Generate Teaching Hub
Key Policies and Procedures Pack

Updated: 17/08/2023

This document collects the key policies and procedures relevant to the delivery of the Teaching School Hub designation awarded to Evelyn Street Primary School / Warrington Primary Academy Trust in March 2021.

The Teaching School Hub service operates under the trading name of Generate Teaching Hub.

Contents

For all enquiries, please contact your relevant contact in Generate Teaching Hub or the main office via: hub@wpat.uk / 07897 280909.

1. Trust Policy and Procedure

1) Generate Teaching Hub is part of Warrington Primary Academy Trust (WPAT). All of WPAT's latest policies and procedures are available online from https://wpat.warrington.sch.uk/policies-and-statutory-docs/
2) This list of policies include:
   a) Allegations of Abuse Policy
   b) Anti-Fraud, Corruption & Bribery Policy
   c) Complaints Procedure
   d) Data Protection Policy
   e) Discipline Policy
   f) Equality Statement
   g) Freedom of Information Act
   h) Grievance Management Policy
   i) WPAT Health, Safety & Welfare Statement
   j) Whistleblowing Policy

2. Early Career Framework Programme Policies

1) Introduction
   a) Generate Teaching Hub operate the Early Career Framework (ECF) programme for new teachers (known as Early Career Teachers) under licence from a national provider, Teach First as *THE* provider for the Halton, Warrington and Wigan locality.
   b) A wide number of professionals are involved in the ECF, as recipients of and / or providers within the programme, including:
      i) Early Career Teachers (ECT).
      ii) The school based Mentors (ECMs) for ECTs.
      iii) Induction Tutors.
      iv) School leaders, e.g. headteachers.
      v) Experienced programme facilitators delivering training to ECTs and ECMs.
      vi) A Lead Partner providing fidelity standards, facilitator training and quality assurance.
      vii) Coordination staff in the Teaching School Hub and national provider staff.
      viii) Staff working at training venues.

Listed below are a number of specific policies relating to the delivery of the ECF. This section has been written with guidance from Teach First, and the term 'we' below denotes Teach First.

2) General Principles
   a) We would encourage any individual with a query or question to engage the most appropriate officer as early as possible to identify appropriate and timely action.
   b) Detailed Handbooks are provided to ECTs, ECMs and Induction Tutors, as well as access to resources, training materials and other information through an online platform called, Brightspace.
   c) The ECF is a mandatory requirement set out by the Department for Education (DfE) for new teachers who after gaining their Qualified Teacher Status (QTS) who begin their induction into the profession from September 2021. A detailed guidance document for school leaders, published by the DfE, can be found here.
   d) It is the responsibility of the school, via their Induction Tutor, to ensure the ECT is engaged in a suitable ECF programme at the start of their career AND that they appoint an Appropriate

Body to conduct checks on progress in the first 2 years (or equivalent) of an ECT's teaching career by:

e) Updating the DfE ECF portal.

f) Communicating to Generate Teaching Hub the details of the ECT and ECM (usually by an online registration form).

g) Appointing an Appropriate Body.

3) Engagement and Attendance Policy

a) The following principles underpin the engagement, attendance and withdrawal policy:

i) The ECF Programme is a mandatory programme of development for all ECTs.

ii) Engagement with the programme is measured through interaction with the self-directed content (via Brightspace) and attendance at seminars.

iii) It is the responsibility of the Induction Tutor (this can be known in schools as the ECF Lead or Induction Coordinator) in school to monitor ECT and ECM engagement and support their teachers to utilise the support provided in the best way possible.

iv) Schools can decide to withdraw from the programme, or to withdraw an individual ECT or ECM from the programme.

v) Teach First can withdraw an ECT or ECM due to low engagement or non-compliance with our code of conduct policy.

b) ECTs are expected to:

i) Complete approximately 4.5 hours of self-directed study content per half term via the Teach First Online Platform (Brightspace).

ii) Attend 12 seminars in year 1 and 6 seminars in year 2.

iii) Attend a 6-hour induction at the start of year 1 and year 2.

c) ECMs are expected to:

i) Complete self-directed study.

ii) Attend 6 seminars per year.

iii) Attend a 6-hour induction at the start of year 1 and year 2.

d) It is the responsibility of the School based Induction Tutor, supported by Generate Teaching Hub, to monitor engagement and support ECTs and ECMs to utilise the support provided in the best way possible.

e) Teach First will make engagement information available through:

i) Providing engagement information for ECTs and ECMs at the end of each module to Generate Teaching Hub, this will include attendance data from training sessions as well as an overview of completion of self-directed content on Brightspace.

ii) Providing access to Generate Teaching Hub to Brightspace, where they can see more detailed progress for both ECTs and ECMs.

iii) Induction Tutors will be able to track and monitor on Brightspace engagement by their ECTs and ECMs.

iv) ECMs will be able to see their own progress towards completion on the Brightspace as well as the completion of their ECTs.

v) ECTs will be able to see their own progress.

