MANCHESTER METROPOLITAN UNIVERSITY

FACULTY OF EDUCATION in PARTNERSHIP with SCHOOLS AND EARLY YEARS SETTINGS

PGCE PRIMARY SCHOOL DIRECT

MEMORANDUM OF UNDERSTANDING 2017-18
For schools entering into
Partnership for the School Direct Primary PGCE (Salaried and non-Salaried routes)

This Memorandum of Understanding, formally reached between

(School) Name: ....Postcode: ……………….("the School")
And
The Faculty of Education at
Manchester Metropolitan University ("the University")

Is set within a framework of principles and agreements which, as described in Sections of the Partnership Understanding, is proposed for <u>all</u> schools in Partnership.

This Agreement shall apply for all or part of the period for the years from 1st September 2017 to 31st August 2018.

During this period the School shall, in accordance with the principles and understandings, and within a structure and set of financial arrangements described in the Schedules to this Understanding:

  a) Provide the required facilities and opportunities for school-based work for trainees on programmes of Initial Training in Primary Education
  b) Comply with the requirements of the Equality Act 2010, the Special Educational Needs and Disability Regulations (SENDA) 2014 and all related SEND legislation and codes of practice as applicable under the current SEND regime, all applicable data protection laws and current Health and Safety at Work legislation in its approach to pupils and trainee teachers;
  c) Carry out its required roles and responsibilities within the Partnership
  d) Provide access, on any placement, for a Manchester Metropolitan University visiting tutor (or visiting External Examiner or Senior Moderator) to carry out further visit(s) to each trainee to monitor the trainee's entitlement and moderate the assessment of the practice of teaching
  e) Receive devolved funding from the University, in accordance with Clause 2.

Signed on behalf of the School

....……………….............. Headteacher or Authorised Officer

Date:...………………….....................................

Signed on behalf of the Faculty of Education of Manchester Metropolitan University

…………………….. Authorised Officer/Director

Date:...................……………..

MANCHESTER METROPOLITAN UNIVERSITY

FACULTY OF EDUCATION
in PARTNERSHIP with SCHOOLS,
& EARLY YEARS SETTINGS
PRIMARY PGCE SCHOOL DIRECT/SCHOOL DIRECT SALARIED

MEMORANDUM OF UNDERSTANDING
2017-18

MEMORANDUM OF UNDERSTANDING

MANCHESTER METROPOLITAN UNIVERSITY

**FACULTY OF EDUCATION in PARTNERSHIP with SCHOOLS
AND EARLY YEARS SETTINGS**

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MEMORANDUM OF UNDERSTANDING

MANCHESTER METROPOLITAN UNIVERSITY

FACULTY OF EDUCATION IN PARTNERSHIP WITH
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SCHEDULE A

Primary Programme of School-Based Initial Teacher Education and Training

Understanding for the Education and Training of Teachers on Primary Programmes between the Faculty of Education at Manchester Metropolitan University and Partnership Schools/ Early Years Settings.

1. BACKGROUND AND PRINCIPLES

1.1. Background

1.1.1. The programme of Primary Initial Teacher Education and Training based at the Faculty of Education depends on a Partnership between the University, the "Lead School" and individual schools and early years settings within its alliance *(The term 'school' is used hereafter to signify school, placement or early years setting. "Class professional mentors" refers to colleagues taking an active training role in school e.g. teachers and professional mentors. The "Primary Partnership" refers to the collaborative work of the Faculty of Education, Manchester Metropolitan University and primary schools, or early years settings in offering placements for trainees on QTS Undergraduate or PGCE programmes; the "Lead School" is the school that has requested School Direct places from the NCTL/DfE working in collaboration with MMU as its HEI provider of Initial Teacher Education (ITE)*

1.1.2. From September 2001 schools and the University have responded to the requirements for ITT laid down by the Secretary of State in 'Teachers' Standards" (most recent version 2012) and Requirements for Initial Teacher Training and worked together to reach a set of common understandings which underpin the operation of the Primary Partnership. This has included:

- creating an effective basis for school-based work;

- working jointly to develop a coherent structure for Primary Programmes;

- jointly planning those programmes of university-based and school-based Initial Teacher Training;

- working together to formulate a framework within which individual schools enter into a Partnership Understanding.

This document is an expression of the common agreements reached by schools and the University during this period of collaborative development.

1.2. Principles

1.2.1. The Primary Partnership acknowledges that the well-being of children and pupils in schools takes priority over all other considerations.

1.2.2. The Primary Partnership is committed to demonstrating positive attitudes, values and behaviour in all aspects of professional life and to developing a positive ethos throughout the partnership in respect to Equal Opportunities. (See 9.9.3 and 9.9.4 and the Equal Opportunities Policy in 9.10)

1.2.3. The Primary Partnership shares a commitment to pursuing quality in the Primary Programmes and to provide intending teachers with the best possible preparation for their chosen profession. The commitment recognises that teachers in each Partnership school and staff in the University have distinctive contributions, roles and responsibilities, which are subject to on-going change and re-definition.

1.2.4. Respective roles and responsibilities are outlined in the schedules attached to this Agreement and detailed in Programme handbooks for School and University-based training. Taken together these documents, which are regularly revised by the Primary Partnership, describe the procedures, policies, guidelines and regulations. They are intended for reference and information. All circulars, rules, regulations or policies are those in force at the time of writing and may be subject to update or replacement from time-to-time.

1.2.5. The Primary Partnership recognises that on-going collaborative planning will be required to refine and develop the programmes of Primary Initial Teacher Training. It is essential that monitoring and evaluation of the Programmes are used to inform this developmental activity.

1.2.6. When a school enters into Partnership with the University it makes a commitment to take part in these processes. The University is not obliged to send its students to the school on placement in respect of any particular academic year.

1.2.7. All schools involved in any of the components of school-based work are deemed to be in Partnership according to this Partnership Understanding.

2.   TRANSFER OF FUNDS TO SCHOOLS

2.1   For School Direct the total **per capita** payment for a "trainee year" will be £3,150 to be paid to the Lead School.

     2.1.1   The **per capita** payments will be transferred at twice in the year as follows:

- £1525 at the end of December

- £1625 in March/April

2.2   From the overall payment of £3,150 Lead Schools must pay the Placement B school for supporting the trainees in placement at the rate of £500 per trainee.

2.3   Where a trainee leaves the programme or the School Direct scheme, the payment value shall be adjusted and the school shall only be entitled to payment in line with Student Finance England's fee percentages and MMU's fee liability dates, as updated from time-to-time.

2.4   Where a trainee leaves the programme or the School Direct scheme, MMU shall be entitled to recover from the school any payments that have been made, and to which it was not entitled, based upon the trainee's suspension or withdrawal date. The proportion of the payments to be recovered shall be calculated in accordance with Student Finance England's fee percentages and payment dates and MMU's fee liability dates as updated from time-to-time. MMU shall be entitled to recover any sums due from the school under this clause 2.4 within a 3 (three) year period commencing from the trainee's withdrawal or suspension date.

2.5   As soon as a trainee has been accepted onto the programme the school shall contact MMU to confirm, in writing, that it will be sponsoring the trainee.

2.6   **For School Direct (Salaried) trainees, the transfer of funds is as follows:**

     2.6.1   **The Lead School receives the salary from the DfE/NCTL** (amount is dependent on secondary subject/primary phase/trainee degree classification) and the equivalent of £9,000 for Tuition Fees. The Lead School will receive such funding in accordance with Student Finance England's published fee percentages and payment dates.

     2.6.2   Upon student registration, MMU will invoice the Lead School for the balance of

tuition fees (£9,000 less £3,150 fee due to Lead School) for £5,850 per trainee. The invoice will be due for payment within 30 days of invoice unless an appropriate instalment plan is agreed directly with MMU.

3. THE PATTERN OF SCHOOL-BASED WORK FOR THE PRIMARY PGCE SCHOOL DIRECT

NB: please see calendar for further details*

Schools working with MMU on the School Direct PGCE will support trainees throughout the year for example:

- Placement One in the Lead School from the start of the autumn term typically until the end of the second week in January **

- SEN placement typically for two weeks in February

- Placement Two in an alternative, contrasting school typically from March to May (summer term half term)

- Return to the Placement One school until the end of June when the formal University programme ends.

**During this period, trainees on the School Direct programme will attend some university-based days for teaching sessions and tutorials.

3.1 THE RESPONSIBILITIES OF PARTICIPANTS IN THE SCHEME

The Primary Partnership requires a school to identify a professional mentor to oversee School-based Training programmes: to monitor the training process, to monitor the progress of trainees and to moderate the assessment of school-based training. This applies during periods of placement whether for extended periods of time or visits to alternative settings (eg: the SEN placement).

All Partnership schools (both Lead Schools and their alliance schools) will make available:

- a School-based training programme as specified in the PGCE Primary School Direct Handbook;

- mentor time for preparation and observation of lessons with written and verbal feedback, as specified in the appropriate PGCE Primary School Direct Handbook;

- opportunities for trainees to be assessed against the Teachers Standards (NCTL/DfE 2012)

- opportunities for the trainee to achieve other professional requirements, including those set out in NCTL/DfE Standards for Qualified Teacher Status and to note and authenticate their achievement;

- a record of the trainee's progress and performance during school-based training as described in the PGCE Primary School Direct Handbook;

3.2 For all Primary Programmes the University will provide appropriate services to support the trainee's professional and personal development and welfare needs to which school-based tutors can refer. Please see the Roles and Responsibilities detailed below in Schedule B for more details.

