

**Ofsted**  
Outstanding  
Provider

|                             |   |
|-----------------------------|---|
| <b>Anomaly</b>              | A value that does not fit the pattern based on trends.<br>10, 12, 15, 67, 18                          |
| <b>Control Variable</b>     |   |
| <b>Dependent Variable</b>   |   |
| <b>Independent Variable</b> | A variable that we change (or observe) to see what effect it has.                                     |
| <b>Repeatable</b>           | If the same results are obtained when the experiment is repeated using the same equipment and method. |
| <b>Reproducible</b>         | If the same results are obtained when the experiment is repeated using the same equipment and method. |
|                             | The repeat results are very close together.   |

**eTeach**



# Teaching School Hub

Growing Great Teachers  
Improving Education for All

**XAVIER**  
TEACHING  
SCHOOL  
HUB





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A young boy with dark hair and glasses, wearing a white school shirt and a dark tie with yellow stripes, is sitting at a desk. He is looking down intently at a notebook, holding a yellow pencil. The background is blurred, showing other students in a classroom setting.

“  
**TEACHING  
IS THE MOST  
IMPORTANT  
OF ALL  
PROFESSIONS.**

**Sir Ridley Scott**  
**Film Director & Producer**

# WELCOME FROM THE DIRECTOR

## Welcome to Xavier Teaching School Hub.

I hope over the course of this prospectus we have captured the essence of the visions and values of Xavier Teaching School Hub and how this is manifested in all areas of the provision and through every colleague and staff member that works with us. As a school, by choosing us, you are choosing to become, what we hope will be, a life-long member of our community.

We feel privileged to be one of 87 nationally designated Teaching School Hubs, created by the Department for Education, to support schools with the development of their teachers.

Our aim is to give all young people in our schools access to the highest quality teaching. We work with schools throughout Surrey, Sussex, London and Northamptonshire. These genuine and collective partnerships across the South East of England ensure that our teacher development programmes make a meaningful difference to those involved, and enrich the fabric of the schools in which they teach. We strive each day to be the best Teaching School Hub in the country and to serve our schools to the best of our ability.

As a Teaching School Hub one of our responsibilities is to open up opportunities for those wishing to join the profession. As a school, we would welcome your engagement with our own Initial Teacher Training (ITT) provision: Xavier Teach SouthEast. Xavier Teach SouthEast offer Pre-ITT Internships for those interested in gaining experience, and a range of flexible routes into teaching (both full and part-time). We are more than delighted that Teach SouthEast's recent Ofsted inspection in

February 2023 recognised our passion and pursuit of excellence by being judged Outstanding in all categories. Please read it [here](#).

We understand how important it is to support teachers once their training is complete. As a Teaching School Hub, we bring to you our well-established ECF and Appropriate Body offering. Our bespoke training and support ensures that Early Career Teachers (ECTs) continue to be developed and nurtured over the first two years of their employment. We are proud to work alongside Teach First in the delivery of this programme, who similarly to our ITT provision, have been graded Outstanding in all categories.

For colleagues ready for the next step, beyond the ECF, we can provide further professional development through the our delivery of the fully-funded National Professional Qualifications (NPQs).

You will find in our central team, hugely experienced and knowledgeable individuals with a shared passion for teaching; you can trust that they will look after you and support you and your staff at whichever stage you work with us.

Finally, thank you for taking the time to find out about the work that we do as a Teaching School Hub. Please don't hesitate to call us on T: 01932 578682 should you have any questions.



**Amy Harper**

Director of Xavier Teaching School Hub  
and Xavier Teach SouthEast



# THE BENEFITS OF ENGAGING WITH US

**At Xavier Teaching School Hub, looking after staff in order to retain them and ensure the best experience for our students is at the heart of all we do.**

Growing great teachers directly impacts the quality of education in our schools and the outcomes for students. The 'Golden Thread' of teacher development is pivotal to support this vision.

## **We offer the following:**

**Pre ITT:** To provide experience and training to anyone interested in pursuing a career in teaching via an internship programme.

**ITT:** To sign-post potential teachers to local providers, including Xavier Teach SouthEast which operates over six regional hubs.

**ECF programme:** To support teachers in their first two years of their career, using the Early Career Framework in collaboration with Teach First.

