



North Essex Teacher Training Partnership Agreement and ITT Policy 2020-2021

Please note:

The commitment form at the back of this document must be signed by the Headteacher and a representative of the governing body and returned to NETT **as soon as possible/ by 1st October.**

Introduction

This 'Partnership Agreement' with schools sets out the basis upon which NETT and schools have agreed to work in partnership to train teachers. It is reviewed annually. It forms the Policy Statement for both NETT and Partnership Schools.

This agreement sets out the respective and shared responsibilities of each of the partners for designing, developing and delivering this programme and is supported by a detailed Improvement Plan (agreed by the Strategic Board) and additional guidance, in line with the Department for Education (DfE) and University of Suffolk (UoS) policies and requirements, as appropriate.

References in this document to partnership schools include all schools with which NETT is working in delivering our programme. It is the responsibility of the Strategic Board of NETT to put in place the necessary management and other consultative arrangements with its partner schools so that it is able to undertake its role as provider through this 'Partnership Agreement' efficiently and effectively.

It is expected that operational decisions that are made in the context of delivering these programmes will be taken jointly by both parties to this agreement through transparent, open discussions and negotiations. However, as the accredited ITT provider, NETT is ultimately responsible and accountable to the DfE, University of Suffolk (UoS) and others for quality and compliance of this ITT programme. NETT therefore reserves the right to take unilaterally such actions or make such decisions as it considers necessary to preserve quality and compliance where exceptional circumstances dictate this to be essential.

Aims of the Partnership

To ensure and facilitate the provision of high quality initial teacher training so that all newly qualified teachers entering maintained schools should have achieved the Teachers' Standards, specified by the DfE

The Organisation and Management of the Partnership

Through the Strategic Board, Training and Management committee, and Trainee Programme Committee, the Partnership oversees, manages and ensures strategic development of the programme

External Examiners, appointed by University of Suffolk, moderates the quality of the course and the University is the final arbiter in the case of any matter having a bearing on the award.

The NETT course team are detailed in the table below:

Title/Name	e-mail address
Dean of Faculty (Social Sciences and Humanities) Professor Brian McCook	b.mcook@uos.ac.uk
Course Administrator at UoS Claire Newton	c.newton2@uos.ac.uk
Programme Director NETT Dr Sarah Alix	sarah.alix@nett.org.uk NETT Office: 01255 431949
Primary Leader NETT John Morgan	john.morgan@nett.org.uk NETT Office: 01255 431949
Secondary Leader NETT Jane Adamson	Jane.adamson@nett.org.uk NETT Office: 01255 431949
Programme Administrator Angie Chapman	angie.chapman@nett.org.uk NETT Office: 01255 431949
Programme Assistant Louise Schenk-Cooper	Louise.schenk-cooper@nett.org.uk NETT Office: 01255 431949

Roles of the Committees

Strategic Board

- To plan strategically and oversee the development of the partnership, including its financial management, and to advise its members accordingly
- To oversee monitoring, evaluation and quality assurance procedures applied through the partnership's management groups and receive reports from the programme manager
- To encourage the development of good practice in the field of initial teacher education and the continuing professional development of teachers
- To offer advice and guidance in these and other relevant areas to its members and other appropriate bodies
- To be the final arbiter in any appeals procedure

Training and Management Committee

This committee involves School Coordinators from NETT partner schools (secondary) and Headteachers (primary).

- To report on trainee progress
- To evaluate school provision for the Training Programme trainees and quality benchmark a school's provision against that of the other Partnership schools
- To monitor and evaluate the implementation and effectiveness of training under the quality assurance procedures of NETT, the Department of Education and University of Suffolk.
- To consider changes which will improve/develop the programme and to make recommendations and evaluate progress on the Development Plan
- To liaise with the Programme Leader on the school placement of trainees
- To inform NETT of any training related issues e.g. strength of departments and suitability of training placements

Trainee Programme Committee

This committee is made up of elected representatives of the trainee cohort and NETT staff.

