials.

The KNSTE timetable is monitored by the leadership team to ensure that a minimum of 120 days school based experience is available to all ATs. This is monitored through the submission to the NCTL census. This is checked by the Director, Associate Director and administration team. In 2016/17 100% of our ATs felt that their placements had been arranged in a timely manner.

**Teaching experience in two contrasting schools**

All placements are monitored by the Assistant Director. Our database of school information is used to underpin appropriate placement settings. Our federations of schools have been visited by our external examiner to assure the partnership of incidences when ATs are placed in two settings with the same executive head-teacher are sufficiently contrasting. The schools' socio-economic circumstances and consequent differences in realising similar policies was recognised (see external examiner reports).

**Promoting equality and diversity and eliminating discrimination.**

In addition to realising its own Equalities policies and procedures, all ATs are required to provide evidence that they have been inducted into their placement schools and been advised of the Equalities policy. ATs professional enquiries provide

evidence of this. Additionally, in 2016/7 by the end of their final practice 100% of ATs felt confident to promote to promote a safe environment (TS1)

**Safeguarding**

All ATs and staff are subject to the required DBS, prohibition checks and. Records are kept centrally by the administration team and are appropriately secure and accessible. Information is released to schools in line with NCTL and DfE requirements. ATs are asked for their written consent should schools request to be furnished with any further appropriate details. This is evidenced by our administration records and AT files. Checks begin on the day of interview and are regularly updated to ensure compliance. Additionally our Executive Director and Finance and Office Manager have been Safer Recruitment Trained (Autumn 2015). Our Chair of Strategic Board is the headteacher of Seabridge Primary School and is Level 2 Safeguarding trained and is the Safeguarding Officer for the school and the KNSTE. All staff and ATs have been Level 1 trained (September 2015 2016 & 2017), certificates are available as evidence.

**Enabling teachers to thrive.**

Our programme is also build on the ethos that teaching is a privileged profession and that the compliance requirements underpin and enable a profession that can then thrive by transforming children's lives through education.

We are focussing on how we can now extend our programme to enable Early Career Teachers to also thrive in their teaching and our work matrix for 2017/18 recognises this priority (KP12 for 2017/18)