

National Specialist SCITTs

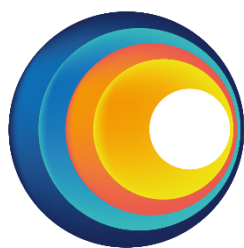
Occupational Health and Reasonable Adjustments Policy

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The accredited provider for both the National Mathematics and Physics SCITT and the National Modern Languages SCITT, is Chorus Education Trust operating as National Specialist SCITTs.

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National Specialist SCITTs

EXCELLENCE IN SUBJECT-SPECIFIC TEACHER TRAINING

Version Control

Version	Section	Amendments	Date ratified:	Author name and job title
1.0		Initial draft of policy	Dec 2025	Katrin Sredzki-Seamer
1.1	4,5, and 6	Amendments made reflecting process changes - including applicants and recruits, added self-evaluation and PDP, reviewed adjustments in line with legislation and good practice guide	Aug 2026	

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1. Purpose

The Occupational Health (OH) policy provides the framework for National Specialist SCITTs to manage the health of trainees on all programmes during their training including their placements. It is used to identify the need for adjustments, facilitate the adjustment process, and ensure ongoing support for trainees with health conditions or disabilities.

The purpose of reasonable adjustments is to remove or reduce disadvantages faced by disabled trainees, ensuring equal access to all elements of the course and the same opportunities as non-disabled trainees, as required by the Equality Act 2010.

2. Key Principles

This policy should be read alongside the Chorus Education Trust Equity, Diversity and Inclusion (EDI) Policy. National Specialist SCITTs are committed to ensuring that trainee teachers on our course are fit to practise in teaching and that the appropriate reasonable adjustments are made to enable access to the course for trainees with a disability or need.

The Office of the Independent Adjudicator (OIA) guidance on Fitness to Practise states [ITT] providers have a duty:

- to ensure that students on a professional course are fit to practise in that profession, or will be when they complete the course;
- to protect present or future patients, clients, service users and members of the public;
- to safeguard public confidence in the profession;
- to comply with the requirements of professional/regulatory bodies; and
- to ensure that students are not awarded a qualification that permits them to practise a profession if they are not fit to do so.

3. Statutory Expectations

There is no duty on behalf of the SCITT to make adjustments to 'lawful competency standards', which are academic, medical or other standards applied for the purpose of determining whether or not a person has a particular level of competence for a qualified teacher as outlined in the Teaching Standards (2021).

The expectations of health and physical capacity in regard to the teaching profession are outlined in three sources:

3.1 The Education (Health Standards) (England) Regulations 2003:

"A relevant activity may only be carried out by a person if, having regard to any duty of his employer under Part II of the Disability Discrimination Act 1995(a), he has the health and physical capacity to carry out that activity." (Department for Education, 2003)

The prescribed activities are:

- planning and preparing lessons and courses for children;

- delivering lessons to children; ('delivering' includes delivery via distance learning or computer-aided techniques)
- assessing the development, progress and attainment of children;
- reporting on the development, progress and attainment of children;
- an activity which assists or supports teaching;
- supervising, assisting and supporting a child;
- an administrative or organisational activity which supports the provision of education;
- an activity which is ancillary to the provision of education.

3.2 The Education (Specified Work and Registration) (England) Regulations

The Education Regulations (2012) refers to specified work as:

- planning and preparing lessons and courses for pupils;
- delivering lessons to pupils including delivery via distance learning or computer aided techniques
- assessing the development, progress and attainment of pupils; and
- reporting on the development, progress and attainment of pupils.

3.3 The Teachers' Standards (2012)

The Teachers' Standards require that teachers can:

- establish a safe and stimulating environment for pupils, rooted in mutual respect;
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them;
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

Teachers must also have:

- proper and professional regard for the ethos, policies and practices of the school in which
- they teach and maintain high standards in their own attendance and punctuality.

4. Applicants

Individuals who have not accepted a place on our programme

All applicants are invited to inform the SCITT of any adjustments required to participate fully in the recruitment process, including written tasks, interviews, and teaching tasks.

Under the terms of the Equality Act 2010, applicants may only be asked questions about their health and physical capacity to ensure adjustment(s) can be put in place to enable equality of access to the recruitment process.

We welcome applications from people who are disabled, have a Specific Learning Difficulty (SpLD) or a barrier to learning and all reasonable practical steps will be taken to ensure that barriers associated with access or equipment do not disadvantage those applicants and prospective trainees.

