



RECRUITMENT & SELECTION PROCESS

Policy prepared date	September 2019
Policy updated	September 2021
Next review date	September 2023

Aims and Values

Manchester Nexus SCITT exists for children and young people: improving their life chances, instilling the joy of learning, and nurturing their development and achievement.

An unequivocal focus on excellence characterises our work. Providing the highest quality training ensures that our trainees become the best teachers that they can be.

Our mission is to train teachers who will inspire, challenge, and support all their pupils, both now and in the future. Nexus teachers are skilful, creative specialists in their subjects and age ranges who continuously develop their practice and have significant impact within their own classrooms and beyond.

Marketing

To ensure the highest quality possible trainees are recruited and to meet local, regional and national need, it is important to establish a strong brand identity and recruitment strategy to establish ourselves in the education marketplace. This has been achieved through:

- A dedicated SCITT Website – Manchesternexus.com
- A Targeted Social Media campaign (utilising Facebook, Twitter and LinkedIn)
- Teacher Taster Days and Evenings*
- Follow up school experience requests*
- Utilising already existing databases of alumni students and parents for long term targeting
- DfE Train to Teach Road shows and attendance at Advisor days and Q&A panels
- Attendance at Teaching Career Fairs e.g. UCLAN, Salford University, Oldham University
- Utilising the collective marketing power of Teach North West, Get into Teaching, Cranmer Trust and the East Manchester Teaching HUB.

**The School Experience Programme/Teacher Taster Events*

At these events potential applicants are given an introduction into entry requirements, the demands of the programme and what a career in teaching would entail. Although this is expected to excite potential applicants it is also an important information day for them to assess if they are suited to a career in teaching and to make an educated decision on what is the right route for them.

Potential applicants spend two hours in their preferred subject departments/phase observing lessons, as well as 30 minutes with current trainees to gain an insight on the training year. Currently these events are aimed at those considering teaching at Secondary level. Face to face primary events have been paused due to COVID19. This will be reassessed throughout the course of this year.

We also offer virtual evening events, to accommodate those who are not able to attend during the day and to allow for potential Primary applicants to have their questions answered. These events are information focused (without classroom time, due to time held). These are held virtually to encourage higher rates of attendance.

We offer subject specific Taster events, when recruitment statistics show that there is a need for an increase in promotion of certain subject areas.

Website, promotional materials and Teacher Taster Events all support the recruitment and selection process. There is a trainee teacher job specification and person specification on the website. This is also emailed out with invite to interview.

The website includes minimum entry requirements for the programmes at both secondary and primary level. These have been agreed across the partnership of schools and will ensure compliance with C1.1, C1.2, C1.3 and C1.4. The Head of Marketing and Recruitment will be responsible for updating the entry requirements in response to policy changes.

Leadership and Management

Manchester Nexus SCITT is responsible for:

- Ensuring that the policy is working in practice
- Monitoring the success of the policy
- Identifying any failures in the policy
- Amending the policy where necessary

The Head of Recruitment and Marketing is responsible for:

- Assessing suitability of applicants based on the selection criteria.
- Following interview procedures when interviewing applicants.
- Initial assessment of applications, including checking qualifications to ensure that applicants meet the minimum entry requirements (alongside SCITT Administrator)

The Interview Panel is responsible for:

- Reaching an agreement on whether to make a firm or conditional offer or to reject.

The SCITT Administrator is responsible for:

- Initial assessment of applications, including checking qualifications to ensure that applicants meet the minimum entry requirements
- Allocating interview dates
- Sending information to applicants about the nature of the interview, teaching task, subject-knowledge audit and written task
- Contacting applicants with disabilities and making any special arrangements necessary
- Ensuring the smooth running of interview days
- Checking and copying applicants' proof of identity and evidence of qualifications
- Setting up and maintaining records for all applicants, including the filing of interview evidence
- All administration with regards to the UCAS system
- Standard correspondence with applicants following the interview
- Organisation of health checks
- Rehabilitation of offenders' form
- Activation of Disclosure and Barring Service (DBS) forms
- Prohibition Check
- Disqualification Check

