

# SCITT Admissions Policy

Audience:	Applicants to the REAch Teach Primary Partnership Initial Teacher Training courses. REAch2 Staff External Moderator Trustees
Ratified:	REAch2 Trust Board October 2023
Other related policies:	Safer Recruitment
Policy owner:	Gill Ellyard, Director of Education
Review:	Every 3 years

At REAch2, our actions and our intentions as school leaders are guided by our Touchstones.



The infographic features seven touchstones arranged in a circular pattern on a blue background. Each touchstone consists of a circular icon, a title, and a descriptive sentence.

- Leadership**: Finding the leader in all of us. (Icon: Rocket)
- Learning**: Creating exceptional opportunities for learning. (Icon: Books with a plant)
- Integrity**: Being courageously true to our purpose. (Icon: Shield with a checkmark)
- Responsibility**: Unwavering commitment to seeing things through. (Icon: Hands holding a heart)
- Enjoyment**: Loving what we do. (Icon: Stars and fireworks)
- Inspiration**: Feeling the power of the possible. (Icon: Lightbulb)
- Inclusion**: Realising the greatness in our difference. (Icon: Interlocking hands)

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## Policy Overview

This policy is designed to set out the procedures and practices of the REAch Teach Primary Partnership (the 'REAch Teach Primary Partnership') to ensure fair, equitable and transparent recruitment of trainees to our primary training programme. The REAch Teach Primary Partnership is an accredited provider of school-based initial teacher training ('SCITT') which is part of REAch2 Academy Trust.

Guiding Principles – linked to REAch2 Touchstones

- **INTEGRITY** (*The SCITT and all parties involved in recruitment and selection will ensure that candidates meet the entry requirements as described in the Department for Education's ITT criteria. Recruitment must be high quality, open and transparent as well as being open to inspection by Ofsted. All documentation must be recorded and archived*)
- **INCLUSIVE** (*The recruitment process must be accessible, fair and open to applicants of all protected characteristics and backgrounds*),
- **ENJOYABLE AND INSPIRATIONAL** (The application process should be a way to become inspired by the teaching profession, and despite being a rigorous process, it should also be an enjoyable exploration of a candidate's potential to train to teach)
- **LEARNING** (We see the application process as the very first step in a learning journey and therefore we are committed to providing high-quality feedback from application all the way through to offer stage)
- The REAch2 Safer Recruitment policy will underpin all aspects of the recruitment process.

## Equity, Diversity & Inclusion Statement

At the REAch Teach Primary Partnership, part of the REAch2 Academy Trust, we are passionate about working together with all our partners to achieve the Trust's vision: Always Aiming Higher.

It is our core aim to grow great primary trainees who can become our teachers and leaders of the future. As the largest primary multi-academy trust, spanning a broad range of geographical areas, we recognise that our schools are diverse in nature and the children deserve a teacher workforce who represent and role-model a wide range of backgrounds and experiences. This reflects our fundamental belief that education must increase equality of life chances for pupils – as captured in our Touchstones – and we welcome applications from a diverse cohort of candidates in line with this goal and philosophy.

We actively champion and support the recruitment of all participants, including welcoming those who are identified through the Equality Act 2010 as holding protected characteristics. The REAch Teach Primary Partnership is committed to promoting equity of opportunity for all, removing barriers and providing appropriate support in order to ensure a fair admissions process and well-supported training programme.

We will continue to work hard to ensure our provision reflects the needs and diversity of our whole partnership and actively consider ways to enhance the diversity and representation within our trainee cohorts.

We will ensure that the application and admissions process is transparent, has minimal barriers to entry, is based on merit and potential, and is kind and fair – as well as respectful and professional in its nature. In line with the REAch2 strategic priority of Social Justice, we provide clear and supportive information to all candidates on the application process throughout; this includes opportunities to ask questions, opportunities to find out more about what success looks like through the interview process, as well as opportunities to rehearse and practise skills with developmental feedback provided.

## Policy In Detail

### Entry Criteria and Selection Procedure

The REAch Teach Primary Partnership's entry criteria will be compliant with the [DfE's statutory Initial Teacher Training \(ITT\) Criteria](#). This will be reviewed on an annual basis or as new criteria are published. More detailed information about specific qualifications and entry criteria can be found in the Appendices.

