

Carnegie School of Education

Teacher Education Partnership Agreement Summary

The University agrees for the 2017/8 Academic year to :	The School agrees for the 2017/8 Academic year to :
<p>Design in partnership with schools a programme which meets the ITT regulations (2017) and the Teachers' Standards</p> <p>Take responsibility with schools for improving the achievement of pupils of all abilities in Partnership schools through school based initial teacher education</p> <p>In partnership with all stakeholders develop a shared partnership vision</p> <p>Involve school partners in the recruitment and selection of trainees; the design, delivery, assessment, and evaluation of the programmes and improvement planning by the partnership.</p> <p>Provide appropriate professional development and support for school based mentors and link tutors</p> <p>Develop guidance, in partnership with schools with regard to the management of mentoring and provision of appropriate documentation</p> <p>Quality assure all aspects of school-based ITE by developing an annual quality assurance cycle</p> <p>Involve relevant stakeholders in the regular evaluation of the partnership, providing feedback as appropriate. Maintain a Partnership Steering Group to hold the ITE partnership to account</p> <p>Make payments to schools for student placements as agreed</p>	<p>Take responsibility with the University for improving the achievement of pupils of all abilities in Partnership schools through school based initial teacher education</p> <p>Provide appropriate training and support for school based mentors, ITE coordinators and School Direct lead mentors</p> <p>Manage mentoring within the school by appointing appropriate staff to the roles</p> <p>Ensure that necessary partnership documentation is made available for all participating staff</p> <p>Provide trainees with individual support in relation to:</p> <ul style="list-style-type: none"> -planning -implementation -feedback -target setting -evaluation -evidence for Teachers' standards <p>Engage in regular trainee assessment (oral and written) in relation to the Teachers' standards, complete in a timely manner a summative profile for each trainee at the end of each phase of school-based training</p> <p>Contribute to the development and management of a recruitment and selection process in partnership with the University on the basis of joint decision making</p> <p>Support the University in the joint evaluation of the programme and the partnership in general</p> <p>Complete appropriate documentation for students in school and invoice the University for the anticipated partnership fee at the end of the practice</p>

CARNEGIE SCHOOL OF EDUCATION

Partnership Agreement Detailed Commentary

1. Introduction

The aim of the Leeds Beckett-Schools Teacher Education Partnership is to take shared responsibility for improving the achievement of pupils of all abilities in Partnership schools (and beyond) by using the complementary resources and expertise of the Partnership to support:

- Initial Teacher Education (ITE) students to develop their commitment to enquiry and their ability to inform teaching and learning with robust evidence including assessment data and research evidence. This involves developing students' abilities to identify and evaluate existing evidence as well as generating their own context sensitive evidence that, in turn, might inform practice more widely;
- Serving teachers, and other colleagues, to improve pupil achievement through fostering a commitment to, and capacity for, enquiry and the evidence-based enhancement of teaching and learning.

This agreement and appendices is an acknowledgement of the professional relationship between Leeds Beckett University School of Education and Childhood and individual Partnership Schools and provides a framework of roles and responsibilities for the partners involved. This agreement, therefore, is designed to set out a shared set of assumptions about the nature of partnership between schools and the University.

The following assumptions are seen as underpinning the Agreement as a whole:

- In the Leeds Beckett ITE Partnership, trainees, University, and schools together seek to ensure that activities in ITE contribute to the wider organisational objectives of each partner and that ITE is linked to CPD and to each partner's improvement and development objectives.
- Leeds Beckett University makes payments to schools to reflect their contribution to the partnership. It is the school's responsibility to determine how the fee is spent, but schools are required to ensure that quality time is reserved for a weekly tutorial with the student teacher as part of this partnership agreement. There will be *no* deductions for student absence or attendance at interviews (see Leeds Beckett University Financial Schedule 2016/7).
- All tutors, link tutors, mentors, ITE Coordinators and trainees have a role to play in the development of partnership through formal and informal evaluation procedures. School Direct partners agree to comply with the University's requirements for Quality Assurance of Advanced Pedagogy 1 and Advanced Pedagogy 2 training where appropriate (see School Direct Compliance Checklist).
- All school partners will have the opportunity to be involved in the recruitment and selection of trainees, the design, delivery, assessment, evaluation and improvement planning of the ITE courses through Leeds Beckett ITE Partnership by being engaged with the ITE Strategic Partnership Committee and the ITE consultative committee (see Leeds Beckett University School of Education and Childhood Management Structure) and through responding to evaluations and consultations.
- The University and schools in the Leeds Beckett Teacher Education Partnership are committed to the implementation of their respective institutional equal opportunities policies. All organisations in the Partnership are committed to providing trainees with the information about these policies as part of induction, and to providing guidance for trainees about how to address, and refer, if necessary, any issue of concern they may have regarding the implementation of these policies. (see www.leedsbeckett.ac.uk/files/external/NN_Public_Sector_Equality_Duty.pdf).

2. Roles and Responsibilities

2.1 Leeds Beckett University

Leeds Beckett University, through the Dean of the School of Education and with the support of senior managers of the University will:

- provide appropriate guidance and support to ITE partners to:
ensure that all partners are aware of the regulations and compliance requirements of ITE, the safeguarding of children and young people, and the provisions of equality and disabilities legislation.
- adhere to the requirements of relevant legislative provisions including:
 - the [Disclosure Barring Service \(DBS\)](#) by ensuring that all entrants to ITE courses are checked against the DBS barred list and subject to criminal checks;
 - the Disqualification under the [Childcare Act \(2006\)](#) and complying with the provisions of the [Police Act 1997](#) by not sharing data with partners; and
 - agreeing with partner schools a common understanding of convictions that pose a barrier to joining or continuing a programme of ITT, and the circumstances under which concerns about a particular trainee should be referred to the police.
- support individual partner schools and mentors in providing high quality training provision and apply a fair and transparent selection and de-selection process with partners. Support provided by the university partner will include:
 - providing schools with a named Link Tutor for each trainee on an assessed placement with the school;
 - ensuring that all partners are kept up-to-date with developments in ITE
 - ensuring mentor training and other professional training is available to partner schools.
- monitor and evaluate the quality of ITE provision by the partnership, and work with partners to act on the outcomes to drive continuous improvement in the quality of training provision and trainee outcomes. As part of this process, the university partner will:
 - involve partners in the recruitment and selection of trainees, the design, delivery, assessment, evaluation and improvement planning of the ITE courses;
 - manage and analyse data to drive improvement;
 - share with partners data about trainee performance, satisfaction ratings; employment and evaluations to inform self-evaluation and improvement planning by the ITE Partnership;
 - ensure that ITE quality assurance procedures are communicated, implemented and that any issues raised are addressed;
 - appoint External Examiners and Moderators to quality assure processes and outcomes and act upon their recommendations and commendations.
- provide all partners with a generic ITE Partnership Handbook and Course Handbooks that contain more detailed information on individual courses, course arrangements and tasks, and detailed guidance on the roles, responsibilities, procedures and expectations for each school based training experience.
- ensure that each partner taking trainees on assessed school experiences has signed the ITE Partnership Agreement, operates within its provisions and is remunerated as specified in the fee schedule.
- take responsibility, as the accredited provider of ITE, for ensuring that the ITE provision meets the *Initial teacher training criteria statutory guidance*¹ including the entry, training, management and quality assurance and employment-based criteria.

¹ Initial teacher training criteria statutory guidance for accredited initial teacher training providers in England June 2015, DfE 2015

- remain accountable for all assessment judgements and recommendations, and ensure that this is understood across the partnership through the partnership agreement.
- Take responsibility with schools for improving the achievement of pupils of all abilities in all Partnership schools through school based initial teacher education including those schools in challenging circumstances.

