

## Partnership Agreement 2021/22: School Direct (Salaried)

Name of School Direct Placement School.....  
Name of Lead School Partnership.....  
Name of Trainee.....

This agreement establishes the partnership relationship between key institutions of the Sussex Consortium for Teacher Education and Research (SCTER) in the training and development of teachers through School Direct.

### 1. Aims of the Consortium:

Through a partnership between schools, colleges and the University the Sussex Consortium for Teacher Education and Research aims:

- 1.1 To ensure and facilitate the provision of high-quality initial teacher education (ITE) so that all newly qualified teachers entering maintained schools achieve the current Teacher's Standards (DfE, 2012) at the end of the training programme
- 1.2 To provide a joint, purposefully integrated and balanced curriculum of learning for our beginner teachers delivered across the Partnership (at university and in schools) that not only meets but exceeds the ITE Core Content entitlements (DfE 2019)  
<https://sussex.box.com/v/primaryPGCEforms>  
<http://www.sussex.ac.uk/education/ite/partners/secondary/handbooks>  
<http://www.sussex.ac.uk/education/ite/partners/secondary/profstudiesprog>
- 1.3 To promote equality of access and opportunity across all elements of any ITE or CPD programme as enshrined in the Equalities Act (2010) and in our [Equality and Diversity Policy](#).
- 1.4 To undertake research and development in teacher education
- 1.5 To provide and facilitate the provision of high quality professional development opportunities and progression routes for all prospective and established teachers
- 1.6 To further the improvement plans of partner schools through teacher education and research
- 1.7 To realise our shared [mission](#), expectations and anticipated outcomes as enshrined in our [Primary and Secondary PGCE Partnership Guidebook and Mentor and PT Guidebook](#).
- 1.8 To support the [Teacher workload agenda](#)
- 1.9 To recognise that all partners in the Partnership have a duty of care to protect beginner teachers' mental health and well-being

### 2. Roles and Responsibilities:

**2.1 The roles and responsibilities of each partner within the Consortium Partnership are clearly outlined in section 8 of the Partnership Agreement and in our [Primary and Secondary PGCE Partnership Guidebook](#).** These include roles and responsibilities pertaining to Curriculum tutors, subject Mentors, Professional Tutors, Course Leads, Partnership Leads and the Head of Secondary Education and the Head of Primary Education.

2.2 The organisation and management of the Partnership can be viewed [here](#)

### 3. The Consortium Partnership agrees to provide pupils in schools with:

- 3.1 Access to high quality teachers
- 3.2 Supported intervention programmes which enable pupils to make progress
- 3.3 Opportunities to develop their student voice participating in feedback about their teaching and learning
- 3.4 The aspiration to succeed and encouragement to participate in further and higher education

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### 4. Aims of the School Direct Partnership:

Through a partnership between schools and the University the School Direct Partnership will:

- 4.1 Ensure that trainees receive their minimum entitlement (CCF, 2019) and make suitable progress towards meeting the Teacher Standards at the end of the training year.
- 4.2 Support the development of committed, effective and autonomous teachers, with high professional standards, who will provide positive role models for pupils in schools.
- 4.3 Develop reflective practitioners in the first stage of continuing professional development.
- 4.4 Innovate, evaluate and establish a holistic school driven teacher education programme which encourages the professional development of all trainees and tutors
- 4.5 Enrich local school resources with targeted employment opportunities for School Direct trainees amongst others

### 5. The School Direct Partnership agrees to provide:

- 5.1 A coherent and relevant teacher education programme which promotes excellence in the development of necessary professional attributes, knowledge and skills, with opportunities for personal and professional development
- 5.2 An equitable and robust selection process in line with current national requirements and internally negotiated criteria keeping both University and Schools fully involved and informed at each stage of joint decision making on admissions to the programme including the interview/s.
- 5.3 A negotiated learning programme which recognises the value of prior experience and the importance of individual needs guaranteeing the recommended 60 days training and 120 days of professional practice and following any contingencies as advised by DfE during the COVID pandemic
- 5.4 Tuition from appropriately qualified persons, exposure to and immersion in suitable and varied learning environments to ensure the development of the Teachers' Standards and that trainees receive their minimum entitlement as outlined in the Core Content Framework (DfE, 2019)
- 5.5 Opportunities for reflection on practice, and personal and professional development.
- 5.6 An assessment process which offers supportive developmental feedback, regular reports on progress; a moderated system for making final judgements, and a reporting system feeding into profiles which can be linked to expectations of newly qualified teachers and subsequent professional development.
- 5.7 Access to appropriate resources, guidance and support in order to meet the above provision
- 5.8 A representative Steering Committee representing all partners to ensure the effective management, quality assurance and development of the programme.
- 5.9 Opportunities for all partners and stakeholders to feedback and contribute to course management and development through termly Professional Meetings, the course evaluation process and trainee voice meetings.