3.3 Taken together, the roles of tutors, Class mentors (class teacher) and professional mentors provide continuity and coherence in the trainee's training entitlement through an integrated and complementary training programme. It is the responsibility of the trainee to fully engage in the training process and make full use of the opportunities provided.

3.4 **The Roles and Responsibilities of the participants** are given in Schedule B.

4. **MANAGEMENT AND CO-ORDINATION OF THE PRIMARY PARTNERSHIP**

The Primary Partnership Steering Group drawn equally from Partnership schools involved in all Primary ITE programmes, including School Direct, organisations which reflect the children's workforce and the University, will offer guidance on policy and organisational matters with respect to Primary Initial Teacher Education and Training.

4.1 The Primary Partnership Steering Group is the group responsible for making recommendations about the development of the Primary Partnership to the formal University committees, specifically the Primary Programme Committee

4.2 It has the following terms of reference which define its main responsibility as devising, developing and monitoring policy and strategy across the Partnership:

    i. To facilitate effective communication and a shared commitment to pursue quality and consistency in the Partnership between schools and the University;

    ii. To offer guidance on, and regularly review Partnership developments

    iii. To be responsible for defining, monitoring and evaluating clear, generic Quality Assurance arrangements in the Partnership;

    iv. To be responsible for recommending the selection and de-selection of schools and personnel involved in the Partnership;

    vi. To provide a forum for the exchange of views arising from the defined Partnership arrangements, including:

        i) resolution of issues not satisfactorily resolved within individual programmes;
        ii) receipt and consideration of formal evaluation of the Partnership through an Annual Partnership Report;

    vii. To promote awareness of opportunities for all partners' Continuing Professional Development and ensure accreditation of such activity within the University's Continuing Professional Development Programme.

4.3 To agree financial arrangements to support the Partnership.

4.4   To meet three times a year.

4.5   The Leader of the Primary Partnership will ensure the appropriate and proper representation of Partnership schools (Lead Schools and their alliance schools) in the committee and   sub-committee structures.

4.6   The Faculty of Education will nominate Partnership Tutors for each cluster of schools, with responsibility for promoting effective communication between Partners.

4.7   The University will specify officers to co-ordinate matters of academic management, Partnership communication and support for trainees. These will include, inter alia:

- partnership;

- recruitment and admissions;

- trainee welfare and support;

- Quality Assurance;

- curriculum and assessment.

All such Programme officers will be ex-officio members of the Primary Programme Board.

4.8   The names of tutors carrying out all such co-ordinating roles as described in 4.7 and 4.8 will be made available to schools on an annual basis.

5   MANAGING CONTINUITY IN THE TRAINEE EXPERIENCE

5.1   Recruitment and Selection

UCAS Teacher Training is a single admissions system for all of the main postgraduate routes into teaching, accommodating School Direct in England as well as the established courses run by HEIs and SCITTs. The intention is to make the process clearer for applicants and manageable for schools and providers. The application scheme will open for applicants in November 2016.

K**ey features**:

a. All applications must be processed through UCAS Teacher Training. This means that School Direct lead schools will become members of the UCAS Teacher Training scheme.

b. Applicants will have two windows in which they can make applications: Apply 1 and Apply 2 (there will be no Extra or Clearing).

c. Applications will be processed **in parallel** in Apply 1 and **sequentially** in Apply 2.

Apply 1

- In Apply 1 applicants can make up to three choices with no restrictions as to route or age group.
- In Apply 1 the three choices will be made and considered at the same time. Schools and providers will not have visibility of the other choices an applicant has made.

- Schools and providers will have 40 working days from receipt of an application to make a decision following interview (working days exclude weekends, bank holidays and UCAS Christmas closure).
- Applicants will have ten working days from the receipt of their final decision to respond to offers. They may only hold one offer; they must decline any others.

Apply 2

- Apply 2 will be open from 1 January to 31 October.
- Applicants can only use Apply 2 if they have been through Apply 1 but are not holding any offers.
- In Apply 2, applicants make one choice at a time; they can make as many choices as they want but they are considered sequentially.
- The turnaround times are the same as for Apply 1.

Opening courses

Applications can only be made to courses which are open. Providers can decide when they want to open their courses on or after 1st November. The first time a course is open it must stay open for at least two weeks. It can subsequently be opened again without any restrictions.

Applications for School Direct placements will be visible both to the lead school and to the accrediting provider.

- Applicants for School Direct Salaried or non-Salaried Primary PGCE must meet the same entry requirements as for the "core" Primary PGCE.

- The Faculty of Education will carry out the necessary transactions with the UCAS Teacher Training

- UCAS Teacher Training applications to School Direct will be received by MMU central admissions, checked against entry requirements and sent to schools to reach a decision to interview/reject.

- If a decision is made to interview the applicant, the applicants will be interviewed at the Lead School, or other suitable venue. Interviews will be conducted by senior colleagues of the Lead School with representatives from their alliance schools, where possible. The interviews will be conducted in accordance with procedures laid down by the Partnership to meet requirements of the Secretary of State for entry to Initial Teacher Training programmes that are currently in operation and adhere also to University policy which relates to recruitment and selection.

- Interview procedures will be monitored regularly by MMU senior colleagues and Lead Schools are required to provide details of their interview processes in advance which may include the following: formal panel interview, presentation, interview with pupil forum, lesson observation activities, assessing pupils' work.

- The Lead School representative will inform MMU admissions and MMU primary tutors of the outcome of the interviews.

- MMU admissions will communicate with the applicants regarding offer of place, conditions (e.g.: degree classification, passing the skills tests, DBS etc).

- The Faculty will support Lead Schools where possible in their recruitment/information events

- Recruitment and selection will be carried out with regard to University policy and Government legislation, in particular that relating to the Equal Opportunities, currently, The Equality Act (2010) and the Special Needs and Disabilities Act (SENDA) 2014 .

5.2   Registration

Trainees will register in accordance with Manchester Metropolitan University procedures and requirements.

5.3   Placements

5.3.1   The overall responsibility for trainees' placements on the School Direct programme will lie with the Lead School. The schools used for placements will need to meet the selection criteria for schools working in partnership with MMU and sign separate Partnership Agreements to ensure they are fully aware of the commitment required to support MMU trainees on all primary QTS programmes. MMU, as the named provider, has overall responsibility for the quality of placements and will, where necessary, invoke the right to insist an alternative placement is sourced where there are concerns over quality of support available to trainees.

5.3.2   The Lead School will also be responsible for informing the MMU Partnerships office of all trainees' placement details, in advance of the placements, i.e.: Name, address, telephone number, URN of schools in which trainees are placed and the name and contact details of the Head teacher and the Professional mentor. The Faculty of Education will pass on trainees' DBS numbers to the placement schools for non-salaried School Direct trainees; for salaried School Direct trainees, the Lead School will pass on trainees DBS numbers to MMU and alliance schools where trainees are placed, eg: for placement two and the SEN placement .

5.4   Reporting and Referencing

5.4.1   Partnership schools will undertake to produce reports for each trainee on classroom and professional achievements at the end of each school placement. Such reports will contribute to a record of professional development, the final reference and a Career Entry Profile for that trainee.

5.4.2   The assessment of trainees and the recording and reporting of progress will employ the criteria and procedures, as described in the Programme and School – based Training Handbooks, which will be sufficient to meet the requirements of the Secretary of State currently in operation.

5.4.3   In those instances where a trainee is employed by a school or placement provider, the school or placement provider shall have full responsibility for any sponsor duties as stipulated by the UK Border Agency/Home Office (or any replacement body) from time-to-time.

5.4.4   The school shall provide to MMU all information it reasonably requires to satisfy any obligations that it may have to any regulatory body or authority.

6.   Insurance

The partner school must provide suitable employers liability (no less than £10,000,000) and public liability insurance (no less than £5,000,000) cover for accident and loss to or caused by the trainee whilst visiting the partner school's premises and/or carrying out activities organised

by the partner school. Further the partner school will procure and maintain, at its own cost with a reputable insurer, all such insurance cover as would be usual or prudent for a comparable institution to maintain in respect of the activities carried on in connection with this agreement. On request, the partner school will provide the university with copies of the certificate(s) of insurance reflecting such coverage.

7. Child Protection Regulations

7.1 For School Direct salaried applicants, the Lead School will undertake and pay for the DBS process and inform the MMU Faculty of Education Partnership Office of the completion of the DBS and individuals' DBS reference numbers. Where the school will be conducting a Regulated Activity (as defined by the Safeguarding and Vulnerable Groups Act ("SVGA") it:

(a) is acknowledged and accepted that the school will be carrying out any Regulated Activity on its own account and not on behalf of MMU. The school shall remain solely responsible for the management and control of the Regulated Activity provided in connection with this Agreement for the purpose of the SVGA (as amended). In this regard, the school shall be wholly responsible for ensuring that (inter alia) all individuals engaged in the provision or completion of a Regulated Activity are subject to the required enhanced disclosure checks through the Disclosure and Barring Service including a check against the adults' barred list or the children's barred list as appropriate. The school shall be responsible for satisfying all other requirements required under the SVGA;

(b) will monitor the level and validity of the checks pursuant to this clause for each relevant trainee.

7.2 For School Direct non-salaried applicants the Faculty of Education undertakes to apply the current arrangements involving monitoring and/or disclosure (as specified in relevant ITE circulars or other relevant regulation) which refer to the period of training, *viz*:

♦ All applicants begin the DBS Enhanced Disclosure application once they have been offered a place. Applicants are invited to complete the DBS application from April prior to a September start.