The DfE ITT entry criteria covers three key requirements:

- GCSE standard equivalent
- Degree criteria
- Suitability

### GCSE standard equivalent

All entrants to ITT must have demonstrated their achievement of a minimum standard of educational attainment. Primary trainees must also demonstrate an acceptable level of subject knowledge in the core subjects of the national curriculum, that is:

- a standard equivalent to a grade 4 in the GCSE examinations in English, mathematics and a science subject. (*See Appendix B for information regarding equivalency*)

### Degree criteria

All entrants to ITT must have attained a qualification that demonstrates the level of knowledge, understanding and transferable intellectual skills associated with graduate status, that is:

- a first degree of a United Kingdom higher education institution or equivalent. (*See Appendix B for information regarding equivalency, including for overseas qualifications*)

REAch Teach Primary Partnership requires candidates to have an honours degree at a 2.2 classification or better on entry to the programme. Candidates with a third-class honours degree who have demonstrated exceptional suitability to train to teach through the selection process, **and who meet all other requirements**, will be referred to an admissions panel for a final decision. See Appendix E for more information on the panel.

### Suitability

In line with DfE statutory guidance, REAch Teach must ensure that all entrants, as part of the selection procedures, have taken part in a rigorous selection process designed to assess their 'suitability to train to teach'. There are two aspects to this judgement:

- Safeguarding: there is nothing in the candidate's previous conduct that suggests they might put children and young people at risk (with reference to the Keeping Children Safe in Education statutory guidance)
- Professional potential: the applicant is assessed to have the potential to meet the Teachers' Standards by the end of the ITT programme.

### The assessment of applications

The REAch Teach Primary Partnership aims to offer places to eligible applicants who best meet the suitability and selection criteria and are judged to have the most potential to become a highly skilled teacher by the end of the course. We will do this through assessment of:

- the application form
- the candidate's personal statement
- a two-stage interview process:
  - Stage 1 – online assessment with members of the SCITT Leadership Team
  - Stage 2 – in-person assessment at a partnership school
- an assessment of the candidate's health and physical capacity to train to teach (with reference to the Education (Health Standards) (England) Regulations 2003 which set out the activities that a teacher must be able to perform)
- Disclosure and Barring Service and other background checks

Detail and guidance on the interview process and associated selection criteria will be made available to candidates before the interviews and published on the REAch Teach Primary Partnership website.

### Applicants with non-UK qualifications

The REAch Teach Primary Partnership welcomes applicants whose previous education does not include UK qualifications. Applications from international applicants will be assessed against the same entry criteria as all other applicants. Where necessary, the REAch Teach Primary Partnership will consult UK National Information Centre (UK ENIC, previously known as NARIC) or university partners for guidance on equivalent overseas qualifications.

### Candidates who do not have English as their first language

The DfE requires all applicants to ITT to hold GCSE English at grade 4 or above, or an acceptable equivalent. Additionally, those applicants whose first language is not English are required to demonstrate that they have successfully completed an approved 'Secure English Language test' (SELT) at level B2 or above of the [Common European Framework of Reference for Languages \(CEFR\)](#), within the last 2 years. (See *Appendix C for further information*)

### Applicants who may require additional support

As part of the REAch Teach Primary Partnership's commitment to equal opportunities and inclusion, we welcome applications from candidates who may require additional support. Any candidates with additional support needs will be considered equally, and appropriate support will be put into place for the application and selection process.

### School allocation

Candidates are asked to express a preference for a main placement school (the preferred placement school) at the point of application as part of the DFE Apply system. On application, the REAch Teach team will check the preferred placement school's capacity for training in order to ensure that they are still able to host a training placement. If they are, this school will be consulted with through the application, and where possible any face-to-face interactions will be with this school (e.g. Stage 2 of the interview process).

Where the preferred placement school is unable to host a trainee or is at capacity, every effort will be made to suggest an alternative school to the candidate, and the REAch Teach team will liaise with candidates as required. Depending on the point in the recruitment cycle (time of the year), and capacity of local schools, it may not always be possible to provide an alternative school; wherever possible, this will be made clear to candidates as early as possible in the application process.

There may be occasions where stage 2 interviews at the preferred placement school are unsuccessful but where REAch Teach deem that the candidate is willing and able to act on the interview feedback to potentially have a successful outcome with another placement school. This recommendation will be made based on the strength of Stage 1 responses, the nature of the Stage 2 feedback from the preferred placement school and reflections from the candidate as part of the feedback conversation. On these occasions, in agreement with the candidate, the REAch Teach team may put a candidate forward for an alternative placement school for a repeat Stage 2 interview. Please note: this will not be considered if there has been any feedback or observations around either safeguarding of children or serious professional misconduct as part of the original Stage 2 interview.