### 6. Trainee Entitlement:

The partnership will seek to provide the following as an entitlement to all teacher trainees:

- 6.1 An equitable and robust selection process in line with current national requirements and internally negotiated criteria.
- 6.2 A unique and negotiated needs focused teacher education programme which draws upon the expertise of all partners;
- 6.3 Tuition from appropriately qualified persons, exposure to and immersion in suitable and varied learning environments to ensure the development of the Teaching Standards (DfE, 2012);
- 6.4 Opportunities for reflection on practice, and personal and professional development;
- 6.5 An assessment process which offers supportive developmental feedback, regular reports on progress; and a moderated system for making final judgements.
- 6.6 Access to appropriate resources, guidance and support in order to meet the above provision.
- 6.7 A suitable teaching timetable with appropriate support and training as set out below in section 8.19 and 8.20
- 6.8 Access to interviews for teaching posts within the appropriate subject/phase (a commitment to short list not appointment).

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### 7. All Lead schools agree to provide:

- 7.1 Leadership in the marketing, recruitment and selection of School Direct trainees through fair, open and transparent processes ensuring best practice in partnership and communication with both university and partner schools and candidates from the shortlisting to the interview stage.
- 7.2 Leadership and management of the cluster school partnership ensuring clear communication systems with partner schools and the university at every stage where essential information flows smoothly and putting in place administrative systems which efficiently support the School Direct Programme.
- 7.3 Processes for liaising with the university and DfE on all matters pertaining to their SD Partnership including data provision and funding including attendance at partnership forums.
- 7.4 A clear financial agreement with partner schools within its own SD partnership covering any administration fee to be retained by the lead school and timely processes for transferring funds from the DfE and University.
- 7.5 Leadership in the development of any joint training opportunities within their SD partnership, self evaluation processes and a significant contribution to the organisation of Cross Moderation Summer assessment visits to School Direct trainees within the wider partnership.

### 8. All Placement schools agree to provide for each trainee:

- 8.1 A fair, open and transparent high quality recruitment and selection processes ensuring best practice in partnership, joint working and communication with the university at every stage from shortlisting to interview and which is in line with current national requirements for Qualified Teacher Status and both internally and externally negotiated criteria.
- 8.2 A suitable programme of rich and varied professional teacher education and learning opportunities for personal and professional development, including an induction programme, class contact time over two consecutive key stage as applicable, school based opportunities for further professional development and non-contact time for planning, preparation, assessment and reflection.

#### **8.3 A Mentor: The Mentor is a suitably qualified and experienced teacher with whom the trainee teacher is placed for the majority of the year and who:**

- 8.3.1 is a strong classroom practitioner with substantive relevant teaching experience in the secondary subject or primary phase.
- 8.3.2 has a commitment to ITE and preferably with prior experience of training and assessing trainee teachers on any route into teaching with any ITT Provider.
- 8.3.3 has a proven ability to both coach effectively and form supportive relationships with adults
- 8.3.4 is given time to perform the mentor role in school, including time to prioritise attendance at all university mentor training meetings.
- 8.3.5 has been fully briefed about the nature of the SD mentor role as a full school year commitment and is taking it on willingly