## **Appropriate Body Services (AB):**

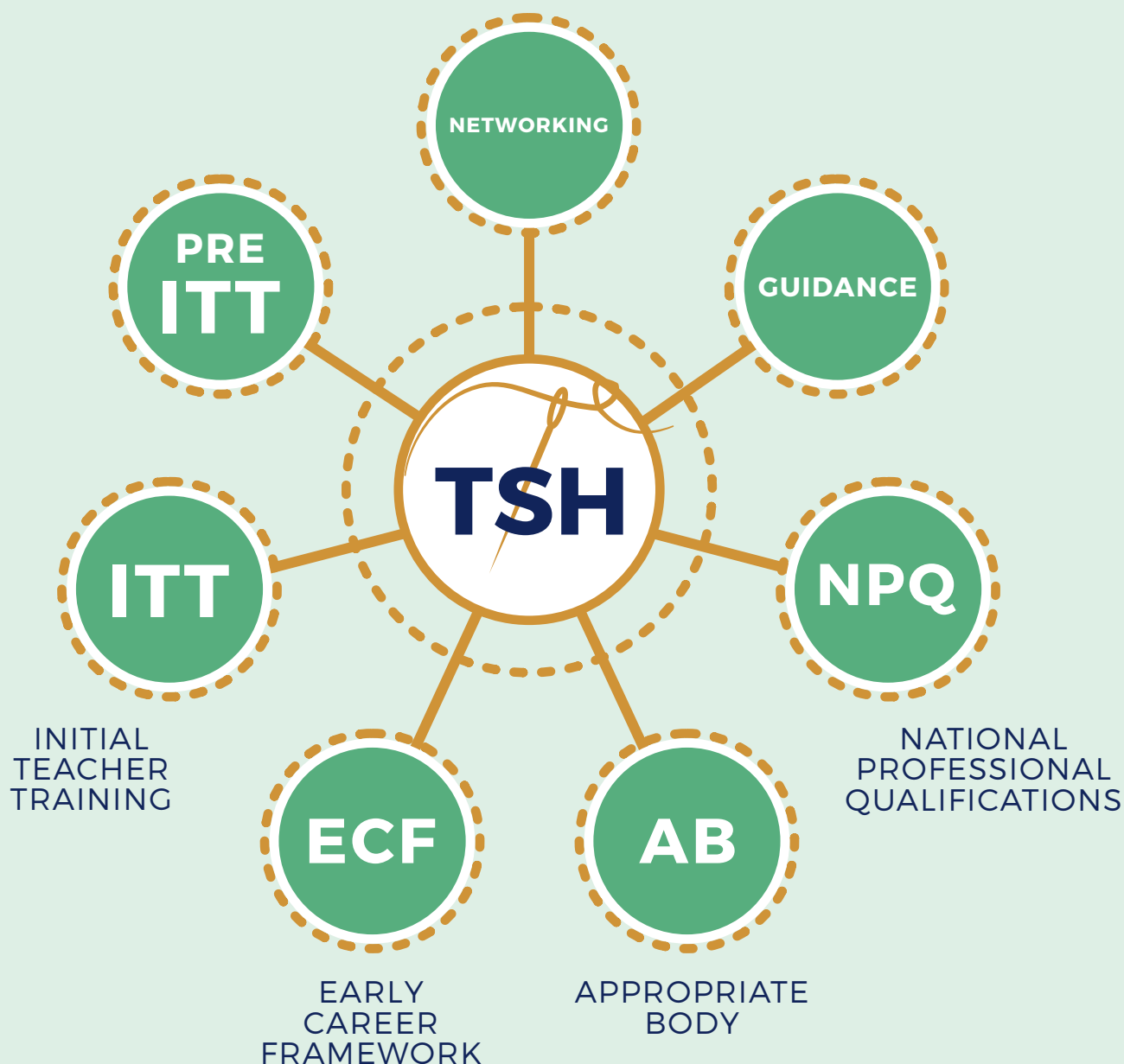
To provide a streamlined assessment system for ECTs.

**NPQs:** To support teachers at all stages of their career, through a suite of specialist and leadership programmes.

**Guidance:** To offer expert advice and opportunities to discuss drawing on our partners to support recruitment, retention and teacher development strategy in your school.

**Networking:** Sign-posting colleagues to local and regional curriculum and pedagogical hubs, and further development opportunities.

# THE GOLDEN THREAD OF TEACHER DEVELOPMENT



**GROWING GREAT TEACHERS  
IMPROVING EDUCATION FOR ALL**

# WHERE WE WORK

We are delighted to be able to offer support to a growing network of schools across Surrey and beyond. Our ITT, ECF and NPQ teams work closely with schools to offer bespoke support for colleagues from Pre ITT Internships through to Executive Headship.

Whilst designated to work within the boroughs of Surrey, we enjoy many relationships with schools that extend beyond this region and that currently cover Sussex, London and Northampton. We welcome conversations with any schools, interested in collaborating with us, whether you sit within our official region or beyond.





# AMBASSADORS

Where schools have a long-standing and strategic role with ourselves, we are proud to recognise this relationship with awarding them ambassador status. Within this role, senior leaders at these institutions proudly advocate working with us on our behalf and you can contact them for an honest insight into their experience of working with us and the benefits of engaging with one of our programmes.

In addition, we have strong partnerships nationally and across the South East, mutually benefiting our growth and quality of our provision.

Please see our website for up-to-date contact details on our Ambassadors, who would welcome a conversation with you:

St Charles' Catholic College, London

St Mary's Church of England Primary, Oxted

St Paul's Catholic College, Sunbury on Thames

St Thomas Catholic Academy Trust

Chertsey High School, Chertsey

St Peter's RC School, Guildford

Epsom and Ewell High School, Epsom

University of Sussex

Teach First

Eteach





Staff “receive practical and sensitive support for their work-load and well-being.”

Ofsted 2023

# MENTAL HEALTH AND WELL-BEING

**Xavier Teaching School Hub are committed to protecting and enhancing the mental health and well-being of colleagues that engage with any of our programmes. We are also proud to fully adhere to the Education Staff Well-being Charter from the Department for Education.**

We know that to be a successful teacher who thrives in the profession, resilience is an essential quality and must be nurtured; we also have a responsibility to foster this within the students we teach.

To ensure teachers, and therefore the students they teach, are well looked after for the duration of the course, each one of our programmes has bespoke support mechanisms and procedures in place.

We are delighted to have partnered with Teach SouthEast in the pursuit of the Carnegie Centre of Excellence for Mental Health in schools 'ITE Partnership Mental Health Award'. We received Silver status and are thrilled to be recognised for our ongoing and relentless commitment to staff well-being.

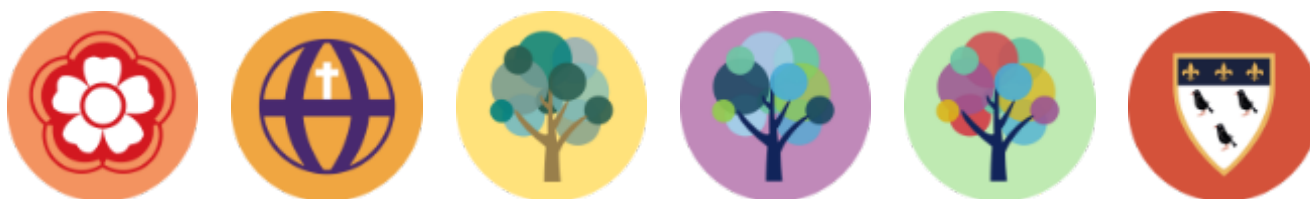
# OUR INITIAL TEACHER TRAINING PARTNERS

Across the Xavier Teaching School Hub region, there are a variety of ITT providers offering a multitude of routes for aspiring teachers to become qualified. Please see below for the many school-led and University training providers that operate across the region.