Procedures

All applicants are selected in line with the following criteria –

Primary

Essential:

- GCSE Grade C/4 or above in English, Mathematics and Science (or equivalent)
- GCSE Grade B/5 or above in Mathematics if applying for the Primary with Maths route
- First degree 2.2 or above – applicants are told to contact us directly if they have a 3rd
- Knowledge of the National Curriculum
- The ability to communicate clearly, fluently and accurately in spoken and written standard English
- Any offer of a place on the programme is made conditional on satisfactory Enhanced Disclosure from the Disclosure and Barring Service (formally the Criminal Records Bureau – CRB) and a satisfactory Fitness to Teach Declaration.

It is also deemed important that candidates have the motivation to teach their subject effectively.

Secondary

Essential:

- Grade C/4 in English and Mathematics at GCSE (or equivalent)
- First degree 2.2 or above – Candidates are told to contact us directly if they have a 3rd
- Knowledge of the curriculum for the subject area you wish to teach in
- The ability to articulate views on the principles and practice of education particularly as it relates to teaching of the subject area you wish to teach in
- The ability to communicate clearly, fluently and accurately in spoken and written standard English
- Any offer of a place on the programme is made conditional on satisfactory Enhanced Disclosure from the Disclosure and Barring Service (formally the Criminal Records Bureau – CRB) and a satisfactory Fitness to Teach Declaration.

It is also deemed important that candidates have the motivation to teach their subject effectively.

For queries regarding the equivalency of qualifications potential applicants will be asked to contact the SCITT Administrator who will check equivalency with the UK National Information Centre for the recognition and evaluation of international qualifications and skills (ENIC) (where qualifications are gained overseas) or The Framework for Higher Education Qualifications in England, Wales and Northern Ireland.

Applications

All applications are made through the Apply system

The Course Administrator and the Head of Recruitment and Marketing are responsible for an initial assessment of application forms. This involves checking qualifications to ensure that applicants meet the minimum entry requirements. Selection process and procedures the following procedures apply once a candidate has been deemed suitable for interview.

The Selection Process

The Manchester Nexus SCITT will consider a wide range of evidence to assess an applicants' suitability to teach and the capability to meet the standards for QTS in the time planned for their training. This will include a sample of work and/or past student's work in Art-based subjects.

Short listing for interview - Primary and Secondary

When applications are received, they are shortlisted against the agreed criteria above by the Head of Marketing and Recruitment. Concerns regarding international qualifications and equivalency will be checked by the Head of Marketing and Recruitment and the SCITT Administrator prior to short listing with ENIC and The Framework for Higher Education Qualifications in England, Wales and Northern Ireland.

Applicants who have not successfully achieved a 4 (C) grade in English or Maths or Science for Primary but have a strong application may be given an opportunity to show that they can nevertheless meet the required standard, by taking an equivalency test.

The Head of Recruitment and Marketing and the SCITT Director ensure that the short-listing process complies with equality legislation and that procedures promote equality of opportunity and avoid discrimination, as set out in the 2012 Equality Act and 2014 Special Education Needs and Disability Act.

Stage 2 - Interview Stage Primary and Secondary

When invited to interview all applicants are asked to email -

- Original degree certificates or predicted grade submitted by the University Tutor. Other qualifications certificates (including GCSE Maths, English and Science). Where degrees have been obtained abroad, applicants must provide a Statement of Comparability (ENIC)/ will have qualifications checked with ENIC by the SCITT Administrator and HR Officer
- Two forms of formal identification (which must include either a passport or driving licence (photo ID) or birth certificate)

- Current DBS if have it.
- Completed Rehabilitation of Offenders form
- Evidence of eligibility to work, where appropriate

All the appropriate documents will be checked (with relevant bodies - ENIC/Framework for Higher Education Qualifications) by the SCITT Administrator. This documentation will be stored electronically on the accredited body's I drive. This drive has restricted access for the CEO of the Cranmer Education Trust, the SCITT Director, The Head of Marketing and Recruitment, SCITT Administrator, the Finance Officer and ICT Services Manager.

