POLICY

TITLE: NTTC QUALITY ASSURANCE

POLICY HOLDER:	Director of NTTC
APPROVAL BOARD:	NTTC Board
VERSION NO:	V1.4
LAST REVIEWED:	July 2026
REVIEW PERIOD*:	1 year

* The review period refers to our internal policy review process. The published policy is current and is the most recent approved version.

Summary:

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Amendments Log

DATE	VERSION NO.	REASON FOR CHANGE	AUTHOR
31.8.24	1.2	Annual update	L Goram
23.7.25	1.3	Annual update	L Goram
21.7.26	1.4	Annual update	L Goram

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1. Aims and Values

NTTC understands and recognises the need to establish and maintain a high-quality training programme that produces excellent teachers. Our QA procedures underpin and support our drive for excellence. Rigorous monitoring, coupled with honest and open evaluation, ensures that there is no complacency and that standards are set and maintained at a high level.

The training programme has been designed to ensure that there is compliance with the ITT statutory guidance document, published annually by the Department for Education. Regular review of the training course through the QA systems ensures that compliance is maintained.

Quality assurance consists of a range of elements, including clear quality standards and a shared understanding of how those quality standards work in ITT, including examples of excellence; evaluation of programme work; internal and external moderation and feedback; and planned-for improvement based on data collected.

2. ITT Statutory Guidance

NTTC's approach to QA is informed by the ITT statutory guidance document: Initial teacher training (ITT): criteria and supporting advice, which is updated annually:

Accredited ITT providers must develop quality assurance processes to ensure that all aspects of the course meet the high expectations to which all trainees are entitled. Specifically, accredited ITT providers must demonstrate robust arrangements for monitoring:

- *the quality and fidelity of all aspects of curriculum delivery to trainees;*
- *the training and expertise of those involved in curriculum delivery;*
- *the training and expertise of mentors and lead mentors/mentor leadership teams;*
- *the quality of mentoring work of all types and levels, including ensuring that time allocations for mentors and trainees are met;*
- *the quality of regular in-course assessment and feedback and their impact on trainee knowledge and expertise;*
- *the quality, reliability, and validity of end-of-course summative assessment.*

There must be clear systems in place for reporting and taking action to address any shortfalls in quality in a prompt way, to protect the entitlement of trainees to high-quality training. They must also have clear identification of responsibilities and accountability for quality assurance at all levels, including for accurate record-keeping of quality assurance work.

Accredited ITT providers must have a framework for quality assurance which:

- *monitors and assures quality in all required areas of the programme and at all levels;*
- *sets out suitable monitoring methods;*
- *sets out clearly the range of specific roles and responsibilities for quality assurance;*
- *demonstrates how concerns identified by quality assurance will be addressed, including the range of intervention options which will be used;*
- *specifies how records relating to quality assurance will be kept;*
- *sets out robust arrangements which enable trainees to raise concerns or make complaints;*

- *sets out how quality assurance information will be used to improve the quality of all their ITT and make the programme and all aspects of their partnership more resilient.*

Accredited ITT providers must put in place an effective system for supervising and quality assuring the initial and ongoing training of mentors, the quality of their work, including their approach to subject- and/or phase-specific mentoring, and systems for securing specific improvements where necessary.

3. Leadership and Management

The Executive board is responsible for:

- Ensuring the policy is working in practice.
- Overall responsibility for compliance with the requirements for ITT.
- Development of a strategic plan which supports future compliance with the requirements for ITT.
- Monitoring compliance.
- Directing the work of the Director of NTTC to provide evidence of compliance and other QA issues.

The Principal of Paston College (NTTC senior leadership link) is responsible for:

- Direct line management of the Director of NTTC.
- Chairing the Executive Board, which reviews all SCITT policies, procedures and practices.
- Providing updates to the CCN Governing Board on all aspects of NTTC including financial and compliance matters.

