

## **KMT Recruitment & Admissions policy**

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## KMT Recruitment & Admissions policy

### Purpose of the KMT Recruitment & Admissions policy

This document sets out the policy for recruiting and selecting trainees for all Kent & Medway Training's (KMT) Initial Teacher Training (ITT) programmes, across the primary and secondary phases.

This policy addresses the entry criteria in the DfE Initial Teacher Training (ITT) Criteria. In addition, the policy is consistent with KMT's Equality, Diversity and Inclusion Policy in that all applicants to the programmes are considered equally on merit, irrespective of disability, race, religion or belief, sex, gender, sexual orientation, age, or marital status.

The main aims of this policy are to secure the highest possible calibre of the entrant to the programmes and to be timely and responsive in dealing with applicants at all stages of the process.

The ongoing organisation and running of the admissions procedures for KMT programmes is the responsibility of the Head of KMT, Head of Recruitment & Operations, and Course Programme Leaders.

### Section 1: Advertising of KMT programmes

a) Information for prospective trainees will be available on the KMT website, partnership school websites, and the Department for Education website.

b) Recruitment will take place through various methods including:

- online events
- marketing at partnership schools including flyers, emails, newsletters to parents and carers, and discussions with volunteers and staff who meet the training criteria
- social media
- KMT representation at careers fairs and recruitment events
- involvement of partnership schools in the DfE School Experience Programme

c) Prospective candidates will be made aware that various financial incentives and support are available subject to meeting the necessary criteria and will be signposted to the correct channels for access.

## Section 2: Selection of candidates for Interview

### Essential academic criteria

#### GCSE standard equivalent

- All entrants must have achieved a standard equivalent to a grade C (or grade 4 of the new GCSE) in the GCSE examinations in English and Mathematics (and also in Science for primary courses). ([ITT criteria C1.1](#))
- Equivalence is at the discretion of KMT and in most cases, we will only accept GCSE, O Level, iGCSE, Scottish Standard grades 3 or higher or an international equivalent certified by ENIC (formally NARIC).
- Applicants who are otherwise suitable but have not successfully achieved a GCSE grade 4, or recognised equivalent, may be given an opportunity to show that they can meet the required standard by taking an in-house equivalency test. Similar arrangements can be made for applicants who cannot provide original certificates as evidence.

#### Post Graduate Teacher Apprenticeships (PGTA) specific qualifications

- Those applicants meeting the required GCSE standard by taking an equivalence test or by offering other evidence of attainment, who intend to undertake the PGTA, will additionally need functional skills qualifications or equivalent qualifications at level 2 in mathematics and English to meet the apprenticeship gateway entry criteria.

#### Degree criteria

- All entrants must hold a first degree from a United Kingdom Higher Education Institution or equivalent qualification ([ITT Criteria C1.2](#)). The qualifications achieved or expected should normally be a 2:2 or above.
- For Secondary Courses academic qualifications achieved, or expected, will normally be a degree of 2.2 or above, or equivalent in the same, or a related subject. In some cases, it may be possible to consider graduates with degrees in subjects not directly related, providing that the content of the entrant's previous education or work experience provides the necessary foundation for work as a teacher in the subject(s) they are to teach.

- Modern Language applicants are required to have a degree in the appropriate language, or a degree in which the appropriate language is a significant element, and/or to have spent a substantial period of residence in a country where that language is the main language. All applicants will preferably hold a qualification in a second language which is equivalent to GCSE grade C or higher but this is not essential. Where an applicant does not have a second language, they will be required to complete a Subject Knowledge Enhancement course prior to training.

#### Intellectual and academic capabilities

- All teachers, regardless of the subject they teach, need to show that they are proficient in English and Mathematics.
- All entrants must have the capability to undertake an ITT course and meet the Teachers' Standards by the end of their training. Prior to the award of QTS, accredited ITT providers must assure that trainees demonstrate competence in the following areas:
  - Speaking listening and communicating
  - Written English
  - Mathematical proficiency
- For us to assure entrants' competency in these areas, an English task and mathematics audit will need to be completed prior to induction in August. If gaps are identified, then they will need to be addressed during the training year in order to gain QTS. The English and mathematics audits are additional to GCSE English and GCSE mathematics.
- Any work to address shortfalls in English and mathematics must be undertaken by the trainee teacher in addition to other aspects of their training. It is the trainee's responsibility to secure such fundamental English and mathematics and the assurance of this lies with KMT.

#### Interview and selection

##### **Safer recruitment training statement:**

KMT follows the Leigh Academies Trust (LAT) Safer Recruitment Procedure, and its responsibility is detailed therein.

Safeguarding checks including background checks will be undertaken as detailed in the above section and in accordance with Statutory Guidance - KCSiE (2024)

KMT will request additional "safer recruitment statements" from referees if necessary (if not already indicated on the DfE application form).

At least one member of the interview panel and selection process will be trained in Safer Recruitment.

Candidate's invited to interview will have their identity established in a face to face session. Candidates will be requested to bring appropriate documentation (in line with DBS approved ID proof guidance) to the face to face interview for clarification.