4) Withdrawal Policy

a) ECMs and ECTs can request to be withdrawn from the ECF programme.

b) In such circumstance, the ECF Lead should communicate with Generate Teaching Hub to initiate this process. Generate Teaching Hub should inform their Account Manager of any issues or risks relating to withdrawals.

c) If an ECT or ECM is withdrawn from the programme, for whatever reason, it will then be the school's responsibility to provide alternative arrangements in relation to their ECF provision.

d) If an ECT withdraws after starting the programme, an ECM is still able to complete the training. If an ECM decides to continue, they will still be entitled to the same funding and training as if they were supporting an ECT.

e) Generate Teaching Hub will complete a Programme Adjustment Agreement for Teach First to confirm the change.

f) Teach First or Generate Teaching Hub can withdraw an ECM or ECT from the ECF programme for two reasons:
   i) Failure to comply with the standards outlined in the Code of Conduct:
      If an ECT or ECM does not adhere to the Code of Conduct, Generate Teaching Hub will review the issue, ensure the school is aware of the concern and confirm in writing that the ECT or ECM has been removed from the programme.
   ii) Failure to meet the engagement requirements:
      To be retained on the ECF with Teach First, for each module ECTs and ECMs must complete at least 50% of Brightspace content or attend a seminar. Failure to do this for any module could result in withdrawal from the programme and the school having to provide its own ECF programme for the ECT and ECM.

5) Accommodating Late-Starting ECTs
   a) In addition to the standard September start date, Teach First and Generate Teaching Hub will deliver a Full Induction Programme which commences in the January and April of each academic year.
   b) Where it is not feasible to offer a Full Induction Programme commencing mid-year, or where the ECT starts at another point during the academic year, the following principles will be taken into account:
      i) ECTs will be invited to join a cohort at the next available start date where appropriate e.g., if an ECT begins in November they should be able to join the January cohort.
      ii) If point 1 above is not appropriate, the ECT will be incorporated into the next available cohort and required to catch-up with seminar recordings and Brightspace content.
      iii) Prior to joining the next available cohort, Teach First will ensure full support is provided to the ECT, including guiding the programme members on what to complete and enrolling them onto the programme.
      iv) ECTs will cover the full content of the 2-year programme within the 2-year period of their induction, as standard with September start dates.
      v) Over the course of the 2 years ECTs will have access to at least 1 live event per year.
      vi) ECTs will be subject to the same engagement monitoring as those in a September start, but this will commence from their start date during the year.

6) Non-Standard Induction Policies
   a) The key principles for all Non-Standard Inductions are:
      i) The school as the employer, the teacher involved and the chosen Appropriate Body are responsible for agreeing and defining the length of Induction.
      ii) The ECF Programme should align with the length and arrangements for the ECT's Induction.
      iii) A Programme Adjustment Agreement must be in place by Generate Teaching Hub for all ECTs following a non-standard Induction.
   b) Teach First and Generate Teaching Hub must provide a programme to support ECTs and ECMs who will have a non-standard Induction must be available. This could include:

      i) Part Time Policy
         (1) Teach First and Generate Teaching Hub will ensure that part time ECTs have access to the Full Induction Programme.

     (2) Generate Teaching Hub recommend the standard plan is for part time ECTs engage in the 2-year ECF Full Induction Programme with Teach First, to gain the maximum support for their initial two teaching years.

     (3) This means the support from the ECF may finish before the assessment of the ECT's induction period is complete to the Appropriate Body's satisfaction. The Appropriate Body does have the discretion to complete their assessment of an ECT's induction before the equivalent 2-year period is completed.

     (4) ECTs who are working part time and *NOT* completing the ECF inside 2 years should have a *Programme Adjustment Agreement* in place created by the Induction Tutor in liaison with the ECT, ECM, and Generate Teaching Hub.

  ii) Extending Induction Policy

     (1) Some ECTs will have an extended Induction period. Teach First will ensure that extended ECTs have access to the ECF Full Induction Programme for the length of their Induction.