♦ A Faculty of Education Head of Department will make a judgement of the trainee's suitability to begin work with children in Partnership Schools, based on trainee's DBS disclosure certificate. On occasion a panel will be called to discuss particular cases.

♦ Late applicants will process their DBS but will also be checked against List 99 so that this level of clearance is available for the early placements.

♦ Only the List 99 students will be notified to schools, with guidance on level of supervision offered; in such circumstances, the school must ensure that the trainee is appropriately

supervised in accordance with such guidance and should impose any additional supervision requirements it considers necessary.

♦ NB There is NOT a requirement for trainees to take their DBS enhanced certificates to school as MMU is responsible for processing their DBS, not the schools; however, trainees' DBS numbers will be supplied to Lead Schools and their alliance schools where students are placed.

The action specified above is based upon the following extract from *'Safeguarding Children and Safer Recruitment in Education'* (1 January 2007)

Applicants for Teacher Training Courses
For applicants for initial teacher training, the initial teacher training provider should ensure that an enhanced DBS Disclosure is applied for when a place at a teacher training institution has been accepted, so that Disclosures are received prior to the trainee commencing school and FE college based elements of their training. However, head teachers and principals will have discretion to allow an individual to begin school and FE College based training pending receipt of the Disclosure, provided they have had a List 99 check. Where this is necessary, training providers, head teachers and principals must ensure that the trainee is appropriately supervised.

The school shall comply with all applicable legislation and codes of practice, including, where applicable, all legislation and statutory guidance relevant to the safeguarding and protection of children and vulnerable adults and with the University's safeguarding scheme as published on the university corporate website and updated from time to time. Where the school will be conducting a Regulated Activity (as defined by the UK Safeguarding Vulnerable Groups Act 2006 "SVGA") it is acknowledged and accepted that the school will be carrying out any Regulated Activity on its own account and not on behalf of Manchester Metropolitan University. The school shall remain solely responsible for the management and control of the Regulated Activity provided in connection with this Agreement for the purpose of the SVGA (as amended).

8. **ASSESSMENT PROGRAMME: ACHIEVING CONSISTENT STANDARDS; THE ROLE OF THE BOARD OF EXAMINERS**

8.1 **The Assessment Programme**

8.1.1 Responsibility for the supervision, support, assessment and re-assessment of trainees' progress towards the Programme outcomes, including the Standards for QTS, lies jointly with school-based tutors and tutors from the University.

8.1.2 Tutors from the University will work to support school-based tutors in that process and take an appropriate part in the shared procedures identified by the

Partnership to assure quality in the trainee experience.

8.1.3 The roles and responsibilities of all parties involved in the Partnership will be as described in the Handbooks, the Primary Partnership Memorandum of Understanding and Programme documentation.

8.1.4 The Programme Regulations (with appropriate notes of guidance), the assessment scheme, the system of recording achievement and the statements of competences will be published in the Programme Handbook(s).

8.1.5 Where there is an allegation of academic misconduct (eg plagiarism) this will be investigated in accordance with the University's Procedure for Handling Academic Misconduct. The is part of the Assessment Regulations which can be found at http://www.mmu.ac.uk/academic/casqe/regulations/assessment-regulations.php . Penalties for academic misconduct range from failing a student in part or all of his/her assessment(s), to recommending expulsion of the student in the most extreme cases.

8.2 The Board of Examiners

For each Programme a Board of Examiners will determine whether a trainee shall receive an award and resolve all matters of assessment under the Regulations. It will act in accordance with University procedures, including its use of External Examiners. Senior Moderators and experienced Primary tutors will support the work of External Examiners by moderating the assessed outcomes from the Programmes.

8.2.1 All teachers and pre-identified tutors are entitled to attend the examination boards.

8.2.2 It is the entitlement of an individual trainee at risk of failure to have all the tutors and, wherever possible, teachers involved in the individual's assessment, present at the Board which considers the case. Accordingly, Partnership schools will undertake in such circumstances to make relevant personnel available to attend the Board of Examiners.

8.2.3 In the case of a trainee failing, but given a right to re-sit following the Board of Examiners, the Lead School is responsible for ensuring adequate provision is available within their alliance of schools to support the re-sit period and provide mentoring support as per programme guidelines. It is recognised that in such circumstances the expectation of employment in relation to that trainee will be null and void.

8.3 Consistency of Standards

The University and Primary Partnership schools are committed to taking the steps necessary for the consistent implementation of assessment criteria. It is noted that one role of the External Examiners is to comment on, and advise, the Primary Partnership about the effectiveness of its action in this respect.

9. QUALITY

9.1 Securing Quality in the Trainee Experience

The Primary Partnership is committed to the pursuit of excellence and has developed appropriate structures and roles to monitor and evaluate the quality of the trainee experience, paying attention particularly to:

- trainees' entitlement to equivalent experiences in different schools;

- opportunities for a trainee to gain experience in a range of schools and in the range of approaches and methods practised in individual subjects and age phases;

- the consistent application of sets of assessment criteria and consistent judgements about trainees' competences.

9.2 Trainees, class mentors and University visiting tutors will be involved in the evaluation process. Feedback from the evaluation process will be shared with all parties. The Primary Partnership Steering Group will receive issues arising from the evaluation process on an annual basis.

9.3 Schools in Special Measures or Challenging Circumstances

- All schools (Lead Schools and alliance schools) are required to notify the Partnership Administrators of their most recent Ofsted report outcomes / findings.

- It is the responsibility of the ITT provider to satisfy themselves that partner schools have the capacity to undertake their responsibilities. Schools in serious weaknesses or in special measures can still be used for placement if the weaknesses identified do not affect the age range or subject areas in which training is taking place. The situation in these schools must be kept under close review.

  Partnership Tutors should determine the exact nature of the reasons for a school being placed in special measures as this will impact on the nature of support that can be provided by the school.

9.4 Where it is felt that the school is unable to meet the criteria specified either for selection to or for continuing involvement in Partnership, joint discussions will take place to determine whether support provided by the Faculty of Education will enable the mentor structure in the school to meet the criteria,

9.5 Termination of a school placement.

a) If a trainee fails to follow the MMU Code of Professional Conduct (see Programme Handbook) or if their professional or personal conduct gives rise for concern, the Head Teacher or delegated staff in the school will immediately contact the relevant Faculty of Education tutor or the Primary Programmes Office who will in turn notify the relevant member of staff.

b) The issues will be investigated and the trainee will be required to attend a review meeting. Appropriate targets will be set and recorded on the At Risk of Failure Action Plan, which will be placed in the trainee's file. A trainee may also be given an informal or formal warning,

c) In extreme cases inappropriate behaviour may require the trainee to be suspended from the placement. If this is the case, the school should immediately contact the relevant Primary Programmes Office and the trainee should report in person to the relevant Primary Programmes Office. In turn, the relevant member of University staff will be notified. A review meeting will be conducted in order for the issues to be investigated. Appropriate targets will be set and recorded on the At Risk of Failure Action Plan which will be placed in the trainee's file. A trainee

may also be given an informal or formal warning,

d) In accordance with University Regulations (Procedure for the Expulsion and Exclusion of Students from Programmes on grounds of Professional Unsuitability) trainees will be required to sign a declaration in which they acknowledge the Code of Professional Conduct and accept its procedures.

e) In the case of a serious breach of the Code of Professional Conduct, the Leaders of Primary Programmes will, in consultation with the Head of Department for ITT, invoke the MMU Regulations. In these cases, the trainee will be considered by a Professional Suitability Panel.

f) MMU shall be entitled to terminate a placement with immediate effect and without penalty in the event that (in its reasonable opinion) there is a risk of harm to a trainee and/ or a change in circumstances which adversely affects the quality of the placement the trainee receives.

g) If a school terminates a placement the Lead School is responsible for sourcing a new school placement which provides a contrast to any placement period already completed. If the Lead School is unable to source an appropriate placement MMU will aim to source an alternative, but that the costs associated with the placement will need to be returned to MMU by the Lead School; at the end of that placement the trainee will still sit within the Lead School's expectation of employment.

9.6   Selection, Recruitment and Retention of Schools in Partnership

NB: please also see Appendix One Selection and De-Selection of Schools

9.6.1   All school- based and University visiting tutors agree to carry out their respective roles and responsibilities as specified in Schedule B.

9.6.2   In order to meet selection criteria a school **new** to the Primary Partnership will be expected to demonstrate how it will:

-        provide training as specified in Programme documentation;

-        provide support for trainees as specified in descriptions of trainee entitlement;

-        assess trainees using criteria specified in Programme documentation;

-        evaluate its training, support and assessment;

-        comply with relevant University assessment procedures;

-        comply with relevant Government legislation on Equal Opportunities.

9.6.3   In negotiations about new (or continuing) involvement in the Primary Partnership, the Leader of Primary Partnership will pay attention to information about:
-        the most recent Ofsted report for the school;

-        other requirements as set out in current DfE circulars on Initial Teacher Training;

-        evaluations from trainees and University tutors;

-        commitment to working in Partnership with the University through attendance at cluster-based and mentor training;

-        the school's involvement in Initial Teacher Training and commitment to future involvement in Initial Teacher Training.

9.6.4   The University agrees to provide suitable training and guidance for all those involved in the Primary Partnership, including class mentors, University visiting tutors and Associate tutors. Training undertaken by school-based tutors can be used for accreditation on award-bearing courses at Manchester Metropolitan University.