We believe that all schools should be actively engaged with finding the next generation of teachers and working proactively with a teacher training provider that best suits the needs and values of their setting.

At Xavier Teaching School Hub we are on hand to provide impartial advice and support for those wishing to teach and for schools interested in hosting trainee teachers.

Over the next few pages, we will be showcasing our own Initial Teacher Training provision, but we do so in the knowledge that there is a wealth of choice available for you as a school and that you may choose to engage with more than one provider.



# PRE-ITT

**For those interested in teaching, providing an ideal opportunity to explore life in the classroom.**

## **NON FUNDED AND FUNDED INTERNSHIPS**

We offer a three-week internship programme which incorporates a paid scheme for secondary maths, computing and physics undergraduates (£300 pw) and an unpaid scheme for all other secondary subjects and primary teaching.

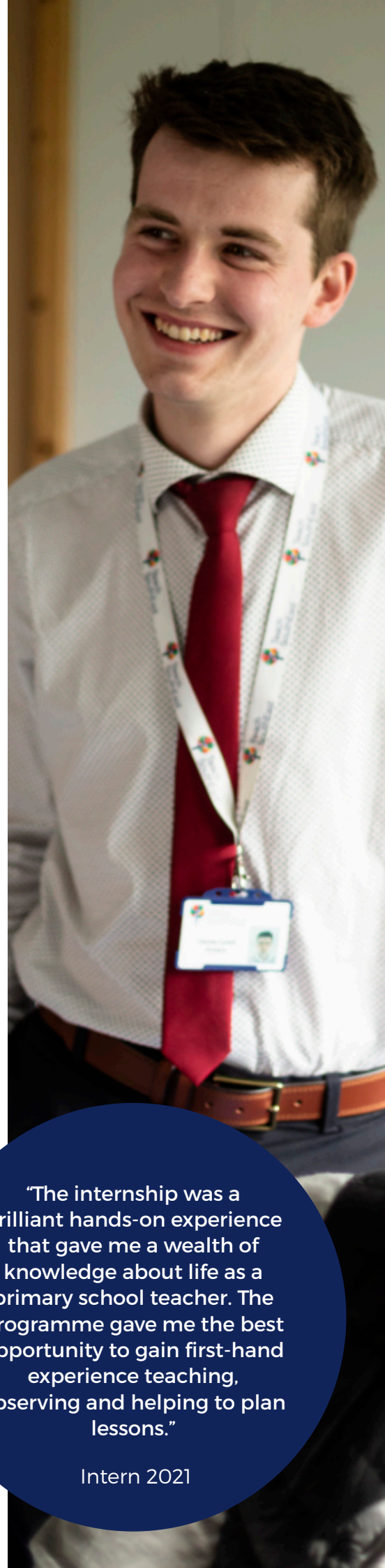
Our aim is to help undergraduates in all subjects, as well as those considering a career change, to explore how rewarding a career in teaching can be.

As part of the programme, candidates will have the opportunity to get involved in all aspects of school life, including:

- Taking part in a bespoke training programme with other interns
- Working closely with a mentor in a placement school to observe and teach lessons
- The chance to meet with ECTs (Early Career Teachers) and SCITT (School-centred Initial Teacher Training) trainees to get their perspective on the realities of teacher training

## **BENEFITS OF THE PROGRAMME**

- Candidates gain a true understanding of what a career in teaching involves
- Candidates receive high-quality training from outstanding teachers in high-performing schools
- Candidates get to meet other interns in a similar position
- Candidates accelerate their interview process for a place on one of our Initial Teacher Training programmes
- To gain valuable and unique work experience for whatever you go on to do in the future, as well as a formal written reference from your mentor



**“The internship was a brilliant hands-on experience that gave me a wealth of knowledge about life as a primary school teacher. The programme gave me the best opportunity to gain first-hand experience teaching, observing and helping to plan lessons.”**

Intern 2021

# PRIMARY AND SECONDARY ROUTES INTO TEACHING

**The following routes into teaching for both primary and secondary all result in Qualified Teacher Status (QTS) with the option to undertake the academic award of a PGCE.**

All of our full-time\* programmes are structured on an academic year with trainees spending four days a week in school, and one day a week attending centralised training. Trainees receive a comprehensive induction consisting of a day in July with a chance to visit their placement school and two days in August before starting the programme in September. \*All our programmes can be adapted to be completed on a part-time basis.

## TUITION FEE ROUTE

This programme allows trainee teachers to work towards QTS whilst undertaking the role of a teacher in a school environment and being immersed in school life for the duration of the programme. We highly recommend all Tuition Fee trainees complete a PGCE (through our partnership with the University of Sussex) alongside their QTS as they are complimentary and designed to underpin their practice in the classroom, providing strength and breadth to their understanding. However, should a trainee have exceptional circumstances where a PGCE is not the most appropriate option for them, we do offer a QTS only option.

### Fees for the programme

PGCE and QTS £9,250

QTS only £7,200

Some training routes are eligible for government bursaries, please check our website for the most up-to-date details.

## SALARIED ROUTE

Salaried trainees are employed by your placement school and receive a salary (unqualified 1) whilst working towards gaining QTS. Salaried trainees do not naturally undertake the PGCE because of the additional responsibilities they undertake as part of the programme, however for those who are particularly interested, this can be an option. This route is available for both primary and secondary teaching and is competitive and subject to school availability. It is often most suitable for a trainee already working in or who has an existing relationship with a school or significant relevant experience.

### Fees for the programme

QTS only £7,200 (fee payable by placement school and/or salaried trainee as dependent on circumstances).

