

# Primary Partnership Agreement



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Academic Year 2018-2019

## **PRIMARY PARTNERSHIP AGREEMENT**

The Partnership Agreement was originally written by the Partnership Steering Group after wide consultation with colleagues in Partnership Schools and trainees. The Partnership Agreement outlines the expectations for School Experience and the roles of each of the partners in providing the best possible experience for trainees in ways which will enhance both teacher training and the range of classroom experiences for children. The Partnership Agreement has been continuously reviewed by a working group, which involved representatives from the Primary Partnership Strategic Group, from Newman University and from Partnership Schools.

This Partnership Agreement —

- identifies the roles and responsibilities of all those involved in teacher training programmes
- provides trainees with a placement for preparation days to support module related tasks and a placement for the School Experience
- provides each trainee with a placement for the School Experience
- requires a commitment to complete School Experience procedures as outlined in module booklets
- will be reviewed annually by the Primary Partnership Strategic Group

The Partners in this Agreement are Newman University (the University) and the Partnership School

Partnership is a relationship of trust. At all times, partners in this agreement will endeavour to support the trainee's entitlement to high quality training through regular support and honest and open communication.

**Newman University undertakes to —**

- provide ongoing school-based tutor mentor training at ascending levels for Partnership Schools each term
- provide training in other geographical areas for a school, or cluster of schools, where numbers are viable
- ensure that all school-based tutors are kept up to date with developments in ITT, including changing regulations, through a number of updating meetings across the region
- pay a personal visit to new and returning schools to train staff on documentation and the Standards
- pay a personal visit to schools at the school's request
- provide all schools with a link to School Experience documentation via the University internet, which gives full information on the Partnership, the Programmes for trainees on School Experience and Quality Assurance arrangements

- provide access to module booklets for each partner across all School Experiences
- provide a process for Quality Assurance which serves to encourage and maintain high quality provision and expectations for all members of the Partnership
- provide a process for Quality Assurance which includes a clear statement of how problems will be dealt with, what extra support will be provided if difficulties are experienced and what mediation systems can be called upon by the Partner School
- ensure the University policy on Equality and Diversity is known to the Partnership and monitored through the Primary Partnership Strategic Group
- as the accredited ITT provider Newman University has a statutory duty to comply with the *Initial Teacher Training Criteria and supporting advice (updated October 2018)*, published by the Department for Education (DfE). As the accredited provider Newman University must meet the criteria to remain compliant.
- *'Keeping children safe in education: statutory guidance for schools and colleges' (DfE, September 2018)* requires the University, as the accredited ITT provider, to ensure that entrants on all ITT routes, including salaried schemes, have been subject to all relevant criminal records checks. All entrants must be subject to a Disclosure and Barring Service (DBS) criminal records check including a check of the children's barred list. The University is responsible for keeping records to show that these checks have been completed
- Newman University will inform all partnership schools of the safeguarding procedures that have been undertaken prior to placing trainees in school
- Ensure trainees are briefed on the requirements for data protection [GDPR] in schools
- operate a declared policy of the selection and de-selection of schools
- honour a financial package which will contribute to the training of trainees in the educational setting.

**Partnership schools undertake to —**

- develop and implement a whole school policy for working with trainees
- ensure that no trainee receives less favourable treatment than another on the grounds of equal opportunities, e.g. ethnicity, religion, gender, disability or special needs
- have a named School Experience (SE) Contact with responsibility for organising School Experience and liaising effectively with school-based tutors, classteachers and the University
- have trained school-based tutors who support, train and assess the trainee in partnership with the classteacher and the partnership tutor
- provide trainees with written details of administrative systems in school such as —
  - a) starting, finishing and lunch times and expected arrival/departure times
  - b) outline of school procedures

- c) expected dress code
  - d) arrangements for tea, coffee and lunch
  - e) guidelines on use of school resources including photocopying
  - f) school management policies
- provide information related to the curriculum and access to details of relevant school policies and schemes of work
  - ensure trainees know the safeguarding procedures for the school
  - ensure trainees know the data protection [GDPR] policies for the school
  - provide opportunities for trainees to support extra-curricular activities
  - evaluate the School Experience in collaboration with partnership tutors.

**In addition, Partnership school personnel may be invited to —**

- participate in interviews for quality assurance purposes
- participate in course development
- teach on ITT Courses
- participate in an Ofsted inspection
- be members of University Committees.