Please refer to the SCITT Admissions Policy for further information.

5. Occupational Health Process for Recruits / Trainees

The focus of the Occupational Health process should be on determining the reasonable adjustment(s) (if any) that a recruit/trainee requires in order to have a realistic opportunity of completing a programme of ITT successfully.

- **Recruits** - those who have accepted a conditional offer of a place on our programme of ITT
- **Trainees** - those who have accepted an offer and fulfilled all the conditions of the offer

The Occupational Health process should not begin until an applicant becomes a recruit having accepted a conditional offer and should be applied consistently to all recruits.

As part of enrolment, all recruits are registered with the SCITT's Occupational Health provider and will be asked to complete a new starter questionnaire.

Detailed medical information disclosed through the questionnaire will remain confidential between the recruit and the Occupational Health provider.

The SCITT will receive only information necessary to assess fitness to train and to consider any recommended support measures or reasonable adjustments.

In some cases, a brief telephone consultation may be required. More detailed assessments will only be undertaken where necessary. The full process is outlined in Appendix 5.

Occupational Health provides independent professional advice and recommendations. Decisions regarding support arrangements and reasonable adjustments remain the responsibility of the SCITT.

5.1 Disclosure of Support Needs

In addition to the Occupational Health questionnaire, recruits may disclose support needs, disabilities, medical conditions, learning differences, barriers to participation, or previous reasonable adjustments through the SCITT's Suitability Assessment process.

When completing the Suitability Declaration, recruits are referred to the following documents:

- Teacher Role Description (Appendix 1)
- Trainee Teacher Person Specification (Appendix 2) and the
- Work Pattern (Appendices 3 & 4).

To enable the SCITT to provide effective support, recruits are expected to engage fully with the process and provide information accurately, honestly, and promptly. Recruits are encouraged to disclose relevant information as early as possible so that appropriate support and reasonable adjustments can be considered. Where information is not disclosed, the SCITT may be limited in its ability to identify and implement support arrangements at the earliest opportunity.

All recruits should familiarise themselves with the appendices referenced within this policy when considering the information they provide.

5.2 Self-Evaluation

As part of the pre-course programme, recruits are invited to complete a Trainee Self-Evaluation. This document is intended primarily as a personal planning and reflection tool and does not have to be shared with the SCITT.

The SCITT encourages recruits to share relevant information where appropriate, as early disclosure can assist in identifying potential barriers to participation, implementing reasonable adjustments, and ensuring suitable support arrangements are established prior to the start of the training programme and placements.

Any information voluntarily shared will be processed in accordance with data protection legislation. Information will only be shared with staff who require access in order to fulfil their professional responsibilities, or where there is a legal, safeguarding, regulatory, or professional obligation to do so.

5.3 Personal Development Plan (PDP)

A PDP may be established where:

- a recruit or trainee declares a support need;
- a recruit or trainee requests support or reasonable adjustments; or
- information is provided which indicates that additional support may be beneficial.

Recruits and trainees who disclose support needs will be prioritised during the pre-course and familiarisation period.

To inform the Personal Development Plan (PDP) information provided through the following documentation may be used:

- the Trainee Self-Evaluation;
- previous needs assessments;
- Suitability Declarations;
- Occupational Health reports and recommendations; and/or
- Disabled Students' Allowance (DSA) assessments,

A PDP may be requested at any stage by:

- the trainee;

- the Hub Lead Teacher;
- the Programme Lead;
- the Course Leader; or
- the Director.

5.4 PDP Meetings

PDP meetings are normally led by the Director, Course Leader, or another authorised SCITT representative. Advice from Occupational Health professionals or other specialists may be considered where appropriate.

The purpose of the meeting is to:

- discuss the trainee's individual circumstances;
- identify strengths and existing strategies;
- consider barriers to participation and learning;
- explore support arrangements and reasonable adjustments;
- agree responsibilities, actions, and review arrangements; and
- determine who requires access to the PDP.

The agreed arrangements will be formally documented within the PDP.

Access to PDPs will be restricted to individuals who require the information to fulfil their professional responsibilities in supporting the trainee. The SCITT will apply the principles of confidentiality, data minimisation, and information security when processing PDP information.

5.5 Review of PDPs

PDPs will be reviewed at least once every half term. Additional reviews may be requested by either the trainee or the SCITT where circumstances change or further support is required.

