



GSA SCITT and Spencer Apprenticeships Recruitment and Selection Policy

Selection of Teacher Trainees and Teacher Apprentices

Selection of and allocation to partner schools

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Introduction

GSA SCITT and Spencer Apprenticeships recognise the importance of its responsibility in recruiting, selecting, training and retaining quality SCITT/Apprenticeship candidates who have the capability to meet the required Standards by the end of their training and who possess the appropriate personal and intellectual qualities to be a teacher.

GSA SCITT and Spencer Apprenticeships aim to ensure that safe and fair recruitment and selection is conducted at all times. Safeguarding and promoting the welfare of children and young people is an integral factor of recruitment and selection and is an essential part of creating safe environments for children and young people.

They are committed to fairness and equality of opportunity to all candidates. At each interview the intention is to appoint the person who is, in the view of the panel, the candidate most suitable for and the best equipped to meet the demands of the SCITT/Apprenticeship Training Programme – irrespective of race, ethnic or national origin, sex, sexual orientation, age, political or religious beliefs, membership of professional associations or trade unions, disability, marital status, family responsibility, socio-economic background or other irrelevant distinction.

The management of the process is delegated to the Director of ITT and Apprenticeships Operations Manager, assisted by the appropriate members of staff initially from GSA and then from partner schools.

Some schools identify potential candidates themselves and refer them to the Director of ITT at GSA and the Spencer Apprenticeships Operations Manager. Such candidates are subject to the same selection procedure as all other candidates.

The Application Process

GSA SCITT and Spencer Apprenticeships have secondary places and primary places.

- The SCITT application process is run through the APPLY system supported by information on the GSA SCITT website.
- The Apprenticeships application process is a direct application service developed by Spencer Apprenticeships. This includes a letter of support from the applicant's current employer.

All applications are reviewed by the Director of ITT and Apprenticeship Operations Manager. All potential applicants can view general information regarding School Direct on the GSA SCITT website. Further information can be gained from the SCITT co-ordinator or Director of ITT via email or telephone.

Short Listing

All applications are scrutinised and graded according to their level of qualifications (degree, A levels, GCSEs or equivalent, all overseas qualifications must be entered with ENIC equivalence certificates), the quality of their application (task completion, level of English, understanding of teaching, level of dedication) and their experience (working with young people, industrial expertise in the subject area). In addition, aspects relating to suitability to work with children and young people are scrutinised to include gaps in training/employment histories, suitability of referees, basic online

checks, inconsistencies, appropriateness of the content in personal statements. This process is carried out by the Director of ITT and another suitably senior member of the SCITT and recorded on the Applicant information sheet both of whom have undergone safer recruitment training. They will note any additional questions they wish to ask on the interview templates.

Secondary short-listed candidates are invited for an interview, either at GSA or via a remote platform. They are informed of the tasks they will need to complete on the day and invited to contact the Director of ITT should they need further clarification.

Primary short-listed candidates are invited for interview at the potential placement primary school or via a remote platform. They are informed of the tasks they will need to complete on the day and invited to contact the Director of ITT should they need further clarification.

All candidates are asked to complete a self-disclosure form which they bring to interview.

Secondary Interviews

Candidates for the same subject areas usually attend on the same day for in person interviews. Candidates spend time in the appropriate Faculty carrying out observations and informal discussions with teaching staff. All candidates complete a task designed to ascertain levels of subject knowledge which is marked on the day by a subject specialist.

Secondary candidates are interviewed by the Director of ITT/TSH Leader and the relevant Curriculum Leader or another suitable member of Senior Staff. Staff from hosting schools are also invited to be part of the selection panel.

Secondary candidates are required to teach a short (10 minute) lesson on an area from a prescribed list. This is observed by a member of teaching staff and a candidate observation form is completed. The purpose of this task is to determine the candidates' potential for classroom presence. The form is passed to the Director of ITT who also elicits oral feedback from the observer. For remote interviews, candidates teach a 10 minute online lesson to the panel.

Following the end of the process they are invited to reflect on their day and communicate this in writing which also serves as further evidence of their ability to reflect and their grammatical ability.

Primary Interviews

Where these can take place in person, primary candidates will be invited to attend one of our partner primary schools where they will be welcomed by a member of the SCITT team alongside a member of the leadership team. Primary candidates are interviewed by the Head teacher of a partnership primary school and the Primary Lead. They will spend time in the classroom and give a short 20-minute lesson to pupils on a relevant topic in the Maths curriculum.

At formal interview they will be given the opportunity to discuss some of the latest developments in primary teaching and also to answer questions about the teaching of phonics..

They will undertake a series of tasks designed specifically to give an insight into their subject knowledge and what study they may need to take prior to starting their training year.

Following the end of the process they are invited to reflect on their day and communicate this in writing which also serves as further evidence of their ability to reflect and their ability to write unassisted written English.

All candidates are asked a set of general teaching questions, to include a safeguarding question, followed by a set of subject specific questions. Follow up questions will be asked if appropriate. Responses are recorded on the interview questions forms. Candidates are invited to ask any questions that they might have.

In terms of safeguarding we ensure at least 2 references are received and that they are from people in a position to comment on a candidate's suitability to work with children and that at least one is from the most recent employer or University Tutor. We reserve the right to request additional references and/or contact referees for further information if this is needed. All candidates must provide suitable evidence of identity on the interview day, original certificates for qualifications, and must account for any periods of unemployment / time out.

Appointments

In the summer of each year partner schools are consulted regarding the subject/phases in which they can offer a training place.

Each year The Director of ITT will endeavour to match the needs of each trainee with the requirements of each school endeavouring to satisfy the requirements of the school (including those who do not wish to be active hosts).

