



The Leigh Academy has been the Lead School and base for Kent and Medway Training, a School Centred Initial Teacher Training (SCITT) consortium, for the past 19 years. This is a consortium of 26 Secondary schools in Kent and Medway working together to provide Initial Teacher Training of high quality leading to a PGCE (validated by the University Of Brighton) and/or QTS. We have considerable experience of providing training for PGCE trainees, in addition gained full accreditation as a training provider for Graduate Teachers in March 2006 and now train teachers through the School Direct Route. Since September 2014 KMT have trained Primary teachers in partnership with a number of Primary schools in the region.

The 26 schools which make up Kent and Medway Training reflect the mix of grammar schools, mixed comprehensives, high schools and single sex schools found across the region. The majority of the schools have Specialist School Status with a range of specialisms including Technology, Humanities, Science, ICT, Music, Mathematics, Engineering, Languages, Sport and Business and Enterprise.

The course is entirely “schools led” providing practical training underpinned by theoretical research, equipping trainees with the skills and knowledge for a rewarding career.

The objectives we have set ourselves are to:

1. Encourage and train all trainees to achieve a high standard of professional competence in line with the Secretary of State’s requirements for Qualified Teacher Status and where relevant the University Of Brighton requirements for the PGCE qualification.
2. Provide all trainees with hands-on classroom teaching and school experience in at least two different schools.
3. Provide all trainees with the theoretical underpinning and academic research on which their work in the profession must be based and which can lead to the Professional Graduate Certificate in Education (PGCE) qualification and/or Qualified Teacher status.
4. Maximise the aspirations and attainments of trainees by integrating theory and practice and developing the flexible skills and knowledge necessary for effective teaching and learning.

5. Ensure that all trainees acquire the necessary subject knowledge and pedagogy to teach their specialist subject(s) to two consecutive key stages in secondary education or to teach two consecutive age phases in Primary school.
6. Ensure that trainees become responsive to the academic, vocational and pastoral needs of pupils and learn, with guidance, to address these in partnership with parents and colleagues from the profession.
7. Provide training and support for trainees in the development of their pastoral skills and the management of children.
8. Encourage tolerance and respect for others regardless of age, gender, race, ability, creed, personal or cultural background.
9. Provide trainees with the skills that will enable them to work in partnership with other organisations including business and industry and the community.
10. Encourage all trainees to become responsible for their own personal development and acquire the knowledge and skills to take charge of their continuing professional development beyond the teacher-training course.
11. Provide support and guidance for trainees in the preparation of CVs and applications for advertised vacancies.
12. Support trainees in the completion of a Teacher Entry Profile as they move into their NQT year.

Equal Opportunities Policy Statement

Kent & Medway Training (KMT) are committed in their pursuit of academic excellence, to equality of opportunity, and to a pro-active and inclusive approach to equality, which supports and encourages all under-represented groups, promotes an inclusive culture, and values diversity.

KMT is therefore committed to a policy and practice, which requires that, for trainees, admission to KMT and progression within their studies will be determined only by personal merit and by performance. For staff, entry into employment with KMT and progression within employment will be determined only by personal merit and by the application of criteria that are related to the duties and conditions of each particular post and the needs of the organisation.

Subject to statutory provisions no applicant for admission as a trainee, or for a staff appointment, or member of staff, will be treated less favourably than another on the grounds of sex (including gender reassignment), marital or parental status, race, ethnic or national origin, colour, disability, sexual orientation, religion, or age. For trainees, ability to meet the requirements of the selection criteria for competitive admission and for staff, ability to perform the job, will be the primary consideration.

If any person admitted as a trainee or appointed as an employee considers that he

or she is suffering from unequal treatment on any of the above grounds in his or her admission, appointment, or progression whilst studying or employed at KMT, he or she may make a complaint, which will be dealt with through the agreed procedures for complaints or grievances or the procedures for dealing with bullying and harassment, as appropriate.

- **Direct discrimination** - where someone is treated less favourably than another person because of a protected characteristic.
- **Associative discrimination** - direct discrimination against someone because they are associated with another person who possesses a protected characteristic.
- **Discrimination by perception** - direct discrimination against someone because others think that they possess a particular protected characteristic. They do not necessarily have to possess the characteristic, just be perceived to.
- **Indirect discrimination** - can occur when you have a rule or policy that applies to everyone but disadvantages a person with a particular protected characteristic.
- **Harassment** - behaviour that is deemed offensive even if it is not directed at complainant.
- **Harassment by a third party** - we are liable for the harassment of our trainees and by people we don't ourselves employ, i.e. a contractor.
- **Victimisation** - when someone is treated badly because they have made or supported a complaint or grievance under the Equality Act.

KMT will take active steps to promote good practice. In particular it will:

Promote equality of opportunity

- Promote good relations between people of different racial groups, between women and men and between disabled and non-disabled people
- Have due regard to the need to eliminate discrimination on grounds of race, sex, disability, and all other grounds covered by the Equality Act
- Subject its policies to continuous assessment in order to examine how they affect all under-represented groups, especially ethnic minority trainees and staff, women, and disabled trainees and staff, and to identify whether its policies help to achieve equality of opportunity for all these groups, or whether they have an adverse impact
- Monitor the recruitment and progress of all trainees and staff, paying particular attention to the recruitment and progress of ethnic minority trainees and staff, women, and disabled trainees and staff.

- Promote an inclusive culture, good practice in teaching, learning, and assessment, and good management practice, through the development of codes of best practice, policies, and training.
- Take positive action wherever possible to support this policy and its aims.
- Publish this policy widely amongst staff and trainees, together with policy assessments and results of monitoring.

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