- To act as elected representatives of fellow Trainees.
- To support the monitoring and evaluation procedures under quality assurance of the NETT programme
- To meet once a term

Roles and Responsibilities of the Provider (NETT)

- Be aware of new priorities and issues emerging from the DFE or other relevant bodies and to ensure these are followed through
- Plan and deliver the central training programme and pre-course induction
- Develop the course, its processes and procedures
- Assess and recommend trainees for the award of QTS and PGCE with the school based subject staff
- Quality assure processes and procedures within the Partnership
- Report to the Lead Headteacher and Strategic Group
- Organise and support delivery of training Mentors
- Develop and support the network of schools which are integral to the training process
- Organise visits by External Moderators to promote Quality Assurance and set benchmark marks

- Provide pastoral support to the trainees as required
- Quality Assure the programme
- Manage, guide and quality assure the recruitment and selection of trainees
- Select suitable schools for the trainees
- Monitor compliance with Equal Opportunities and Race Relations policies.
- Convene I.T.T. Programme Committee, Assessment Board and other working groups.
- Oversee the planning and delivery of the mentor Professional Development Programme.

Roles and Responsibilities of the School

As a school, we will provide the following for each trainee;

1. A suitable programme of rich and varied teaching experience across two or three consecutive key stages depending on school intake and opportunity for personal and professional development, including class contact time and non-contact time for planning, preparation, assessment and reflection in accordance with the PGCE Handbook guidelines
2. A Mentor who has:
 - PGCE or equivalent professional development
 - Normally at least 2 years teaching experience
 - Teaching across all key stages in the secondary sector including responsibility for publicly examined teaching groups
 - Evidence of curriculum development experience
 - Evidence of recent continuing professional development
 - Strong inter-personal skills
 - A record of excellent classroom teaching
 - Subject enthusiasm and a commitment to teaching as a profession

And for secondary salaried trainees:

3. Appropriate timetabling - Monday off timetable (to allow for NETT training) and a light timetable on Tuesday. **Monday and Tuesday in the Spring term must be clear for second school placements**

We will also:

- Ensure that Governors are committed to ITT involvement and are aware of the:
 - Partnership Agreement
 - ITT Policy for the school
- Ensure Trainees have an Induction meeting with the Head Teacher or senior member of staff at the start of their placement
- Monitor the impact of ITT within the school: support all class teachers who have Trainees in their classroom
- Identify a Mentor and ensure that arrangements are in place for them to carry out their role effectively, i.e. having time available to attend training/meet with the Trainee/observe and discuss teaching
- Ensure that the Trainee will not teach for more than 50% in any week of the spring term and 80% in any week of the final term of the programme
- Ensure resources for ITT are adequate and that the Trainee has access to:
 - work space
 - books / professional journals
 - ICT
 - the school's Continuing Professional Development programme (CPD)
- Contribute to summative and formative assessment as appropriate
- Monitor the impact of the Trainee's school experience on the school and on children's learning
- Attend meetings as required (or send a senior representative)
- Support professional development for all school based and centre based trainers

Responsibilities of the Mentor

- Understand the Teachers' Standards and training programme (PGCE) expectations
- Organise a teaching timetable for the Trainee
- Regularly check the Trainee's progress and evidence
- Observe lessons/sessions and give constructive feedback, setting targets for further development
- Assist the Trainee in planning their schemes of work and lessons
- Liaise with other class teachers with whom the Trainee will be working
- Ensure that the Trainee maintains standards in the classes they teach so that pupils' entitlements are preserved
- Help the Trainee to stay well organised

- Provide a consistent approach
- Support the Trainee on the writing of assignments and directed tasks
- Attend mentor training and contribute to the evaluation and development of the programme
- Complete the End of Term reports
- Adhere to NETT policies (i.e. Appeals Policy; Equality Policy; Health and Safety; Safeguarding) (as appropriate)