     (2) 30+ days of absences in either year of Induction will trigger an automatic extension. The extensions should be added to the corresponding part of Induction, e.g., if an ECT is absent for 35 days in year 1, the extension should be added to the end of year 1.

     (3) ECTs who have an agreed extension must have a *Programme Adjustment Agreement* in place, created by the Induction Tutor in school in liaison with the ECT, ECM and Generate Teaching Hub.

     (4) A *Programme Adjustment Agreement* will be shared with the account manager at Teach First by Generate Teaching Hub.

  iii) Reduced Induction Policy

     (1) Some ECTs will have a reduced induction period up to a minimum of one term. Throughout their Induction period, ECTs will have access to the Full Induction Programme from Teach First and Generate Teaching Hub.

     (2) ECTs who have an agreed reduction in their induction must have a *Programme Adjustment Agreement* in place created by the Induction Tutor in school in liaison with the ECT, ECM and Generate Teaching Hub. This should be shared with the account manager at Teach First.

     (3) A *Programme Adjustment Agreement* will be shared with the account manager at Teach First by Generate Teaching Hub.

  iv) Breaks in Induction Policy

     (1) Some ECTs will have a break in their induction programme. This could be due to maternity leave or a leave of absence for personal circumstances / ill health. This will usually result in an extension to the predicted end date of induction.

     (2) Teach First will ensure that extended ECTs have access to the ECF Full Induction Programme for the length of their Induction.

     (3) ECTs who have an agreed break in their Induction must have a *Programme Adjustment Agreement* in place created by the Induction Tutor in school in liaison with the ECT, ECM and Generate Teaching Hub.

     (4) A *Programme Adjustment Agreement* will be shared with the account manager at Teach First by Generate Teaching Hub.

7) Transfer Policy

  a) ECTs may move school during the Full Induction Programme.

  b) Transfer to Teach First from other provision:

      i)   If the ECT is moving to a school which is completing the Teach First ECF Full Induction Programme, the new school will inform the DfE and the Appropriate Body. The DfE will then move the ECT across on their system to their new school. The successful transfer will be formally confirmed in writing by Teach First.

      ii)   Where an ECT changes from a school led ECF Induction to a Teach First Induction, Teach First will, where feasible, work with both the previous and new school to help tailor their programme to the ECTs needs. As part of this process, Teach First will consider how long the ECT has left to serve on their Induction and the resources required to meet the ECT's needs. Teach First will also consider how best to support the ECM in these circumstances.

  c)   Transfer from Teach First to other provision:

      i)   If an ECT or ECM leaves the school and joins a school that works with a different Lead Provider or deliver its own ECF programme, Teach First will not be able to continue working with the ECT. Teach First and Generate Teaching Hub will, where feasible, support the transition by liaising with the new Lead Provider, or school.

  d)   Teach First or Delivery Partner transfer:

      i)   Whilst we would hope to avoid such a situation, where a school does decide to change Delivery Partner or lead provider part-way through an ECT's induction period, delivery partners should aim to work together with other Lead Providers to make arrangements to accommodate the ECT.

8) Change of Mentor Policy

  a)   We ask that where possible, schools retain the same ECM for the ECT throughout the year. We know that a strong supportive relationship with an engaged ECM helps ECTs to develop. However, we recognise that ECM may need to change, e.g., for unforeseen circumstances, or it is in the best interest for the ECT.

  b)   Should a school need to change the ECM working on the programme, the Induction Tutor must:

      i)   Update the DfE portal.

      ii)   Update their Appropriate Body

      iii)   Update Teach First via Generate Teaching Hub

  c)   An ECM transfer date must be provided. A new ECM joining will be classed as a replacement ECM.

  d)   An ECM may join a school after having started on a different ECF programme / provision. ECMs can transfer to the Teach First ECF Full Induction Programme, if this is the case and the new school employing the ECM already has a partnership agreement in place. Generate Teaching Hub must inform Teach First via the "Contact Us" function on MyTeachFirst.

9) Diversity and Inclusion Policy

  a)   Teach First have clear principles that inform our approach to Diversity and Inclusion:

      i)   We are transparent by default.

      ii)   We take a focused approach to improving our diversity and inclusion.

      iii)   We can do better.

      iv)   We'll always need to improve because the communities that we work with are constantly changing.

  b)   Diversity and Inclusion is an approach which is threaded through all aspects of our programmes, and further guidance is provided specifically for reasonable adjustments. The Teach First Contact Centre will provide guidance on how to record reasonable adjustments.

  c)   Generate Teaching Hub's Diversity and Inclusion statement is listed below in section 9.