Where the school disagrees with the Director of ITT regarding the candidate's suitability written evidence of this, giving reasons, must be supplied.

All successful candidates are notified in writing and asked to confirm their intention to take up the place in writing. Between appointment and starting training successful applicants are encouraged to visit their main placement school and keep in contact with GSA SCITT. Many complete Pre-ITT programmes.

Feedback gained as a result of the interview process will be used to inform course leaders and schools about the possible strengths and areas for development for each trainee.

GSA SCITT and Spencer Apprenticeships undertake the DBS check for all fee paying trainees and informs the hosting school that this has been done satisfactorily. For Salaried trainees, GSA SCITT and Spencer Apprenticeships will request a declaration for possible Disqualification by Association and request written confirmation that a suitable DBS has been awarded and the date for entry into the SCITT central register.

All unsuccessful candidates are notified in writing and are offered feedback. They are invited to contact the Director of ITT if they would like any further feedback.

Additional Steps for our Teacher Apprentices

In addition to the steps above, apprentices also require the following steps:

- The issue of a new employment contract as an apprentice
- A Provider- Apprentice Agreement completing
- A Commitment Statement completing
- An individualised learning plan drawn up

Allocation of Trainee and Apprentice Numbers and Subjects

- Allocation numbers for trainees and teacher apprentices and subjects will change from year to year and will reflect the needs of the SCITT and Spencer Apprenticeship partnership schools. Not every school will be therefore be actively involved in hosting a main placement trainee each year.
- During the recruitment phase of each academic year, the Director of ITT will contact ITT Co-ordinators to determine the areas in which a school wishes to have a trainee and which of the routes they wish to engage in for each of the subjects/phases.
- The Director of ITT is committed to requesting allocations to match these requests and to recruiting the best candidates to fill these allocations.
- The SCITT team will contact schools to ask for a nominated interview panel representative and these colleagues will be invited to every relevant interview.
- GSA SCITT makes the initial shortlist and these applications are shared with the interview panel prior to interview. APPLY is informed of this date(s). SCITT communicates directly with those shortlisted to invite them to interview. The invite letter clearly states the content, timings, venue and processes for the interview process which takes place on one day.
- Within 1 week of interview the GSA SCITT and the host school's ITT coordinator will agree which applicants are suitable and if there are any conditions on any offer being made. The confirmation of the offer of a place by GSA to APPLY to a candidate must occur after the partnership agreement between GSA and the requesting school is signed. All successful candidates will be notified by APPLY of the nature of their offer where one is made.
- Where a school cannot send a representative to be involved in the interview panel for the subject(s) or phases they wish to host schools accept the decision of the representatives of the interview panel. Prior to making a decision that school would be sent key applicant information to include that which is gained through the interview day.
- Each year the Director of ITT will endeavour to match the needs of each trainee with the requirements of each school in liaison with the ITT coordinators in each school.

Establishing Partnership Schools

We wish to build sustainable and high-quality relationships with partnership schools for teacher training. When a school shows interest in joining the SCITT and Spencer Apprenticeships provision for teacher apprentices, the Director of ITT and/or Apprenticeship Operations Manager will visit the school and have detailed conversations about the role the school has already played in ITT and induction and what they can bring to the partnership. Particular documentation will be requested and the degree of likely longer-term commitment by the school ascertained. Given that circumstances alter from year-to-year schools do 'retire' for the odd year and we do not take this to mean the partnership has ended. Given that offers of partnership are invited annually, old and new partnerships can reform/form.

Partner schools must:

- be able to adhere to the points set out in the partnership agreement and sign such agreements annually

- be able to demonstrate a successful track record for training ITT trainees and be able to provide experienced mentors
- be willing to participate fully in the training activities for mentors
- be able to provide excellent role models for our trainees
- have a CPD and ITT policy which is in line with that of the SCITT Partnership
- have effective policies for promoting and ensuring equal opportunities and complaints procedures
- be willing to evaluate the quality of the training they provide and assist the QA team by providing evidence of this during QA visits to the school
- cover the national curriculum and relevant national examinations and be able to provide a range of ages and abilities of pupils
- be able to model excellent practice in the classroom and regard to mentoring
- provide rich opportunities for trainees to engage in the wider life of the school and experience for trainees relating to pastoral and tutorial responsibilities
- be rated as good or better for leadership and management in their latest Ofsted inspection or similar such review. For schools in categories this may be in the form of good progress as indicated in their monitoring visit reports. For others, a risk assessment will be carried out by a senior member of the Trust to ascertain the ability of the school department to support a trainee. Where this changes after a trainee has been placed in the school a discussion will take place between the DITT and the school's Head Teacher. The final decision as to whether the trainee continues to train in the school rests with the DITT and will be taken with the best interest of the trainee(s) in mind.
- provide suitable facilities and resources to support trainees and their mentors including appropriate working spaces and resources for ICT access

Where schools are appointing a Teacher Apprentice, they must also understand their role as an employer and provide the support required of them as an employer of an apprentice. This is outlined in our Provider-Employer Contract and schools must sign and agree to these terms.

De-selection of Partnership schools

Our QA systems will quickly identify schools who may have difficulty fulfilling their training commitments. If, despite support, a partner school is unable to maintain performance and can no longer meet the standards expected, GSA SCITT will ensure that no further trainees are placed in that school and dissolve the partnership.

Either party may terminate or suspend this agreement by notifying the other party no later than 31st May of the year prior to the start of the academic year when the termination or suspension will commence.

Schools will be deselected for:

- Persistent non-completion of reports on trainee progress, lesson observations, SM and SBT weekly review documents or other required documentation
- Persistent non-compliance with course requirements



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- Persistent evidence that observations and tutorials are not being undertaken