

School of Education

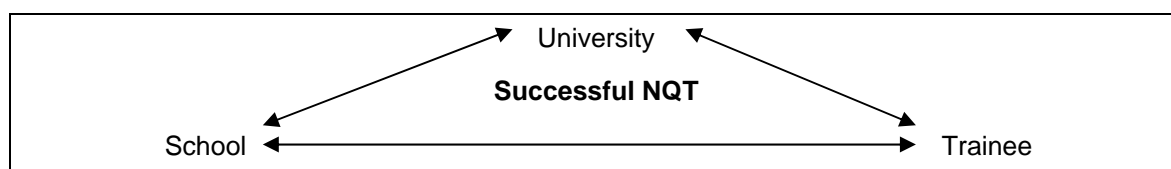
PARTNERSHIP AGREEMENT

**A Primary Partnership Agreement between
Oxford Brookes University: School of Education
and Primary Partnership Schools**

Please retain one copy for your own reference and return one signed copy of this agreement to the Partnership Office, Oxford Brookes University, Harcourt Hill Campus, Oxford OX2 9AT

A Primary Partnership Agreement between Oxford Brookes University and Primary Partnership Schools

Oxford Brookes University and its Partnership Schools are committed to the highest quality preparation and mentoring of trainees that leads to successful NQTs entering the teaching profession.



The following criteria show how the Partnership can ensure that all trainees receive their entitlement.

Roles and Responsibilities of Oxford Brookes University

1. High quality teaching related to the standards for QTS, to support trainees' work on School Experiences.
2. Providing equal opportunities so that all trainees develop to their full potential.
3. Pastoral care for trainees.
4. New Mentor training, including outreach support for schools new to Partnership.
5. Monitoring trainees' progress in schools, so that all concerned are clear about expectations and procedures.
6. Moderation of trainee assessment between Mentors and the University, including providing training that acts as a forum for good practice and new ideas.
7. Monitoring provision in schools so that trainees experience rich and diverse opportunities that enhance their professional development.
8. Supporting and encouraging the involvement of schools working in partnership with the University in:
 - Interviewing;
 - Seminars for trainees both in schools and the University in areas of personal expertise;
 - Developing assessment materials;
 - Developing course content in line with current educational best practice;
 - Opportunities for Personal Professional Development including MA Level;
9. Ensuring all trainees have satisfactory CRB Checks

Roles and Responsibilities of Schools

1. Valuing being a strong teaching and learning community in which staff, children and trainees are encouraged to develop to their full potential.
2. Welcoming, nurturing and guiding trainees in the role of being a teacher, thus actively contributing to the future of the profession.
3. Providing the trainee with appropriate opportunities to fulfil both University and Government requirements as well as encouraging participation in the wider life of the school.
4. Recognising the positive contribution trainees make to school life, including the impact successful mentoring brings to the staff's own professional development and evaluation of good practice.
5. Providing a trained Mentor who will make professional judgements against the Professional Standards for Teachers, QTS and the General Teaching Council's Code of conduct and practice.
6. Recognising the value and importance of the Mentor role, including supporting colleagues and providing opportunities for professional development.
7. Using funding provided by the University to support the work of the Teacher Tutor/Mentor which facilitates high quality training.
8. Developing a "whole school" managed training programme for trainees, including a School Policy.

9. Encouraging trainees to attend all INSET opportunities.
10. Working with the University in all aspects of partnership, including being proactive in contacting the University when necessary.
11. Providing a reference for a trainee, as required.

Selection of Schools

Schools which elect to work with the University in Initial Teacher Training are selected on the basis of:

- A recognition of ITT as the first stage of a career-long professional development process;
- Effective leadership and management which provides a clear direction for the work and development of the school;
- Being a strong teaching and learning community that welcomes the sharing of ideas and skills;
- High quality support for all trainees;
- A willingness to provide training opportunities for key staff;
- A "whole school" commitment to working with trainees;
- A willingness to contribute to the partnership model;
- A satisfactory OFSTED report and/or an effective post inspection development plan;
- The school is able to provide trained mentors/teacher tutors.

De-selection of Schools

Schools may be de-selected for some or all of the following reasons:

- The school is going through a "transition" period, (eg merger, significant change of staff etc.) and needs "time-out" from involvement in ITT;
- The school is in *Special Measures* as the result of an OFSTED report;
- The school has had difficulty in satisfactorily delivering Government requirements for ITT, so that trainees are unable to achieve the necessary standards.

Re-selection of Schools

The University will consider schools for re-selection when previous difficulties have been addressed. At the school's request, an action plan will be put in place for working towards reselection, supported by the University.

Rationale for Funding

The criteria for setting the funding are based on three factors: the number of weeks in school; the percentage of teaching; and the degree of mentoring involved. Please refer to Item 7 under *Roles and Responsibilities of Schools*.

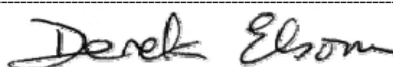
A Primary Partnership Agreement between Oxford Brookes University: School of Education and Primary Partnership Schools

Name of School: _____

Signed on behalf of School: _____

Date: _____

Signed on behalf of Oxford Brookes University: _____



Pro Vice-Chancellor and Dean of Faculty

Date: _____

December 2011