10) Reasonable Adjustments Policy
   a) Teach First is committed to making ways of working, venues and premises accessible. We routinely make reasonable adjustments in accordance with legislation so that people with disabilities, health conditions or impairments are not unfairly disadvantaged.
   b) We ask all schools that we work to uphold these values and ensure adjustments identified are in place in line with school policy for all programme participants:
      i) The way things are done (provision, criterion, or practice).
      ii) Physical features of a venue or environment.
      iii) Auxiliary aids or services (special equipment or a service to assist).
      iv) Other types of inclusive accommodations.
   c) Reasonable Adjustments are specific changes we make to fulfil our duties to applicants, candidates, employees and participants with health conditions or impairments. We (and schools and universities that we partner with) are required by law to anticipate and proactively make these adjustments, by considering them in general and when individuals request them.
   d) Inclusive support is any other type of personalised change for diversity and inclusion reasons. They reflect needs that an individual has (including those that might relate to other protected characteristics). Where a type of inclusive support is commonly requested, we review how to embed it into policies and processes for everyone's benefit.
   e) Inclusive principles are how we incorporate diversity and inclusion into guidance for specific processes. We are committed to initiating courageous conversations about diversity and inclusion, whenever they are needed to make progress. We also set clear expectations about this in our partnership agreements. This is not bespoke support, it's a principle we follow for everyone.
   f) Teach First has met stringent accessibility criteria on the development of the curriculum and the resources available, and are confident that the tools we have selected to deliver the training are highly accessible. If a participant experiences challenges accessing the tools, they should bring it to our attention via Generate Teaching Hub as soon as possible.
   g) ECTs or ECMs who require adjustments to the programme because of protected characteristics can inform Teach First of this at the start of the programme, they can also inform us of required adjustment throughout the programme if there is a change in circumstances. This should be done via email to Generate Teaching Hub.

11) Complaints Policy
   a) The Teach First complaints policy can be accessed here:
      https://www.teachfirst.org.uk/complaints-policy

   b) Generate Teaching Hub complaints policy can be accessed here:
      https://wpat.warrington.sch.uk/assets/WPAT-V5-Complaints-Procedure.pdf

12) Evaluation Policy
   a) We aim to collaboratively learn about the implementation and outcomes of the ECF, as well as understand the experience of programme members so that we can continuously improve our programme.
   b) Generate Teaching Hub will work with Teach First to:
      i) Encourage good survey response rates (twice for ECTs and also for ECMs per annum).
      ii) Encourage the completion of Impact Assessments at the beginning and end of the programme (for both ECTs and ECMs) where applicable.
      iii) Assist in the recruitment of participants for focus groups at regular intervals throughout the programme.
   c) Where possible, we will request authorisation from schools on the ECF to share their Renaissance Learning UK Limited (this is an optional section on the Teach First ECF schools

6

contract signed upon registration to the Full Induction Programme) to release to Teach First access to pupil data, including personal data, special category data and Star test data. This is entirely optional, and more information is available in the school partnership agreement.

d) In exchange, we agree to consult with them on our evaluation design and facilitate access to data they request (such as aggregate survey results and interview themes).

3. National Professional Qualifications Programme Policies (Best Practice Network)

2) Generate Teaching Hub deliver NPQs in partnership with Best Practice Network (BPN). BPN are a licenced holder for NPQs, delivering them as a nationally approved provider by the DfE. Generate Teaching Hub is *THE* Delivery Partner for BPN in the Halton, Warrington and Wigan locality.

3) Generate Teaching Hub:
   a) Is the first point of contact to participants, facilitators, venues and partners in the day to day delivery of the NPQ service.
   b) Actively promotes the NPQ service from BPN to their local schools and teacher community.
   c) Coordinates local payments for the programme to facilitators and venues, as directed by and agreed with BPN, who in turn reimburse Generate Teaching Hub.

4) BPN:
   a) Issue contracts, conduct relevant checks and agreements to facilitators for the delivery of the NPQs in our area with the local direction and support of Generate Teaching Hub.
   b) Provide all materials, course infrastructure and conduct quality assurance of the NPQ programme to meet the satisfaction of the DfE and the NPQ frameworks.
   c) Receive applications for the programme via an online portal [found here](#).
   d) Are responsible for coordination with Ofsted to maintain a high standard of delivery.