Where an Occupational Health assessment is pending, an existing PDP may be reviewed or an interim PDP established to ensure appropriate support is available while the assessment is being completed.

Following receipt of an Occupational Health report, the SCITT and trainee will review the PDP to consider any recommendations and determine what support measures and reasonable adjustments can be implemented.

6. Reasonable Adjustments

6.1 Determining Reasonable Adjustments

The Initial teacher training: criteria and supporting advice (C1.3 Suitability) states that “accredited ITT providers should have regard to the relevant aspects of the KCSIE requirements when assessing trainees’ health and capacity to train to teach so that children and young people are not at risk of harm.

The activities that a teacher must be able to perform are set out in the Education (Health Standards) (England) Regulations 2003. Accredited ITT providers are responsible for ensuring that only trainees who have the capacity to teach remain on the programme.

People with disabilities or chronic illnesses may have the capacity to train to teach, just as those without disabilities or medical conditions may be unsuitable to train to teach.”

Where support needs or adjustments are identified through the Occupational Health process, PDP discussions, suitability declarations, or other disclosures, the SCITT will assess whether the proposed adjustments are reasonable, proportionate, and practicable within the context of the training programme and placement settings.

In reaching a decision, the SCITT will consider:

- Occupational Health advice;
- the requirements of the programme and placement;
- the effectiveness of the proposed adjustment;
- the resources available; and
- the impact on the trainee's ability to meet programme requirements and Teachers' Standards.

Reasonable adjustments are made on the basis of appropriate evidence and information available. The SCITT has a duty to act if a disability is declared and to support Trainees in a timely manner therefore, in lieu of evidence temporary reasonable adjustments will be made until evidence is ascertained.

It should be noted that any reasonable adjustments a Trainee may have had prior to their starting a programme of study here will not necessarily be adopted by the SCITT but should be discussed when making reasonable adjustments.

Where reasonable adjustments can be implemented, the SCITT will work with the trainee and relevant partners to put appropriate arrangements in place.

Reasonable adjustments are made for trainees with a range of difficulties including, but not limited to:

- Dyslexia, dyspraxia, ADHD and other specific learning difficulties (SpLDs)
- Autism spectrum conditions
- Long-term mental health difficulties / mental illness
- Unseen disabilities like autoimmune conditions, connective tissue disorders, diabetes, epilepsy, cancer, HIV, chronic fatigue.
- Long-term mobility impairments.
- Sensory impairments.

Although short-term health conditions are not specifically referred to in the legislation, the SCITT will take a flexible and sympathetic approach to significant and verified short term

conditions, for example allowing extension deadlines and other adjustments, where applicable, for trainees with short-term conditions. This can include, but is not limited to, pregnancy, broken limbs, surgery or hospitalisation, a decline in an ongoing health condition or short-term decline in mental health.

The following are examples of possible reasonable adjustments that the SCITT and placement schools may make. This list is not exhaustive and provides useful ideas.

- making adjustments to premises;
- allocating some of the disabled person's duties to another person;
- assigning them to a different place of training;
- allowing them to be absent during working or training hours for rehabilitation, assessment or treatment;
- acquiring or modifying equipment;
- providing information in accessible formats;
- modifying procedures for testing or assessment;
- providing supervision or other support.

Determining adjustment(s) is a question that must be considered objectively and with due regard and must take into account a number of factors as follows:

- whether or not making the adjustment(s) would be effective in preventing the disadvantage;
- the practicability of the adjustment(s);
- the financial and other costs of making the adjustment(s) and the extent of any disruption caused;
- the extent of the SCITT's financial and other resources;
- the availability to the SCITT of financial or other assistance to help them make an adjustment(s);
- the type and size of the available placement schools;
- potential impact of the adjustment on others, including but not limited to the creation of an unreasonable workload, the alteration of entitlements for fellow trainees, or the imposition of any disadvantage upon trainees or colleagues within the partnership.

An adjustment should not be considered unreasonable if it does not remove the disadvantage fully; an adjustment which partially removes or reduces substantial disadvantage is also likely to be reasonable.

Where the SCITT determines that a proposed adjustment cannot reasonably be implemented, the SCITT will provide reasons for its decision and will consider whether alternative support, measures or adjustments may achieve a similar outcome. The circumstances will be reviewed on a case-by-case basis. The trainee or recruit will be consulted, and all relevant evidence will

be considered before any decision is made regarding ongoing participation in the programme or the withdrawal of a conditional offer.