Responsibilities of the Trainee

- Take responsibility for their training plan and behave professionally at all times
- Identify and maximise learning opportunities
- Adhere to UoS and NETT policies (i.e. Code of Conduct, Appeals Policy, Health and Safety, Safeguarding)
- Follow school policies as required
- Keep to deadlines agreed between the Trainee and Mentor
- Attend all training sessions and notify reasons for absence direct to the Directors of NETT
- Complete all PGCE assignments according to the set timetable, in line with UoS policy
- Participate fully in the life of the Partnership schools
- Pay fees, as required, on time to NETT

Roles and Responsibilities of the External Examiner

- Monitor the quality of assignments (written and presentations) produced by the Trainees.
- Monitor the quality of teaching by the Trainees.
- Make recommendations for the improvement of the course.
- Write reports as required by the University of Suffolk.

Role and Responsibilities of the School Coordinator (secondary)

The School Coordinator is a senior member of staff, with access to SLT, appointed by the Head to undertake that role.

- To liaise with NETT to ensure that the trainee receives the 120 training days required

- Provide a school-specific induction programme for each trainee at their school for both Teaching Practice 1 and 2 including an introduction to the organisation of the school
- Attend the Training and Management meetings
- Manage, monitor, quality assure and support the work of Subject staff and Mentors within the school community and undertake paired observations with personnel
- Liaise with the Subject staff and Mentors to ensure consistency and balance in the experiences and tutorial support offered to the trainees
- Ensure that all trainees are provided with sufficient access to ICT resources and experience in order to enable them to attain the required Standards for the use of ICT in subject teaching as required
- Observe and assess each trainee teacher at least once each term, and undertake a paired observation with any new personnel, using the agreed observation schedule in order to ensure and moderate consistency of assessment
- Contribute to, and monitor the summative and formative assessment of the trainee teachers' by discussion, observation and written feedback
- Liaise with NETT staff and External Examiner during their visits, where required, and have overall responsibility within the school for liaising with NETT on all matters pertaining to trainees.

Role and Responsibilities of the Subject Leader

- Organise / design a Programme of Subject based theory/curriculum training days (or updating of subject theory work book)
- Input to the subject theory/training days.
- Regularly update the Subject Handbook/curriculum/audits documentation including reading lists and appropriate subject based information.
- Ensure that the Subject requirements of the DFE and OFSTED are fully met.

The Content and Delivery of the Programme

The course consists of three modules through which Trainees demonstrate competence against all of the Teachers' Standards for the award of Qualified Teacher Status.

Trainees will follow three mandatory modules:

1. SEND
2. Professional Studies:
3. Professional Practice, consisting of:
 - Classroom Practice, including observation of and working alongside, an experienced teacher;

- Teaching Practice, including taking a leading role in planning, organisation of and teaching a class and assessing pupil progress in their lessons.

The course aims to provide Trainees with a coherent range of experiences and learning opportunities which, when taken together, build upon what has gone before and lays the foundations for further development. Coherence is achieved by all the Trainers having a shared and clear understanding of how the elements for which they are responsible fit into the rest of the course and how it will be used by Trainees in their subsequent work. To this end, planning groups for each of the taught modules includes both centre-based Subject Advisors and relevant school-based Mentors.

Credits, Level and Allocation

Module	Credits	Level
SEND	20	7
Professional Studies	40	7
Professional Practice	60	6
Total	120	

A detailed training calendar is prepared and is available on request. For more details of the course, please refer to the course handbook.

Trainees will be provided with a coherent range of experiences and learning opportunities which, when taken together, build upon their skills and knowledge, laying the foundations for further development. Trainees will have all of the necessary learning opportunities and support to enable them to demonstrate that they are meeting the Teachers' Standards.

