

Partnership Agreement 2021/22: School Direct (Tuition Fee)

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:

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 should have achieved the current Teacher's Standards

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 partner schools) that not only meets but exceeds the ITE Core Curriculum requirements (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 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 [PGCE Primary and Secondary Partnership Guide](#) 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

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- 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

4. Aims of the School Direct Partnership:

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

- 4.1 Ensure and facilitate the provision of high quality initial teacher education which is academically rigorous and challenging allowing participants to meet the current Teachers' Standards (2012) and ensures 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
- 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 Early Career 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.

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- 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) and the minimum entitlement as set out by the ITT Core Content Framework (DfE, 2019)
- 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).

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 as set out by the ITT Core Content Framework (DfE, 2019)
- 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

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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 lesson per week providing verbal and written feedback in private, using the observation schedule in the Professional Tutor and Mentor 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 and Professional Tutor guidebook 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.

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 2021/2022.

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.

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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 [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

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 either face-to-face or online.

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.

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8.20 To quality assure the provision of training and support the guidelines for trainee teaching timetable and support are as follows:

8.20.1 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.

8.20.2 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.

8.20.3 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.

8.20.4 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.

8.20.5 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.

8.20.6 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.

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

9.4 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

10.6 Provide professional development programmes for Mentors and Professional Tutors including M level accredited programmes.

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10.7 Provide a continuing research base, which feeds into and enhances Initial and Continuing Teacher development and contributes to school improvement.

10.8 Ensure all entrants to School Direct places have been subject to appropriate [safeguarding procedures and health checks](#) before beginning school experiences.

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 named the School Direct Partnership has agreed to the following funding model:

School Direct (Tuition Fee) – QTS and PGCE – trainee pays £9,250 tuition fee – University pays £3000 to lead school. Additionally, The University will fund supply/honorarium payments and travel costs for mentor and professional tutor attendance at University training meetings and partnership forums. The money paid by the university to Lead Schools will be dispersed to partner schools. Schools new to School Direct should note that the partnership you have joined may top slice a small amount for administration and management costs from the payment for each of your trainees before passing monies to you.

11.2 Each School Direct Tuition Fee Place trainee will be charged a tuition fee of £9,250 for their course and guided to secure support through national student finance and bursary opportunities where appropriate. This tuition fee will provide all partners with the resources to provide first class teacher education provision characterised by high quality mentoring and a PGCE.

11.3 As the financial managing agent the University will reallocate funds and resources in line with the agreement of all partners.

11.4 The £3000 payment per SD training place trainee distributed to lead school by the university includes mentoring and professional tutoring costs in the placement school, a mentor observation visit to the second school placement and any additional training delivered by the school as appropriate.

11.5 Lead schools will be funded by the university in 3 termly instalments of £1000 per Tuition Fee trainee to reallocate to placement schools.

11.6 Additional Partnership payments to Professional Tutors and Mentors for course contributions and attendance at training and meetings on the Sussex campus are based on an hourly rate for Grade 7.1, currently £17.33.

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

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- * 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.

Employer and Public Liability Insurance

If this is held by a local authority please insert name of LA (The university has written confirmation from LAs of this insurance) OR if this is held by the school or another body please provide details of the insurer and expiry date or enclose a copy of the broker's letter. Please note that these insurances should cover any liability incurred by a trainee as a result of his/her duties as an employee. Please note that these insurances should cover any liability incurred by a trainee as a result of his/her duties as an employee.

Termination of the agreement and de-selection

Either party can immediately terminate the agreement if it can be shown that the other party has not fulfilled its obligations as outlined in this agreement. For any other reasons, either partner can terminate the agreement by giving 6 months' notice. 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.

Signed on behalf of the University of Sussex by:

Clare Stenning, Director of Secondary ITE



Christina Hancock, Director of Primary ITE