#### **The role of the mentor will be to;**

- 8.3.6 Induct the trainee teacher into the department and give full information on classroom organisation, planning, assessment, effective teaching and learning and curriculum. Arrange for the trainee to have access to all necessary resources for her/his teaching, in particular ensuring that ICT facilities are available.
- 8.3.7 Provide a suitable timetable in order to facilitate a phased induction for the trainee into building up her/his teaching of appropriate groups/classes as far as possible across the full age and ability range.
- 8.3.8 Formally observe one trainee lessons each per week as per the table below in 8.20.2 providing verbal and written feedback in private, using the observation schedule in the Mentor and PT Guidebook. Ensure that similar regular observations are also carried out by teachers of other classes taught by the trainee where necessary, and co-ordinate feedback from these observations. Ensure that informal feedback is given regularly from trainee teaching in non-formally observed lessons.
- 8.3.9 Arrange regular and undisturbed training, discussion and feedback sessions (one hour weekly) on topics set out in the Training Plan or in the Mentor or PT Guidebooks plus issues related to effective teaching and discussion of current progress. Set targets for further development and monitor the trainee's Portfolio and other files and training documents. Approve her/his planning, preparation and evaluation of lessons.
- 8.3.10 Contribute to the development and monitoring of the trainee's subject knowledge for teaching

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- 8.3.11 Liaise with class teachers with whom the trainee is placed ensuring they are adequately briefed including on how to carry out lesson observations and give feedback if required.
- 8.3.12 Facilitate the carrying out of the trainee teacher's school-based assignments within the classroom, liaising with other teachers if appropriate.
- 8.3.13 Liaise and meet with both the University Curriculum Tutor for school visits over the year, with a University Partnership Tutor twice during the year and as appropriate at all other times as necessary.
- 8.3.14 Liaise with the mentor in the second school about the trainee's needs whilst on second placement.
- 8.3.15 Attend mentor training and support meetings on campus or remotely to receive support and guidance, to review trainees' progress, and to plan, review, monitor and evaluate the components of the ITE programme.

### **8.4 A Professional Tutor: An appropriately experienced Professional Tutor, usually a more senior member of staff who will co-ordinate and manage the work of trainees and Mentors within the school and whose role will be to;**

- 8.4.1 In liaison with any other members of the school SMT and with the Lead Partnership School Representative where appropriate, lead and manage the selection and recruitment of trainees for their school in line with national requirements and eligibility and working jointly at every stage including the interview with the University of Sussex.
- 8.4.2 Provide or oversee provision of a school-specific induction programme for each trainee at their school, including an introduction to the organisation of the school and opportunities to observe teachers in different subjects and key stages including ensuring school attendance at the termly partnership forums and annual launch event
- 8.4.3. Be responsible for arranging a Professional Studies programme consisting of regular seminars to meet the trainee teacher's need to understand the curriculum, organisation and functions of the school and the wider context within which it works.
- 8.4.4 Attend the University Professional Tutor Development Meetings which will continue remotely for 2021/22
- 8.4.5 Ensure that all trainees are provided with sufficient access to ICT resources and experience.
- 8.4.6 Contribute to, and monitor the summative and formative assessment of the trainee teachers' development towards the QTS standards by discussion, observation, written feedback and report.
- 8.4.7 Conduct a joint observation of each trainee at least once per placement.
- 8.4.8 Liaise with university tutors during their visits, and have overall responsibility within the school for liaising with the university on all matters pertaining to trainees.
- 8.4.9 Oversee the devising of a timetable as in 8.19 and 8.20 below and selection of an appropriate contrasting school for the second school placement.
- 8.4.10 Make arrangements for trainees to undertake one day transition visits to key stages above and below the age ranges they are training to teach. For primary this will be Early years and key stage 3 and for secondary key stage 2 and Key Stage 5. **(Not applicable for 2021-22 due to COVID)**

### **Each placement school will also provide:**

- 8.5 A dedicated weekly mentoring tutorial entitlement of 1 hour a week enabling individual personal support and tuition for each trainee.
- 8.6 Suitable access to the full amenities that the school provides for all its colleagues, including appropriate data and ICT facilities.
- 8.8 Opportunities to teach across two consecutive age ranges and work within two contrasting school environments.
- 8.9 Reasonable adjustments to accommodate and support trainees with disabilities and health needs as in p49 of the [Mentor and Professional Tutor Handbook](#).
- 8.10 Recruitment opportunities (within legal constraints) throughout participating partnership schools for trainees to apply for specific job vacancies.
- 8.11 Secondary subject class teachers or primary class teachers for classes the trainee will train to teach in addition to those of the mentor who:
  - a. are good or excellent classroom practitioners with a minimum of 2 years (and preferably more) FTE experience in teaching the secondary subject for which the trainee is seeking QTS or primary as appropriate.
  - b. have a commitment to Initial Teacher Training and an ability to both coach effectively and form supportive relationships with adults