2.1.1 Link Tutors

A Link Tutor is allocated to each trainee at the start of each assessed school experience placement. The Link Tutor is responsible for quality assuring each trainee's experience and training in school and for providing advice, support and guidance to the trainee in collaboration with the school mentor.

The Link Tutor is the first point of contact with the University for all matters concerning the ITE course and Leeds Beckett trainees on school experience. The Link Tutor will support the school in making contact with colleagues in the ITE Partnership and Leeds Beckett University. Where more than one trainee is placed in a primary school, the same Link Tutor will normally be allocated to support each trainee individually, so that the school and the Link Tutor are able to build a strong and reciprocal training relationship.

The role of the Link Tutor is to:

- quality assure the trainee's experience in school, including promoting and monitoring the implementation of ITE policies, procedures and reporting requirements in the school setting,
- work closely with headteachers and senior managers to ensure that the school's link with Leeds Beckett University is developed and enhanced to the benefit of all parties
- liaise with school staff, university academic and administrative staff, and trainees in support of each of their allocated trainee's progress on placement;
- provide expertise, support, advice and guidance to trainees, mentors and other staff working in the ITE Partnership,
- take responsibility through the school based mentor for the assessment and monitoring of trainees' progress on placement with the aim of and securing high quality training and outcomes for each trainee in their school experience placement.

2.1.2 Lead Link Tutors

Lead Link Tutors are university-based staff who work with Link Tutors to quality assure training across a school cluster or School Direct Alliance.

Lead Link tutors liaise with Lead Mentors in School Direct alliances to:

- Manage the design, delivery, assessment, and evaluation of the ITE programme and improvement planning by the partnership
- Manage and quality assure a recruitment and selection process in partnership on the basis of joint decision making
- Jointly quality assure the trainee's experience in school, including promoting and monitoring the implementation of ITE policies, procedures and reporting requirements in the school setting

2.1.3 Personal Tutors

Personal Tutors meet with trainees at the end of each phase of teaching to discuss the trainee's overall progress on the course and agree targets and actions for the stage of learning and next phase of teaching.

2.1.4 External Examiners and Moderators

In order to be compliant with the Secretary of State's ITT Criteria, all ITT providers are required to appoint external examiners/moderators who can offer an independent perspective on: the efficacy of the training programme, the accuracy and reliability of grading and the effectiveness of underlying processes.

2.2 Partnership Schools

Each Partner School, through its head teacher and with the support of the Chair of Governors and staff will:

- ensure that staff, governors, parents and pupils understand why the school engages in ITE and the positive benefits that accrue to the school as a learning community;
- identify appropriate staff to undertake the roles set out in the Leeds Beckett ITE Partnership Agreement and the ITE generic and course-specific Handbooks;
- support staff to ensure that they are well prepared and trained for their roles in the ITE partnership and work within the legislative requirements and good practices underpinning ITE, schools and working with young people;
- support partnership staff of the school and university in their monitoring, tracking, assessment, support and progress planning for ITE trainees in the school, and support the visits of other ITE Partnership staff, External Examiners and Ofsted inspectors of ITE;
- provide ITE Trainees with examples of good practice, appropriate learning contexts in which to observe, practise and develop high quality teaching and learning, and training, resources and support appropriate to their training needs and the ITE Partnership expectations and agreements;
- communicate effectively with Leeds Beckett University's staff and trainees;
- engage in monitoring, evaluation and development of the ITE training programme and improvement of its outcomes;
- support recruitment and selection of trainees by attendance of school staff at interview panels held in schools or on University premises, by contributing to the design of Leeds Beckett selection procedures
- contribute to programme design through regular providing evaluative feedback, through involvement with periodic course reviews and through the ITE Consultative Committee
- play a key role in trainee assessment through trainee mentoring and involvement in University quality assurance processes
- contribute to the ITE partnership's improvement planning in ITE through membership of an communication with the ITE Strategic Partnership Committee
- comply with public sector equality, diversity and data responsibilities and other relevant legislation including:
 - Equality Act 2010
 - Education (Health Standards) (England) Regulations 2003 (SI 3139)
 - Data Protection Act 1998
 - Freedom of Information Act 2000
 - Statutory Guidance on Keeping Children Safe in Education (2016)
 - Childcare (Disqualification) Regulations 2009
- ensure that trainees work in a context which provides examples of good practice in respect of the application of guidance and legislation relating to equality, diversity, the avoidance of discrimination, Fundamental British Values and safe working with children.