**“Their outstanding curriculum is carefully designed around subject and phase.”**

Ofsted 2023

|                            | <b>APPRENTICE</b>  | <b>SALARIED TRAINEE</b>   | <b>TUITION FEE TRAINEE</b>  |
|----------------------------|--|---|---|
| <b>TRAINING FEE</b>        | The fee to cover the training to QTS and the EPA is £9000. (£7200 training to gain QTS and £1800 to cover the EPA)   | £7200   | £9250<br>Trainees can access a student loan to cover the fee or self-finance  |
| <b>LEVY TO BE USED</b>     | Levy can be drawn down to pay for the whole training fee   | Levy can not be drawn down to pay for the training fee. School and trainee to negotiate who is liable to pay the fee, this can be a shared cost   | Not applicable  |
| <b>SALARY</b>              | Minimum UQ1 can be negotiated with the employing school  | Minimum UQ1 can be negotiated with the employing school   | For certain shortage subjects, there may be a bursary available. Please refer to the Get Into Teaching <a href="#">website</a> for up-to-date details.  |
| <b>SUBJECTS</b>            | All subjects (including primary) not listed under the salaried trainee option (e.g. Drama, Music, RE, Business Studies etc.)   | Chemistry, Maths, Computer Science, Physics, Geography, MFL, Biology, DT and English  | All subjects including primary  |
| <b>TEACHING TIMETABLE</b>  | 55% term 1<br>65% term 2<br>85% term 3   | 55% term 1<br>65% term 2<br>85% term 3  | 35% term 1<br>55% term 2<br>65% term 3  |
| <b>ACCESS TO TRAINING</b>  | Training takes places each Friday for secondary and each Thursday for primary throughout the training year<br><br>The above is applicable to Surrey, however across our regional hubs the training structure is always the same but the day on which training takes place may vary | Training takes places each Friday for secondary and each Thursday for primary throughout the training year<br><br>The above is applicable to Surrey, however across our regional hubs, the training structure is always the same but the day on which training takes place may vary | Training takes places each Friday for secondary and each Thursday for primary throughout the training year<br><br>The above is applicable to Surrey, however across our regional hubs, the training structure is always the same but the day on which training takes place may vary |
| <b>LENGTH OF PROGRAMME</b> | 12 months to QTS (September – September)<br>4 months to EPA (September – December)   | 11 months to QTS (September – July)   | 10 months to QTS (September – June)   |

# PGCE

If a trainee chooses to do the PGCE they will engage with two modules, the first of which is Applying Professional Knowledge (APK), where they will complete an evaluative essay reflecting on the impact of pedagogy on their professional practice. The second module will require a professional discussion at the end of their QTS programme called Reflecting on Professional Knowledge (RPK).

Trainees will receive individualised support from a university supervisor and a series of group seminars built into our Professional Studies programme, delivered in our centralised training facilities.

## Non PGCE

If a trainee chooses not to embark on the PGCE, they will complete a mini research project allowing them the opportunity to reflect on the impact of research on professional practice.

To teach in England, you are required to have QTS, the PGCE is not a mandatory qualification.

# APPRENTICESHIPS

**The Teacher Apprenticeship** was launched in September 2018 and this gives schools an opportunity to use apprenticeship funding (the apprenticeship levy) for training. Apprentice teachers will have to meet the same statutory requirements for entry as all other ITT programmes and will be assessed against the Teachers' Standards through the Teach SouthEast curriculum.

Being an apprentice (similarly to a salaried trainee) means that the trainee is employed by their home placement school and receives a salary (UQ1) whilst working towards gaining QTS. This route is available for both primary and

secondary teaching and is competitive and subject to school availability. It is often most suitable for a trainee with significant school-based relevant experience.

On successful completion of the course, apprentices will also complete an end-point assessment (EPA) after the summer to consolidate learning from initial teacher training.

## Fees for the programme

QTS only £7200  
(covered by the school levy)

# TA TO TEACHER ROUTE

**The two-year graduate TA programme supports current Teaching Assistants (or other school-based staff such as technicians), to train to teach, part-time, whilst retaining a role and salary within school.**

The structure of the course is:

## **Year 1:**

3 days in school as TA

1 day of teaching in school as a trainee teacher

1 day of training with Xavier Teach SouthEast (Thursday for primary, Friday for secondary)

## **Year 2:**

3 days in school as TA

2 days of teaching in school as a trainee teacher

The one day of teaching (in Year 1) and two days of teaching (in Year 2) is flexibly divided across the week to best fit the school and current role.


## **Fees for the programme**

The course fee of £7200 which is payable in two equal amounts (one in Year 1 and one in Year 2), is generally payable by the school and is often negotiated with the school as a salary sacrifice (i.e. deducted from the salary).

We understand that each school and individual on this programme has a set of unique circumstances when it comes to finances. Please contact us to discuss how the funding is best managed by yourselves.







“Teach SouthEast are so easy to work with; they offer a great programme that puts trust in us as a school to know our own staff and support us fully to get the best outcomes.”

The Green Room School,  
Windsor

# ASSESSMENT ONLY

The Assessment Only route offers a stream-lined programme which enables unqualified, yet experienced teachers, the option of gaining their QTS in a shorter timescale than the traditional QTS only route. Candidates for this route must already be meeting the Teachers' Standards and require no further training.

## Fees for the programme

£2750  
(to be negotiated between the candidate and their sponsoring school)

## To be eligible, candidates must:

- Have a degree
- Have 5 GCSEs (or acceptable equivalent) – Grade A\*– C (new gradings 4-9) that must include Maths & English (& Science if primary)
- Have at least two years teaching experience, in at least two or more schools (or colleges)
- Be employed by the sponsoring school and teaching a timetable, with responsibility for whole classes across two consecutive age phases

Please don't hesitate to contact us to explore whether your candidate is suitable for this route.

# MEETING TRAINEE NEEDS

Part of our commitment to our trainees at Xavier Teach SouthEast is ensuring that at every step of the way, from interview to completion of the course, we meet their needs. This can be, but is not limited to, the following adjustments:

## **PART-TIME**

All programmes can be adapted to be completed on a part-time basis. Although this is adjusted to meet the needs of the individual involved, generally part-time programmes run on 3-days a week, over the course of 2 years. All part-time courses lead to the same qualifications as the full-time programmes.