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- c. have time to support, plan with and liaise with the trainee on a day to day basis providing feedback on teaching, and time allocated to attend part of the autumn and spring term mentor meetings at university if appropriate (primary only)
- 8.12 A programme of professional studies sessions set up for the trainee as per guidance given in the Mentor and PT Guidebook
- 8.13 Provide day release for the trainee to attend the University for Registration Day in September, during the University Induction course and then for Fridays during the year.
- 8.14 An undertaking that ITE trainees will not be used for supply cover or to cover other members of staff unless in exceptional circumstances or as agreed beforehand with the tutor team at University of Sussex.
- 8.15 In consultation with the University make arrangements for a 6 week second placement in a contrasting school. For Primary between Easter and May half term and for Secondary between February half term and Easter. For a trainee on a KS4/5 programme placed in a Sixth Form College and needing to gain KS4 teaching experience this would be an 8 week placement.
- 8.16 Time and funding arrangements for mentors to visit the trainee on their second placement to jointly observe teaching with the second school mentor.
- 8.17 An undertaking to receive a trainee on second placement where possible.
- 8.18 Facilitate arrangements for mentors and Professional Tutors to undertake appropriate training and development work, including regular attendance at Sussex University mentor and Professional Tutor meetings.
- 8.19 Provide a timetable for each trainee which is appropriate for obtaining QTS in their own specialist subject or across the primary curriculum across two consecutive key stages (For trainees placed in single key stage schools this requirement must be achieved by the end of the second placement) which builds to 8 hours in placement one and up to 12 hours in placement 2.
- 8.20 To quality assure the provision of training and support the guidelines for trainee teaching timetable and support on the School Direct Salaried programme are as follows;

**To quality assure the provision of training, support and to safeguard pupil progress and trainee entitlement the guidelines for trainee teaching timetable and support on the salaried and self-funded courses are as follows:**

8.20.1 **Primary** trainees should be timetabled as supernumerary members of staff and build up a teaching load to 8 hours by Christmas and 12 in the spring term as appropriate

8.20.2 it is our recommendation is that all **Secondary** Salaried trainees are also **supernumerary** in at least the first term of training however **maximum expectations** are set out below. Any exceptions with regard to particular candidates must be explicitly pre-negotiated between school and university with a signed agreement in place between School, Trainee and University.

**First half term (1st Sept-Oct half term)** Overall maximum teaching time is up to 8 hours/week over 4 days in their own subject. Trainees should be given substantive opportunities for team teaching/shared planning with qualified teachers in the early stages.

**Before core University Induction days** trainees should not be asked to teach lessons without a qualified teacher present. If trainees are asked to teach from the beginning of term even with supervision they must have been provided with a package of training by the school prior to the beginning of term. Key areas covered may include behaviour and class management including relationships and routines, lesson planning, use of basic data, child protection, relevant school policies etc.

**From 27th September onwards until October half-term** out of the maximum of up to 8 lessons 4 must be observed\* by qualified teachers including 2 by the mentor. Trainees will be teaching no more than 4 hours a week on their own.

**2nd half-term (Oct half-term to end of Autumn term)** Maximum teaching time is up to 12 hours/week over 4 days in their own subject. At least 3 lessons must be observed\* by a qualified teacher including 2 by the mentor (as above). Trainees will be teaching no more than 9 hours on their own. For Secondary KS3/4 candidates at least one KS4 class must be allocated from October half term (this could be one of the shared lessons).

**3rd half term** 2 lessons observed\* per week with at least 1 by the mentor. Trainees will be teaching no more than 12 hours on their own.

**4th half term (Feb half-term to end of Spring term)**

Building to an maximum of 16 lessons a week after an induction in the second school with one formal lesson observation and at least one informal observation per week.