2.2.1 ITE Co-ordinators and School Direct Lead Mentors

Schools with more than one ITE trainee or mentor usually appoint an ITE Co-ordinator or, for school clusters or School Direct Alliances, a Lead Mentor to have oversight of ITE within a school or a group of schools. Where an ITE Co-ordinator is appointed, their role is to:

- moderate ITE training and assessment across the school/s to ensure effective, fair and consistent approaches, outcomes and standards across the school ITE training provision;
- support individual mentors in securing high quality training provision for, and accurate assessment of, each ITE trainee;
- support mentors and host teachers to carry-out their roles well, develop their ITE skills and experience, and embed their learning from their ITE roles into their school-facing roles;

- oversee implementation by schools of the ITE Partnership's policies, codes of practice and expectations; the return of data on each trainee teacher's performance and grades; the evaluation of the ITE training provision and the development and implementation of responses to evaluation feedback;
- ensure effective feedback and communication between school ITE support staff and the school senior management teams and between the school ITE personnel and the university;
- engage in cross-school moderation of ITE within their school/s;
- provide feedback to the university in order to enhance improvement planning
- support improvement planning in ITE through provision of feedback and engagement in improvement planning forums and processes.
- QA – selection / training/ assessment / compliance

2.2.2 Mentors

Schools working in the Leeds Beckett ITE partnership will have teachers who have been trained as mentors in the Leeds Beckett partnership. In the Leeds Beckett ITE Partnership, mentors are selected on the basis of strong experience in the age phase of the trainee's course or subject specialism.

Mentors share responsibility with the university's tutors for the trainee teacher's overall training and development and for ensuring the integration of the school-based and university-based elements to create cohesive and integrated learning opportunities and experiences. The mentor carries the main responsibility for the day-to-day learning and progress of the trainee teacher when they are in school; the university tutors carry that responsibility when the trainees are in the university.

The mentor is responsible for securing the specific arrangements and programme of learning and assessment for their mentee in their school. They liaise with the ITE Co-ordinator and other mentors and host teachers and with the University Link Tutor and the trainee in setting-up the programme and in assessing the trainee teacher's progress and achievements. The programme arranged by mentors will vary according to the specific school-experience placement that the trainee teacher is undertaking and additional guidance on specific expectations and arrangements are provided in the detailed Course Handbooks to which mentors and trainees should refer.

The mentor is responsible for advising, guiding and supervising trainee teachers in school. They are expected to observe the trainee teacher's classroom practice, and support and critique the trainee's planning and assessment of pupils. Mentors are expected to meet weekly with the trainee teacher to provide critical feed-forward and feed-back on their professional development and their professional performance and to set precise and achievable targets for the trainee teacher's self-improvement and development. Progress against targets should be discussed and monitored in the weekly meeting between the trainee and their mentor. The trainee should keep notes of the meetings and each meeting record should be signed by the mentor and trainee. Copies of the weekly meeting record should be retained, filed in the trainee teacher's file and uploaded to University systems as necessary. These records must be up-to-date and be available for ITE partners to scrutinise at any time.

The mentor will liaise with the university Link Tutor allocated to each trainee and the Link Tutor and Mentor will be responsible for agreeing together the interim and final grades awarded to the trainee teacher against each of the Teacher Standards.