9.6.5   Either partner may, following consultation within 28 days of the issue arising, withdraw from, or suspend, their involvement in the Primary Partnership if there is evidence of:

-        inability to fulfil the roles and responsibilities agreed;

-        changing circumstances which would affect the quality of the training provided;

-        changing circumstances which make collaboration between partners in respect of trainee placements impractical;

9.6.6   A school will automatically have its contract with the University suspended if categorised by an Ofsted inspection as either having 'Serious Weakness' or have been placed in Special Measures and where it is felt, following a risk assessment, that the school is unable to meet the criteria specified either for selection or continuing involvement in the Primary Partnership, joint discussions will take place to determine:

- whether support provided by the University will enable the school to meet the criteria <u>or</u>

- whether Partnership arrangements should be discontinued until a time when the criteria can be met.

9.6.7   Where it is deemed appropriate to discontinue a placement in the light of a school or department being unable to meet the required needs of the training programme it is the Lead School's responsibility to source an appropriate alternative placement which provides the required contrast from placements already undertaken. In the event of the Lead School being unable to source an appropriate alternative placement MMU will aim to source a placement on behalf of the trainee and the Lead School and under such circumstances appropriate return of funds should transfer back to MMU for the cost of this activity.

9.6.8   In the event of a Lead School being graded by Ofsted as being in Special Measures, Inadequate or Requiring Improvement MMU shall work with the Lead School to try to identify support needed to ensure consistent, high quality experiences for all trainees within the alliance for the remainder of the training year and will, subsequently, work with the Lead School in identifying a suitable successor to the Lead School role in the event of the alliance wishing to request future places with MMU as its named ITE provider.

9.7   Professional Development of Tutors and School Partners

9.7.1   Cluster-based and University-based training provide opportunities for issues relevant to schools, professional mentors, class mentors and trainees to be discussed and common understandings to be reached for the mutual benefit of all.

9.7.2   All teachers who complete training to support trainees in their school/classroom are registered as having done so. Registration can be used for accreditation purposes at Manchester Metropolitan University, in respect of award bearing courses. Tutors will also complete training to support teachers in the Primary Partnership.

9.7.3   The University and Partnership schools recognise a shared responsibility to make it possible for all those involved in the training of teachers to meet from time to time to monitor, evaluate and review the Primary Programme and the Primary Partnership, both as part of their continuing professional development as trainers and educators and to advance practices in the Primary Partnership.

9.8 Annual Reports

9.8.1   The Leader of Primary Partnership will make available to the Primary Partnership Steering Group information on the performance of the partnership programme.

9.8.2   The Leaders of Primary Programmes will make appropriate reference to this report in the construction of the Quality Improvement Plan (QIP) for the Faculty of Education.

9.8.3   The Leaders of Primary Programmes will make such reports available to relevant Programme Committees, the Primary Partnership Steering Group and the Primary Programmes Board.

9.9   Regulations and Requirements

9.9.1   The Primary Partnership is subject to regulations and requirements set out by the National College for Teaching and Leadership (NCTL) and the Department for Education (DfE). The current requirements are provided in Professional Standards for Qualified Teacher Status and Requirements for Initial Teacher Training (NCTL 2012)

9.9.2   All trainees require a criminal convictions check by the DBS before working with children in Partnership schools. DBS enhanced clearance is organised by the Faculty of Education for non-salaried trainees before the first placement.

9.9.3   The Faculty of Education and its Partnership schools undertake to comply   with the requirements of the Special Educational Needs and Disability Act (SENDA). As a consequence trainees will be provided with appropriate support during their placement in order for them to meet the requirements of the placement. This might include for example, provision of appropriate ICT hardware and/or software to support a dyslexic trainee or locating a trainee with mobility impairment in a classroom with easy access.

9.9.4   The Faculty of Education and its Partnership schools undertake to comply with the requirements of The Equality Act in providing appropriate support during their placement in order for them to meet the requirements of the placement. This would include making special arrangements for days of religious or cultural significance and/or provision of a suitable place in which to pray.

9.9.5   The Faculty of Education and its Partnership schools undertake to comply with the principles of the University's Ethical Framework which requires that its staff and trainees are mindful of the ethical implications of activities with which they engage and are committed to discharging their responsibilities to the University in an ethical manner conforming to the highest professional standards of conduct. The University undertakes to   ensure that trainees are mindful that research, placement, investigation, projects or any other interaction with children, teachers and schools involves sensitive information. By accepting trainees on placement, Partnership schools consent to a range of training activities which could involve an element of data collection. Trainees undertake to take due account of such ethical issues including, consent, confidentiality and anonymity of participants.

9.10   FACULTY POLICIES AND PRACTICES IN CONNECTION WITH EQUAL OPPORTUNITIES

The Faculty of Education recognises:

1. **The commitment to achievement of equal opportunities as being central to its mission such that:**

   1.1. everyone who is or seeks to be a member of staff or a student of the Faculty is entitled to receive equality of opportunity and treatment that is appropriate and fair, irrespective of age; colour; disablement; marital status; race/ethnicity; religion; sex; gender; employment status; sexual orientation; nationality; caring responsibility; socio-economic status; and any other factors;

   1.2. it will be proactive in all matters relating to equality of opportunity and diversity;

   1.3. it will celebrate the richness brought to the Faculty by a diverse population, both of staff and students;

   1.4. if circumstances arise where, despite its best intentions the Faculty fails to provide an appropriate and professional service, consistent with this policy, it will take action.

   1.5. **All members of the Faculty will take responsibility for their actions ensuring that they:**

   1.6. act at all times in a way that is consistent with this policy;

   1.7. enter into formal agreements with partner schools and Early Years settings such that the Faculty policy applies also within those partner institutions;

   1.8. will make people who are not employed by the University but are part of Faculty activities, e.g. visitors, clients, contractors and suppliers of goods and services, aware of its expectation that they will operate within the scope of this policy.

Within the Faculty the scope of this policy extends to:

offering within our admission policies, equal opportunities for access to Programmes and to the range of facilities we provide for staff and students; encouraging the participation of students from a variety of backgrounds, at various stages of their lives and careers, and with a wide range of qualifications and experience;

1.9. ensuring equality of opportunity and treatment in the recruitment, selection, retention, training and promotion of staff at all levels;
ensuring that applicants or potential applicants are not discouraged or disadvantaged by the adoption of any conditions or criteria which cannot be justified in terms of specific job or Programme requirements.

2. **The Faculty will implement its equal opportunities policy by:**

2.1. developing specific codes of practice and procedures that support and uphold it;
2.2. taking action to communicate its policy to all staff, students and others;
2.3. ensuring, through continual implementation of other programmes, e.g. staff development, that staff have received appropriate training to enable them to fulfil their responsibilities under this policy;
2.4. responding positively to constructive criticism and complaint in relation to equal opportunities;
2.5. reviewing its policy and progress against its codes of practice.

General Code of Practice

The Faculty will meet its commitment to its equal opportunities agenda by:

1. ensuring that sensitivity to prospective students' and sponsors' cultures and expectations is practised throughout marketing and recruitment procedures;

2. recognising that some students may need more time to understand procedures and to become familiar with new techniques and that appropriate support and feedback should be offered to facilitate this;

3. taking care to ensure that the content of written course materials is not sexist, racist, ageist or homophobic and takes into consideration people with disabilities. Particular attention should be paid to illustrations; depiction of roles; use of language; and potential stereotyping and inaccurate assumptions about women, men, age, people with disabilities and those with different racial/ cultural backgrounds, religious beliefs or faiths, sexual orientation or marital/ parental status;

4. developing teaching materials that actively promote equality of opportunity in education and society;

5. requiring that language and examples used in teaching must be non-discriminatory;

6. supporting tutors in recognising and being prepared to deal with the fact that group dynamics may be affected by the balance of men and women and people from different racial/cultural backgrounds and age groups. Tutors and participants should be aware of the possible isolation of minorities in groups and be willing to provide appropriate and non-patronising support;

7. enabling tutors to be willing to challenge sexist, racist, ageist or other discriminatory comments or behaviour;

8. ensuring oppressive practices such as sexual or other innuendo or intimidation, are not tolerated.

Additional information

The Equal Opportunities Policy of the Faculty is underpinned by the Equal Opportunities Policy and Action Plan of Manchester Metropolitan University (www.mmu.ac.uk/humanresources/equalities)

10. Data Protection

10.1 If under the Data Protection Act 1998 or the Freedom of Information Act 2000 either Party is required to provide information to a data subject (as defined in the Data Protection Act) in relation to personal data or any other information requested by an applicant under the Freedom of Information Act in relation to this Agreement when such data is in the possession or under the control of the other Party, then the other Party shall provide all reasonable and prompt co-operation in order for the relevant Party to comply with its obligations under this Clause, the Data Protection Act and the Freedom of Information Act.

10.2 Both Parties will comply with the Data Protection Act 1998 ("DPA") (and as from May 2018, the General Data Protection Regulation) and any modifications and amendments thereto. For the purposes of this Clause 10 any definitions shall be those defined within the DPA. Each Party acknowledges that it acts as an individual Data Controller in relation to any Personal Data obtained under this Agreement and will at all times comply with its obligations under the DPA. To the extent that a Party processes any Personal Data for and on behalf of the other, it shall take appropriate technical and organisational measures designed to protect against unauthorised or unlawful processing of Personal Data and against accidental loss or destruction of, or damage to, Personal Data. In particular, the Processor shall Process Personal Data only for the purpose for which it was disclosed, shall not (without the Data Controller's consent) transfer the Personal Data (or allow it to be transferred) outside of the European Economic Area and shall act on the Data Controller's instructions only (given for such purposes). The Processor shall answer the Data Controller's reasonable enquiries to enable it to monitor the Processor's compliance with this paragraph and the Processor shall not subcontract any Processing of Personal Data without the prior written consent of the Data Controller. Each Party will cooperate with each other to put in place any necessary safeguards reasonably required by the other to ensure its compliance with the GDPR or current data protection legislation.