The Director of NTTC is responsible for:

- Providing updates to the Executive Board on compliance.
- Implementation of systems that will facilitate the collection of data as required.
- Leading the implementation of quality assurance across the programme.
- Providing evidence of data collected.
- Providing opportunities and evidence for benchmarking activities.

The Curriculum Leaders of NTTC are responsible for:

- Undertaking quality assurance activities and monitoring programme quality, compliance and stakeholder experience.
- Providing feedback, evaluation findings and recommendations to the Director of NTTC.
- Supporting the Director of NTTC in identifying priorities, implementing improvements and monitoring impact.

4. Monitoring

The training course is regularly evaluated by NTTC's Director (Quality Assurance lead) against the Ofsted toolkit statements for each area. Subsequent priorities, targets and actions are identified and recorded in self-evaluation documents. These documents and NTTC's improvement plan are

presented to the Executive Board. They are available for all partnership schools to view. This includes regular QA of compliance and safer-recruitment processes for the team and for the programme and its trainees.

Targets and actions are reviewed regularly as part of NTTC's developmental work, and overall programme work is monitored for quality against the statutory guidance. Quality standards for each aspect of the programme's work – by both team members and external partners – are set out, shared and used to support effective programme work; identify and share strengths and good practice; identify skill and knowledge gaps and training to fill these; and take steps to improve. We work to improve the programme, documents, processes, work and anything else identified where necessary.

5. Table of QA processes

	Programme aspect	Who, when, how often	If support needed
PD design and delivery	• Centre-based training delivered by NTTC. • Centre-based training delivered by an external partner. • Primary and secondary subject-knowledge training delivered by a subject expert. • Trainee experience. Review of plans; observations of delivery; facilitator self-evaluation; survey feedback from trainees; feedback from external facilitators; review of portfolio evidence to see impact of centre-based training. Session planning: best practice is to have a mix of individual and joint – allows for team members' strengths and team learning by sharing and observing expertise, as well as modelling effective approaches to working with adults.	**Design audit:** 10% of plans for each phase: three per year: two in autumn and one in spring – whole-session plan. **Learning walks**: one pre-agreed drop-in per half term for 15 minutes, with one focus set by tutor(s) delivering. **Observations of centre-based delivery:** All tutors 1hr/term observation, pre-agreed time and focuses. **Peer learning**: in- and cross-phase opportunities for tutors to observe each other, with a pre-agreed focus for discussion and capturing of good practice. 1hr/term. **Trainee feedback:** termly questionnaires. **External facilitators:** Shared information: NTTC vision and values; ITTECF statements for the session; related prior learning; key relevant research. Planning collected and reviewed before delivery. **External PD/primary subject-knowledge delivery:** one tutor to shadow delivery, good practice captured according to agreed criteria. Trainee feedback sought. **Secondary subject-knowledge delivery:** one day of delivery shadowed by NTTC team member, with good practice captured according to agreed criteria. Trainee feedback sought. Subject Knowledge Audit document reviewed for impact on trainee practice. *Good practice captured and concerns identified and addressed responsively and appropriately.*	Internal: professional discussions, opportunities for engaging with training to support skill development, peer learning and discussion planned to share expertise. External delivery including subject-knowledge programme: professional feedback discussion, review briefing effectiveness, review of stakeholder availability.