## **PLACEMENTS**

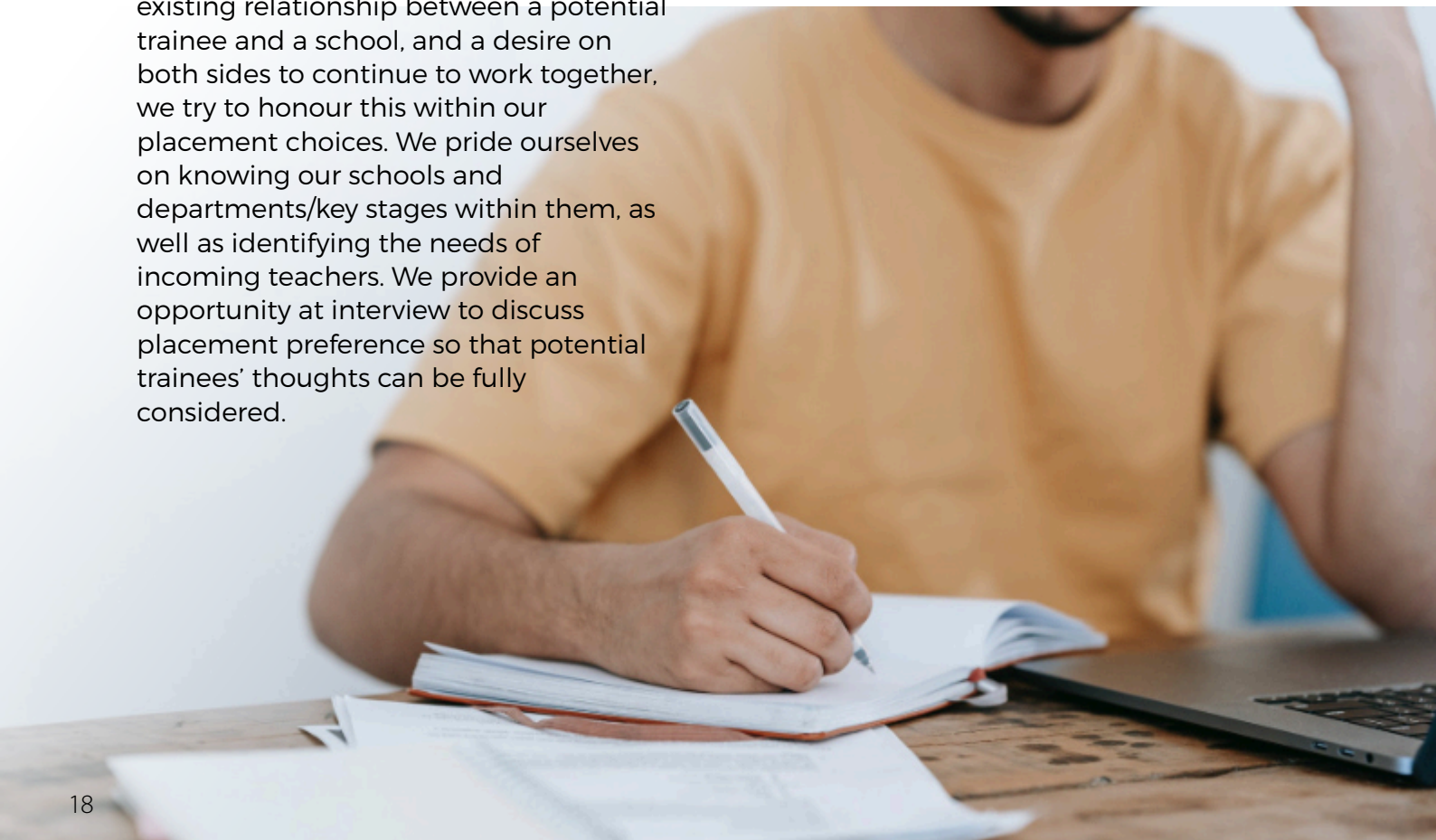
We understand that finding the right placement school is fundamental to trainees feeling settled and progressing through the course. Where there is an existing relationship between a potential trainee and a school, and a desire on both sides to continue to work together, we try to honour this within our placement choices. We pride ourselves on knowing our schools and departments/key stages within them, as well as identifying the needs of incoming teachers. We provide an opportunity at interview to discuss placement preference so that potential trainees' thoughts can be fully considered.

## **EQUAL OPPORTUNITIES**

As a training provider we are committed to providing equal opportunities for all that wish to enter a career in teaching. We seek to offer placements and inclusive training environments for all. We will take the time to understand a trainee's needs at interview so that they are able to access our provision to its fullest.

## **DIVERSITY, EQUITY, AND INCLUSION**

Inclusion is a key feature and strength of our programme; we celebrate diversity and believe it is important for students in every school to have access to teachers and leaders from all backgrounds. We launched our first Diversity, Equity and Inclusion (DEI) trainee group in 2022 to ensure the continual development of Xavier Teach SouthEast's provision for and training on DEI.



# WE'RE COMMITTED TO OUR TRAINEES

## AT APPLICATION WE:

Endeavour to remove barriers to interview

Inform trainees so they are equipped to make the right choice

Provide career coaches

Offer pre-school experience and Pre-ITT internship programme

## AT INTERVIEW WE:

Offer bespoke advice

Consider personal circumstances

Discuss placement school preferences

Consider additional needs

Assess and identify your needs

## BEFORE THE PROGRAMME WE:

Provide appropriate support to ensure trainees meet the conditions of their offer

Ensure contact is made with home school

Are available to answer questions and provide guidance

Match trainees to a pastoral coach

## ON THE PROGRAMME WE:

Facilitate a suitable peer buddy

Ensure a school colleague knows and understands trainee personal circumstances (where relevant)

Provide bespoke support to ensure trainees progress in the classroom

## AT ASSESSMENT WE:

Offer extensions and adapted assessment deadlines where appropriate

Provide access to additional support for literacy and numeracy

Every trainee has a University of Sussex supervisor to guide them through the PGCE