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**5th half term (Easter to May half-term)** up to 16 lessons over 4 days a week – 1 lesson must be formally observed by the mentor

**6th half term (May half-term to End of Summer term)** Teach as directed by the headteacher.

### Summary of Teaching Time

| Term   | Maximum hours of teaching time (less is better) | Minimum number of observations week by mentor including 1 formal | Minimum number of informal observations a week | Maximum hours of teaching time alone (less is better) |
|--|---|--|--|---|
| First halfterm                                     | 8   | 2  | 2  | 4   |
| Second halfterm                                    | 12  | 2  | 1  | 9   |
| Third halfterm                                     | 14  | 1  | 1  | 12  |
| Fourth halfterm (includes second school placement) | 16  | 1  | 1  | 14  |
| Fifth halfterm                                     | 16  | 1  | 0  | 15  |
| Sixth halfterm                                     | Teach as directed by Headteacher                |  |  |   |

\*One of the mentor observations per week should be formal and the other observations informal but all should be on the University Lesson Record report proforma.

\*Where School Direct Salaried trainees are fully supernumerary and do not have their own timetabled classes one official mentor observation per week in addition to informal observations by mentor and class teacher is sufficient in line with PGCE and School Direct (Tuition Fee).

8.20.3 The trainee timetable must be of sufficient breadth over 2 consecutive key stages e.g. varying ability/sets and classes should be of customary size for the school. Schools can consider easing planning load for trainees by planning for trainees to teach more than one class in the same year group where this is possible within the maximum hours and whilst still allowing breath across different year groups, abilities and key stages. Salaried trainees should not be given a lot of bottom sets or particularly difficult classes to teach.

8.20.4 For candidates training in a SEND school weekly day release to teach their subject in a mainstream setting must be arranged in addition to a block second experience.

8.20.5 For candidates training over KS4/5 but placed in an institution which covers only one of their key stages a longer week second school placement block of 8 weeks must be undertaken.

8.20.6 Design Technology Trainees need a timetable across two key stages in both their two specialist strands (e.g. textiles and Food Technology) with teachers qualified and experienced to support training in both of these strands supervising them.

8.20.7 If a second secondary related subject is also taught by a trainee with appropriate subject knowledge (e.g. Dance also taught by a Drama trainee) this must be in consultation with the university at the time of appointment/timetabling, with full agreement of the trainee and must be for no more than 30% of trainee teaching time. Salaried trainees should not be asked to teach two unrelated subjects to plug gaps in the timetable.

8.20.8 Whilst training to teach on the Salaried programme candidates should not be required by their schools to continue in previous roles such as TA, SENCO, Technician, EAL support, Business Manager etc.

8.20.9 Salaried trainees should have their lesson planning checked, feedback given and signed off for teaching by their mentor or other subject specialist before teaching. Schools should agree with the trainee their expectations for submitting in planning e.g. 24/48 hours in advance of a lesson.

8.20.10 Trainees should have their lesson planning checked, feedback given and signed off for teaching by their mentor or other subject specialist before teaching. Schools should agree with the trainee their expectations for submitting in planning e.g. 24/48 hours in advance of a lesson.

8.20.11 Time should be allocated on the timetable for trainees to engage with other training opportunities such as observing experienced colleagues teach, team teaching and for attending professional studies sessions along with trainees on other routes if these are run during the school day.

8.20.12 In consultation with the LA To provide a full time salaried contract as an unqualified teacher arranging for the trainee to be paid monthly funding the difference between the appropriate point on the unqualified teacher's pay scale and any Salary Grant where applicable and to make arrangements for DBS and health checks to be undertaken.

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For **Salaried places in receipt of a DfE salary grant** to fund any shortfall between full salary costs including employee 'on costs' and the Grant and pay £4,500 tuition fee to the University for to include a PGCE Award. Also to fund any supply/ honorarium payments plus travel for Mentors/Professional tutors attending twilight training meetings at the university.

8.20.13 For **Self-Funded Places** to fund full salary costs including employee 'on costs' and £4,500 tuition fee to the University to include a PGCE Award. Also to fund any supply/honorarium payments plus travel for Mentors/Professional tutors attending training meetings at the university.