### Appeals against admissions decisions

The REAch Teach Primary Partnership believes that unsuccessful applicants are entitled to clear, constructive feedback to explain the decision and support them in future applications.

Applicants are also entitled to make a formal appeal against an unsuccessful admissions decision if:

- a) there is evidence of procedural irregularity, where the applicant believes that the REAch Teach Primary Partnership has failed to adhere to its own stated policy and procedures.
- b) the applicant has new information to present which, had it been available at the time, might have affected the admissions decision. It should be noted that if this information was available at the time of application, but was not disclosed for any reason, it will not be considered as new information.
- c) there is evidence of bias or prejudice in the decision.

Unsuccessful candidates may not dispute the academic or professional judgement of those involved in the selection process.

The Appeals process will only be active during term-time. Timeframes will be paused during school holidays.

### The Appeals Process – Feedback and Informal Queries

All unsuccessful candidates will receive feedback on their application. For those candidates unsuccessful at the point of application, feedback will be provided via the DfE Apply portal.

Candidates who are unsuccessful at either Stage 1 or Stage 2 of the interview process will be given the opportunity to seek feedback which clearly details the candidate's strengths and areas for further development to support future applications. Further feedback can be given by telephone or email if requested.

### Stage 1 – Informal Appeal

Any unsuccessful applicant who wishes to appeal the admissions decision in one of the three areas stated above must submit their appeal by email to [reachteach@reach2.org](mailto:reachteach@reach2.org), with the title 'APPEAL' clearly stated in the subject header within 5 school days of notification of the admission decision.

The National ITT Lead or deputising colleague will acknowledge this appeal within 3 school days of its receipt. The appeal will be considered by the National ITT Lead in the first instance (unless the appeal is regarding the National ITT Lead in which case it will be investigated by the Head of Learning and Development or equivalent). Any notes are kept securely on the Trust's ICT system and, where appropriate, encrypted.

As soon as is practicable, but within 15 school days after the complaint has been received, the appellant and the relevant member of staff should discuss the issue in a respectful and informal manner to seek a mutual resolution. Notes must be taken during this discussion and will be shared with both parties, along with a written note of the actions taken to resolve the complaint/concern (this must be dated).

At this stage, the appellant will be asked what they think might resolve the issue – any acknowledgement that the REACH Teach Primary Partnership could have handled the situation better is not an admission of unlawful or negligent action.

If an appropriate resolution cannot be sought at this informal level, or if the appellant is dissatisfied with the outcome following the initial discussions, the appellant may wish to proceed to the next level of the procedure.

### Stage 2 – Formal Appeal – REACH Teach Primary Partnership Admissions Appeals Panel

If the appellant is not satisfied with the response at Stage 1, they may request that their appeal is considered at Stage 2 by a REACH Teach Admissions Appeals Panel. They should request this through an email to [reachteach@reach2.org](mailto:reachteach@reach2.org) within 5 days of receiving written notification of the outcome of stage 1.

Stage 2 appeals should be submitted online using the Stage 2 Admissions Appeal Submission Form which will identify which of the three cases for appeal stated above apply and will provide



the appellant with the opportunity to fully state their case and provide any relevant evidence to support their appeal. This link will be provided on request after Stage 1 has taken place.

Once a Stage 2 Appeal Submission Form has been received, it will be acknowledged by the REAch Teach Primary Partnership within 3 school days.

On acknowledgement of the Appeals Submission Form, an Appeals Panel will be convened, comprising experienced interviewers and/or senior members of the Trust not involved in the original selection process. The National ITT Lead and the independent appeals panel will consider the appellant's written appeal and, in some circumstances, may invite the appellant to attend the appeals meeting (online) in order to clarify detail or make representation. Where reasonable attempts have been undertaken to accommodate the appellant with dates for a complaint meeting and they refuse or are unable to attend, the meeting will be convened in their absence and a conclusion will be reached in the interests of drawing the complaint to a close. The appellant will be entitled to bring a companion to the meeting as a form of support. The companion will not be entitled to make any representation on behalf of the appellant.

The appellant will receive notification and a full justification of the SCITT Admissions Appeals Panel's decision by email within 20 working days from their Stage 2 appeal submission (\*term-time only).

Where the situation is recognised as complex, and it is deemed to be unable to be resolved within this timescale, the National ITT Lead will contact the appellant to inform them of the revised target date via a written notification.