5) Generate Teaching Hub operate to the terms of agreement signed with BPN and agree to abide by the following BPN policies:
   a) [BPN Safeguarding Policy](#).
   b) BPN Health and Safety Policy: BPN operates its business in a manner which actively seeks to prevent or minimise the possibility of its operations causing harm to people, such as employees, contractors and visitors; the full policy can be [found here](#).
   c) [BPN Data Protection and Information Security Policy](#).

4. National Professional Qualifications Programme Policies (Teach First)

1) Generate Teaching Hub deliver NPQs in partnership with Teach First. Teach First are a licenced holder for NPQs, delivering them as a nationally approved provider by the DfE. Generate Teaching Hub is *THE* Delivery Partner for Teach First in the Halton, Warrington and Wigan locality.

2) Part-time policy
   a) Part-time programme members are expected to complete the necessary content and associated activities to achieve the NPQ.
   b) To ensure that the course is accessible, Generate Teaching Hub and Teach First are committed to:
   c) Offering a blended learning approach with modules available online.
   d) High-quality catch-up resources for all seminars if they are scheduled on a non-working day.
   e) A dedicated point of contact (a Generate Teaching Hub staff member) to discuss progress and ensure work or time commitments are balanced effectively.

f) Part-time programme members do not get longer to complete the programme. They may be able to defer.

3) Reasonable adjustments
   a) Generate Teaching Hub and Teach First are committed to making our ways of working, venues and premises accessible and we routinely make reasonable adjustments in accordance with legislation so that people with disabilities, health conditions or impairments are not unfairly disadvantaged.
   b) If participants require additional adjustments in-year they are encouraged to share that information with Generate Teaching Hub with us as soon as they are able.
   c) Extensions, deferrals, change of employment and NPQ type/level transitions.
   d) We understand that participants may come up against issues that make completing the programme a challenge.
   e) Generate Teaching Hub and Teach First will support participants with any difficulties they are facing before exploring an extension, withdrawal or deferral.

4) Extensions
   a) The DfE has agreed to an extension period for programme members undertaking the Early Headship Coaching Offer for up to six months from the start of the main assessment window.
   b) Because of the fixed nature of the assessment windows it is not possible for programme members completing other types of NPQ to be granted an extension. Instead, participants would need to defer to the next cohort.

5) Deferrals
   a) If a participant is unable to complete the programme and /or submit for assessment in the designated submission window for their cohort, they can defer a place on the programme and return at an appropriate point in a future cohort.
   b) Deferrals are possible to any future cohort, not just the next cohort.
   c) For evaluation purposes Generate Teaching Hub and Teach First will collect information on the reason for the deferral, but this does not affect a deferral being granted.
   d) Participants will need to specify an expected return date when submitting a deferral request.

6) Withdrawals
   a) If a participant wants to withdraw from the programme, they are able to do so at any time.
   b) For evaluation purposes Generate Teaching Hub and Teach First will collect information on the reason for the withdrawal, but this does not affect a withdrawal being granted.
   c) If a participant withdraws from an NPQ they will not be eligible for scholarship funding for the same NPQ again.

7) Change of Employment
   a) It is appreciated that during an NPQ programme some participants may face changes to their employment (either within current, or moving to a new, school or setting).
   b) The overarching principle is to support all changes of employment where possible.

8) NPQ Type / Level Transfer
   a) It is not possible for participants to change NPQ type once they have commenced a programme.
   b) Participant in these circumstances would need to withdraw from the NPQ and reapply at the new level in a future cohort.

9) Complaints
   a) Generate Teaching Hub and Teach First are committed to providing the best service we can, but we recognise that our practices could always be improved.
   b) If we fall short of the high standards we set for ourselves, we would like to hear about it.
   c) We take all feedback seriously – both good and bad – and treat all feedback as an opportunity to develop.
   d) The Teach First complaints policy, including how to make a complaint, can be found here.
   e) Generate Teaching Hub complaints policy can be accessed here: https://wpat.warrington.sch.uk/assets/WPAT-V5-Complaints-Procedure.pdf

5. Privacy Notice

1) Generate Teaching Hub is a service of Warrington Primary Academy Trust and operates under the Trust's Data Protection Policy. To view this policy please go to: https://wpat.warrington.sch.uk/policies-and-statutory-docs
2) Generate Teaching Hub is designated and funded by the DfE to communicate to all schools in Halton, Warrington and Wigan with information on training and development services. We ae are the only Teaching School Hub for this area.
3) Listed below is a privacy notice for our services explaining how we collect, process and store personal details:

   i) Why do we collect and use teacher / trainee teacher information?
      (1) We collect and use trainee information under Article 6.1c, and Article 9 2d of the GDPR (Article 6 1a - processing is necessary for compliance with a legal obligation; Article 9 2d - processing is carried out in the course of its legitimate activities).
      (2) We use the trainee data:
         (a) For identification of teachers / trainee teachers.
         (b) For proof of eligibility.
         (c) For proof of experience.
         (d) To identify specialisms.
         (e) To evaluate performance.
   ii) The categories of trainee information that we collect, hold and share include:
      (1) Personal information and contacts such as:

Teacher Training	Early Career Framework	National Professional Qualifications	Appropriate Body	CPD & Events
Name Date of Birth Emergency and personal contact details Address DBS Qualifications Identification i.e. passport or driving license TT route	Name Teacher Reference Number Date of Birth Personal contact details Address DBS Employment details Qualifications			Name PD requirements & expectations Date of Birth Personal contact details Address DBS Employment details Qualifications Feedback

      (2) Characteristics (such as ethnicity, language, nationality, country of birth and gender).

   (3) Attendance information (such as sessions attended, number of absences, absence reasons and any previous work experience and employment history).

   (4) Assessment Information (such as Early Appraisal, Final Appraisals, recommendation for QTS, trainee support plans, action plans, lesson observation feedback, progress reviews, weekly meetings including targets).

   (5) Relevant medical and administration information (such as doctors information, allergies, medication, Covid-19 PCR results and dietary requirements).

   (6) Special Educational Needs or Disability information.

   (7) Photographs of teachers / trainee teachers.

   (8) Feedback of trainee teachers' interviews.

  iii) Collecting teacher / trainee teacher information

   (1) Teacher / trainee teacher data is essential for operational use.

   (2) Whilst the majority of information teachers / trainee teachers provide to us is mandatory, some of it is provided to us on a voluntary basis.

   (3) In order to comply with the data protection regulations, we will inform teachers / trainee teachers, at the point of collection, whether they are required to provide certain information to us or if they have a choice in this.

   (4) Where we are processing personal data with teacher / trainee teacher consent, they have the right to withdraw that consent. If they change their mind, or they are unhappy with our use of personal data, the Teacher Training Manager is contactable on lhumphries@wpat.uk; for all other services the Hub Manager is contactable on dsharples@wpat.uk

   (5) We collect data by:

Teacher Training	Early Career Framework	National Professional Qualifications	Appropriate Body	CPD & Events
DfE Apply – online application. Email. Communicating with all mentors, LHU IPD tutors. Communicating with interview panel.	Online application by the teacher's school (usually the induction tutor or senior leader). Email. Access to third party online systems (Teach First's Brightspace and the Department for Education's portal). Communicating with all facilitators.	Online application by the teacher. Email. Access to third party online systems (Best Practice Network's Canvas system, Tach First's Brightspace and the Department for Education's portal). Communicating with all facilitators	Online application by the teacher's school (usually the induction tutor or senior leader). Email. Access to third party online systems (Department for Education's portal). Communicating with all AB Assessors.	Online application by the teacher or a colleague). Email. Access to third party online systems (Department for Education's portal). Communicating with all course trainers.

  iv) Storing trainee data

   (1) We hold the basic teacher / trainee teacher data for a maximum of six years, from the end of the course. Other data listed above will be held for varying amounts of time but no longer than the basic data. For a breakdown of the individual categories, please ask to see a copy of the data retention schedule.

   (2) Generate Teaching Hub stores teacher / trainee teacher data as follows:

Teacher Training	Early Career Framework	National Professional Qualifications	Appropriate Body	CPD & Events
Within a secure One Drive. Progress data is also held in mentor files.	Within a secure One Drive. Progress data is also held in Teach First's Brightspace and SharePoint systems.	Within a secure One Drive. Progress data is also held in Best Practice Network's Canvas system and, Teach First's Brightspace and SharePoint systems.	Within a secure One Drive and ECT Manager. Progress data is also held in the Department for Education's Teacher Regulation Agency portal.	Within a secure One Drive.

v) Who do we share teacher / trainee teacher information with?
   (1) We routinely share information with:

Teacher Training	Early Career Framework	National Professional Qualifications	Appropriate Body	CPD & Events
Initial Teacher Training staff. Placement schools. Liverpool Hope University staff. Liverpool Hope University interview tracker. Generate Teaching Hub interview panel. Initial Teacher Training mentors. Placement mentors. Headteachers. Liverpool Hope University IPD tutor.	Generate Teaching Hub staff. Teach First (as our lead provider). ECF facilitators. Generate Teaching Hub ECF Area Leads.	Generate Teaching Hub staff. Best Practice Network and Teach First (as our lead providers). NPQ facilitators. Generate Teaching Hub Area Leads.	Generate Teaching Hub staff. DfE employees. Appropriate Body Assessors. Local Authority officers.	Generate Teaching Hub staff. DfE employees. CPD trainers.