Reasonable adjustments for the PGCE course must be requested directly from Sheffield Hallam University as the PGCE provider. Learning contracts and a range of support is available through [Disabled Student Support | Sheffield Hallam University](#).

6.2 Review of Decisions

A recruit or trainee who disagrees with a decision relating to Occupational Health recommendations, reasonable adjustments, support arrangements, fitness to study, fitness to practise, or the withdrawal of a conditional offer may request a review by Chorus Education Trust.

The review will consider all available evidence, including any additional information provided by the recruit or trainee, before a final decision is reached.

If a recruit or trainee is not satisfied with this final decision, they are then eligible to refer the matter to the Chorus Education Trust Complaints Officer under the SCITT Complaints Policy.

6.3 Future Employment

The SCITT will make clear to all recruits and trainees that any reasonable adjustments agreed during teacher training are intended to support participation in the ITT programme.

The SCITT cannot guarantee that the same adjustments will be available or considered reasonable in future employment settings. Decisions regarding reasonable adjustments in employment remain the responsibility of individual employers and will depend on the specific role, workplace requirements, and working environment.

7. Disability Access

All of our partnership schools are committed to ensuring that those with disabilities are fully supported and making reasonable adjustments to support those with specific needs relating to a disability. Those with additional learning needs will be supported throughout the programme and school-based teams. Some placement schools are situated across more than one floor so trainees' mobility needs will be considered when allocating placements.

Disabled Students' Allowance: DSA is to cover the study-related costs a trainee may incur because of mental health problems, long-term health problems, disability or SpLD and can be on its own or in addition to other standard Student Finance. Trainees should access current public guidance by visiting <https://www.gov.uk/disabled-students-allowance-dsa>.

Once eligibility for DSA is confirmed, Student Finance England will signpost trainees to contact an assessment centre to complete a 'Needs Assessment'. Recruits and trainees are asked not to book this until Student Finance England asks them to do so. The assessment will be paid for through any DSA entitlement recruits/trainees may receive and following the assessment, a report will be provided listing support, equipment or resources recruits/trainees may be entitled to. Additionally, the report will signpost the suggested reasonable adjustments that are appropriate to meet the trainee's training needs.

We urge all trainees with a disability or SpLD who hold a previous or current 'Needs Assessment' to make this available to the SCITT team prior to the start of the course, so that needs can be understood and reasonable adjustments made to support trainees in their learning journey.

8. Appendices: Expectations of the Role of a Trainee Teacher

The following appendices should be referred to by all applicants, recruits and trainees when preparing for their teacher training, completing the Occupational Health New Starter Questionnaire and the SCITT Suitability Declaration. They should also refer to these documents when completing their Trainee Self-Evaluation.

The descriptions of the role, person specification, typical work patterns and work contexts set out by the National Association of School Based Teacher Trainers (NASBTT) should provide a clear idea of expectations of the role. These are representations of the typical demands experienced by those in the teaching profession; they are not articulations of the requirements for teaching.

Applicants, recruits and trainees should also refer to the Teachers' Standards set out by the Department for Education (2011). These form the basis of the SCITT course objectives and trainees are expected to meet these Teachers' Standards by the end of their training when the SCITT will consider the recommendation for the award of Qualified Teacher Status (QTS).

8.1 Appendix 1: Role of a Trainee Teacher



The National Association of
School-Based Teacher Trainers

Trainee Teacher Role Description

The role of a trainee teacher during periods of school experience, acting within the statutory frameworks which set out a teacher's professional duties and responsibilities, is to:

