



## SCHOOL OF EDUCATION GUIDANCE FOR ITE ADMISSIONS TUTORS AND TEACHERS INVOLVED IN ITE INTERVIEWING

1. ITE Admissions Tutors must follow the Recruitment and Admissions Procedures for ITE Programmes. It is the responsibility of the ITE Admissions Tutors to ensure that all involved in interviewing are fully briefed about their role. ITE Admissions Tutors should read this document and ensure that all interviews are conducted according to both the principles and practices described here.
2. School of Education procedures:

Before beginning the interview process, all ITE Admissions Tutors should ensure they have read and are familiar with:

  - Recruitment & Admissions Procedure for ITE Programmes
  - ITE Fitness to Teach and Disability Support Procedures

They should also familiarise themselves with the University's ITE Admissions policy. These documents are available on the School of Education website (<https://www.exeter.ac.uk/study/teachertraining/howtoapply/gcseadmissionsprocedures/>)
3. Screening of application forms:

ITE Admissions Tutors provide the Admissions Office on an annual basis with the screening criteria for their programmes, indicating what criteria would trigger an automatic invitation to interview or an automatic rejection (this is known as the matrix). Any application which does not fit these clear screening criteria will be sent to the ITE Admissions tutor for consideration. The Admissions Office email address is [pgceadmissions@exeter.ac.uk](mailto:pgceadmissions@exeter.ac.uk).
4. Selecting candidates for interview

Applicants should only be called for interview if, from their application form, they meet the academic requirements and relevant experience criteria. The purpose of the interview is to assess applicants' key characteristics, their subject knowledge and understanding of current issues in education and their potential to meet all the standards for Qualified Teacher Status. Applicants should not be rejected after interview on the grounds of academic achievement or relevant experience unless these were not apparent from the application form.
5. Time frame for inviting to interview and making decisions after interview

The DfE Apply process requires that all applicants are considered for an interview, offered an interview where appropriate and if successful, offered a place in a timely manner. Applicants can initially apply for up to 4 courses. If they have not had a decision from a provider within 30 working days they can apply for another course (the provider who hasn't responded can still make a decision after the 30 working day date). It is therefore important that a decision to reject or accept an applicant should be made and the interview paperwork completed and sent to the

PGCE Admissions team within 48 hours of the interview. It is not acceptable to delay making a decision about an individual until after a later round of interviews has happened.

6. Partnership School Involvement:

Teachers from partnership schools are invited to be involved in interview days on a regular basis and consultation on recruitment and admissions matters takes place with partner schools during the year, where appropriate.

7. Interview Invitation and Format:

A documented outline of the interview structure is provided annually by the ITE Admissions Coordinator which makes it clear what applicants will be asked to do or bring to their interview. This is made available to applicants invited to interview via a webpage (<https://www.exeter.ac.uk/study/teachertraining/howtoapply/pgceinterviews/>). The interview format must enable interviewers to make judgements about an applicant's suitability for teaching e.g. their academic subject knowledge; enthusiasm for teaching; awareness of the National Curriculum for the subject/phase they have applied for; understanding of current educational policy context including subject-specific curriculum developments; understanding of the role of the teacher in safeguarding children; ability to reflect on prior experience; organisation and planning skills; oral and written communication skills, interpersonal skills, empathy with young people; resilience and adaptability. The same format is used whether the interview is conducted in person or online to ensure parity.

8. Ensuring appropriate professional discussion at interview:

ITE Admissions tutors must not question applicants about their health or physical capacity to teach. If an applicant discloses a disability or medical condition during the interview, questions can be asked which seek to establish the level of support which might be required and the applicant can be encouraged to contact the University's Wellbeing team who provide a disability support service to students (<https://www.exeter.ac.uk/students/wellbeing/>). See the 'ITE Fitness to Teach and Disability Support Procedures' document for more information on disability procedures.

ITE Admissions tutors must not question applicants about any criminal convictions or cautions they may have. If an applicant discloses a conviction or caution they should be advised to ensure this information is included on the self-declaration form which all successful applicants are asked to complete alongside their DBS application. All convictions or cautions disclosed are assessed by the University Admissions team and where necessary, referred to the University of Exeter Admissions Fitness to Practise (Admissions Stage) Group. Membership of this group includes Primary and Secondary School Head Teachers from our Partnership.

ITE Admissions tutors should not enter into discussion about the equivalency of qualifications with applicants: if there are any doubts about the equivalency of any qualification, please note this

on the interview form for University Admissions to double-check.

9. Before and after the interview:

Interviewers should liaise with the ITE Admissions Coordinator prior to interviewing for the first time to ensure they are informed of the interview structure and paperwork requirements. Where possible, shadowing of an interview for training purposes should be arranged.

Following the interview, if an applicant is rejected, a reason for rejection must be given on the Reasons for Rejection Record form. This will be communicated to the applicant if they seek feedback subsequently. It is good practice for any interviewer rejecting an applicant where a disability has been declared to talk through their decision-making with another Admissions Tutor or member of the ITE Management group before making a final decision to ensure that appropriate adjustments were made during the interview process.

ITE Admissions Tutors should not enter into any discussion or correspondence with applicants seeking feedback after interview. University Admissions will handle all requests for feedback and will liaise with individual ITE Admissions tutors if necessary.

Any interview records compiled are subject to the Freedom of Information Act and could be requested by applicants following an interview. They can also be requested and scrutinised during an Ofsted inspection. It is important, therefore, that particular care is taken in the wording of these notes.

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