

National Specialist SCITTs

National Mathematics and Physics SCITT

National Modern Languages SCITT

Occupational Health and Reasonable Adjustments Policy

Important: this document can only be considered valid when viewed on the SCITT website. If this document has been printed or saved to another location, you must check that the version number on your copy matches that of the document online.

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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Occupational Health and Reasonable Adjustments Policy (version 1.0)

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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 Equality and Diversity 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

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;

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- 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 2012

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 Occupational Health Process

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

All applicants are invited to inform the SCITT if any adjustments are required for them to complete the recruitment process, including the completion of the written tasks and the interview day.

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 the Pre-course programme and enrolment, all recruits are registered with the SCITT's Occupational Health provider and will be asked to complete a new starter questionnaire, which is directly related to the Trainee Teacher Role Description (Appendix 1), the Trainee Teacher Person Specification (Appendix 2) and the Work Pattern (Appendices 3 & 4). This questionnaire will determine whether

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reasonable adjustment(s) are required to enable a trainee to complete the ITT provider's specific training programme.

All questionnaire responses will be confidential between the recruit and the Occupational Health provider. In some cases, a short telephone conversation may be required; rarely, a more detailed conversation may be required. See appendix 5 for the New Starter Questionnaire Process.

In addition to the health questionnaire, recruits also have the opportunity to inform the SCITT **via the suitability declaration** of any needs they may have, any challenges they may encounter or any reasonable adjustments they may have found helpful in the past. All recruits are required to familiarise themselves with the appendices in this policy when providing the information to the SCITT.

In order to give the SCITT the best chance to support the recruit's needs, recruits must respond accurately, honestly and promptly to this process.

This Health and Fitness to Teach questionnaire is reviewed by a qualified healthcare professional who will make one of four decisions:

1. The recruit is fit to teach.
2. The recruit is fit to teach but a welfare letter is sent, highlighting the support available to trainees whilst on our course.
3. The recruit would benefit from a welfare meeting.
4. The recruit requires an appointment with an Occupational Health provider to assess their fitness to teach and to make recommendations as to reasonable adjustments that the SCITT may make. The recruit is then invited to a welfare meeting.

If adjustments are required, the SCITT must decide whether these are 'reasonable' and can be implemented.

If the adjustment(s) required are not 'reasonable', the grounds for unreasonableness should be discussed with the **recruit** and the offer of a place on the programme withdrawn.

Welfare meetings are led by the Director of National Specialist SCITTs or a Healthcare Professional to outline the support available to SCITT trainees and to identify reasonable adjustments that can be offered to the trainee.

The SCITT will clearly inform, in writing, any recruit for whom reasonable adjustments are being offered that such adjustments are for the purposes of teacher training and they cannot guarantee that the same adjustments would be offered in future employment.

5 Examples reasonable adjustments

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;

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- 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.

6 Unreasonable adjustments

The reasonableness of the SCITT making adjustment(s) is a question that must be considered objectively 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.

7 Disability Access

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 trainee teachers.

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 students may receive and following the assessment a report will be provided listing support, equipment or

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resources you 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.

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).

Appendix 1: Role of a Trainee Teacher

Appendix 2: The Trainee Teacher Person Specification

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

Appendix 4: Work Pattern and Work Context Secondary Teacher Sciences

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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
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Trainee Teacher Person Specification

Qualifications

- 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.
- You will hold a first degree of a United Kingdom higher education institution or equivalent qualification.

Health and Physical Capacity

- 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

- 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.
- 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.
- 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:

- need to be flexible, motivated and resilient;
- have consistently high standards of personal and professional conduct;
- maintain high standards in ethics and behaviour both within and outside school;
- uphold public trust in the profession;
- be able to attend work and carry out tasks punctually in a regular and consistent manner.
- 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;
- 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;
- 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 bounded 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	✓		

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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 bounded 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	✓		

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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 will be assigned using the contact details provided on the NSQ. If the Practitioner is unsuccessful in making contact with the applicant, notice will be given to the SCITT, and the appointment will be rebooked at a repeat charge, which will be passed on to the Recruit.

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

9 Publishing this Policy

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

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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 trainee is unhappy with decisions made by the SCITT regarding this Policy, they may be able to ask the OIA to review this decision. More information about making a complaint to the OIA, what it can and can't 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>.