Whilst the programme and assessments organised by mentors will vary according to the requirements of different placements, aspects of the mentor role that are common to all placements include the provision of:

- induction into the school and its policies (including safeguarding and behaviour), codes of practice, and other arrangements and expectations, including dress and self-presentation of teaching staff and trainee teachers;
- access to relevant internal documentation and clear guidance on protocols and limitations as to their use;

- share relevant information with trainees about pupils' current achievement and provide benchmarks on expected progress by the end of the phase of SBT
- Ensure that trainees are informed of barriers to learning for specific pupils and provide guidance on how these may be overcome
- Ensure that trainees have opportunities to plan and teach sequences of lessons to enable them to impact on pupil progress
- Support trainees to reflect regularly on their impact on pupil progress and scrutinise the full range of evidence in relation to pupil progress, thus holding trainees to account.
- a programme of structured observation, teaching, assessment, marking, and parental engagement relevant to the stage of training and the placement phase;
- opportunities to observe a wide range of formats and styles of teaching and learning, and different teachers especially those with high expertise in specific aspects of teaching, learning and management;
- opportunities to engage with staff meetings, in-service training, meetings for parents including meetings regarding pupil progress; transitional arrangements across relevant key stages (e.g. KS2 to KS3);
- regular observation, feedback and target setting by the mentor and host teachers, of the trainee teacher's work and progress in school including the provision of oral and written feedback, using the Leeds Beckett ITE Partnership forms and formats;
- a scheduled weekly meeting with the trainee-teacher to discuss and monitor progress, agree and set improvement targets;
- appropriate and up-to-date records of each trainee's training and progress, with written records signed by the mentor and trainee of their weekly meetings, the targets set and the trainee's progress towards the achievement of targets;
- fair, consistent and accurate assessment of their trainee/s using the full range of evidence and the Partnership's criteria, and discussion and reporting of assessment grades to ITE partners, including the trainee. Interim and final school-experience grades, as specified in Course Handbooks, must be agreed with the Link Tutor and discussed with the trainee-teacher, and must be reported to the University in accordance with the assessment requirements and timeframes for each placement.

Mentors, Link Tutors and trainee teachers are required to observe and implement the Leeds Beckett ITE Partnership procedures and processes, and mentors are expected to ensure these are appropriately applied in the school context using the appropriate forms relating to:

- absence and illness of trainee;
- Early Intervention and Cause for Concern (concern about trainee progress on school-experience placement);
- complaints (by schools or trainees);
- appeals by trainees (these are governed by Leeds Beckett University Appeals process);
- time frames and formats for reporting school-experience teaching grades
- mitigations requested by trainees (these are governed by Leeds Beckett University mitigations processes);
- recording trainee performance against the Teacher Standards.
- Fitness to practice

2.2.3 Host Teachers

Host teachers support trainees with elements of their school-based training. They may offer specialist curriculum and pedagogic expertise, for example in phonics, mathematics, behaviour management, inclusion, assessment. They may also receive trainees within their classroom to offer opportunities for collaborative teaching or experiences with different groups of pupils and teaching and learning arrangements.

Host Teachers are responsible for supporting, advising and monitoring trainees on discrete aspects of their work in school, within the Host Teacher's classroom. Host Teachers are expected to:

- set this support within the overall programme of experience and learning set-up by the mentor;
- discuss with the trainee their learning, targets and progress in the specific areas that they are supporting;
- report to the mentor on the trainee's progress and input into the weekly meetings and reporting templates as appropriate;
- contribute to the interim and final assessment of trainees.

2.3 Trainee Teachers

The ITE course is an academic and professional preparation to teach that is delivered by a partnership of schools and Leeds Beckett University (Leeds Beckett ITE Partnership) and trainees are expected to uphold academic and professional standards of conduct.

The Teacher Standards include a clear statement of professional expectations which trainees are expected to demonstrate throughout their course: A teacher is expected to demonstrate consistently high standards of professional conduct. Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school. Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality (Teachers' Standards 2011, updated 2013).