**The panel's decision may be:**

- To uphold the original admissions decision
- To uphold the appeal and request that the SCITT Leadership Team return to the appellant's application and interview record and reconsider the decision.
- To uphold the appeal and request that the appellant be given a second Stage 1 interview with a different panel.

**Stage 3 – Formal Appeal – Independent Review Panel**

If the appellant believes, and is able to clearly demonstrate, that the REAch Teach Primary Partnership Admissions Appeals Panel has not addressed the grounds of their appeal, or has not fully understood the appeal, they must contact the National ITT Lead, in writing, within 15 working days of notification of the Stage 2 decision. The National ITT Lead will refer the complaint to an independent external assessor who will assess the case. The appellant will receive notification of the Independent Assessor's decision within 20 working days. This decision will be final.

## Policy Review

The SCITT Admissions Policy will be reviewed **every 3 years** or sooner, taking into account any legislative changes. Any changes made to this policy will be communicated to all relevant stakeholders.

## APPENDICES

Appendix A – Non-academic Selection Criteria

Appendix B – GCSE Equivalency

Appendix C – English Language Test

Appendix D – Additional Admissions Requirements

Appendix E – Special Consideration Admissions Panel

Appendix F – REAch Teach Primary Partnership ITT Selection Criteria

### Appendix A – Non-academic selection criteria

- Candidates must provide a well written, relevant, and convincing personal statement.
- As part of the DFE application process, candidates must provide two supportive references which meet the guidelines on the DFE application portal
- The REAch Teach Primary Partnership [trainee teacher criteria](#) will be used throughout the process to assess a candidate's non-academic potential to train to teach.

### Appendix B – GCSE equivalency qualifications

At present the Department for Education does not provide a list of qualifications that can be considered equivalent to the GCSE examinations in English, mathematics and science. It is the standard and not the qualification that matters and equivalency is determined based on evidence that a qualification is at a standard equivalent to GCSE grade C/grade 4 not only in terms of its level, but also in terms of its breadth. This is why we accept only certain qualifications. Any offer is conditional on these equivalencies being in place before the course commences.

#### Equivalency tests

The REAch Teach Primary Partnership recognises equivalency tests from the approved providers: [www.equivalencytesting.com](http://www.equivalencytesting.com) and [www.astarequivalency.co.uk](http://www.astarequivalency.co.uk). Both providers offer online GCSE equivalency tests in English, Maths and/or Science, either as part of a 12-week package of learning, or as a one-off test.

#### Unacceptable qualifications

- Level 2 Key skills/Functional Skills in application of number and communication
- Certificates in adult literacy and numeracy.
- Modules in Foundation Degrees (or any other degree course).
- City and Guilds.
- Any other equivalency tests not approved by the SCITT with the exception of those provided by HEIs.
- International Diploma/Certificate "Higher or subsidiary level in English language at grade 4 or above".
- A Level/AS-levels (although they are a higher level the qualifications do not cover the breadth of a GCSE)
- ONC/OND.
- BTEC: Any first, national or higher national certificate or diploma in *English*.
- University of Cambridge English for speakers of other languages Certificate of English language skills (Higher).

- Any qualifications not listed as acceptable on the English Language requirements-International Document.

#### Advice for applicants who do not have a GCSE

Applicants who do not have a GCSE or other suitable qualification are advised to take an Equivalency Test through the approved providers: [www.equivalencytesting.com](http://www.equivalencytesting.com) or [www.astarequivalency.co.uk](http://www.astarequivalency.co.uk).

#### Common GCSE Equivalent Qualifications

Below are the acceptable grades from GCSE CSE and O Level:

GCSE Grade, 2017	GCSE Grade, pre 2017	CSE Grade	O Level		
			1975 onwards	Pre 1975 (numeric)	Pre 1975 (alphabetic)
9	A*				
8					
7	A		A	1 2	A B
6	B		B	3	C
5				4	
4	C	1	C	5 6	D E

- We also accept GCSE equivalent qualifications provided by UK HE institutions.
- We also accept international qualifications which are considered GCSE A-C (grade 9-4) comparable on ENIC (previously known as NARIC).

#### GCSE English – Suitable equivalent qualifications

##### Common qualifications:

- GCSE English Language, grade A\*-C or grade 9-4
- O Level English, grade A-C or 1-3
- CSE English, English language or English studies, grade 1

##### Scottish Qualifications Authority:

- National 5, Intermediate 2, Skills for Work National 5
- Standard Grade – Credit Level

##### Irish Republic awards:

- In or after 1975, leaving certificate in English language –
  - at grade C or above (ordinary), or
  - at grade D or above (higher), Level 4 certificate.