Any trainee removed from the programme due to background or safer recruitment checks will be referred to the DBS.

Checks are carried out at interview to determine if applicants have previously enrolled or taken part in an ITT programme and the reason for non-completion/withdrawal

Any trainees enrolled on the programme will be reminded on a termly basis of their obligation to inform the Trust of any Police action against them since being appointed. This will be checked by means of an electronic form.

For applicants made a Conditional Offer online searches will be carried out by way of best practice and due diligence advised by KCSIE 2024 to help identify any incidents or issues.

**Shortlisting and rejections:**

Applications are shortlisted or rejected in line with KMT's application screening process which includes telephone screening where appropriate.

Those successfully shortlisted through the screening process will be invited for an interview.

Notification will be made via;

- Phone call
- DfE Apply portal
- Email providing details of the interview process and format

Detailed written feedback will be given to those who are rejected following an interview. This will provide information on why they were not successful on that occasion and encourage them to apply again in the future where potential to improve is evident.

**Personal specification for trainee teacher:**

In addition to ensuring that candidates meet the basic eligibility criteria the KMT Recruitment team also review the applicants personal statement to look for evidence of personal qualities and prior experiences relating to any positive involvement with schools and children, that will assist in deeming them suitable to be put forward for interview. In addition KMT follows the [Trainee Teacher Person Specification](#) as set out by NASBT (2020).

**Including online interviews and seeing original certificates:**

Candidates are required to provide KMT with evidence of their qualifications and ID prior to the interview to ensure they meet the entry criteria. Where an interview takes place remotely, documents will be verified in person with a KMT Course Programme Leader (CPL) prior to induction and no later than the July of the training year.

Candidates must show all documents to a CPL at a face to face interview and these will be formally listed on the 'Original Document Confirmation' form for record keeping purposes.

**Decision making process:**

The outcome of the interview must be determined by all members of the interview panel. In order to be successful the school and KMT must jointly agree that the candidate has demonstrated the potential to enrol onto the course and meet the Teachers' Standards by the end of their training. Where a candidate is considered unsuitable to train, feedback will be provided. Where a decision differs between the panel members a second stage interview can be arranged if necessary, however, if KMT deems the candidate unsuitable for ITT they will not be put forward for other options in the same recruiting period.

**Section 3: Conduct for interviews**

Candidates invited to interview will be provided with a KMT Training Provision Checklist as part of their interview invitation which provides specific details of what to expect from the course if successful. The checklist is also a useful tool to help the candidate address any questions they may have with the interview panel.

The formal interview will be conducted by at least two panel members, one KMT representative and one school representative. The panel members will be listed in the interview invitation.

The panel will assess the candidate's suitability for the course using KMT's standard interview questions and including additional school specific questions if suitable.

In preparation for the interview, the applicant will need to:

**Secondary phase:**

- prepare for a set topic presentation as provided in the interview invitation

**Primary phase:**

- prepare to read a book from a selection to a group of children

In some circumstances, the interview process will be held virtually using Google Meet. For example, candidates currently living abroad or national restrictions on visits to schools.

Applicants are required to provide details of any convictions using the KMT Self Declaration form. This will be kept on file if the candidate accepts an offer. Any declarations will be discussed with the Head of KMT once the candidate has accepted.

Supporting Needs - candidates will be asked if they would like to provide information about a special need or disability – this information is useful so that appropriate support and adjustment can be made on the programme if the candidate is successful. If needs are disclosed a copy of the KMT Learning support and Disability policy.

**School experience**

Prior teaching experience is not required for entry to ITT programmes. However, as part of the pre-course activities we recommend entrants spend a minimum of 10 days of work experience in a school to observe lessons, two of which should be in an alternative phase.

Prior experience is essential for employment based routes and will be assessed at interview through a teaching task in school.

Where applicants have previously worked with children, reference will always be sought from the school or organisation.

#### **Section 4: Post-Interview**

Candidates will usually be informed of the outcome of the interview by email on the day of the interview or the following morning, and a notification posted on the DfE Apply system.

A conditional offer letter will be sent to successful candidates by email.

This will include:

- any conditions to be met including: successful completion of a degree and completion of Subject Knowledge Enhancement (SKE) where appropriate
- documentation to be completed, including a health questionnaire to assess physical and mental fitness for teaching
- confirm the need for satisfactory references to ensure that there are no reasons stated why the candidate should not work with children or young people
- information about background checks including DBS procedures
- pre-course actions

Once a candidate has accepted an offer they will be subject to an online search, as per the KCSIE guidance (2024).

KMT will complete a DBS check and prohibition check for all Fee Funded trainees within 3 months prior to the commencement of training. KMT will share DBS details with partner schools.

Partner schools will ensure all Employment Based trainees and Teacher Apprentices are in possession of a DBS check carried out by the school within 3 months prior to the commencement of training. Partner schools will confirm with schools that the DBS check has taken place and that the trainee teacher has been deemed suitable to work with children to train to teach. Partner schools will share DBS details with KMT.