Placements including mentoring work	• School placements. • Placement structure. • ITaP work on placement. • Trainee experience. • Mentor work with trainee. Survey feedback from trainees; Ofsted reports of placement schools; conversations with link tutors/school leads; NTTC visits; Shadowing of tutor visits; scrutiny of observation paperwork; team reflection.	**Placement selection:** discussions of statutory requirements during placement finalisation; Ofsted reports checked; sharing of key documents and programme expectations; discussion with link tutor about placement strengths and mentor needs. QA checklist completed with school lead/link tutor. **Placement observations:** Placement checklist to ensure statutory requirements met; joint observation with mentor to QA observation, feedback and working with targets by mentor according to NTTC curriculum, trainee development. Trainee portfolio documents dip-sampled between review points to ensure high-quality observation, discussion, target-setting and deliberate practice taking place. **Tutor visits:** Curriculum Leads to shadow tutor visits regularly to support standardisation of feedback and coaching cross-team and with mentors. NTTC tutors to shadow visits to capture expert practice. **ITaP:** Any part of the ITaP can be reviewed. One hour per school; tutors to visit up to three schools each in ITaPs 2 and 3. Placement selection will be determined by priority need: factors in placement selection to include: where there is more than one trainee, if the setting is RI/needs improvement, where there is a PGTA, if the trainee or mentor has raised any concern. **Trainee experience:** survey feedback, responsive conversations, portfolio documents, conversations during visits. *Good practice captured and concerns identified and addressed responsively and appropriately.*	Conversations with school lead / link teacher as appropriate, to discuss challenges of meeting placement requirements and/or quality, with support offered by NTTC on a bespoke basis. In-person visit conducted as needed; sooner and/or extra visit with a focus on the area identified as needing improvement. Tutor to model excellent observation practice: effective post-observation discussion, target-setting and coaching. Bespoke support provided by the team on a case-by-case basis, to include school ITT link teacher. If necessary, temporary deselection of placement – rigorous onboarding if placement resumes.
Mentor training and development	• Recruitment and training. • Meetings, professional discussions and developmental work. • Mentor experience. Review of mentor-training curriculum and plans; peer observations of mentor-training delivery; mentor self-evaluation; survey feedback from link tutors and mentors;	**Training:** Mentor attendance at and completion of training. Discussions about application and impact of training during tutor visits. Mentor training planned using National Mentoring Standards and finalised in response to tutor experiences across placement visits. **Mentor curriculum:** sessions planned collaboratively by the NTTC team, with paired delivery and peer observation and professional discussion termly.	Tutor to undertake extra visit. Tutor to recommend mentor training to support skill development. Bespoke support provided by the team on a case-by-case basis, to include school ITT link teacher.

	review of trainee portfolio documents relating to mentoring work.	**Trainee portfolios:** Dip-sampling of trainee portfolio, including mentor observations, records of weekly meetings and working with targets. **Mentor experience:** mentor surveys: experience, effectiveness, impact. *Good practice captured and concerns identified and addressed responsively and appropriately.*	
Recruitment and retention	• Recruitment standards. • Formal and informal support procedures. • Exiting the programme. • Documentation to support these processes. Invitation-to-interview procedures; recruitment compliance checks; self-reflection; feedback from those involved; review of support outcomes for team learning.	External phase/subject experts supporting NTTC with interviews where possible, with thorough briefings and standardisation materials. Professional discussions between interviewers to make offer decisions. Annual training and standardisation in-team and with external interviewers. Where a trainee leaves the programme. exit interviews conducted where appropriate and interview documentation checked to capture learning. Individual Support Plan process discussed and agreed with NTTC tutor, trainee and mentor, with support evaluated and reviewed at plan mid and end point. Safer recruitment audit reviewed and updated annually, with changes and updates communicated to all team members. Monthly spot-check of recruitment compliance to check all safer-recruitment procedures being followed.	This work is regularly reviewed – if retention or progress becomes a concern, recruitment documents will be reviewed to better understand the trainee's experience and adjustments made as identified and agreed.
Assessment	• Portfolio review. • Programme documents. • Assignments. • Final Assessment. • Support. • External moderation. Assessment standardisation; feedback standardisation; team moderation planning	Assessment and feedback standardisation meetings in-team. Internal and external moderation of portfolios and assignments. Review of portfolio evidence and assignments for impact of centre-based and placement learning. QA paperwork grid completed with criteria for effectiveness – good practice captured and concerns identified and addressed responsively	

	and records; external moderation of targeted areas of the programme; paperwork scrutiny for impact of other elements of the programme; evaluation of paperwork to support progress, learning and demonstration of meeting the Teachers' Standards. Programme support offer.	and appropriately.	