##### European baccalaureate:

- A score of 6/10 or higher is acceptable in place of GCSE grade C

##### International baccalaureate:

- Standard or Higher Level English Language Syllabus A at grade 4 or above.

- Standard or Higher Level English Language Syllabus B at grade 5 or above.
- International Baccalaureate (IB) Standard or Higher Level English Language and Literature combining at grade 5 or above
- International Baccalaureate (IB) Standard or Higher Level English Literature at grade 5 or above

**University of London Examinations and Assessment Council:**

- Certificate of attainment in English at level 4 or above.

**IGCSE:**

- IGCSE in English language C+/4+

**GCSE Maths – Suitable equivalent qualifications**

**Common qualifications:**

- GCSE Mathematics, grade A\*-C or grade 9-4
- GCSE Additional Mathematics, grade A\*-C
- GCE O-level Mathematics (only), grade A-C or 1-3
- CSE Mathematics, grade 1
- O-level or AO-level in additional mathematics, grade A-C

**Scottish Qualifications Authority:**

- National 5, Intermediate 2, Skills for Work National 5
- Standard Grade – Credit Level

**Irish Republic awards:**

- In or after 1975, leaving certificate in mathematics at
  - grade C or above (ordinary) or
  - at grade D or above (honours), Level 4 certificate

**European baccalaureate:**

- A score of 6/10 or higher is acceptable in place of GCSE grade C

**International baccalaureate:**

- Higher or subsidiary level in mathematics at grade 4 or above

**IGCSE:**

- IGCSE in mathematics at grade C or above

**GCSE Science – Suitable equivalent qualifications**

**Common qualifications**

- GCSE in Science, Physics, Chemistry, Biology, Additional Applied Science at grade A\*-C or grade 9-4
- In the case of GCSE Science (Double Award), grading 4-4 or 4-3
- GCE O-Level in Science, Physics, Chemistry, Biology at grade A-C or 1-3
- CSE in Science, Physics, Chemistry, Biology at grade 1

**Scottish Qualifications Authority:**

- National 5, Intermediate 2, Skills for Work National 5
- Standard Grade – Credit Level

**Irish Republic awards:**

- In or after 1975, leaving certificate in mathematics at
  - grade C or above (ordinary) or
  - grade D or above (honours), Level 4 certificate

**European baccalaureate:**

- A score of 7/10 or higher is acceptable in place of GCSE grade C (according to equivalence sheet)

**International baccalaureate:**

- Higher or subsidiary level in science at grade 4 or above

**BTEC**

- BTEC Diploma Level 2 in Science/ Applied Science
- BTEC First (also known as BTEC Extended Certificate) in Science/Applied Science
- BTEC National Level 3 in Science/Applied Science

**IGCSE (all at grade C or above):**

- IGCSE in science (double award)
- IGCSE in biology, chemistry or physics
- IGCSE in physical science, coordinated sciences or combined science

**Appendix C – English Language Tests**

**What your English language test must show**

For QTS, the test must be a 'Secure English Language test' (SELT). That means it was taken:

- with an approved provider
- at an approved test location
- within the last 2 years

Your test must be at level B2 or above of the [Common European Framework of Reference for Languages \(CEFR\)](#).

**Approved providers and tests**

The Teaching Regulation Authority (TRA) and therefore REAch Teach Primary Partnership and Lead Partners recognises 5 approved SELT providers for QTS:

- IELTS – 6.5 overall, 6.5 in writing, no sub-section below 6.0, test we accept **'IELTS for UKVI' or IELTS Life Skills'**
- Pearson PTE we accept 'PTE Academic UKVI' or 'PTE Home' overall score of 62 with a minimum score of 62 in writing and 59 in the other sub-sections, or

- LanguageCert – we accept ‘Language Cert International ESOL SELT’ a score of 33 or higher is required in all areas.
- Trinity College London – we accept ‘Secure English Language Tests for UKVI’ – Integrated Skills in English (ISE) or Graded Examinations in Spoken English (GESE). A pass is required in all areas.
- PSI Services we accept ‘Skills for English UKVI’. A pass is required in all areas.

### Providing evidence of your SELT

The QTS application form will ask you to provide the reference number for your SELT. The approved providers use different names for these numbers. These are:

- IELTS SELT Consortium – ‘test report form number’
- LanguageCert – ‘unique reference number’
- Pearson – ‘score report code’
- PSI Services – ‘unique reference number’
- Trinity College London – ‘certificate number’

\*If you’re already in the UK when you book your SELT, you cannot use PSI Services. If you’re outside the UK, you cannot use Trinity College London.