In the case of recent graduates where there is a delay in the applicant receiving the original certificate (if offered a place to train) we will obtain written confirmation from the relevant degree awarding institution that the applicant has achieved graduate status and will view the original certificate as soon as it becomes available.

- In interview invite letter applicants will be asked if we need to make any special arrangements in relation to the site or task activities.
- The Head of Marketing and SCITT Recruitment will be responsible for coordinating the collection of evidence in relation to C1.1, C1.2, C1.4 and elements of C1.4. They will report directly to the SCITT Director.

Included in the invite to interview email is a blank copy of the Rehabilitation of Offenders form, a trainee teacher job specification, and a trainee teacher person specification.

Interview Process Secondary

Interviews are carried out online via the Zoom platform.

All elements of the process are in relation to C1.3. The panel will consist of the Head of Marketing and Recruitment and where possible a representative from a Partner School or a Specialist Leader of Education/member of Senior Management from the Lead School or another member of the SCITT team. Where possible a subject specialist will be part of the process to give feedback on the planned lesson and assess the subject element of the reflective writing task.

The process will consist of:

- A 20-minute teaching task in their curriculum area. The candidate will be asked to plan a 20-minute lesson and talk through their plan (observed by 1 of interview panel and subject specialist where possible)
- A 15-minute reflective writing task and a 15-minute numeracy task
- A 30-minute interview

The Teaching Task

All candidates will be asked to plan a 20-minute activity aimed at group of mixed ability students. The key stage will be appropriate to the course that they have applied for, considering the age range that they will gain experience with. They are asked to complete a lesson plan proforma to support their planning. This is to assess their current understanding of how pupils learn, subject knowledge and communication skills. The teaching task set will always be 'an introduction' to a topic that pupils haven't covered before or have only just begun to study. This therefore ensures the candidate does not have to build on extensive prior learning and establishes consistency for candidates across the disciplines. Candidates will be assessed on 4 criteria: presence in the classroom, ability to engage students, subject knowledge, and planning. They will be graded 'excellent' 'good' 'satisfactory' or 'unsatisfactory' on each of these criteria, where appropriate. There will also be qualitative comments. Where possible a subject specialist will give feedback on this part of the process. There are grade descriptors in place to support with this process.

Written task and Numeracy Task

As well as assessing literacy the written task will also assess subject specific knowledge. The tasks are designed by subject specialists and aim to measure an area of fundamental knowledge in the subject area that the candidate is applying to teach. The panel will scrutinise the writing task, using written guidance provided by subject specialists.

Where issues are raised with standard written English, this is a factor that is considered in the decision-making process. Support is provided for any trainees where concerns have been raised regarding their fundamental English or maths skills. Concerns are raised at early appraisal and or in the termly professional conversations.

Interview

There will be a 30-minute interview against agreed questions and criteria. The questions have been chosen by the Partnership. The questions assess core areas we would expect potential applicants to have prepared for and researched prior to commencing a career in teaching. They are probing and build on the lesson observation and written application. They are designed to assess intellectual and academic capabilities, communication skills, work ethic and resilience. There are specific questions relating to subject knowledge and their ability to reflect on the lesson activity they planned. Candidates also get an opportunity to ask questions at the end. The questions set enables both the SCITT panel and candidate to assess whether teaching and the potential programme is right for them. It will also help in the audit of current gaps and whether an SKE course is advisable prior to commencement/during the course (if successful). Finally, there are also questions designed to explore candidate's self-care strategies and levels of resilience, to determine suitability for the course and the teaching profession.

Interview Process Primary

The panel will consist of the Head of Marketing and Recruitment and a member of a Primary partnership school where possible. Interviews are held online via the Zoom platform.

