Model Partnership Agreement:
SUSSEX CONSORTIUM FOR TEACHER EDUCATION AND RESEARCH PARTNERSHIP AGREEMENT

This partnership is the standard model used with most schools working in partnership on the mainstream PGCE. School Direct models are subject to negotiated variation.

This agreement serves the purpose of establishing the partner relationship in the training and development of teachers. 

**Aims of the Consortium:** Through a partnership between schools, colleges and the University:  

To ensure and facilitate the provision of high-quality initial teacher education so that all newly qualified teachers entering maintained schools should have achieved the current Standards for Qualified Teacher Status.  

To promote equality of access across all elements of any ITE or CPD programme.  

To undertake research and development in teacher education.  

To provide and facilitate the provision of high-quality professional development opportunities and progression routes for all prospective and established teachers.  

To further the improvement plans of partner schools through teacher education and research.

**The Partnership agrees to provide pupils in schools with:**

P1 Access to high quality teachers.  

P2 Supported intervention programmes which enable children to make progress.  

P3 Opportunities to develop their pupil voice, participating in feedback about their teaching and learning.  

P4 The aspiration to succeed and encouragement to participate in further and higher education.

**The Partnership agrees to provide trainees with:**

T1 An equitable and robust selection process in line with current national requirements and internally negotiated criteria.  

T2 A learning programme which recognises the value of prior experience and the importance of individual needs.  

T3 Tuition from appropriately qualified persons, exposure to and immersion in suitable and varied learning environments to ensure the development of Teachers’ Standards.  

T4 Opportunities for reflection on practice, and personal and professional development.  

T5 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.  

T6 Access to appropriate resources, guidance and support in order to meet the above provision.
Schools wishing to provide leadership in additional areas agree to offer some of the following:

L1 Provision of multiple training placements per practice.
L2 Participation in the interviewing and selection of candidates.
L3 Involvement of staff and pupils in the planning and provision of training programmes.
L4 To endeavour to provide venues for course activities including selection days, initial and continuing teacher education sessions and partnership meetings.
L5 To play a central role in the selection of trainees, design of courses and delivery of training.
L6 To continue this service agreement for three years from the signed date.

All schools agree to provide each trainee with:

S1 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, time for reflection and school-based opportunities for further professional development.
S2 An appropriately qualified and experienced Mentor *, supported in coaching, mentoring and assessing trainee teachers, and opportunities for Mentors and Professional Tutors** to undertake appropriate continuing professional development.
S3 An appropriately experienced Professional Tutor who will co-ordinate the work of trainees and Mentors within the school and help moderate assessments against the Teachers' Standards.
S4 A dedicated mentoring tutorial entitlement (equivalent to one hour per week) enabling individual personal support.
S5 Suitable access to the full amenities that the school provides for all its colleagues, including I.C.T. facilities.
S6 Opportunity to teach across two consecutive age ranges, and for 11-18 schools, provision of post-16 experience.
S7 Make reasonable adjustments to accommodate students with disabilities.

All schools agree to provide each Mentor with:

M1 Appropriate recognition of and support for fulfilling the role and responsibilities involved.
M2 An hourly mentor session to be provided by one of the following: Inclusion as part of the Mentor’s agreed timetable, after school with protection of PPA time, or other (including direct additional payment).
M3 Access to training in mentoring and coaching.
M4 Access to Continuing Professional Development opportunities including subject knowledge enhancement courses.
M5 Opportunities to participate in trainee selection, course development, teaching and assessment.

The University agrees to:

U1 Ensure 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.
U2 Appoint, on behalf of the consortium, suitably qualified and experienced University tutors for each curriculum area and a Partnership Leader to work with all schools.
U3 Provide appropriate thinking time and resources, including access to library and ICT facilities. U4 Oversee a rigorous internal and external moderation process to assure reliability, accuracy and consistency of assessments.
U5 Provide leadership, guidance and administration in selecting trainees, arranging school experience and supporting trainee progression and assessment.
U6 Provide professional development programmes for Mentors and Professional Tutors including M level accredited programmes.
U7 Provide a continuing research base, which feeds into and enhances Initial and Continuing Teacher development and contributes to school improvement.
U8 Maintain open and effective communication pathways between all ITE partners.
U9 Ensure all entrants have been subject to appropriate safeguarding procedures before beginninschool experiences
U10 Monitor and evaluate all aspects of ITE and seek to secure regular improvements in quality.
U11 Provide guidance and support in preparing trainees for induction as newly qualified teachers and experienced teachers for the next progression in their career.
U12 Notify the school as soon as possible of any student disabilities and provide advice on reasonable adjustments.
U13 Resource professional practice placements and other course-related activities with financial reimbursement or through fee waivers for M level courses, where the University is the financial managing agent.
U14 Ensure that partner schools fulfil the specified criteria for participation in the partnership.

**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.

*Mentor = a classroom teacher who takes responsibility for the trainee through daily classroom supervision.*

**Professional Tutor = a senior teacher who takes overall responsibility for the training and mentoring of trainees within the school.*