## IN BESPOKE CIRCUMSTANCES WE PROVIDE:

A support plan process to ensure progress

Further pastoral support from centralised team

Access to a hardship fund

Sessions with a counsellor

Provide advice and guidance on next steps

## WHEN TRANSITIONING TO EMPLOYMENT WE:

Have dedicated staff available to support with employment and career/interview/application advice

Make contact with employing school and send a transition document

Inform trainees about the ECF (Early Career Framework) and entitlement



# EARLY CAREER FRAMEWORK PROGRAMME

**All Early Career Teachers (ECTs) benefit from two years of statutory DfE-funded support and development based on the Early Career Framework (ECF). Xavier Teaching School Hub are delighted to be working in partnership with Teach First to deliver the fully funded ECF Induction Programme.**

## Our Early Career Framework provision

- Local strategic lead schools working with groups of ECTs and their Mentors to guide them through the programme
- Online and face-to-face training modules
- Mentor programme to support and develop colleagues
- World-class online learning platform delivered by Teach First
- Subject-specific focus in Year 2
- Weekly bulletin to support access to the programme
- Local and personalised support from our experienced central team to answer your questions, guide and support you during the roll-out in your school

**Xavier Teaching School Hub** will work alongside your school to establish which of the following ECF programme options is most appropriate for your setting to engage with:

1. A full provider-led induction programme with training managed and delivered by Xavier Teaching School Hub in partnership with Teach First
2. A core induction programme where you as a school take responsibility for managing and delivering training materials provided by one of the DfE accredited providers\*
3. A school-based induction programme where you as a school take responsibility for designing and delivering your own two-year induction programme that fulfils the ECF standards\*

\*To fulfil the DfE requirement, mandatory and extensive fidelity checking (quality assurance) will be carried out at an additional cost to your school by our Appropriate Body to ensure high-quality provision and full coverage of the ECF.

We have extensive experience across a range of school and college based settings to deliver a meaningful ECF programme, including SEND, post-16 and Independent schools.

# XAVIER'S FULLY-FUNDED ECF PROGRAMME

| AREA OF PROVISION                               | YEAR 1 TIME COMMITMENT  | YEAR 2 TIME COMMITMENT   |
|---|---|--|
| <b>Number of modules</b>                        | 12 modules  | 6 development cycles   |
| <b>Self-directed study</b>                      | Weekly sessions (30-60 minutes)                                     | Retrieval quiz at start of development cycle                                   |
| <b>Centralised-seminars</b>                     | 2 training seminars per module (90 minutes) online and face-to-face | 1 training seminar per development cycles (90 minutes) online and face-to-face |
| <b>Mentor meetings (instructional coaching)</b> | 1 hour weekly   | 1 hour fortnightly   |
| <b>Mentor familiarisation material</b>          | 10 minutes weekly   | 10 minutes weekly  |
| <b>Mentor seminars</b>                          | 1 per module (90 minutes)   | 1 per module (80 minutes)  |

## DFE FUNDING FOR ECF-BASED TRAINING

(as at July 2023)

### YEAR 1 ECF FUNDING

Eligible schools receive their core funding through the dedicated school's grant (calculated using the national funding formula) to cover the cost of 10% off timetable for ECTs in year 1 of induction.

### YEAR 2 ECF FUNDING

The DfE provides additional funding to eligible schools for Year 2. This funding is paid directly to schools by the DfE in the summer of year 2, based on data collected through the school workforce census. Year 2 funding covers the cost of giving each ECT 5% off timetable in year 2 of induction and 20 hours of mentor support in year 2 of induction.

Table 1: Year 2 funding (calculated using the average hourly rate for mentors and ECTs)

| YEAR 2 FUNDING          | ENGLAND (NOT LONDON) | INNER LONDON | OUTER LONDON | FRINGE |
|-------------------------|----------------------|--------------|--------------|--------|
| ROUNDED COST PER ECT    | £1400                | £1700        | £1600        | £1500  |
| ROUNDED COST PER MENTOR | £1000                | £1200        | £1000        | £1000  |
| <b>TOTAL</b>            | £2400                | £2900        | £2600        | £2500  |

### BACKFILL PAYMENTS FOR MENTOR TRAINING

Eligible schools who use Teach First/Xavier to deliver ECF mentor training will additionally receive backfill payments to cover 36 hours of mentor time off timetable for training per mentor, over 2 years, **where there has been sustained engagement with the training.** Schools will receive this funding as part of their normal payments from ESFA.

Table 2: Backfill payments for mentor training (calculated using the average hourly rate for mentors)

| Mentor time off timetable for training           | ENGLAND (NOT LONDON) | INNER LONDON | OUTER LONDON | FRINGE   |
|--|----------------------|--------------|--------------|----------|
| PAYMENT 1 (18 hours) received Summer Term Year 1 | £856.93              | £1048.80     | £944.42      | £882.53  |
| PAYMENT 2 (18 hours) received Summer Term Year 2 | £856.93              | £1048.80     | £944.42      | £882.53  |
| <b>TOTAL (36 hours)</b>                          | £1713.86             | £2097.60     | £1888.84     | £1765.06 |

### FURTHER INFORMATION FROM THE DFE\*

\*including details of eligible schools, and proportionate funding for part-time ECTs and mentors and/or those who commence DfE-funded training later in the academic year.

Backfill payments for time off timetable for Early Career Framework (ECF) mentor training [Backfill payments](#)

Funding and eligibility for ECF-based training [Funding and eligibility for ECF-based training](#)

# PROVISION OPTIONS

|  | PROVIDER-LED PROGRAMME | SCHOOL USING THE DfE ACCREDITED MATERIALS TO DELIVER ECF - BASED TRAINING  | SCHOOL DESIGNING AND DELIVERING THEIR OWN TRAINING PROGRAMME BASED ON ECF   |
|--|------------------------|--|---|
| <b>ECF Fidelity Check requirement</b>  | X                      | ✓  | ✓   |
| <b>Price per ECT per year (including enhanced termly CPD option of 3 online seminars for ECTs)</b> | £195                   | £195   | £195  |
| <b>Additional charges for Fidelity Checks per school</b>   | X                      | £350 per school <ul style="list-style-type: none"> <li>• Initial curriculum check</li> <li>• End of year 1 visit</li> <li>• End of year 2 visit</li> </ul> | £1050 per school <ul style="list-style-type: none"> <li>• Two days curriculum sequencing</li> <li>• Initial curriculum check</li> <li>• End of year 1 visit</li> <li>• End of year 2 visit</li> </ul> |

## FIDELITY CHECK EXPLAINED

Our Appropriate Body will have to fidelity check the programme you are offering if you are a school using the DfE Accredited materials to deliver the ECF or a school designing and delivering their own training programme based on the ECF. This is a mandatory requirement of the DfE, for schools choosing to follow one of these options.