Leeds Beckett University also has policies and codes of practice relating to student conduct. The Fitness to Practice Policy (under Student Conduct) applies directly to ITE trainees.

Throughout their ITE course trainees are expected to act and behave professionally and responsibly in line with professional and academic expectations. Trainees must observe and implement fully the policies, procedures and requirements of Leeds Beckett University and the schools in which they are placed; and are expected to be proactive and aspirational in their self-preparation to become well-qualified, reflective and self-motivated teachers, and to promote the learning, development and well-being of the children with whom they work during their initial teacher training.

In addition to observing professional and university expectations, trainee teachers are required to:

- conduct themselves in accordance with the professional expectations of the Teacher Standards and work consistently towards exceeding the Teacher Standards requirements;
- demonstrate a professional attitude to ITE Partnership staff, parents, pupils and course commitments;
- understand and operate within the provisions of all relevant legislation that applies to schools and young people including equality and diversity law;
- ensure that they are fully cognisant of, and work within, the health and safety arrangements in their schools, including safeguarding and child protection, and the school's policies, procedures and codes of conduct. They must immediately inform the class teacher or other member of staff if they have any concerns for a child's welfare;
- Plan and teach sequences of lessons which enable pupils to make progress
- Present evidence of pupil progress at weekly review meetings and at the end of each phase of SBT
- complete all required tasks, assessments, assignments, duties and directed activities, including reading tasks and pre-session preparation and planning required by the university and their schools in relation to the ITE course;
- maintain full, accurate and up-to-date records of their progress and of feedback and target setting with their host teacher, mentor and Link Tutor and share and critically discuss these reports and records with all ITE partner staff when required;
- respond constructively, with academic and professional integrity, to advice and guidance offered by trainers and others during their course; and when discussing their own, or their pupils' progress; take responsibility for their own learning and self-development; and

complete all activities, tasks, assignments and documentation to time and with evident commitment;

- attend punctually all elements of the course including training days in school, and follow absence procedures in schools and in the university;
- maintain effective communications with the university, their placement schools and the individual staff and ITE trainees with whom they train, and ensure that all relevant partners have up-to-date contact details for them throughout the ITE course;
- ensure that they provide to school staff, as required, relevant documentation relating to their course including university policies and handbooks;
- prepare themselves appropriately for each school-experience placement by familiarising themselves with the school's ethos and context, by researching publicly accessible data including the school's website, prospectus, Ofsted report and data dash-board or other relevant DfE data on the school's response to national policy and legislation including the Prevent Strategy.

As a result of the Partnership Agreement the trainee teacher can expect the following:

- induction into school and University expectations for school placements;
- a programme provided by school and University which enables them to move towards the Teacher Standards;
- weekly observations, feedback, target setting and tutorials from mentors
- opportunities to participate in the wider life of the school e.g. PSHE, extra curricular activities, parents' evenings etc

3.0 Selection of schools for assessed ITE school experience placements.

Schools that accept trainees on assessed school experiences are each required to sign a Partnership Agreement in which they agree to accept and implement the roles and responsibilities of the partners and the procedures, policies, practices and requirements of the ITE Partnership. These are described in the Partnership Handbook and underpin the Partnership Agreement.

Schools may only receive a trainee on assessed school-experience placements when both they and Leeds Beckett University sign the terms of the Partnership Agreement. The Partnership Agreement is an indication of a willingness and commitment to accept trainees on placement. The intention of the Partnership Agreement is to nurture deep and stable relationships between the partners in which ITE training can be shaped and developed to mutually benefit each school and Leeds Beckett University; it is not a guarantee that trainees will be placed in the school, nor that the school will accept a specified number of trainees each year. Schools are asked annually to indicate the placements for which they are willing and able to make offers in the light of their own circumstances, which may vary from year to year during the period of the Partnership Agreement.

