Partnership Agreement 2021/22: PGCE

This agreement serves to establish the partnership relationship between the two institutions that make up
The Sussex Consortium for Teacher Education and Research (SCTER) in the
teacher education and development of beginning teachers

1. Aims of the Consortium:

Through a partnership between schools, colleges and the University:

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/UoSPrimaryPGCEforms
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 the Primary and Secondary PGCE Partnership Guide
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 children to make progress.
3.3. Opportunities to develop their pupil 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. The Consortium Partnership agrees to provide trainees with:

4.1. An equitable and robust selection process in line with current national requirements and internally negotiated criteria.
4.2. A learning programme which recognises the value of prior experience and the importance of individual needs.
4.3. Tuition from appropriately qualified persons, exposure to and immersion in suitable and varied learning environments to ensure trainees receive their minimum entitlement (CCF, 2019) and make suitable progress towards meeting the Teacher Standards at the end of the training year.
4.4. Opportunities for reflection on practice, and personal and professional development.
4.5. 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.
4.6. Access to appropriate resources, guidance and support in order to meet the above provision.

5. Schools wishing to provide leadership in additional areas agree to offer some of the following:

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

6. All schools agree to provide each trainee with:

6.1. 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.
6.2. An appropriately qualified and experienced Mentor, supported in coaching, mentoring and assessing the trainee teacher and who takes responsibility for the trainee/student through daily classroom supervision who;
6.3. Is a strong classroom practitioner with relevant teaching experience in the secondary subject or primary phase.
6.4. Has a commitment to ITE and an ability to coach effectively and form supportive relationships with adults.
6.5. Is given time to perform the mentor role in school, including time to prioritise attendance at all university mentor training meetings.
6.6. Has been briefed about the nature the mentor role and is taking it on willingly.

The role of the mentor will be to;

6.7 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 their teaching, in particular ensuring that ICT facilities are available.
6.8 Provide a suitable timetable in order to facilitate a phased induction to teaching as far as possible across the full age and ability range.
6.9. Formally observe one trainee lesson per week from October half term providing verbal and written feedback in private.
6.10. 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.
6.11. Give informal feedback regularly on non-formally observed lessons.
6.12. Arrange regular and undisturbed training, discussion and feedback sessions (one hour weekly) on topics set out in the Primary or Mentor and PT Guidebook in addition to issues related to effective teaching and discussion of current progress.
6.13. Set targets for further development and monitor the trainee’s Portfolio and other files and training documents.
6.15. Contribute to the development and monitoring of the trainee’s subject knowledge for teaching.
6.16 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.
6.17 Facilitate the carrying out of the trainee teacher’s school-based assignments within the classroom, liaising with other teachers if appropriate.
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6.18 Liaise and meet with the University Curriculum Tutor for school visits over the year and as appropriate at all other times as necessary.
6.19 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.

6.20 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 and will:

6.21 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 Professional Tutors meetings.
6.22 Be responsible for arranging a Professional Studies programme consisting of regular seminars to meet the trainee teachers’ need to understand the curriculum, organisation and functions of the school and underpinned by the ITT CCF.
6.23 Attend the University Professional Tutor Development Meetings on campus or remotely.
6.24 Ensure that all trainees are provided with sufficient access to ICT resources and experience.
6.25 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.
6.26 Conduct a joint observation of each trainee at least once per placement.
6.27 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.
6.28 Oversee the devising of a suitable timetable for each trainee appropriate for obtaining QTS in their own specialist subject or across the primary curriculum across two consecutive age ranges.

6.29 A dedicated mentoring tutorial entitlement (equivalent to one hour per week) enabling individual personal support.
6.30 Suitable access to the full amenities that the school provides for all its colleagues, including I.C.T. facilities.
6.31 Opportunity to teach across two consecutive age ranges.
6.32. Make reasonable adjustments to accommodate students with disabilities. See pg 49 of the Mentor and Professional Tutor Guidebook

7. All schools agree to provide each Mentor with:

7.1. Appropriate recognition of and support for fulfilling the role and responsibilities involved.
7.2. 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).
7.3. Opportunities for Mentors and Professional Tutors to undertake appropriate CPD and access to training in mentoring and coaching including all University Mentor Training and Development meetings.
7.4. Access to Continuing Professional Development opportunities including subject knowledge enhancement courses.
7.5. Opportunities to participate in trainee selection, course development, teaching and assessment.

8. The University agrees to:

8.1. Ensure a coherent and relevant teacher education and general education programme which promotes excellence in the development of necessary professional attributes, knowledge and skills, embedding the CCF (DfE, 2019) and providing opportunities for personal and professional development.
8.2. Appoint, on behalf of the consortium, suitably qualified and experienced University tutors for each curriculum area and a Partnership Team to work with all schools.
8.3. Provide appropriate time and resources for reflection, research and preparation including access to library and ICT facilities.
8.4. Oversee a rigorous internal and external moderation process to assure reliability, accuracy and consistency of assessments.
8.5. Provide leadership, guidance and administration in selecting trainees, arranging school experience and supporting trainee progression and assessment.
8.6. Provide professional development programmes for Mentors and Professional Tutors including M level accredited programmes.
8.7. Provide a continuing research base, which feeds into and enhances Initial and Continuing Teacher development and contributes to school improvement.
8.8. Maintain open and effective communication pathways between all ITE partners.
8.9. Ensure all entrants have been subject to appropriate safeguarding procedures before beginning school experiences.
8.10. Monitor and evaluate all aspects of ITE and seek to secure regular improvements in quality.
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8.11. Provide guidance and support in preparing trainees for induction as newly qualified teachers and experienced teachers for the next progression in their career.
8.12. Work in partnership with placement schools to advise and put in place reasonable adjustments for trainees with SEND or health needs.
8.13. 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.
8.14. Ensure that partner schools fulfil the specified criteria for participation in the partnership.

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
* 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.

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.

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Partnership Payments

The process to claim funding for your placements is as follows:

A Course Coordinator will raise a purchase order (PO) towards the end of each placement and send this to the school’s finance office/bursar, copying in the Professional Tutor. The PO will include the name of the trainee(s) and length of their placement.

On receipt of the PO, the school will invoice the University following the instructions on the PO (N.B. absence of a PO number will see the invoice returned and all invoices must be submitted before our finance deadline of Friday 15th July 2022)

Additional Partnership payments to Professional Tutors and Mentors for course contributions and attendance at training and meetings are based on an hourly rate for Grade 7.1, currently £17.59
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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)

[Signature]

Christina Hancock, Director of Primary ITE

[Signature]