Quality Assurance Procedures (including Improvement Planning and Self – evaluation)

The University of Suffolk operates a set of quality assurance and enhancement processes termed the 'Risk-based Monitoring and Enhancement (RiME) processes. We carry out self-evaluation in the form of a context document and the writing and review of the Development Plan. These documents are overseen by the NETT Strategic Board and are reported to UoS Ipswich. The NETT course term are committed to following the US Complaints Policy, Academic Appeals Policy and Management of Course Policy. NETT has a detailed Development Plan for future development.

Trainee Workload

Trainee workload is covered in our well-being plan.

Equality of Opportunity

NETT is committed to promote equality. This involves tackling the barriers which could lead to unequal outcomes so that there is equality of access and the diversity within the school community is celebrated and valued.

We believe that equality should permeate all aspects of school life and is the responsibility of us all. Every member of the NETT community should feel safe, secure, valued and of equal worth. At NETT, equality is a key principle for treating all people the same irrespective of their gender, ethnicity, disability, religious beliefs/faith tradition, sexual orientation, age or any other of the protected characteristics (Single Equalities Act 2010).

For further information, please refer to our Equal Opportunities Policy.

The Safeguarding of Children and Young People

Everyone who comes into contact with children and their families has a role to play in safeguarding children. NETT staff and trainees are particularly important as they are in a position to identify concerns early and provide help for children to prevent concerns from escalating. They form part of the wider safeguarding system for children which includes Social Care, the police, health services and other services to promote the welfare of children and protect them from harm.

The document 'Keeping Children Safe in Education (DfE, July 2019) **MUST** be read in conjunction with individual schools' Child Protection Policies.

Selecting and Interviewing Applicants

Requesting and receiving School Direct places

NETT has the lead responsibility for bidding for School Direct (SD) and core places in line with the requirements of the DfE. This does not preclude schools bidding for their own places and naming NETT as their provider.

Recruiting and selecting Trainee Teachers

NETT, along with partnership schools who have bid for SD places will have joint responsibility for marketing and promoting the SD course and for the selection process through which applicants are selected and offered places.

NETT and partner schools will jointly scrutinise applications, where possible, and, in accordance with the agreed selection process agree the applicants who will be called for interview having regard to the eligibility and suitability criteria.

NETT will have responsibility for organising the selection days and the resources required for such days. The Programme Leaders of NETT will act as chair for each selection event and will have responsibility for ensuring that selection takes place in accordance with the agreed process and that all decisions and recommendations are documented and reported correctly.

NETT will have responsibility for all administration related to recruitment and selection process including ensuring that all formalities have been undertaken and completed correctly; that all supporting documentation is received, checked and filed; that required information about applicants is logged and entered for analysis and other data returns are made and for ensuring that all trainee teachers accepted onto the course meet all the trainee eligibility and suitability criteria

Finance and other trainee and programme administration

NETT will have responsibility for all finance and Trainee and programme related administration including the setting of tuition fees, the assessment and payment of access related monies to Trainee Teachers on this scheme and the assessment, payment, recovery and accounting for training bursaries.

Funding Arrangements

This will be reviewed annually, please contact NETT for current information.

Data collection and analysis, audit and evaluation and other reporting requirements

NETT will take responsibility for all main data collection, analysis and reporting and audit requirements up to the point of ITT course completion. Strategic Board and Partnership Schools will jointly plan how they will evaluate and review this ITT provision having regard to any external evaluation and review requirements.

Selecting and deselection of schools to the Partnership

Selecting

Schools wishing to join the partnership will be given a QA visit by either PD or PL to ensure understanding of the Partnership Agreement and expectations for training.

A member of the Strategic Board will also carry out a QA visit within the first two terms.

Deselecting

If a school fails to provide adequate levels of training or does not adhere to the Partnership Agreement, they may face deselection. In the first instance a visit will be made by the PD to discuss any issues and to see if these can be resolved. If this is not possible the trainee will be placed elsewhere.

If the school then wishes to work with NETT in the future the selection process would need to be repeated.