To initiate ITE partnership a school may approach the University to indicate their interest in working alongside Initial Teacher Training. Alternatively, the University may approach a school where the school can offer the experience particularly required by a trainee teacher.

Leeds Beckett University initially considers a range of criteria to ensure that a school is well suited to ITE Partnership, including the latest OFSTED report, the geographical location, the age range of the school, and the school's commitment to working in partnership to deliver high quality Initial Teacher Training as part of the Leeds Beckett ITE. When a school is identified as a potential partner a visit is made to the school to discuss:

- the nature of the ITE courses offered through Leeds Beckett University
- the roles, responsibilities, requirements and expectations in the Partnership Handbook and the Partnership Agreement
- why the school wishes to be in partnership
- the ITE related experience of school staff
- specialist expertise, skills and opportunities the school wishes to contribute to ITE training

- the school's current improvement objectives and Ofsted grade and the suitability of these to engaging in ITE
- evidence of governor support for engagement with ITE.

If the school and university representatives agree that they can each meet the requirements and expectations expressed in the Partnership Handbook and the terms of the Partnership Agreement, the Head Teacher and Leeds Beckett University will sign it. Trainees may then be placed in the school under the guidance of a named school mentor and a named University Link Tutor.

Before the commencement of any trainee placement Leeds Beckett Partnership Office agrees with each school the number and nature of trainees to be placed with the school, the period and specific expectations of the placement phase of each trainee, detailed information and documentation related to the trainee's course and placement phase, and the name of the University Link Tutor allocated to the placement.

4.0 Withdrawal of a student from a placement

In exceptional circumstances such as serious breach of professional standards, a trainee may be removed from a school immediately. In these circumstances the school and Link Tutor will liaise with the Course Leader, and together with the University's Head of Partnership Development, refer the matter immediately to the Head of School in line with section A6 of the Fitness to Practice Policy (under Student Conduct). The student will be withdrawn immediately from un-accompanied contact with pupils, and relevant public agencies will be contacted if appropriate. A written record of any incident and any actions taken, or discussions held, will be maintained by all parties. Following the withdrawal of the student from placement the procedure outlined in section B of the Fitness to Practice Policy will be followed.

When a school has other concerns about a trainees' progress or conduct, or their impact on pupils, they should discuss this with the trainee and the Link Tutor and implement the ITE Partnership's procedures for Early Intervention and Cause for Concern. Written records of actions, requirements, targets and subsequent trainee performance must be kept and signed by the school and university representatives and the trainee. This may result in removal of the trainee from the school if appropriate support and guidance do not result in appropriate outcomes.

5.0 De-selection of schools from the ITE Partnership

The selection of Partnership Schools is dependent on both the university and a school signing as to their capacity to meet the Partnership Agreement and on each continuing to uphold the requirements and expectations in the Partnership Handbook.

Given our partnership approach to selection and training, we expect it to be very unusual to need to consider a school for de-selection. However, should a school be identified as not fulfilling their responsibilities in accordance with the Partnership Agreement or the Partnership Handbook and related course documentation, the process below will be followed:

- Stage 1: Leeds Beckett Head of Partnership Development (or their nominee) will meet with the school ITT Co-ordinator or Head Teacher to discuss the issues, identify ways to resolve them including identifying and meeting any training needs of individual staff or substituting individual staff trainers, and re-assess the issue within two weeks with a view to either confirming to the school and the university that it has been satisfactorily resolved or moving to Stage 2
- Stage 2: If a satisfactory resolution to the issue cannot be secured, the Head of Partnership Development will engage in further discussions with the Headteacher to identify whether the school wishes to continue as a partner school and what actions

and requirements will be necessary to enable this. A formal action plan will be agreed, signed and dated; training or other necessary action will be undertaken and, at the completion of an agreed period, the Headteacher and Head of Partnership Development will re-sign the Partnership Agreement.