   (2) We will not transfer personal data outside of the European Economic Area.

vi) Why we share teacher / trainee teacher's information:
   (1) We collect and use a teacher / trainee teacher's information, for the following purposes:

Teacher Training	Early Career Framework	National Professional Qualifications	Appropriate Body	CPD & Events

To progress applications. To confirm eligibility. To support trainees in placements. To facilitate additional support. To assist with transition between placements. To complete references. To assist with transition into employment post QTS.	To progress applications. To confirm eligibility. To support teacher induction progress. To facilitate additional support. To assist with transition between ECF providers. To confirm induction status.	To progress applications. To confirm eligibility. To support teacher induction progress. To facilitate additional support. To assist with transition between NPQ providers. To confirm induction status.	To progress applications. To confirm eligibility. To support teacher induction progress. To facilitate additional support. To assist with transition between AB providers.	To progress applications. To confirm eligibility. To support teacher progress. To facilitate additional support.

(2) We do not share information about our teachers / trainee teachers with anyone without consent unless the law and our policies allow us to do so.

(3) We share teacher / trainee teacher's data on a statutory basis with:

Teacher Training	Early Career Framework	National Professional Qualifications	Appropriate Body	CPD & Events
Liverpool Hope University.	Teach First.	Best Practice Network. Teach First	DfE.	DfE.

(4) We will also share data with lawyers and/or police, if requested, to assist in any legal or criminal investigations if necessary.

vii) Department for Education:

(1) The link below provides information on how the Department for Education collects personal data, what data they collect and how the data is used: https://www.apply-for-teacher-training.service.gov.uk/provider/privacy-policy

(2) The Department has robust processes in place to ensure the confidentiality of our data is maintained and there are stringent controls in place regarding access and use of the data. Decisions on whether DfE releases data to third parties are subject to a strict approval process and based on a detailed assessment of:

(a) Who is requesting the data.

(b) The purpose for which it is required.

(c) The level and sensitivity of data requested, and,

(d) The arrangements in place to store and handle the data.

(3) All data is transferred securely and held by DfE under a combination of software and hardware controls, which meet the current government security policy framework

(4) To contact the DfE: https://www.gov.uk/contact-dfe

viii) Requesting access to your personal data:

(1) Under GDPR, you are entitled to access to information held about you. You may make this request either in person or electronically to dpo@wpat.uk. We may need to ask for identification and proof that you are legally entitled to receive this information. On verification of your identity we will provide the information requested within one month.

(2) You also have the right to:
    (a) Ask us for access to information about you that we hold.
    (b) Have your personal data rectified, if it is inaccurate or incomplete.
    (c) Request the deletion or removal of personal data where there is no compelling reason for its continued processing.
    (d) Restrict our processing of your personal data (i.e. permitting its storage but no further processing).
    (e) Object to direct marketing (including profiling) and processing for the purposes of scientific/historical research and statistics.
    (f) Not to be subject to decisions based purely on automated processing where it produces a legal or similarly significant effect on you.

(3) If you have a concern or complaint about the way we are collecting or using your personal data, you should raise your concern with us in the first instance.

(4) For further information on how to request access to personal information held centrally by DfE, please see the 'How Government uses your data' section of this notice.

ix) Last updated:

(1) We may need to update this privacy notice periodically so we recommend that you revisit this information from time to time. This version was last updated on 17th August 2023.

x) Contact:

(1) If you would like to discuss anything in this privacy notice, please contact the:

Initial Teacher Training Manager lhumphries@wpat.uk / Data Protection Officer for the Multi Academy Trust dpo@wpat.uk.	Hub Manager dsharples@wpat.uk / Data Protection Officer for the Multi Academy Trust dpo@wpat.uk.

4) Privacy Notice – Website
    a) Generate Teaching Hub publish a comprehensive website with detailed information for schools, school/MAT leaders and teachers in Halton, Warrington and Wigan. We have a privacy notice for this website accessible here: https://generateteachinghub.org/privacy-policy .

6. Events and Training Terms and Conditions

Please note that the conditions in this section do not relate to our ECF (section 2 above) and NPQ (sections 3 & 4 above) programmes.