- A 20-minute teaching task. The candidate will be asked to plan a 20-minute lesson and talk through their plan (observed by a member of the SCITT team and a Primary specialist where possible) Lesson title is determined by the Primary route the candidate has applied for.
- A 60-minute reflective written task which also includes maths problems from the KS2 SATS Test. This will include GCSE level questions for those applying for Primary with Maths.
- A 30-minute interview (bespoke question included for Primary with PE and Primary with Maths routes)

The Teaching Task

All candidates will be asked to plan a 20-minute activity to deliver to a group of key stage 1 or 2 (this could also be Early years phase depending on the candidates preferred route) mixed ability students. They are asked to complete a lesson plan proforma to support their planning. This is to assess their current understanding of how pupils learn, subject knowledge and communication skills. The lesson planning task will always be 'an introduction' to a topic that pupils haven't covered before or that they have just begun to explore. This therefore ensures the candidate does not have to build on extensive prior learning and establishes consistency for candidates. Candidates will be assessed on four criteria: presence, ability to engage students, subject knowledge and planning. They will be graded 'excellent' 'good' 'satisfactory' or 'unsatisfactory' on each of these criteria, where appropriate. There will also be qualitative comments. The teaching task will be determined considering the route that the candidate has applied for (General, PE or Maths).

Written Task and Numeracy Task

To assess the standard of written communication and ability to reflect and the qualities of a good teacher. It also will assess Maths ability up to KS2 and help in the audit of current gaps to inform feedback/targets prior to commencement of course if successful. Questions will be of a GCSE level, for candidates applying for Primary with Maths. Where issues are raised with standard written English or Mathematical skill, this is a factor that is considered in the decision-making process. Support is provided for any trainees where concerns have been raised regarding their fundamental English or maths skills. Concerns are raised at early appraisal and or in the termly professional conversations.

Interview

There will be a 30-minute interview against agreed questions and criteria. The questions have been chosen by the Partnership and refined over years of experience. The questions assess core areas we would expect any potential applicant to have prepared for and researched prior to commencing a career in teaching. They are probing and build on the lesson observation and written application. They are designed to assess intellectual and academic capabilities,

communication skills, work ethic and resilience. There are specific questions relating to core curriculum and their ability to reflect on the lesson activity they have planned. Candidates also get an opportunity to ask questions at the end. This enables both the SCITT panel and candidate to assess whether teaching and the potential programme is right for them. Finally, there are also questions designed to explore candidate's self-care strategies and levels of resilience, to determine suitability for the course and the teaching profession.

Interview Process over the Summer Holidays

Short listing

Will follow the standard format.

Interview Process Primary and Secondary

The process will typically take place over a full day depending on number of applicants shortlisted. The panel will consist of a combination of the following – the SCITT Director, the SCITT Recruitment and Marketing Lead and the SCITT Administrator. The format will be the same as above.

The process will consist of:

- A 20-minute presentation on 'how would you teach a 20-minute activity on
- A 60-minute reflective writing task which also includes maths problems from the KS2 SATS Test (primary)/ subject specific questions (secondary)
- A 30-minute interview

The Teaching Task

The shortlisted candidates will be asked to prepare a 20-minute presentation and complete a lesson plan proforma to support their planning in advance of the interview. They are asked to present on 'how would you teach a 20-minute lesson on X. For example, 'how would you teach a 20-minute activity on obedience to authority'? This is to assess their presence, subject knowledge, and communication skills. They will be graded 'excellent' 'good' 'satisfactory' or 'unsatisfactory' on each of these criteria, where appropriate. There will also be qualitative comments.

The reflective writing task and interview will be the same over summer as it is during term time. The interview panel will be responsible for evaluating all elements of whether the candidate has successfully met the criteria.

Post Interview

Post interview there will be a discussion by the panel of all the available evidence (including the subject specialist comments at secondary). Those who have not met the criteria will not be offered a place.

The activities in the process enables the panel to comprehensively assess the extent of an applicant's prior experience and set appropriate targets before commencement of the course (if successful). It is a diagnostic process that allows us to consider the full range of applicants' knowledge, skills, and prior experience to judge whether they have the capability to meet the standards for QTS in the time planned for their training. For those who are unsuccessful the process allows us to communicate comprehensive feedback/targets.