11. Nothing in this Agreement, and no action taken by the Parties pursuant to this Agreement, shall constitute or be deemed to constitute a relationship between the Parties of partnership, joint venture, principal and agent or employer or employee. Neither Party has, nor may it represent that is has, any authority to act or commitments on the other Party's behalf.

12. Neither Party shall use the other's name, crest, logo or registered image for any purpose without the express permission of the other Party.

13. All notices hereunder shall be served personally or by mail to the address given at the head of this Agreement for the Parties to be served or such other address as may be given by such Parties to the other for the service of notices. Any such notice shall be deemed sufficiently given if it is proved that the same has been duly committed to the post in a properly addressed and prepared envelope. Notices sent by shall be deemed served two days after posting. Notices served personally shall be deemed served forthwith upon delivery.

14. This Agreement sets out the entire agreement between the Parties with respect to the subject matter covered by it and supersedes and replaces all prior communications, representations

(other than fraudulent representations), warranties, stipulations, undertakings and agreements whether oral or written between the Parties. Each Party acknowledges that it does not enter into this Agreement in reliance on any warranty, representation or undertaking other than those contained in this Agreement provided that this shall not exclude any liability which a Party would otherwise have in respect of any statements made fraudulently by it or on its behalf prior to the date of this Agreement.

15.   The failure or delay by either Party to this Agreement in exercising any right, power or remedy of that Party under this Agreement will not in any circumstances impair such right, power or remedy nor operate as a waiver of it. Any waiver of a breach of, or default under, any terms of this Agreement will not be deemed a waiver of any subsequent breach or default and will in no way affect the other terms of this Agreement

16.   Dispute Resolution

16.1   The Parties agree to co-operate with each other in an amicable manner with a view to achieving the successful implementation of this Agreement.

16.2   The Parties shall use all reasonable endeavours to negotiate in good faith and settle amicably any dispute which arises during the continuance of this Agreement. If a dispute arises between the Parties during the term of this Agreement in relation to any matter which cannot be resolved by the MMU Programme Leader and the School's Programme or Placement Leader then either Party may refer the matter to the Programme Committee and then, if necessary, to the Academic Board of MMU and an equivalent body or board or committee within the School.

16.3   If the dispute is not resolved by negotiation pursuant to Clause 16.2, the Parties shall attempt to settle it by mediation in accordance with the model mediation procedures published by the Centre for Effective Dispute Resolution ("CEDR"). To initiate a mediation a Party must give notice in writing to the other Party requesting a mediation pursuant to the model mediation procedures. A copy of the request shall be sent to CEDR. The mediation shall be before a single, jointly agreed upon, mediator.

16.4   If either Party refuses at any time to participate in the mediation procedure and in any event if the dispute is not resolved within 90 days of the service of the mediation notice, then either Party may commence proceedings in accordance with Clause 21.

17.   No variation to this Agreement shall be effective unless in writing, signed by or on behalf of each Party by an authorised signatory.

18.   THIRD PARTY RIGHTS

This Agreement is only enforceable by the original Parties to it and by their successors in title, successor bodies and permitted assignees. Any rights of any other person to enforce or rely upon any term of this Agreement pursuant to the Contracts (Rights of Third Parties) Act 1999 are excluded.

19.   APPLICABLE LAWS

19.1   The Parties shall comply with all applicable laws and statutory regulations or any regulations of any governmental, quasi-governmental, supra-national or other competent agency (including, without limitation, all health and safety legislation , the Modern Slavery Act 2015, where applicable) in force from time to time during this Agreement.

19.2   The Parties shall also comply with the provisions of the Equality Act 2010 and the codes of practice relating thereto.

19.3 The Parties shall comply with all applicable laws, statutes, regulations and codes relating to anti-bribery and anti-corruption including but not limited to the Bribery Act 2010 and shall not engage in any activity, practice or conduct which could constitute an offence under sections 1,2, or 6 of the Bribery Act if such activity, practice or conduct had been carried out in the UK. The school shall comply with its own policies relating to anti-bribery and anti-corruption and shall put in place its own procedures to ensure compliance under the Bribery Act 2010. The school shall immediately notify MMU in writing of any request or demand for undue financial or other advantage of any kind received by it in connection with this Agreement and shall immediately notify MMU in writing of any situation which may give rise to a breach of this Clause.

For the avoidance of doubt, a breach of this Clause 19 shall be deemed a material breach of this Agreement which is not capable of remedy

20. This Agreement may be executed in any number of counterparts, each of which so executed will be an original, but together will constitute one and the same instrument.

21. This Agreement is governed by and shall be interpreted in accordance with English law. Subject to the provisions of Clause 16 (Dispute Resolution), each Party irrevocably submits to the exclusive jurisdiction of the English courts in relation to all matters arising out of or in connection with this Agreement.

SCHEDULE B: ROLES AND RESPONSIBILITIES

School and MMU responsibilities for PGCE Secondary/Primary School Direct places 2016-17

Processes/Services/Activities	MMU	School
Partnership approval of school	√	
Marketing and Communication	√	√
Set/contribute to agendas for, and attend , PGCE Programme/Partnership-related meetings	√	√
Communications with the NCTL/DFE/Ofsted	√	
Preparation for Ofsted inspection	√	√
Preparation of the SED	√	
Engage with MMU Continuous Monitoring and Improvement process	√	
Manage modification to the programme, within MMU regulations	√	
Maintenance of Moodle site	√	
Maintenance of student record and associated data production and analysis to meet requirements of NCTL and Ofsted and data returns/expectations	√	
Student Finance	√	
Recruitment and Selection within agreed processes and timescales	√	√
Enrolment and DBS/DBS	√	√ (For Salaried Places only)
Quality assures overall student experience	√	√
Production of timetable, handbooks etc	√	√
Arranging all placement experiences including: Induction to the placement school at the beginning of the course Finding the second placement for all students on the School Direct PGCE Ensuring placements are appropriate for the student in terms of progress, quality and individual development needs		√
Preparation for placement experience and induction to school experience	√	√
Induction to MMU services, learning resources etc	√	
Developing skills in lesson planning, assessment, short and long term planning, (eg: checking teaching files weekly by mentor) behaviour management, SEN, EAL, differentiation, professionalism etc)	√	√
Ensure appropriate school staff in place to support student in placements	√	√
Mentor training	√	√

Setting and marking of all assignments (including M level); Referencing and academic writing preparation	√	
Support for assignment related school-based work	√	√
Provision of a School-based Professional Studies training programme, based on students' needs		√
Completion of placement review/assessment documents	√	√
Observation of student teaching and providing feedback; weekly meetings with student to discuss progress; setting and monitoring of appropriate targets for development; collaboration in AROF (At Risk of Failure) process as necessary	√	√
Addressing and dealing with disciplinary issues that require formal MMU processes (eg: Professional Panel, Progress Review, Appeals, Plagiarism etc)	√	
Provision of Learning Support services, Library and Internet	Library, Moodle, Learning support	Internet, school networks
Provision of student support services	√	
Access to student union advice and guidance	√	
Dealing with student complaints	√	
Unit, programme and placement evaluation	√	
Evaluation of partnership from schools' perspective	√	√
Pastoral support	√	Professional Mentor and Class Mentor/Class Teacher
Recruit and train external examiners; arrange external examiners visits; respond to external examiner reports	√	
Preparation for employment	√	√
Subject Knowledge development (initial audit and monitoring of this)	√	√
Process students' progression through examination boards	√	
Alumni support	√	
Recommendation for QTS and confirms has met all Teaching Standards	√	√
Award of PGCE; production of certificates; manage awards ceremonies.	√	

ROLES AND RESPONSIBILITIES OF THE PARTICIPANTS in detail

UNIVERSITY

Training / CPD	• Provide training for University and school-based tutors
	• Provide quality Initial Teacher Education and Training
	• Formally accredit school-based tutors' participation in the training process
Quality Assurance / Evaluation	• Have clear procedures for monitoring, supporting and evaluating the Partnership
	• Respond to Quality Assurance issues raised by school-based tutors, trainees and University visiting tutors
	• Conduct rigorous and transparent evaluations of the work of the Primary Partnership
	• Conduct an annual evaluation of school-based training, the results of which are formally reported to schools through an Annual Partnership Report
	• Provide the school with relevant DBS information for each trainee on placement (ie: their DBS number)
Trainee Support / Monitoring Assessment	• Provide a clear set of procedures for trainees 'At Risk of Failure' which will outline additional support available to individual Partnership schools where a trainee is at risk of failure or in cases which are difficult to resolve
	• Provide Partnership Tutors with responsibility for a designated cluster of schools: monitoring of Quality Assurance processes and procedures within the school; having oversight of training placements; having oversight of the school's identified CPD in relation to ITT
	• Provide University visiting tutors with responsibility for supporting class mentors and monitoring Quality Assurance processes and procedures within the school during each placement
	• Provide Programme regulations, assessment schemes, the system of recording achievement and statements of the Standards to be achieved with due regard to legislation, DfE and NCTL circulars
	• Convene the Board of Examiners in accordance with University procedures, including its use of External Examiners and Senior Moderators
Liaison	• Provide appropriate committee structures and personnel to support the effective development of the Primary Partnership