- Stage 3. Where a satisfactory resolution is not achieved, the Head of Partnership Development will write to the Headteacher to confirm that the ITE Partnership will no longer place trainees in the school.
- At any of the above stages, one or more of the trainees in the school may need to be provided with an alternative school if their entitlement and training provision is deemed by the parties to be compromised. This removal will be at the university's discretion based on evidence that will be provided to the school.

APPENDICES

Leeds Beckett University Financial Schedule 2017/18

Provider-led ITE

Activity	Duration	Leeds Beckett Payment to school per trainee
Holistic Placement	3 weeks	£50
Paired Placement	4 weeks	£300
Phase 1 placement	4-9 weeks	£300
Phase 2 placement	7-9 weeks	£300
Phase 3 placement	8-9 weeks	£500

These payments are intended to cover

- The provision of resources and support including high quality mentoring and ITE coordination and to provide trainees with opportunities to observe, practise and develop high quality teaching and learning, and training, appropriate to their training needs
- Additional support for students with Special Educational Needs and/or disabilities or other additional needs
- Attendance at trainee selection and other interviews as required
- Attendance at University committees as required
- Activities in relation to visits by Ofsted ITE Inspectors
- Activities in relation to visits by External Examiners

School Direct

Leeds Beckett payments to schools

	Payment per trainee
Non-salaried trainee	£3,900
Delivery of Applied Pedagogy 1 or 2	£30 per day session (maximum 15 days total)

Schools' payments to Leeds Beckett

	Payment per trainee
Salaried trainee tuition fee 2016/7	£1500
Salaried trainee tuition fee 2017/8	£2500

These payments are intended to cover

- The provision of resources and support including high quality mentoring and ITE coordination and to provide trainees with opportunities to observe, practise and develop high quality teaching and learning, and training, appropriate to their training needs
- Additional Support for students with Special Educational Needs and/or disabilities or other additional needs
- Activities in relation to visits by Ofsted ITE Inspectors
- Activities in relation to visits by External Examiners
- Attendance at University committees as required

Notes:

No Additional payments will be made for School Direct partners attending trainee selection or other interviews.

School Direct Compliance Checklist

Compliance Checklist for School Direct Partners
<p>C2.1 That the content, structure, delivery and assessment of programmes are designed to:</p> <p>a) enable trainee teachers to meet all the Teacher Standards across the age range of training, and</p>
<p>b) ensure that no trainee teacher is recommended for the award of QTS until they have met all of the Teacher Standards.</p>
<p>C2.2 That they prepare all trainee teachers to teach within one of the following age phases:</p> <p>Ages 3-11 (primary)</p> <p>Ages 7-14 (middle)</p> <p>Ages 11-19 (secondary)</p>
<p>C2.3 That training programmes are designed to provide trainee teachers with sufficient time being trained in schools, early years and/or further education settings to enable them to demonstrate that they have met all the Teacher Standards. This means they would typically be structured to include at least the following periods of time to be spent in training in schools, early years or further education settings 120 days (24 weeks)</p>
<p>C2.4 That each trainee teacher has taught in at least two schools and across two Key Stages</p>
<p>C3.1 That providers' management structure ensures the effective operation of the training programme: Providers must plan their provision to ensure that they comply with the current ITT criteria and provide the opportunity for trainees to demonstrate that they meet all of the Teacher Standards. Providers are expected to provide training of high quality and seek continuing improvement.</p>
<p>4 Employment-based criteria – for salaried trainees only</p> <p>All accredited providers of employment-based ITT must, additionally, ensure all of the following:</p>
<p>C4.1 For the period of training all applicants must be employed as unqualified Teachers at a school, and (except applicants employed in academies or independent schools) must be paid in accordance with at least point one on the unqualified teachers' pay scale for the period of their training.</p>
<p>C4.3 No applicant will be required to perform more than 90 per cent of the teaching duties normally required of a full-time qualified teacher</p>