If the panel agrees then the candidate will be offered a conditional place on the course. There will be targets agreed for each candidate prior to the commencement of the training course. As well as generic principles we will expect all trainees to engage in prior to commencement there will be bespoke targets based on the findings from the interview process. Some of these will be conditional of offer (i.e. to complete a Subject Knowledge Enhancement (SKE) course.)

The Head of Marketing and SCITT recruitment will coordinate all the necessary administrative follow up with the SCITT Administrator. The SCITT Administrator will process offers via Apply and send appropriate correspondence to applicants.

If a condition is not met the applicant will be rejected.

The SCITT administrator will ensure all those offered a place are subject to DBS barred list and criminal records check and will keep central records showing that trainees have obtained these. Partner schools will not have copies or access to DBS checks or to any information contained in a trainee's disclosure as outlined in the Partnership Agreement. The

Manchester Nexus SCITT will confirm in writing to the partner schools that a trainee's criminal record check, including a check of the children's barred list has been completed and that the individual has been judged by the provider to be suitable to work with children.

Convictions/Offences/Cautions

The SCITT Executive will establish a common understanding of convictions, offences, cautions and warnings that would not pose a barrier to joining a programme of ITE. In the case of a trainee who is arrested, under investigation, charged with an offence or who receives a conviction (in line with C1.3), the SCITT Director will inform the SCITT Executive Chair who will convene with members of the Executive Board to consult in line with agreed risk assessment principles as to whether or not the trainee should continue their training.

Decisions

The decision to make a final offer will be based on:

- Comments on the teaching/lesson planning task.
- Qualitative comments on the interview.
- Qualitative comments made by the interviewers.
- Evidence of sufficient subject knowledge from the written task and the lesson.
- Evidence of the ability to use Standard English from the written exercise.
- Further consideration of qualifications, predicted grades, personal statement, and references.
- Consideration of any specific extenuating circumstances. The decision is made by the Head of Recruitment and the second NEXUS representative included in the interview process

They will decide:

- To make an offer subject to satisfactory police checks and health checks
- To make a conditional offer with academic and/or non-academic conditions imposed.
- To reject the candidate.

The SCITT Administrator will transfer the decision on to the Apply system. The SCITT Administrator will input the decision onto the Apply system according to the result, unconditional offer, conditional offer, or rejection. If an offer is made, the Course Administrator will write to successful candidates and all offers are subject to satisfactory DBS and health checks. Manchester NEXUS SCITT's selection and recruitment procedures are devised to ensure that there is equality of opportunity and adhere to the Equality Act 2010.

Quality Assurance

To ensure consistency of approach and equality of opportunity, a member of the SCITT Management Team will be present at all interviews and teaching tasks. The Head of Recruitment will ensure that any partners involved in the interview process are fully briefed and have engaged with the grade descriptors for each part of the decision-making process. A member of the SCITT executive board will be responsible for quality assuring recruitment and selection and will scrutinise documents, as well as attend Taster events and interview days. Outcomes of this will be shared with the Executive board any areas where improvement may be needed will be raised and acted upon.

Development and Training

All those involved in the interview process for the first time are paired with an experienced interviewer to ensure standardisation of judgements. The evidence from interview will be filed and reviewed to inform planning and development. Online briefings are held with anyone who is new to the process to ensure all guidelines and documentation are understood.

At least one member of the interview panel will have completed official Safer Recruitment training.

Keeping in Touch Events

For trainees recruited early in the cycle there will be Getting Prepared afternoons at The Blue Coat School. This will give trainees an opportunity to meet each other and form early networks of support. The session will give details of activities trainees can do to get them fully prepared for September, including assessment of identified areas for

development highlighted at the selection stage (C1.3). They will bring their subject knowledge audits and be given advice on how to complete them/make progress towards them. Trainees will also be given recommended reading lists. This session will be led by one of the ITE leads for Primary or Secondary and current SCITT trainees will be in attendance to give advice. It will allow the SCITT team to follow up on targets and progress set at interview to ensure trainees are in the best possible position to start their training between selection and the start of the course in September.