1. Act at all times in accordance with the statutory frameworks which apply to teachers, having proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards of personal attendance and punctuality;
2. Recognise the need to safeguard pupils, in accordance with statutory provisions;
3. Be tolerant of and show respect for the rights of others including those with different faiths and beliefs;
4. Set high expectations which inspire, motivate and challenge pupils by establishing a safe and stimulating environment for pupils, rooted in mutual respect; setting goals that stretch and challenge pupils of all backgrounds, abilities and dispositions;
5. Demonstrate good subject and curriculum knowledge, with a secure knowledge of the relevant subject(s) and curriculum areas being taught; foster and maintain pupils' interest in the subject, addressing their misconceptions and misunderstandings; take responsibility for modelling and promoting high standards of literacy, articulacy and the correct use of standard English;
6. Read, critique, assimilate and use research and other relevant theoretical information and guidance to inform and improve practice;
7. Promote the value of scholarship and a love of learning by stimulating children's intellectual curiosity and demonstrating consistently the positive attitudes, values and behaviour which are expected of pupils;
8. Plan and teach well-structured lessons, taking into account the needs of all pupils, including those with special educational needs; those with English as an additional language; those with disabilities and imparting knowledge and developing understanding through effective use of lesson time; using distinctive teaching approaches which enable pupils to be taught effectively according to their physical, social and intellectual stage of development;
9. Reflect systematically on the effectiveness of lessons and approaches to teaching; contributing to the design and provision of an engaging curriculum within the relevant subject area(s);
10. Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils are acquiring;
11. Promote and be accountable for good pupil progress, attainment and outcomes;
12. Use relevant data to monitor pupil progress, set appropriate targets, and plan subsequent lessons; provide pupils with regular and timely feedback, both orally and through accurate marking, encouraging pupils to respond to the feedback they receive; reflect on the progress they have made and their subsequent emerging needs;
13. Make accurate and productive use of assessment within relevant subject and curriculum areas, becoming confident in the application of statutory assessment requirements and use of formative and summative assessment to secure pupils' progress;
14. Manage behaviour effectively to ensure a positive and safe learning environment; establishing a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly;
15. Use behaviour management techniques which are appropriate to pupils' needs in order to involve and motivate them; exercising appropriate authority and acting decisively when necessary whilst maintaining good relationships with pupils;
16. Promote good and courteous behaviour both in classrooms and around the school in accordance with the school's behaviour policy;
17. Engage in wider professional responsibilities, making a positive contribution to the wider life and ethos of the school; developing effective professional relationships with colleagues and knowing how and when to draw on advice and specialist support;
18. Deploy support staff effectively and take responsibility for improving teaching through appropriate professional development, including responding to advice and feedback from colleagues;
19. Communicate effectively with individuals holding parental responsibility with regard to pupils' achievements and well-being.

The Teachers' standards in full can be found [here](#).

The Voice of School-Based Teacher Training

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8.2 Appendix 2: The Trainee Teacher Person Specification



The National Association of
School-Based Teacher Trainers

Trainee Teacher Person Specification

Qualifications

- a) You will have achieved a standard equivalent to a grade 4 GCSE in English and mathematics, and if you intend to train to teach pupils aged 3-11 you will have additionally achieved a standard equivalent to a grade 4 GCSE in a science subject.
- b) You will hold a first degree of a United Kingdom higher education institution or equivalent qualification.

Health and Physical Capacity

- a) You will have the health and physical capacity to teach without constituting a risk to the health, safety or well-being of pupils. This includes:
 - the ability to communicate effectively with pupils, colleagues and individuals holding parental responsibility;
 - possession of sound judgement and insight;
 - the ability to remain vigilant and attentive at all times while supervising, assisting and supporting pupils and/or working in hazardous situations;
 - the ability to respond to pupils' needs in a timely and effective manner;
 - the ability to manage classes/groups of pupils;
 - planning and preparing lessons and learning sequences for pupils;
 - delivering lessons and learning sequences;
 - assessing pupils' development, progress and attainment;
 - reporting on pupils' development progress and attainment.

Suitability

- a) You will be subject to appropriate pre-selection or pre-employment checks. These will include, but are not limited to, an enhanced Disclosure and Barring Service (DBS) criminal records check and a children's barred list.
- b) Fee-paying trainees will be expected to undertake a pre-training health questionnaire according to the normal practice of the provider. Salaried trainees and apprentices will be expected to undertake a pre-employment health questionnaire according to the normal practice of the employer.
- c) Where disabilities exist, you will be able to meet the role description, person specification and functional capacity with reasonable adjustment(s).

Personal Characteristics

You will:

- a) need to be flexible, motivated and resilient;
- b) have consistently high standards of personal and professional conduct;
- c) maintain high standards in ethics and behaviour both within and outside school;
- d) uphold public trust in the profession;
- e) be able to attend work and carry out tasks punctually in a regular and consistent manner.
- f) have an easily recognisable yet realistic enthusiasm for working with children and young people, treating them with dignity, being able to build relationships rooted in mutual respect, whilst at all times observing proper boundaries appropriate to your professional position;
- g) be tolerant and respectful of others' actions and beliefs, upholding fundamental British values, such as democracy, the rule of law, individual liberty and mutual respect;
- h) have the resilience to cope effectively with a variety of stressful situations and the energy and stamina to thrive in a challenging environment.