Documentation   •   Provide appropriate documentation to support School-based Training

Finance   •   Provide funding according to agreed tariffs

HEADTEACHER

Training / CPD	• To provide a school which provides good quality training. Minimum criteria are identified in Schedule A Section 2 2.5

• To identify a professional mentor who will manage the trainee's experience

• Ensure the professional mentor is enabled to attend an annual training session in order for them to discharge their responsibilities appropriately and effectively

• To identify a Class mentor (class teacher) who is in full agreement that a trainee should be working in his/her class

• To identify a Class mentor who will provide appropriate support, guidance and quality of practice in accordance with the agreed roles and responsibilities

• Ensure that the Class mentor involved has the opportunity to discuss and clarify their role with the school mentor

• Using funding provided by the University, make it possible for the classteacher to discharge his/her responsibilities by freeing him/her from classroom responsibilities as necessary to:
  o attend cluster meetings;
  o provide opportunities for mentors and Class mentors to work with trainees in school to include:
  - regular classroom observations;
  - opportunities for verbal and written feedback, including completion of the Record of Lesson Observation;
  - Reviews of Progress
  - Preparation of Reports

Quality Assurance / Evaluation

• With the professional mentor be invited to contribute to an annual written evaluation of school-based training;

• Whilst tutors and Partnership Tutors will also moderate the assessment of trainees. It is also expected that Lead Schools will moderate the assessment of trainees and the equivalence of experience across their alliance schools and maintain suitable records of these processes for MMU tutors.

Trainee Support / Monitoring Assessment

• Ensure trainees are not placed with class teachers who are Newly Qualified Teachers

• Accept and welcome trainees as temporary colleagues, providing an appropriate induction programme

• Provide the trainee with access to a range of resources, including ICT

• Provide a supportive environment for the trainees and give them, as far as possible, the opportunity to enter into the full life of the

school during their placement

- Support the Class mentor (class teacher) and professional mentor in ensuring that the school's Equal Opportunities policies apply equally to trainees

- Ensure any arrangements which have to be made as a consequence of identified needs, whether they relate to SEN, cultural or religious requirements, are put into place

- Ensure that trainees are placed with classes where there are appropriate role models

- Ensure that trainees are provided with opportunities to meet and discuss with, subject co-ordinators, the assessment co-ordinator, the SENCO and other colleagues as appropriate

- Ensure that trainees are provided with a class setting placement / appropriate to their stage of development

Liaison

- Liaise with Class mentor, Professional mentor and University visiting tutor

- Alert the named tutor at the University immediately if any concerns have been raised regarding the trainee with respect to safeguarding and promoting children's welfare

- Inform the Leaders of Primary Programmes at the University immediately of any changes to the school's circumstances which might negatively impact on the quality of the training provided, ie categorised by Ofsted as having 'Serious Weaknesses' or being placed in Special Measures.

Documentation

- Ensure that involvement in Primary Initial Teacher Training is included annually in the school development plan / school policies

- Provide an induction handbook for trainees

- Complete and return the placement evaluation (online questionnaire).

PROFESSIONAL MENTOR

Training / CPD	• Participate in mentor training session run by the University.
	• Disseminate training provided by the University to colleagues within the school at least on an annual basis
	• Promote and support the professional development of colleagues through active involvement in the Partnership
Quality Assurance / Evaluation	• Act as a moderator within the school
	• Formally evaluate school-based training
	• Be invited with the Headteacher to contribute to an annual written evaluation of school-based training
Trainee Support / Monitoring/ Assessment	• Provide trainees with an appropriate induction programme which includes information about the school and school policies appropriate to the placement
	• Provide/share with the trainee, as appropriate to their stage in the training process, with assessment data, e.g. the school RAISE on-line, the Ofsted summary, LA and school targets
	• Induct trainees into school planning models and provide support for trainees' planning to enable them to incorporate University requirements for the individual placement, with those of the school. Discuss issues of current legislation and national strategies
	• Provide the trainee with access to a range of resources, including ICT
	• Discuss health and safety regulations, procedures for safeguarding and promoting the welfare of the child, dress code and expectations of professional conduct
	• Ensure the trainee is fully supported with respect to Equal Opportunities and make sure any arrangements which need to be made as a consequence of identified needs, whether they relate to Special Educational Needs, cultural or religious requirements, are put into place
	• Provide the trainee with opportunities to take part in activities which reflect the broader role of the teacher e.g. INSET, staff meetings, parents' meetings, breakfast and after school clubs etc.
	• Discuss professional issues and co-ordinate activities which give trainees experience of the wider professional requirements of the Standards as identified in the relevant School-based Training handbooks

- Monitor that such training is taking place

- Support the Class mentor (class teacher) in the process of lesson observation and assessment of the trainee's progress and target setting on a regular basis

- Support the Class mentor in reaching decisions about whether a trainee is meeting or failing to meet the Standards at the interim stage and final stage of the placement

- Observe the trainee at least once during the placement. Provide written and verbal feedback, using the Record of Lesson Observation proforma.

- Provide regular, constructive and challenging feedback to the trainee, complete written Record of Lesson Observation proformas and set specific and focused targets

- Monitor the trainee's progress regularly through discussion, review of progress towards targets set and scrutiny of the trainee's file(s) and the Professional Development Record (PDR) process

- Discuss their own practice with the trainee and provide the opportunities for trainees to observe a range of teaching and learning. In briefing and de-briefing the trainee, make explicit the pedagogy which underpins the choice of teaching and learning styles, organisation and delivery of a particular lesson

Liaison

- Liaise with subject co-ordinators, the SENCO, Assessment co-ordinator and involve them as appropriate in each placement

- Liaise with University visiting tutor, Class mentor and Headteacher

- Keep the Headteacher informed of the trainee's progress

Documentation

- Guide trainees through the Induction Handbook

- Support the class teacher in completing an interim and a final report, in consultation with the University visiting tutor and share this with the trainee. Send this to the University by the date specified in the Handbook

- Complete and return the placement evaluation (online questionnaire).

CLASS MENTOR

Training / CPD	• Participate in the training associated with the placement
	• Attend meetings as appropriate
	• Have knowledge and understanding of training issues arising from mentor training
Quality Assurance / Evaluation	• Be invited with the Headteacher and professional mentor to contribute to an annual written evaluation of school-based training
	• Formally assess School-based Training against the agreed criteria, using agreed processes
Trainee Support / Monitoring/ Assessment	• Provide trainees with practical support and guidance in their medium and short term planning to enable trainees to incorporate University requirements for the individual placement, with those of the school.
	• Discuss health and safety regulations, procedures for safeguarding and promoting the welfare of the child, dress code and expectations of professional conduct
	• Provide/share with the trainee, as appropriate to their stage in the training process, with assessment data, e.g. the school RAISE on-line, the Ofsted summary, LA and school targets
	• Provide trainees with access to a range of resources, including ICT
	• Ensure the trainee is fully supported with respect to Equal Opportunities and make sure any arrangements which need to be made as a consequence of identified needs, whether they relate to Special Educational Needs, cultural or religious requirements, are put into place
	• Discuss their own practice with the trainee and provide the opportunity for the trainee to observe different aspects of teaching and learning. In briefing and de-briefing make explicit the pedagogy which underpins the choice of teaching and learning styles, organisation and delivery of a particular lesson
	• Monitor the trainee on a day-to-day basis, including scrutiny of the trainee's file. Provide the trainee with feedback on lesson planning, lesson evaluation, assessment, monitoring and recording through verbal feedback, annotation and comments in the trainee's file(s)
	• Observe the trainee on at least a weekly basis throughout the placement. Provide regular, constructive and challenging feedback to the trainee, complete written Record of Lesson Observation proformas. Set specific and focused targets for development
	• Monitor the trainee's progress, including targets set, through a weekly review.

- Support the trainee in establishing themselves in their teaching role, discussing expectations, the curricular requirements for the pupils and the range of abilities and any specific needs in the class

- Assess trainees at the interim stage and end of formally assessed placements. In consultation with the University visiting tutor and professional mentor and in accordance with criteria published by the University, reach a judgement as to whether a trainee is meeting or failing to meet the Standards

- Discuss with the University visiting tutor the trainee's progress, including; classroom teaching; work towards meeting targets set; standard of the trainee's files and make weekly Records of Lesson Observation available to them during visits

Liaison

- Alert the Headteacher or professional mentor and the University visiting tutor and trainee to any problems (ie if trainee is considered At Risk of Failure)

Documentation

- Complete an interim and final report, in consultation with the professional mentor and University visiting tutor and share this with the trainee. Send this to the University by the date specified in the Handbook

- Complete and return the placement evaluation (online questionnaire).