Unsuccessful candidates will be processed via DfE Apply. If candidates are unsuccessful at an interview they will receive constructive feedback via email from



the KMT recruitment team. Further feedback can be requested by emailing the KMT recruitment Team.

### **Section 5: Monitoring and Evaluation of the Admissions Policy**

For each cohort of trainees admitted to KMT's programmes:

- The KMT recruitment team keeps a record of withdrawals and reasons for withdrawals following an exit interview with the Head of KMT and a member of the Recruitment team.
- The Head of KMT will attend a selection of primary and secondary interviews for quality assurance purposes.
- A member of the KMT team will be present at all interviews, along with partnership schools to ensure consistency.
- The KMT Recruitment Team will keep a record of trainees who do not complete the programme for monitoring purposes.
- The KMT Recruitment Team will keep a record of the employment and career progress of trainees.
- The Head of KMT will review data and other feedback on selection and recruitment in their annual reviews, self-evaluations and improvement plans.
- The Recruitment & Admissions Policy will be reviewed every year by the Strategic Board, unless an earlier review is required.

### **Section 6: Complaints process for applicants to KMT programmes**

#### **Complaints**

Should an applicant feel that there are grounds for complaints about matters relating to our marketing or admissions process, they should be made directly to the Head of KMT, Polly Butterfield-Tracey, via email to [polly.butterfield-tracey@KMTraining.org.uk](mailto:polly.butterfield-tracey@KMTraining.org.uk)

The pre-course complaints process can be found in Appendix A..

**Appeals**

Should a rejected applicant feel that there are grounds for appealing the decision, they should refer to the [Appeals Policy](#).

**Section 7: Equality**

Kent and Medway Training (KMT) as part of The Leigh Academies Trust (LAT) is committed to diversity, inclusion and equality of opportunity in the workplace. We want each and every person working at or within the Trust to feel respected and able to give their best. Simply having a diverse workforce is not enough and we want to create an inclusive environment, where everyone can contribute and develop to their full potential.

Our Equality, Diversity and Inclusion policy can be found [on our website](#).

**Equal opportunities**

Interviewers must be aware of equal opportunity issues and how they relate to the conduct of the interview. Questions to be avoided include any that an applicant from a group subject to discrimination may find intimidating, such as questions about presumed problems or disadvantages, relating to race, religion or belief, sex, gender, age, sexual orientation, marital status or physical ability. No applicant may be questioned about marital status, the views of the spouse or partner towards the application, provision for children or any other purely domestic arrangements, unless the applicant broaches the topic. Interviewers must not ask any questions or enter into discussions regarding criminal convictions.

**Supporting Needs**

Interviewers should ask candidates if they would like to provide information about a special need or disability – this information is useful so that appropriate support and adjustment can be made on the programme if the candidate is successful. The KMT Learning Support & Disability Policy is available on request, and is shared with candidates following once they have been accepted on to an ITT programme.

## Section 8: Selection and deselection of partnership schools

### New partnership schools

All schools and MATs wishing to join the KMT consortium will have an initial visit from the Head of KMT and/or relevant Course Programme Lead. The Headteacher and Professional Tutor will then complete an application to join, which will be reviewed by the Leigh Institute Executive Committee and the outcome shared with the KMT Strategic Board.

### De-selection of partnership schools

A range of factors will be used to decide whether a partner school should continue to be involved in the SCITT. These factors are:

- The outcomes for individual Associate Teachers based at the partner school
- The partner school's compliance with the Partnership Agreement, Alliance Agreement and Placement Guidelines
- The quality and effectiveness of the School-based Mentor/s (as assessed by Associate Teachers, the Visiting Lead Mentor, the SCITT Hub Teams, the SCITT Leadership, and external quality assurers and moderators)
- The quality and effectiveness of the whole school provision, including the Headteacher/ Professional Tutor support and mentors (as assessed by Associate Teachers, the Visiting Lead Mentor, the SCITT Hub Teams, the SCITT Leadership, and external quality assurers and moderators)
- The overall Ofsted grade of the school
- The availability of Associate Teachers
- Compliance with applicable laws or regulations relevant to the operation of the SCITT

Where concerns are raised in relation to any of these criteria, the SCITT Leadership Team will discuss them directly with the Headteacher of the partner school in order to put in place effective steps to ensure that the quality of provision improves. If a partner school cannot take effective action to resolve the concerns that have been raised within 20 working days, then they will be deselected and an alternative placement school/s will be arranged for the Associate Teacher/s based there where appropriate.

If a partnership school goes into a category mid placement, following an Ofsted inspection then KMT will need to be satisfied that partner school has the

capacity to undertake their responsibilities. Where a school has serious weakness or is in special measures, it may still be possible to use the school for placements, especially if the improvements to be made do not affect the subject or age range of the training. The Head of KMT and/or Course Programme Lead of the relevant geographical hub will carry out a Quality Assurance visit to ensure that the trainee will not be disadvantaged by the school experience. The situation will then be kept under close review.

A partner may also leave the SCITT in accordance with the terms of the Alliance Agreement.

**Appendices**

**Appendix A:**

**The pre-course complaints procedure**



