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| logo | GRADUATE SCHOOL OF EDUCATION  **School Direct Distance Learning trainees**  **A checklist to help schools with the SD recruitment process** |

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| **Pre Interview**   * Read the ‘School Direct guide for Lead Schools’ and ‘Recruitment and Admissions Procedures for School Direct’ – these contain all the information you should need about the recruitment process   <http://socialsciences.exeter.ac.uk/education/partnership/itecoordinatorinformation/schooldirectcoordinators/>   * Follow any instructions emailed to you from the DfE * Provide Julie Lambourne [pgceadmissions@exeter.ac.uk](mailto:pgceadmissions@exeter.ac.uk) with administrative rights to access your UCAS interface (this will change soon to DfE) * It is essential that you provide ITE Partnership Office [exeterpartner@exeter.ac.uk](mailto:exeterpartner@exeter.ac.uk) with proposed interview dates. If new this year, a University representative will attend your first interview date. |
| **Post Interview**   * Ensure any subject knowledge targets or disclosure of disability are recorded on the interview documents. This must include details of any Subject Knowledge Enhancement (SKE) courses which form a condition of the offer, if appropriate. * Ensure that the interview records have clearly documented how you plan to support a trainee with additional academic or subject knowledge needs (e.g. 2:2 degree, degree in a different subject specialism), including subject knowledge enhancement courses, additional tutor support, extra time in school timetabled for academic work, or similar.’ * Return all interview documents (incl. GCSE English/Maths (& Science if Primary), A-Level and Degree certificate copies) within 48hrs to Julie Lambourne in admissions [pgceadmissions@exeter.ac.uk](mailto:pgceadmissions@exeter.ac.uk) * For face to face interviews: ensure trainee has completed all required documentation and has provided photographic ID for a visual identity check. Send all forms including photocopies of trainees ID to university * For online interviews: ensure trainee understands they will have to send original certificates and documents to the Admissions/DBS team following any offer * Ensure trainees understand that they are doing a School Direct model of training and the role of the University depending on their route |
| **From acceptance of offer to the start of course**   * Consider sending trainees a ‘Keeping Warm’ activity, i.e. Subject Knowledge update or similar * Ensure a named school contact is provided to the trainee with contact details, in order to answer questions over the summer * Ensure that any pre-course targets discussed at interview are followed up (i.e. By arranging subject knowledge revision tasks, ensuring trainees are registered on Subject Knowledge Enhancement (SKE) courses if relevant, visits to the school, etc.) * Ensure that school-based staff are prepared for their roles by organising training for them * Ensure salaried trainees have undergone the enhanced DBS check and Fitness to Teach assessment - confirmation of a satisfactory outcome for both processes should be provided by the lead school to the University * Ensure the Partnership Agreement has been signed and returned to the ITE Partnership Office * Ensure School/s have ELE login and can access Exeter Learning Environment (ELE) by completing form * Ensure the training plans for Distance Learning trainees have been written and completed version sent to ITE Partnership Office – you can find an example and the template here: <http://socialsciences.exeter.ac.uk/education/partnership/itecoordinatorinformation/schooldirectcoordinators/> * Ensure that PSTs have seen the ‘Information to support subject-specific training’ documents and these documents have been used to plan the subject knowledge input part of the training – Distance Learning trainees only * Provide trainees with Subject Knowledge Audit(s) depending on phase and subject –see website * Monitor Subject Knowledge Audits, setting additional targets as required * Arrange contrasting placement for a minimum of six weeks – ensure you are aware of the Spring Term assignment and FRAP dates and the impact the timing of the placements will have on these * Ensure trainees have accessed the pre-course information provided by the University (the link will be emailed to the trainee directly) plus any additional tasks that the school would like to set * Ensure trainees have adequate time for the online modules (M Level work), refer to Training Plan for guidance (Distance Learning only) * Complete the personnel record with placement schools, year group and dates alongside the names of the PST and Mentors for each trainee * Refer trainees who have disclosed a disability to AccessAbility in order to access support: <http://www.exeter.ac.uk/accessability/> |
| **At the start of term**   * Ensure distance Learning trainees attend their induction day at the University in early September * Ensure trainees to complete FRAP1 and return by the deadline on the form * Ensure trainees have accessed the website, including the School Direct (distance learning) Programme Handbook if distance learning * Ensure @Exeter trainees know when the taught course starts * Ensure trainees have activated their University IT account and registered using the online system (the trainee will have been emailed from the University) * Ensure trainees have accessed ELE. It is important that the distance learning trainees do this before Induction day * Ensure trainees are engaging with the pre-course reading set by the University and any tasks set by the school * Review Subject Knowledge Audit(s), setting additional targets as required * Ensure trainees’ timetables are in place, including Weekly Development Meetings * Ensure trainees understand the requirements of the Exeter Model including the Individual Development Portfolio (IDP), Weekly Development Meetings, Demonstrations, Observations, Agendas, Pupil Learning Story and FRAPs * Allow trainees to gain experience using the Exeter Model training tools, i.e. Demonstrations and Agendas * Check all staff working with trainees are clear about their roles * Provide link and password to the course documents section of the website to the PSTs/Mentors and ITECs in all schools and encourage them to review this page:   <https://socialsciences.exeter.ac.uk/education/partnership/handbooksreportsanddocuments/>   * Check with the trainee that the University Visiting Tutor (UVT) has made contact with the trainee |