TRAINEE

- To work in partnership with colleagues in school and University in a professional manner

- Take responsibility for his/her professional behaviour and learning; negotiate opportunities for his/her professional development, use his/her initiative, offer his/her skills and expertise

- Actively work towards demonstrating progress towards the requirements of the placement, including planning, delivery and evaluation of lessons, completion of tasks, maintenance of School-based training (SBT) files and engagement in the PDR process

- To share with the school any special needs of which the University is already aware

- Seek, receive and act upon advice

- Behave professionally, for example, he/she will respect confidentiality as set out in the University's Ethical Framework, be reliable, punctual and responsible, be sensitive to the procedures and routines that are already established in the school, dress appropriately (refer also to the Code of Conduct of Professional Conduct in the generic SBT Handbook)

- To act in accordance with school and University procedures relating to Equal Opportunities and current legislation, particularly with respect to safeguarding and promoting children's welfare

- Plan, carry out and evaluate activities that are related to the placements and required by the Programme

- On school-based days, participate as fully as possible in the daily life of the school, including assemblies, playground duty, involvement in after-school clubs as appropriate to the stage of their training

- Critically appraise his/her practice and set, in consultation with school and University-based tutors targets for his/her professional development. Monitor the set targets on a weekly basis

- Develop professional competence in the DfE/NCTL Professional Standards for Qualified Teacher Status

- Formally evaluate the school-based training and contributions made by the school-based and University visiting tutors

- Make available to the school final reports from previous school placements

- Make available to the Headteacher and professional mentor, prior to the commencement of the placement, a letter of introduction

UNIVERSITY VISITING TUTOR

Training / CPD	• Attend relevant staff development sessions and placement-specific meetings
Quality Assurance / Evaluation	• Monitor and moderate the quality of trainees' experience across a range of schools
	• Monitor school-based training in schools to ensure trainees are fully supported in respect of Equal Opportunities
	• Attend Examination Boards for assessment of the placement
	• Complete written evaluation proformas for each period of school-based training as appropriate
Trainee Support / Monitoring Assessment	• *Normally* meet with each group of trainees once prior to their block placement
	• Visit the trainee(s) for the specified number of visits
	• Support the school-based training process
	• Monitor the Quality Assurance processes and procedures within the school, including the role of the Class mentor (class teacher) and mentor in the documented training and assessment processes
	• Ensure the trainee's SBT and PDR files are reviewed to ensure planning, evaluation and assessment are appropriate for the trainee's stage of development
	• In consultation with the Class mentor, ensure the trainee has been assessed at the interim stage and at the end of the formally assessed placement, using criteria published by the University.
	• Ensure the trainee is provided with additional support where a trainee is at risk of failing to meet the Standards or in cases which are difficult to resolve
Liaison	• Liaise with the Partnership Tutor to contribute to training for colleagues in the school.
	• Liaise with the Partnership Tutor for the cluster when a trainee is At Risk of Failure or in cases which are difficult to resolve
	• Liaise with Partnership Tutors, school-based tutors and trainees to facilitate cluster-based training sessions, including Professional Issues sessions

- Liaise with the Headteacher, professional mentor and Class mentor; support the professional mentor in his/her work with school colleagues

- As appropriate, contribute to discussion of schools who withdraw from the Primary Partnership or who are suspended from the Primary Partnership

- Provide the school with the information necessary to support the trainee's progress in school

- Liaise with the Leader of Primary Partnership and Programme Leaders as appropriate

Documentation
- Contribute to discussion of interim and a final reports in consultation with the Class mentor and professional mentor

PARTNERSHIP TUTOR

Training / CPD	• Attend relevant staff development sessions, placement-specific meetings and meetings with the Leader of Primary Partnership/Leaders of Primary Programmes
Quality Assurance / Evaluation	• Monitor quality assurance across the schools in the cluster on a regular basis
	• Ensure the Partnership Tutor File is kept up-to-date
	• Monitor school-based training across the cluster to ensure trainees are fully supported in respect of Equal Opportunities
	• Attend Examination Boards for assessment of the placement
	• Contribute to an annual written evaluation of school-based training
Trainee Support / Monitoring Assessment	• Monitor that additional support is being provided where a trainee is at risk of failure or in cases which are difficult to resolve within the cluster
Liaison	• Provide a permanent point of contact for school-based tutors and trainees within a cluster of schools
	• Liaise with schools to develop a strategic and responsive approach to a school's CPD needs
	• Liaise with University visiting tutors to organise and run cluster-based training, providing opportunities for the exchange of good practice in ITT and the development of the Primary Partnership policies and practices
	• Provide support and guidance to Supervising tutors and school-based tutors within the cluster when a trainee is 'At Risk' of failure or in cases which are difficult to resolve
	• Support schools new to the Primary Partnership to enable them to meet Primary Partnership criteria
	• As appropriate, contribute to discussion of schools who withdraw from the Primary Partnership or who are suspended from the Primary Partnership
	• Liaise with the Leader of Primary Partnership and Programme Leaders as appropriate.

Appendix One: Selection & de-selection of Partnership schools and colleges working with the Faculty of Education, Manchester Metropolitan University

This document is intended to set out the principles and associated actions in relation to the schools and colleges the Faculty of Education works in partnership with, regarding supporting trainee teachers on their placements, on all Initial Teacher Training (ITT) programmes. It draws upon existing information in the Memorandum of Understanding that all schools sign on an annual basis.

Selection:

- The Faculty of education works in partnership with schools and colleges who are willing to support ITT trainees effectively and enable them to become excellent teachers and who request School Direct places in subjects and phases we offer.
- We work with schools whose Ofsted inspection outcome at least 'Good' or "Outstanding" and where there is clear evidence of high quality teaching and learning in the phase/ subject; in schools which hold an overall judgement of "Requires Improvement", to work with them we will be confident that the teaching and learning in a secondary subject department/FE college or a phase within a primary school is good and that trainees placed in the schools concerned will be mentored and supported to a high standard;
- Where we have an excess of placement offers, for example in some non-shortage secondary subjects, we will select placements using the following criteria: Ofsted judgement, successful prior experience of working with ITT trainees, willingness to offer placements in secondary shortage subjects and offers of significant numbers of placements;
- Schools and colleges are required to sign and agree to the terms of the Memorandum of Understanding which sets out the expectations of all parties;
- Detailed requirements for school and college colleagues supporting MMU trainees are also set out in mentor handbooks and programme handbooks and communicated through mentor training and other means, such as the Annual Partnership Conference, and MMU programme and partnership committees, for secondary, and primary programmes.

Suspension/Termination of a school placement.

- MMU has well established policies and procedures for dealing with Professional Suitability/Disciplinary matters; if a trainee fails to follow the MMU Code of Professional Conduct or if their professional or personal conduct gives rise for concern, the Head Teacher or delegated staff in the school will immediately contact the relevant Faculty of Education tutor or the relevant Programmes Office who will in turn notify the relevant member of staff.

- The issues will be investigated and the trainee will be required to attend a Progress Review. Appropriate targets will be set and recorded on the Progress Review form which will be placed in the trainee's file. A trainee may also be given an informal or formal warning,

  In extreme cases inappropriate behaviour may require the trainee to be suspended from the placement. If this is the case, the school should immediately contact the relevant Programmes Office and the trainee should report in person to the relevant Programmes Office. In turn the relevant member of University staff will be notified. A Progress Review will be conducted in order for the issues to be investigated. Appropriate targets will be set and recorded on the Progress Review form which will be placed in the trainee's file. A trainee may also be given an informal or formal warning,

  In accordance with University Regulations (Procedure for the suspension and exclusion of Students from Programmes on grounds of Professional Unsuitability) trainees will be required to sign a declaration in which they acknowledge the Code of Professional Conduct and accept its procedures.

  In the case of a serious breach of the Code of Professional Conduct, the Leader of Primary Programmes will, in consultation with the Head of ITT programmes, invoke the MMU Regulations. In these cases, the trainee will be considered by a Professional Suitability Panel.

  MMU shall be entitled to terminate/suspend a placement with immediate effect and without penalty in the event that (in its reasonable opinion) there is a risk of harm to a trainee and/ or a change in circumstances which adversely affects the quality of the placement the trainee receives;

- If a school terminates a placement the Lead School is responsible for sourcing a new school placement which provides a contrast to any placement period already completed. If the Lead School is unable to source an appropriate placement MMU will aim to source an alternative, but that the costs associated with the placement will need to be returned to MMU by the Lead School; at the end of that placement the trainee will still sit within the Lead School's expectation of employment.

- If a school receives a judgement of "inadequate" whilst ITT trainees are on placement in most cases, the trainee/s will be withdrawn from the placement, but a risk assessment will be carried out to ascertain the nature of the inadequate judgement and the impact of this on the trainee teacher's placement support and progress.

De-selection of Schools

- Wherever possible, (and depending on the nature and seriousness of the issue) the Faculty aims to resolve issues and disputes between trainees and school colleagues, or between MMU staff and school colleagues **at the source**, that is, with the intervention and mediation of MMU Secondary Subject Tutors , or Primary School Based tutors;

- Where this is not possible more senior colleagues will become involved, that is the Primary, or Secondary Partnership Leads, or the Head of Department for Partnerships to mediate a solution agreed by all parties.
- If, after an agreed period of time issues remain problematic, or if an agreement cannot be reached, placements may be terminated according to the procedures for termination of placement/s set out above.
- Suspension of placement/s does not necessarily result in de-selection of the school from the MMU Partnership, for example, if the issue relates to a particular individual school colleague or trainee.
- However if the issue is of sufficient seriousness (ie: one in which the Faculty cannot have confidence in a school's ability to support and work effectively with its trainees, to the extent that they would be seriously disadvantaged) or cannot be resolved to the satisfaction of all parties despite best efforts, then the school will be de-selected until such time as the Faculty can be assured the issue or disagreement is resolved.

Appendix One

RATIONALE FOR THE INTRODUCTION OF QUALITY DEVELOPMENT PROCESS ACROSS THE ITE PARTNERSHIP

The introduction of the Quality Development document within MMU's Faculty of Education will enable us to establish specific information on every school within its Partnership and enable development and support to be appropriately directed to ensure the continued strength of the Partnership and high quality outcomes for trainees.