### 9. The Placement School agrees to provide each Mentor and Professional Tutor with:

- 9.1 Appropriate recognition of and support in timetable remission for fulfilling the role and responsibilities involved.
- 9.2 For mentors; an hourly mentor session to be provided by one of the following either inclusion as part of the mentor's agreed timetable, after school with protection of PPA time, or other (including direct additional payment).
- 9.3 For Professional tutors; an appropriate time allocation to effectively manage the ITT work in the school including meeting with their mentors and trainees
- 9.3 Access to Continuing Professional Development opportunities including mentoring and coaching both at school and as part of the mentor and Professional Tutor training and development programmes at the University of Sussex.

### 10. The Role of the University

#### The University of Sussex agrees to:

- 10.1 Appoint suitably qualified and experienced University tutors for each curriculum area to develop subject specific pedagogy including external support for subject offer where required.
- 10.2 Provide Secondary and Primary ITE Leaders and a Recruitment Selection and Admissions Lead to oversee and manage the programme within the Sussex Partnership and the Consortium.
- 10.3 Provide documentation and guidance on recruitment and take an integral part alongside schools at every stage in the joint selection of trainees for the course
- 10.4 Support trainee progression and assessment.
- 10.5 Oversee a rigorous internal and external moderation process to assure reliability, accuracy and consistency of assessments. This also includes quality assurance of school-based provision including Mentoring and school based Professional Studies programmes in order to ensure that trainees are in receipt of their CCF minimum entitlement (DfE, 2019)
- 10.6 Provide professional development programmes for Mentors and Professional Tutors including M level accredited programmes.
- 10.7 Provide a continuing research base, which feeds into and enhances Initial and Continuing Teacher development and contributes to school improvement.
- 10.8 Receive and record confirmation that employing schools have carried out all [Safeguarding](#) (DBS and health checks) for salaried trainees prior to the beginning of their school experience
- 10.9 Monitor and evaluate all aspects of ITE and seek to secure regular improvements in quality through the course evaluation and review process and drawing upon the expertise of external examination
- 10.10 Notify the school as soon as possible of any student disabilities and provide advice on reasonable adjustments.
- 10.11 Safeguard trainee and school community health and wellbeing, including during the [COVID pandemic](#), following all guidelines adopted by the university and duly in accordance with national and DfE requirements when on the University Campus.

### 11. The Sussex School Direct Partnership Tuition Fee resourcing model:

**11.1 With regard to the above named trainees, the School Direct Partnership has agreed to one of the following funding models:**

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**Model 1 School Direct Salaried Place** - QTS with PGCE – the trainee pays no tuition fee (**the school receives an DfE salary grant towards trainee salary costs**) The employing school pays the University a £4,500 University tuition fee to include a PGCE Award for the trainee and supply/honorarium payments payment to mentors and professional tutors plus travel for attending training and termly Professional Tutor meetings.

**Model 2 - School Direct Salaried Self- Funded** - QTS with PGCE. The School funds both the salary and employee 'oncosts' and pays the £4,500 University Tuition fee to include a PGCE and supply/honorarium payments for mentors/professional tutor attendance at university training and termly Professional Tutor meetings plus travel costs.

11.2 The trainee salary grant is paid by your Local Authority to the Lead school to disperse to the employing school monthly after subtracting the £4,500 University course fee. Schools new to School Direct should note that the partnership you have joined may also top slice a small amount for administration and management costs from the payment for each of your trainees before passing monies to you.

### **Lead and partner schools with salaried trainees should also note**

11.3 In the event of a school receiving no trainee in exchange for their own salaried trainee for the whole, or part of the time their own trainee is on second placement, the school must continue to fund the 'on costs' and the salary payments through their own payroll plus fund cover for lessons where the trainee is not supernumerary.

11.4 The school will make arrangements to fund any schools outside the current SD partnership for mentoring and professional studies tuition during the second placement at a rate of £30/wk.

11.5 Additional payments to Schools, Professional Tutors and Mentors for course contributions and attendance at training and meetings on the Sussex campus.

### **Partnership School Contributions to the ITE Course**

By releasing staff to attend Mentor or Professional Tutor Training during the school day or collaborative involvement of one member of staff for selection interviews or curriculum studies sessions, the school will receive £200 per day or £100 per half day.