The Teachers' standards in full can be found [here](#).

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8.3 Appendix 3: Work Pattern and Work Context, Secondary Teacher General Subjects



The National Association of
School-Based Teacher Trainers

Work Pattern and Work Context Secondary Teacher General Subjects

Work Pattern

	Occasional 0-33% of work time	Frequent 34-66% of work time	Constant More than 67% of work time
Vision (with or without glasses/lenses)			✓
Hearing (with or without hearing aids)			✓
Mobility (to monitor and intervene)			✓
Communication demands (phone/email/face-to-face)			✓
Clarity of speech with good voice projection			✓
Ability to concentrate/good memory			✓
Vigilance			✓
Memory			✓
Manual dexterity		✓	
Sound judgement			✓
Working to tight deadlines		✓	
Working under significant stress		✓	
Dealing with challenging or distressing situations	✓		
Dealing with anxious/aggressive students	✓		
Supervising other adults		✓	

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Work Context

	Occasional 0-33% of work time	Frequent 34-66% of work time	Constant More than 67% of work time
Up to 30 pupils aged 11-16 years			✓
Up to 15 pupils aged 16-19 years	✓		
In a classroom with sensible free movement allowed			✓
In a boundaried outdoor environment	✓		
In a public place	✓		
Teaching basic skills such as speaking, reading, writing, etc., within subject context		✓	
Clear speech - ability to pronounce all phonemes			✓
Pupils engaged in hazardous activities/using potentially dangerous equipment	✓		
Significant monitoring and intervention required		✓	
Urgent monitoring and intervention needed	✓		
Repetitive/complex tasks requiring attention to detail		✓	
Working in a team		✓	
Lone worker	✓		

8.4 Appendix 4: Work Pattern and Work Context Secondary Teacher Sciences



The National Association of
School-Based Teacher Trainers

Work Pattern and Work Context Secondary Teacher Sciences and Design and Technology (and any other subjects where hazardous materials/tools are involved)

Work Pattern

	Occasional 0-33% of work time	Frequent 34-66% of work time	Constant More than 67% of work time
Vision (with or without glasses/lenses)			✓
Hearing (with or without hearing aids)			✓
Mobility (to monitor and intervene)			✓
Communication demands (phone/email/face-to-face)			✓
Clarity of speech with good voice projection			✓
Ability to concentrate/good memory			✓
Vigilance			✓
Memory			✓
Manual dexterity		✓	
Sound judgement			✓
Working to tight deadlines		✓	
Working under significant stress		✓	
Dealing with challenging or distressing situations		✓	
Dealing with anxious/aggressive students	✓		
Supervising other adults		✓	

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Work Context

	Occasional 0-33% of work time	Frequent 34-66% of work time	Constant More than 67% of work time
Up to 30 pupils aged 11-16 years			✓
Up to 15 pupils aged 16-19 years	✓		
In a classroom but with sensible free movement allowed			✓
In a boundaried outdoor environment	✓		
In a public place	✓		
Teaching basic skills such as speaking, reading, writing, etc., within subject context		✓	
Clear speech - ability to pronounce all phonemes			✓
Pupils engaged in hazardous activities/using potentially dangerous equipment			✓
Significant monitoring and intervention required			✓
Urgent monitoring and intervention needed		✓	
Repetitive/complex tasks requiring attention to detail		✓	
Working in a team		✓	
Lone worker	✓		

8.5 Appendix 5: Corazon Health – New Starter Questionnaire Process

Triage - On receipt of a New Starter Questionnaire (NSQ) the case will be assigned for clinical triage, using the following assessment pathways:

a. Non-telephone Assessment

- i. Recruits who have not declared any medical conditions will be deemed able to train to teach without adjustment.
- ii. Recruits who have declared a condition and provided sufficient information will be deemed able to train with or without adjustments if required.

b. Telephone Assessments

Recruits who have declared a medical condition that requires a telephone call with a Practitioner will undergo further investigation through one of the following appointment durations, depending on the declaration/s complexity:

- 10-minute telephone call
- 30-minute telephone call

An appointment with the Recruit/trainee will be assigned using the contact details provided on the NSQ.