**Headteachers of Partnership schools undertake to —**

- recognise the extra workload for teachers and create time, where necessary, for school-based tutors, classteachers and trainees to meet and discuss progress
- support staff wishing to engage in school based tutor training and allow time for attendance at updating meetings, where possible
- ensure support for trainees encountering difficulties
- ensure that trainees are placed with effective classteachers, where this is not the role of the School-based tutor

**School-based tutors undertake to —**

- act as the link between Newman University and School
- ensure that trainees are placed with effective classteachers
- ensure trainees understand the ethos of the school
- ensure that trainees can meet and discuss issues with appropriate subject co-ordinators
- promote good relationships between the trainees and other staff

- ensure the Faculty of Education Office is informed about school inspections and the involvement of trainees in school.
- Ensure the University is informed if the school's Ofsted grading changes within the academic year
- undertake appropriate training and attend briefing meetings
- ensure support for trainees' attachment tasks
- during block School Experience, spend specifically allocated time each week with trainees to support their training and to ensure dialogue
- ensure classteachers working with trainees understand the University training requirements and read documentation
- provide written observations as specified in the module booklets during the block School Experience, providing written and oral feedback as soon as possible after the lesson
- complete a joint observation with the partnership tutor
- ensure that trainees can meet and discuss issues with appropriate subject co-ordinators
- contribute to target setting on a weekly basis
- assess the trainee in partnership with the classteacher and the partnership tutor
- ensure all observation forms, weekly meeting forms, mid-point and end-point reviews are completed to support the trainee.

**Classteachers agree to —**

- make a commitment to the Partnership through supporting the trainee in developing planning, teaching, class management and monitoring/assessment skills
- facilitate the opportunity for trainees to try a range of teaching strategies and approaches including individual, group and whole class teaching
- informally monitor trainee progress and offer verbal feedback
- formally observe at least one session each week according to the module requirements and provide oral and written feedback on progress against the required Standards for QTS as soon as possible after the lesson
- contribute to target setting on a weekly basis
- discuss the strengths and areas for development of the teaching observed and suggest skills or strategies to enable the trainee to continue to develop professionally
- complete a joint observation with the partnership tutor or classteacher
- ensure all observation forms, weekly meeting forms, mid-point and end-point reviews are completed to support the trainee.

**Partnership tutors agree to —**

- build up long term relationships with schools wherever possible
- give advance notice of visits
- provide consistent support for trainees, classteachers and school-based tutors, particularly if there is an area of concern
- observe the trainee the specified number of times, for whole lessons/teaching sessions, as outlined in module booklets and offer oral and written feedback as soon as possible after the lesson
- observe and give feedback linked to the Standards for QTS on a whole lesson/teaching session on each visit
- be involved in the training and assessment of trainees
- ensure regular contact with trainees.

**Trainees agree to —**

- up hold the Professional Code of Conduct including confidentiality and data protection
- take responsibility for contacting their partnership tutor
- be professional in dress and in manner whilst in school
- demonstrate professional values and practice
- keep school/Newman University fully informed if unable to attend for health or other reasons
- comply with school procedures and policies
- know and understand safeguarding procedures
- know and understand the data protection [GDPR] policies for the school
- in collaboration with the classteacher, be responsible for planning and teaching at a level relevant to the year of their course
- in collaboration with the classteacher, be accountable for pupils' learning at a level relevant to the year of their course
- ensure that all work is marked in line with schools' marking policy
- ensure that assessments and assessment records of pupils' learning are maintained at a level relevant to the year of their course
- be responsible for ensuring written and spoken English and Subject Knowledge is of a high standard

Newman University

- evaluate each day's and week's teaching in line with requirements
- achieve the Standards for QTS according to the current circular
- Ensure the Professional Development Journal is completed.

**Within the terms of this Partnership Agreement, schools may also be asked to support the visits of moderators, an External Examiner or a visiting HMI.**

**If this is the case Newman University undertakes to —**

- inform schools in good time
- provide written outlines of what the visit entails
- be available to respond to queries and concerns from schools
- inform the trainee and the school in writing
- pay for any lunch which is provided.

**Partnership schools will be expected to —**

- inform all staff of the visit
- accommodate requirements of visitors, such as timetable changes
- provide facilities which allow discussion between the external visitor, the trainee and others.

**This Agreement is valid for the Academic Year 2018/2019  
in which trainees are accepted**

Signed on behalf of Newman University

Name in capitals **SUE STRAWFORD**

Title Head of Primary ITE

Date October 2018

**The Head teacher's signature on the form agreeing to trainee placements confirms acceptance of the terms of the Primary Partnership Agreement.**