A Fidelity Check will include:

- Initial Fidelity Check form completed by Head Teacher
- Termly tracking of ECT and Mentor engagement recorded by school and shared with Appropriate Body
- School submission of curriculum plans and overview
- Appropriate Body to visit school on the following occasions:
  - Pre-induction
  - Review point 1 (end of year 1)
  - Review point 2 (end of year 2)

# APPROPRIATE BODY SERVICE

**At Xavier Teaching School Hub, we have worked as a thriving and successful appropriate body (AB) for over a decade, and currently support more than 800 early career teachers (ECTs) in primary, secondary, SEND, independent and post-16 settings.**

We are proud to currently work with schools across Surrey, Sussex, Hampshire and Northampton, with more schools joining every year.

Since September 2021, all qualified teachers employed in schools (in England) must satisfactorily complete a two-year statutory induction period, underpinned by the Early Career Framework (ECF).

The role of the AB is to work alongside the Early Career Framework (ECF) training materials, to monitor and support ECTs' progress and oversee termly progress reviews and assessments.

Appropriate bodies play a key part in the ECF reforms; schools are free to choose their own appropriate body services, which, as of September 2023, are solely delivered by Teaching School Hubs.

[www.ectmanager.com](http://www.ectmanager.com)



“ They have supported us as a school in a swift, professional, helpful and expert manner and ensured that we knew what to do when. They were with us every step of the way”.

Year 1 ECT



# WHY CHOOSE US?

We are committed to providing the following:

## **Support provided for teachers by teachers**

At Xavier Teaching School Hub appropriate body, we have a team of experienced primary and secondary teachers who visit schools regularly to observe and support ECTs, mentors and induction tutors in their role. Colleagues are available by phone or email and we aim to respond with 24 hours.

## **Early intervention to ensure positive and successful outcomes for ECT's induction**

Robust and comprehensive support system for ECTs with easy to use documentation and clear procedures available on our website secure members area. We are experienced in supporting schools with capability procedures and offer mediation and well-being meetings to help schools in dealing with difficult situations.

## **Workload friendly progress reviews and assessments**

Progress reviews, against three Teachers' Standards, using current guidance of the ESI (evidence, subject, impact) sentences for greater impact. Easy to use, paperless assessment system on ECT Manager, no extra evidence required.

## **Clear communication**

An induction handbook for ECTs, induction tutors, mentors and headteachers will be provided and will offer information on key induction areas such as statutory requirements, additional advice and templates. Weekly bulletins to induction tutors, mentors and ECTs to minimise email correspondence and provide continuity with their ECF training. We provide termly checklists for mentors and induction tutors to ensure their daily 'to do list' is supported rather than impacted.

## **Priced competitively**

£195 p/a per ECT per year (non-refundable)  
Pricing to include a bespoke package of extra online CPD that compliment the ECF training programme.



# OVERVIEW OF ASSESSMENT AND INDUCTION TRAINING

Please find an overview of the assessment of ECTs over the two year induction period. All of this is managed through ECT Manager to ensure a stream-lined and school-friendly approach.

## Year 1

| TERM 1   | TERM 2   | TERM 3  |
|--|--|---|
| <p><b>Weekly bulletins throughout the term</b></p> <p>Induction tutor termly checklist</p> <ul style="list-style-type: none"> <li>Mixture of online and in-person Induction</li> <li>Induction tutor training for progress reviews</li> </ul> <p>Progress Review</p> | <p>Induction tutor termly checklist</p> <ul style="list-style-type: none"> <li>Monitoring of support</li> </ul> <p>Progress Review</p> | <p>Induction tutor termly checklist</p> <p>Induction for Induction Tutors in preparation for the following year ahead</p> <p>Assessment point one</p> |

## Year 2

| TERM 4   | TERM 5  | TERM 6  |
|--|---|---|
| <p><b>Weekly bulletins throughout the term</b></p> <p>Induction tutor termly checklist</p> <ul style="list-style-type: none"> <li>Mixture of online and in-person Induction</li> <li>Induction tutor training for progress reviews</li> </ul> <p>Progress Review</p> | <p>Induction tutor termly checklist</p> <p>Monitoring of support</p> <p>Progress Review</p> | <p>Induction tutor termly checklist</p> <p>Induction for Induction Tutors in preparation for the following year ahead</p> <p>Assessment point two</p> |

# MEETING ECT NEEDS

## PART-TIME

We are committed to ensuring that those members of staff who are working part-time benefit from the full induction programme and their entitlement as an ECT. Therefore, the induction programme will be managed on a pro-rata basis for any ECT working part time.

The appropriate body will work with the school and the ECT to assess individual needs and agree a suitable time frame for the induction period being completed on a part-time basis, which may or may not result in the induction period being reduced.

## FAST-TRACK

We pride ourselves on tailoring our provision and making it as bespoke as possible to the member of staff in front of us. Therefore, in individual cases it may be suitable for an ECT to have their induction period fast tracked. To be considered for this, the employing school and ECT will need to provide significant evidence that the ECT has substantial experience of teaching whole classes and fulfils the many roles and responsibilities expected of a teacher, as laid out in the Teachers' Standards.

The length by which induction is to be reduced will be agreed ahead of the ECT commencing their induction. Where appropriate, Xavier appropriate body can reduce the length of induction to one term in consultation with the Head Teacher and the ECT.