1) Definitions
    a) Generate Teaching Hub organises in person and online events and training programmes every academic year in Halton, Warrington and Wigan. This includes:
        i) Briefings, networks and meetings
        ii) Conferences and seminars
        iii) CPD training

2) Registration
    a) Submitting a registration does not guarantee a place; confirmation will always be sent acknowledging the booking status.

3) Declarations

a) We ask at registration stage about the following information for participants: inclusion and access needs, dietary requirements and allergies.
b) Late bookings or notice may prevent us from making reasonable adjustments.
c) If for any reason we are unable to make reasonable adaptions for a participant we will contact them in advance of the session.

4) Payments.
a) Where payment for an event or training is required this will be declared before registration is confirmed and by completing the registration the person booking is agreeing to the fee.
b) Payment is requested by invoice with 30 days payment terms.

5) Cancellations.
a) Cancellations are rare and happen for unavoidable reasons.
b) If Generate Teaching Hub does cancel any planned events or training, we will contact the participants by email and we will arrange to refund any payments made in full (this may take up to 30 days to complete).

6) Additional Costs
a) Unless specified at registration, we are not responsible for participants' additional costs to attend events or training (e.g. travel or supply cover).

7) Changes
a) Generate Teaching Hub reserves the right to make changes to an advertised agenda as and when required.

8) Withdrawals
a) Participants who must withdraw from attending an event are required to do so in advance and in writing by emailing hub@wpat.uk .
b) Any payments that have been made will be refunded on the following basis:
   i) More than 14 days' notice, full refund
   ii) 8 to 14 days' notice, 50% refund
   iii) 7 days' notice or less, no refund.

9) Non-Attendance
a) Participants who do not attend and have not provided prior notice can be charged the full attendance fee.
b) Participants for events or training that are fully funded and have paid no fee can be charged up to the following:
   i) £100 for a day event;
   ii) £75 for a part day event.
   These rates are reviewed annually and are current for the academic year 2022/23.
c) Discretion in applying these fees is available to the Generate Teaching Hub leadership for exceptional circumstance. Any request must be supplemented by a written communication from the participant or their school.

7. Compliments and Feedback Policy
1) We welcome feedback on your experience of engaging with Generate Teaching School Hub, let us know when we are doing something well so that we can continue to build upon it.
2) We are keen to ensure our service is evolving to meet the needs of schools and the school community.

3) Compliments will be shared with the relevant teams and used to share good practices. If your compliment is about an individual this will be shared with them and saved on their HR records.
4) You can email your compliments or feedback for any Generate Teaching Hub service to Hub@wpat.uk.

8. Appropriate Body Service

1) Generate Teaching Hub provides an Appropriate Body service, as designated by the DfE. To do this we liaise with the new teacher's school (their employer) and the Teacher Regulation Agency (the authorising agency). We provide support and make a judgement (pass or fail) on a teacher's initial progress over the equivalent of the first 6 school terms in teaching for a full time staff member.
2) The service can be provided to meet the three different ECF induction arrangements currently open to schools.
3) A full suite of handbooks containing our procedures and requirements for each ECF arrangement is found here.
4) Details on our data handling for the Appropriate Body service can be found in section 5 above.

9. Diversity, Equity and Inclusion Statement

1) In addition to the formal policies and procedures listed above Generate Teaching Hub have a stated intention to ensure our activities, resources and support operates in a manner that embraces diversity, equity and inclusion.
2) We undertake to do this by the following activities:
   a) Scrutinise our recruitment and selection processes to identify unconscious bias and barriers to supporting diversity, inclusion and access.
   b) Review and update our curriculum and training materials to promote and celebrate diversity, equity and inclusion.
   c) Ensure we assess, learn about and include in our annual plans how to engage teachers from ethnically and culturally diverse backgrounds.
   d) Identify opportunities to support initiatives, events and resources that promote diversity, equity and inclusion in the education sector.
   e) Continually inform and train staff and contractors of the importance of and practical actions that can be taken to support diversity, equity and inclusion.
   f) Provide formal opportunities (such as meetings, boards, feedback and evaluations) that allow teachers from diverse backgrounds to share their opinions, needs and views on our professional development services.
   g) Collect, analyse and publish annual data on diversity, equity and inclusion as related to our services.
3) The list above is not exhaustive but rather a starting point for driving continual improvement, greater understanding and better collaboration with colleagues from diverse backgrounds.
4) The content and intent of this statement will be kept under review and we welcome feedback on how to improve its construction and application; please contact hub@wpat.uk