Commitment made by Partnership Schools

1. Make the Trainees feel welcome in the school and, as far as possible, treat them as if they were full members of the school staff. This means involving them in the full range of staff meetings, relevant in-service training, planning meetings and playground duties etc.
2. Plan its work with Trainees in ways that will provide effective, high quality Initial Teacher Education and, thereby, benefit both Trainees and the school, in the short and the long term.
3. Make sure that all staff involved in Initial Teacher Education, have time to reach a clear understanding of the relevant detailed course documentation and are encouraged to follow the procedures outlined in the documentation.
4. Ensure that Mentors attend designated meetings held at the NETT Centre or on-line.
5. Negotiate with the Programme Leader/Director to ensure that Trainee placements for teaching practices allow Trainees to work in classes which can be managed reasonably easily by the class teacher, and which **do not pose insurmountable behaviour management problems for Trainees** during this early stage of their development as a teacher.
6. Ensure that Trainees work with teachers who provide a good model for the Trainees to emulate and who are keen to share their good skills with the Trainees.
7. Allow the Trainees to see a range of good and outstanding teachers at work in partnership schools and to encourage those teachers to share skills and ideas with the Trainees.
8. Inform the Programme Leader/Director when the school needs to change its school mentor and ensure that the new school mentor has sufficient time and resources to carry out the role properly.
9. Allow Trainees to gradually increase their involvement from group to class teaching as in the programme and which ensures growing confidence throughout the year.



10. Observe the relevant policies and documentation and ensure school staff are aware of that documentation.
11. Ensure that issues/difficulties are dealt with sensitively. Where possible, solutions will be found that allow everyone to move forward in a positive way.
12. Ensure that a sensitive approach to the needs of the Trainees' to maintain a work/life balance is always observed.
13. Ensure Trainees have an induction meeting with an appropriate member of staff at the start of their placement.
14. Ensure that the Trainee will not teach for more than an average of 80% in any week of the programme.
15. Ensure that Governors are committed to ITT involvement and approve an annual policy.
16. Contribute to summative and formative assessment as appropriate. Ensuring all documentation relating to the assessment of Trainees is completed by deadlines and shared with the trainee and the Programme Leader/Director.
17. Inform the Programme Leader/Director of the outcome of an Ofsted inspection as soon as published.
18. Plan the Trainee's timetable to ensure that the trainee is able to experience Standards not previously met/experienced.
19. Observe lessons (as stipulated in the Handbook). Assess against the Teachers' Standards and give constructive feedback, setting targets for further development.
20. Assist the Trainee in planning their schemes of work and lessons, working towards increasing independence throughout the year.
21. Liaise with other class teachers with whom the Trainees will be working.
22. Ensure that the Trainee maintains standards in the classes they teach so that pupils' entitlements are preserved.
23. By agreement, meet with the External Moderator and External Examiner as appropriate.
24. All partnership schools need to have adequate insurance cover, including public liability and professional indemnity.

25. Adopt the Partnership Agreement and ITT policy provided **or** adopt the Partnership Agreement and write an individualised ITT Policy to be adopted by the Governing Body.

26. Copies of contracts for salaried trainees must be sent to NETT before the start of the course.



Commitment made by Partnership Schools

<p>Signed by Headteacher:</p>  <p>Print name: Helena Boast</p> <p>Signed on behalf of the Governing Body:</p>  <p>Print name: Stephen Whitfield</p> <p>Name of School: Thomas Lord Audley School</p> <p>Date: September 2020</p> <p>This Agreement remains in place for three years unless there are any amendments.</p>	<p>Signed:</p> <p>Dr Sarah Alix</p> <p>NETT Programme Director</p> <p>Date September 2020</p>
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All Headteachers / Co-ordinators are required to attend one committee meeting each academic year and as many of the others as possible.

In the event that a Headteacher is unable to attend, they must send a member of their senior management team in their place.