The recruit/trainee may submit additional evidence, including further medical or professional information, for consideration as part of the review.

c. Further Investigation Assessments

Cases where the recruit's declarations require a more in-depth assessment will be required to transition to the Management Referral service. The OH Provider will notify the SCITT of the suggestion to raise a Management Referral via the web portal, no further case actions will be undertaken until further instruction is received from the SCITT.

Case Outcomes

All cases upon completion of assessment will be reported through the web portal, with notification provided via email to the SCITT.

Reporting will outline:

- The health and physical capacity to teach without the need for any adjustment(s).
- The health and physical capacity to teach with details of adjustment(s) required.

In the event that a Recruit requests a copy of the reports, as part of their consent, they will be provided with web portal login details to confidentially obtain a copy.

8.6 Appendix 6 Disclosure Protocol

If a recruit or trainee discloses a disability, Specific Learning Difference or health condition to a member of the SCITT partnership, i.e. SCITT central team, a hub lead teacher, a mentor etc., the following process should be followed:

1. Advise the recruit / trainee that disclosure may assist the SCITT in considering and implementing any appropriate support or reasonable adjustments, but that disclosure is voluntary except where there are legal or safeguarding reasons requiring information to be shared.
2. Advise that they do not need to discuss their condition with you in depth.
3. However, they should complete the Trainee Self-Evaluation and consider sharing this information.
4. Advise the recruit / trainee that a representative from the SCITT will be in touch to book an appointment to discuss their needs and reasonable adjustments, complete their Personal Development Plan (PDP) and agree with their consent who the information will be shared with.
5. If the recruit / trainee does not consent to the colleague sharing this information with a SCITT leader, contact the SCITT central office for advice without identifying the recruit / trainee.
6. Reiterate to the recruit / trainee that the purpose of disclosure is aimed at ensuring that they have any necessary support or adjustments in place.
7. By not consenting to disclosure this would limit the adjustments that could be made and may mean that if information about a disability, Specific Learning Difference, or health condition is not formally disclosed, this may limit the SCITT's ability to identify and implement appropriate reasonable adjustments and support.
8. If the recruit / trainee does not wish to formally disclose the information, any information already received should be handled in accordance with the SCITT's Data Protection Policy and only retained where there is a lawful basis for doing so.

If a recruit or trainee discloses a disability, Specific Learning Difference or health condition to a fellow recruit or trainee, the following process should be followed:

1. Advise that they do not need to discuss their condition with you in depth.
2. Advise the recruit / trainee that they should contact a representative from the SCITT to discuss their needs and reasonable adjustments.
3. If the recruit / trainee does not consent to the recruit or trainee sharing this information with a SCITT leader, contact the SCITT central office for advice without identifying the recruit / trainee.
4. Reiterate to the recruit / trainee that they must seek appropriate support from the appropriate professionals.

Short-term conditions

If following disclosure, it is clear that this is a short-term issue, you should ensure the recruit / trainee is aware of the process for Extensions and Extenuating Circumstances should be considered as set out in the SCITT C4C. Temporary reasonable adjustments should be considered on a case-by-case basis.

Exceptional circumstances

There may be exceptional circumstances where confidential information, including disability-related information, must be shared without consent. This may include situations involving a serious risk to the recruit's / trainee's health, safety or welfare, safeguarding concerns, or a risk of harm to others. Wherever possible, advice should be sought from the SCITT Director, the Chorus Education Trust Designated Safeguarding Lead, or the CEO of Chorus Education Trust before information is disclosed, and any decision to share information should be proportionate, documented, and in accordance with data protection and safeguarding requirements.

9. Publishing this Policy

This policy is available on the SCITT website. A copy can also be requested via the SCITT office.

The Office of the Independent Adjudicator (OIA) runs an independent scheme to review student complaints. Chorus Education Trust operating as National Specialist SCITTs, and the accredited provider for the National Modern Languages (NML) SCITT and the National Mathematics and Physics (NMAP) SCITT, is a member of this scheme. If a Recruit or Trainee is unhappy with decisions made by National Specialist SCITTs regarding this Policy, they may be able to ask the OIA to review this decision once all SCITT internal procedures have ended and a Completion of Procedures (COP) Letter has been issued by the SCITT. More information about making a complaint to the OIA, what it can and cannot look at and what it can do to put things right if something has gone wrong can be found here: <https://www.oiahe.org.uk/students>.