As a school, if you have an ECT who you think might be eligible for fast-tracking, please get in touch with the appropriate body to discuss the application process.





**“I have found speaking to colleagues from various settings very useful. We have shared ideas which I have implemented in my classroom and with other members of staff.”**

NPQ Senior Leadership Programme Member

# NATIONAL PROFESSIONAL QUALIFICATIONS

**National Professional Qualifications (NPQs) are the most widely recognised qualifications in the education sector for current and aspiring leaders, and are accredited by the DfE. They provide professional development to those wishing to develop their expertise in a specialist area.**

Xavier Teaching School Hub works alongside STSN (Schools Together Success Now) to provide the full suite of NPQs. This partnership brings together, the best local knowledge and context with the national experience and programmes of Teach First.

To register a colleague on any one of our NPQ programmes, please register via the STSN [website](#).

## **SPECIALIST NPQS: (12 month programme)**

NPQ in Leading Teaching (NPQLT)

NPQ in Leading Behaviour and Culture (NPQLBC)

NPQ in Leading Teacher Development (NPQLTD)

NPQ in Leading Literacy (NPQLL)

NPQ in Leading Maths (NPQLM)

## **LEADERSHIP NPQS: (18 month programme)**

NPQ in Senior Leadership (NPQSL)

NPQ in Headship (NPQH)

NPQ in Executive Leadership (NPQEL)

NPQ in Early Years Leadership (NPQEYL)

# VALUED PARTNERS

## ETEACH

We are fortunate to share an exclusive partnership with Eteach which ensures that staff that engage with us at all levels have access to a wealth of career advice and job opportunities across our partnership and beyond.



## NORTH-EAST HANTS AND SURREY MATHS HUB

North-East Hants and Surrey Maths Hub is led by St John the Baptist School, Woking and runs a large programme of Work Groups and events throughout the year with the aim of improving Maths teaching, leadership and professional learning practice to transform Maths education.

The Maths Hubs Network is the collaborative partnership of the 40 Maths Hubs across England, supported and facilitated by the National Centre for Excellence in the Teaching of Mathematics (NCETM). It is part of the wider development of school-led, system leadership of education in England.



## SCHOOLS ALLIANCE FOR EXCELLENCE (SAFE)

SAfE is a not-for-profit school improvement company that builds upon a strong legacy of partnership working between schools to bring coherence to the education system and to ensure that all schools have access to the support that they need.

By bringing together all schools, providers, the Local Authority and other partners in Surrey, SAfE are more than the sum of their parts, sharing their expertise and providing a supportive community that enables challenge, improvement and innovation to flourish.

Please access their full range of CPD and bespoke support through their website.



Schools Together Success Now (STSN) is part of the SAfE family of services, delivering high quality NPQs and supporting Surrey's school and system leaders. They have extensive experience with supporting school colleagues.



We are delighted to have a long term partnership with the University of Sussex with whom we work to deliver the PGCE for our Initial Teacher Training trainees and optional 3-year programme to Masters accreditation for Early Career Teachers as part of our Appropriate Body offering. For ECTs choosing to engage with this element of the programme there are additional costs. Please contact us to find out more.



# NETWORKING

Xavier Teaching School Hub takes every opportunity to organise, facilitate and foster collaboration in our local area and beyond. Here are a few of the ways we do this,

## CURRICULUM

It is our job as a Teaching School Hub to sign post schools to local curriculum hubs which are funded by the DfE in order to access networking and additional CPD/guidance. On our website you will find details of how to access your local curriculum hubs and the range of high-quality, high-impact teacher development programmes available in the local region.

## RESEARCH

We are delighted to have our own Curriculum Development and Research Lead who ensures the research that we engage with across our programmes is up-to-date and relevant. We actively

engage with and promote the work of the Chartered College of Teaching and the Education Endowment Foundation (EEF) who signpost digestible, relevant and effective research, books, conferences, Twitter feeds and blogs that help colleagues to keep abreast of developments and be research-informed in their practice.

## STRATEGIC MEETINGS

As a Teaching School Hub, Xavier likes to represent the area we serve and as such, create opportunities for school leaders to come together to support the strategic development of our provision at all levels. This includes, but is not restricted to, Strategic Head Teacher meetings at both primary and secondary and ECF Delivery Partners who facilitate the programme. If you are interested in leading on the delivery of training at ITT or ECF, or would like to engage strategically with us, we invite you to get in touch.





# AMY HARPER

**Xavier Teaching School Hub Director and Xavier Teach SouthEast Director, Amy Harper, has over 17 years of experience working in primary and secondary schools in Surrey, and has spent the last 10 focusing on teachers in the early part of their career.**

Her role as Director of the Xavier Teaching School Hub and Xavier Teach SouthEast involves ensuring high quality training provision for a range of Pre-ITT, ITT, ECT and NPQ programmes.

Amy has now led Xavier Teach SouthEast SCITT through no less than two Ofsted inspections both graded 'outstanding' in all categories and is well-placed to support and advise other teacher-training providers, sharing her valuable experience in navigating the ever-changing educational landscape.

Amy's team responsible for the delivery of the ITT, ECF and AB programmes are similarly equipped within their areas of expertise to provide support to colleagues working in teacher development or schools wishing to support their staff or address their retention and recruitment strategy. Between them they have held many in-school leadership roles and lead on aspects of our provision and are well-

placed to share their expertise and experience.

The following are just some of the services Amy and her team can provide:

- **External moderation and peer review**
- **Strategy and development expertise**
- **Ofsted support and preparation**
- **Key-note lectures**
- **Partnership growth and scaling-up of provision**
- **Stage two ITT accreditation preparation**
- **Curriculum and department reviews**
- **Research guidance and implementation**
- **Using flexible routes into teaching to support recruitment**
- **Social media and marketing support**

Costing based on £350-550 per day but agreed during initial discussions.

Please contact **Amy Harper** directly on **E:** [a.harper@xaviercet.org.uk](mailto:a.harper@xaviercet.org.uk) for further information.



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