The introduction and use of the document will:
- Enable schools to identify strengths and areas for development within their ITE and CPD Partnership work.
- Enable schools to establish levels of Partnership and engagement within both ITE and CPD that they wish to work towards.
- Enable schools to identify and request additional support to develop better Partnership working.

- Allow the Faculty to identify schools in need of support and not currently suitable for trainee placements.
- Allow the Faculty to identify schools with whom Partnership activity is secure and developing, and with whom stronger links can be established.
- Allow the Faculty to have an on-going method for quality assuring the schools' Partnership provision through which high quality outcomes for students can be achieved.

- Create a stronger relationship between Partnership Tutors and Clusters who will work together to evidence the level of Partnership identified.
- Enable schools to access additional support via liaison with the Partnership Tutor.
- Establish examples of best evidence which Partnership Tutors and Cluster schools can share as examples of good practice.
- To reflect the findings of The Carter Review of initial teacher training
- To better reflect greater school-led and school-based influence on initial teacher training.

MANCHESTER METROPOLITAN UNIVERSITY: FACULTY OF EDUCATION
PRIMARY SCHOOL PARTNERSHIP QUALITY DEVELOPMENT DOCUMENT
SCHOOL DIRECT ALLIANCES

Purpose:
The Alliance Quality Development process aims to set the standards of performance and effectiveness expected of the Initial Teacher Education partnership, and to promote rigour in the way schools, colleges and the faculty work together to deliver high quality school based training.

Definition of terms:

Partnership Alliance: An alliance which meets all the requirements for partnership with MMU and fulfils the trainee entitlement, as set out in the mentor handbooks.

Advanced Partnership Alliance: An alliance, which meets all the requirements of a partnership alliance and provides additional support and training opportunities, which exceed the trainee entitlement.

Name of Lead school:	**Alliance name:**
Ofsted Grade and date:	
Partnership tutor:	**Date of visit:**
Pre- moderation status:	**Post-Moderation status:**

CRITERIA	PARTNERSHIP ALLIANCE	ADVANCED PARTNERSHIP ALLIANCE	EVIDENCE
Management and governance of the alliance.	• The roles and responsibilities of everyone involved in the alliance are set out clearly. • Lines of accountability are explicit and effective. • There is a process for quality assuring training across the alliance, which has been shared with all alliance schools. • Outcomes of the quality assurance review are shared with all relevant parties. • Priorities for improvement and quality enhancement are identified and agreed. • Mechanisms are in place to ensure effective and timely communication across the alliance. • Contingency plans, which include having adequate resource and suitable placements for those trainees who exercise their right to re-sit, are in place.	• The roles, responsibilities and accountabilities of everyone involved in the alliance are set out clearly, understood fully and implemented as intended. • Senior leaders are familiar with, and supportive of, school-led ITT and its requirements in terms of impact on staff time, resources and timetabling. • Alliance wide mechanisms, such as timetabled meetings of PMs and CMs have been put in place to secure effective communication, organisation and management. • Administrative support is in place to secure the organisation, management and quality enhancement of training in the alliance. • Alliance members have contributed to, and implemented, an agreed process and timescale for quality assuring training provision across the alliance. • Outcomes of the quality assurance process are reviewed; priorities identified, and improvement plans developed and implemented.	

CRITERIA	PARTNERSHIP ALLIANCE	ADVANCED PARTNERSHIP ALLIANCE	EVIDENCE
		• Placements in the alliance are managed to ensure that they meet the training needs of individual trainees. • The alliance is proactive in supporting the sharing of expertise within the alliance and across the wider MMU partnership.	
Quality Assurance of training across the alliance.	The Lead School: • Has developed criteria, in collaboration with the alliance schools, for acceptance into (and rejection from) the alliance. • Ensures that the alliance includes an adequately wide mix of schools and training experiences to ensure that all trainees have sufficient opportunities to meet or go beyond the Teacher Standards. • Ensures that the alliance provides all trainees with the opportunity to observe and work across the range of curriculum areas/age phases with identified lead practitioners and mentors. • Is aware of, and shares	• Once accepted into the alliance each school is audited to identify and log its expertise, resources and specialist provision (Professional Development and subject/phase specific) as a basis for supporting individual training or developing whole group training across the alliance • The strengths, experience and expertise of the Lead School in ITT have been identified and shared with the alliance schools. • Key personnel in the Lead School have sufficient knowledge, experience and expertise to undertake the necessary management, quality assurance and associated interventions and to provide the relevant training, support and guidance.	

CRITERIA	PARTNERSHIP ALLIANCE	ADVANCED PARTNERSHIP ALLIANCE	EVIDENCE
	across the alliance, the expertise, good practice and experience of individual lead practitioners and school specialisms. • Uses the MMU partnership quality development document across the alliance and shares the outcomes of the process with relevant MMU staff. • Uses the outcomes of the MMU quality development document and the alliance's QA protocols to identify good practice and areas for development in training provision. • Intervenes on behalf of any trainee if any resources need to be sourced beyond the context of the placement school. • Has a planned programme for engaging trainees in the foundation subjects including planning, teaching and assessing. • Ensures all mentors in the alliance are aware, and have an understanding, of the national priorities and recognise the need to provide	• The relationship between all the alliance schools is well established and secure. • The alliance schools are sufficiently accessible to each other to allow trainees to benefit from expertise across the full alliance and school based trainers to collaborate effectively with each other. • There is a planned programme of Professional Development for the foundation subjects, which goes beyond the provision for core PGCE trainees and draws on expertise within and beyond the alliance including, as appropriate, SLEs and Lead Practitioners. • The alliance offers opportunities to attend its Professional Development programme to non-alliance schools and trainees. • There is a process in place for evaluating the quality of Professional Development sessions and foundation subject development across the alliance, which involves ongoing reviews, at key points in the year, and making in-year changes, where appropriate, to	

CRITERIA	PARTNERSHIP ALLIANCE	ADVANCED PARTNERSHIP ALLIANCE	EVIDENCE
	trainees with opportunities to experience them. • Ensures all trainees undertake training in relation to the national priorities and monitors progress in these areas. • Has a process in place for evaluating the quality of the planned programme for foundation subjects.	sustain high quality training. • The alliance is prepared to share its rigorous quality assurance practice with other schools. • The alliance maintains contact with trainees in the first year of teaching to evaluate the transition and the impact of the training programme.	
Quality Assurance of Mentoring capacity and expertise across the alliance.	• All alliance schools have a trained Professional Mentor (PM) as set out in the School Partnership Quality Development document. • All alliance schools have trained Class Mentors (CMs) in each class where trainees are placed, as set out in the School Partnership Quality Development document. • The alliance has criteria for identifying and recruiting good and outstanding teachers as new mentors. • The PMs and CMs across the	• There is a training framework in place to standardise the alliance based training of PMs and CMs. • The framework addresses the needs of mentors with differing ranges of experience and includes clear criteria for identifying and recruiting good and outstanding teachers as new mentors. • PMs / CMs work collaboratively across the alliance to share good practice in securing accurate assessments against the Teachers' Standards and in supporting trainee progression through the	

CRITERIA	PARTNERSHIP ALLIANCE	ADVANCED PARTNERSHIP ALLIANCE	EVIDENCE
	alliance have a secure understanding of the Teachers' Standards as described in the Grading Matrix, and have been trained to assess **accurately** against them. • Mentoring teams within the alliance meet regularly to discuss trainee progression and delivery of ITT. • PMs and CMs routinely carry out joint observations to standardise assessment decisions across Block A and Block B. • PMs and CMs access opportunities to regularly update their knowledge and skills.	Ofsted categories. • Across the alliance, PMs are aware of CM strengths and areas for development and work together to address these through a range of strategies/support. • Mentors in the alliance schools benefit from regular well-focused professional development to update their mentor knowledge and skills, and these opportunities are offered to non-alliance schools. • The alliance provides opportunities for aspiring mentors to shadow experienced mentors. • The alliance is prepared to provide expert mentors, at all levels, to support those who are new to the role and, where necessary, is prepared to provide a visiting PM to cover for schools in the alliance.	
Accuracy of Assessment across the	• There is a timely and effective process for the **moderation** of the grading of trainees		

CRITERIA	PARTNERSHIP ALLIANCE	ADVANCED PARTNERSHIP ALLIANCE	EVIDENCE
alliance	across the alliance, to ensure accurate assessment against the Teachers' Standards, as described in the Grading Matrix. • Procedures are in place to ensure that MMU and the Lead School are immediately informed when an alliance school wishes to initiate AROF procedures, in accordance with the processes set out in MMU documentation. • Trainee progression towards Good and Outstanding outcomes, across the alliance, is monitored closely so that, over time, trends can be identified. • All alliance schools engage in the process of joint observations with university visiting tutors to support the accurate assessment of trainees. • New mentors in the alliance are supported in this process by a range of strategies, including joint observations to check the accuracy of assessment. • The alliance shares good		

CRITERIA	PARTNERSHIP ALLIANCE	ADVANCED PARTNERSHIP ALLIANCE	EVIDENCE
	practice and effective strategies to support trainees in making progress through the Ofsted categories. • The alliance is prepared to participate in moderation of assessment outcomes, as and when required. • Relevant staff from the alliance attend MMU Boards, as appropriate.		

Examples of innovative practice in School Direct training. [Free text box]