### Appendix D – Additional Admissions Requirements

Beyond the academic and non-academic selection criteria listed within the policy, below has further information on the other specific requirements that must be met before entry onto an Initial Teacher Training Course.

#### Criminal records check

All candidates before commencement of their course will be subject to a DBS check. This includes:

- An enhanced check against the DBS barred list and the subsequent issue of a DBS certificate.
- A prohibition order check.
- A check of the list of teachers sanctioned in other EEA member states.
- A section 128 barring check.

Having a criminal conviction will not necessarily bar a person from working with children and will not be unreasonably used to discount applications. Any disclosures from successful candidates will be considered by a Special Considerations Admissions Panel (see Appendix E) on a case-by-case basis, in line with relevant legislation and regulation and a risk assessment will be completed where necessary to decide if an offer can be made.

Full consideration will be given to the Rehabilitation of Offenders Act 1974, DBS filtering rules and guidance, and to the individual circumstances related to the disclosure(s). This will include reference to:

- the nature, seriousness and relevance of the offence related to English law.
- how long ago the offence occurred.
- a one-off offence or a history of offences.

- changes in circumstances.
- Decriminalisation.

### Overseas checks

Applicants who have been out of the UK for more than six months within the last three years or more than 12 months in the last ten years will need to undergo an overseas police check. Applicants who have been travelling through a series of countries (e.g. during a gap year) will need to supply a police check for any countries where they have continuously spent more than three months. Applicants who have gained UK citizenship (verified through e.g. a passport) will have undergone the “test of good character” but will still undergo an overseas police check if they have been out of the UK for more than six months within the last three years or more than 12 months in the last ten years. All non-UK national applicants who have lived in the UK for less than ten years will undergo an overseas police check for any country that they have worked or been resident in. In addition, applicants will be subject to a check of the prohibited teachers lists. The SCITT recognises that criminal record checks are not available for all countries and that a candidate may have lived or worked in one of these countries. Where this is the case, a panel will be convened to consider any other suitable additional checks to verify the candidate’s suitability or carry out an appropriate risk decision as they deem appropriate; in these circumstances, any offer will be conditional on approval by this panel.

### Health and physical capacity to teach assessment

All successful applicants are required to demonstrate that they have the health and physical capacity to teach and will not put children and young people at risk of harm. Applicants are required to complete a suitability/health questionnaire to assess this. Applicants may be required to undergo an occupational health interview either by telephone or face-to-face following this assessment, and the recommendations of this interview may be considered by a panel in order to make a decision on suitability to teach (see Appendix B); any offer received will be conditional on this process being satisfactorily completed.

### Candidates guilty of falsification

Applicants must not omit any requested or relevant information, make any form of misrepresentation or give false information at any point in the application and selection process as well as during the course. Applicants found to have done this must recognise that the REAch Teach Primary Partnership reserves the right to withdraw the offer of a place or remove a trainee from a course. If necessary, the REAch Teach Primary Partnership will notify the appropriate external organisations regarding this matter.

### Appendix E – Special Considerations Admissions Panel

The Special Considerations Admissions Panel will be convened to assess a range of admissions issues, including (but not limited to):

- An applicant with a third-class honours degree.
- An applicant with recorded and declared DBS issues.
- An applicant with missing or incomplete overseas checks.
- An applicant with declared health and fitness challenges.



A panel of experienced colleagues will be convened to assess the candidate's suitability to train to teach in line with the special consideration/s identified. Candidates will be asked for a statement to provide further information or context to address their perspective on the above points, and to make their case as to mitigating circumstances and their suitability to train to teach.

#### Appendix F – REAch Teach Primary Partnership ITT Selection Criteria

At all stages of the admissions process, decisions will be made with reference to agreed selection criteria which will be shared with applicants and published on the REAch Teach Primary Partnership website.

- Consideration of DfE Apply application and personal statement.
- Stage 1 Interview.
- Stage 2 Interview.

Our selection criteria will ensure that admissions decisions are equitable across the whole REAch Teach Primary Partnership and that we are able to recruit high quality applicants who demonstrate 'suitability to train to teach' in line with DfE guidance.

All colleagues involved in the admissions process will be trained in the application of the REAch Teach Primary Partnership selection criteria and the process will be moderated and quality assured through REAch Teach Primary Partnership processes.