## 12. Health & Safety Declaration

In signing this agreement we confirm that our school:

- \* has a written Health and Safety policy covering its activities
- \* has a policy regarding health and safety training (including induction training) for people working in its undertaking will provide all necessary health and safety training and safety equipment for the placement student as appropriate to their role in the school/academy/college/nursery/organisation;
- \* has Employer and Public Liability Insurance (see \* below)
- \* carries out risk assessment of its practices to identify possible risks whether to employees or to others within its undertaking
- \* keeps risk assessments under regular review and implements results; this includes risk assessment related to COVID 19
- \* has a formal procedure for reporting and recording accidents and incidents in accordance with the Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 1995 (RIDDOR) and other legislation
- \* has emergency procedures to be followed in the event of serious and imminent danger to people at work in its undertaking
- \* will report to the University all recorded accidents involving trainees
- \* will report to the University any sickness involving trainees which may be attributable to the work.

Either School Direct partner can immediately terminate the agreement if it can be shown that the other party has not fulfilled its obligations as outlined in this Partnership Agreement. In all cases we will seek to negotiate a resolution to avoid this. The agreement to enter into partnership will continue on an annual basis unless amended or ended by either partner.

Please complete the signatures pages below and submit by Friday 24<sup>th</sup> September 2021





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## Termination of partnership

Either School Direct partner can immediately terminate the agreement if it can be shown that the other party has not fulfilled its obligations as outlined in this Partnership Agreement. In all cases we will seek to negotiate a resolution to avoid this. The agreement to enter into partnership will continue on an annual basis unless amended or ended by either partner.

Please complete the signatures pages below and submit by Friday 24<sup>th</sup> September 2021

## SIGNATURES PAGES

Please fully complete this page and return one per trainee by either scanning and emailing to [itepartnership@sussex.ac.uk](mailto:itepartnership@sussex.ac.uk) or posting to ITE Partnership Co-ordinator, Education Office EH4, Essex House, University of Sussex, Falmer, Brighton, BN1 9QQ by Friday 24<sup>th</sup> September at the latest – before is best!. Please keep a copy of the full document for your records. Please note that the SD Salaried partnership agreement must also be signed by the trainee.

Name of PLACEMENT School.....

This partnership agreement relates to the following School Direct Salaried trainee.

| Name of Trainee | Subject/Primary | Salaried Funding Model 1 or 2 above (see info in 12.1 and reminder below) |
|-----------------|-----------------|---|
|                 |                 |   |

### School Direct Salaried Funding models (see section 11)

**Model 1 - School Direct Salaried Place** - QTS with PGCE (Pedagogy and Practice) – the trainee pays no tuition fee (the school receives a DfE salary grant towards trainee salary costs) The employing school pays the University a £4,500 University tuition fee to include a PGCE Award for the trainee and supply/honorarium payments payment to mentors and professional tutors plus travel for attending training and termly Professional Tutor meetings.

**Model 2 - School Direct Salaried Self- Funded** - QTS with PGCE (Pedagogy and Practice) The School funds both the salary and employee ‘oncosts’ and pays the £4,500 University Tuition fee to include a PGCE and supply/honorarium payments for mentors/professional tutor attendance at university training and termly Professional Tutor meetings plus travel costs.



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## 1. School Expected Income and trainee pay and conditions - to be completed by the employing placement School

Expected School Income from DfE (if applicable).....

School Direct Partnership contribution (if applicable).....

Length of trainee contract (in months).....Anticipated Trainee Salary .....

**School Tuition Fee to University** £4500 (to include a PGCE Award and honorarium payments and travel to mentors for attending university training meetings)

### Mode of School Tuition Fee payment (Lead Schools please indicate as appropriate)

Termly instalments of £ 1,500 OR payment in full of £4500 in September 2021

**Signed on behalf of the placement school by**

*Professional Tutor (on behalf of headteacher)*

.....

*Print name*.....

Signed  
Mentor .....

*Print name*.....

School Stamp

**Signed on behalf of the University of Sussex by**

Signed.

*Clare Stenning*

Print name:  
Clare Stenning

Position:  
Director of Secondary ITE

### Trainee Signature

I am aware that the training course I will be undertaking comes with the above expectations, pay and conditions summarised on the signatures page and detailed in the partnership agreement above. My employing school has discussed my timetable and teaching load with me and I understand that as a salaried trainee an employee of the school my expected teaching time, related duties and associated workload are likely to be greater than trainees on other routes to teaching.

Trainee Signature..... Date.....

Print Name.....