

Partnership Agreement

Core Training Provision



**Newman
University**
BIRMINGHAM

THE NEWMAN PARTNERSHIP AGREEMENT

The Partnership Agreement is based on the statutory guidance from the Department of Education:

<https://www.gov.uk/government/publications/initial-teacher-training-criteria/initial-teacher-training-itt-criteria-and-supporting-advice>

Introduction

The Initial Teacher Training Education (ITTE) programme is a partnership between individual schools and Newman University. At the core of the ITTE programme is the Newman curriculum built and extending upon the DfE Core Content Framework:

www.gov.uk/government/publications/initial-teacher-training-itt-core-content-framework

The Partnership is a shared commitment to pursue high quality Initial Teacher Training Education and to provide trainees with the best possible preparation to be developed by the Early Career Framework:

assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/978358/Early-Career_Framework_April_2021.pdf

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 is reviewed and approved by the ITTE Partnership Strategic Group. The Partnership Agreement between the Partnership School and Newman University is crucial to the success of the programme and training received by the trainees.

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.

Commencement and Duration

This Agreement is between the following Partners:

- The Partnership School receiving trainees from the University.

The school's acceptance of this Partnership Agreement is recorded through the MS Forms link provided by email in conjunction with this document.

- Newman University of Genners Lane, Bartley Green, Birmingham B32 3TN

The normal duration of this Agreement is for three academic years. This Agreement replaces all previous Agreements relating to the Partnership which are hereby declared null and void.

Signed for and on behalf of **Newman University** by:



Caroline Montgomery
Head of Secondary ITTE

Section 1 – Key Roles and Responsibilities

The Accredited Provider

Newman University is an accredited ITTE mainstream provider and is responsible for the ultimate recommendation award of QTS for its trainee teachers. Newman University's provision must therefore be compliant with the Secretary of State's Criteria for ITT www.gov.uk/government/publications/initial-teacher-training-criteria/initial-teacher-training-itt-criteria-and-supporting-advice and align with the OFSTED ITE Inspection Framework and Handbook assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/986249/Initial_teacher_education_framework_and_handbook.pdf. This will be achieved through close partnership between the Partner School and Newman University.

The table in Appendix A provides an overview of the Partnership Structure of these roles.

In addition, the **Subject Head of Department (University)** undertakes to:

- Be responsible for the university team and have strategic oversight of the quality assurance of the programme
- Maintain strategic oversight of the Newman curriculum to ensure it meets the requirements of the Core Content Framework and provides a high-quality training programme for all trainees
- Take a strategic role for directing any university/school issues
- Be responsible for ensuring that the university provide staff who can professionally fulfil their roles and responsibilities positively supporting all stakeholders
- Ensure that Newman University has completed all pre-selection checks including Disclosure and Barring Service (DBS) criminal record checks and children's barred list information and provided confirmation in writing to the school that this check has been completed and the trainee teacher judged suitable to work with children
- Collaborate and communicate with the partnership in coordinating inspections

The **Head of Partnership (University)** undertakes to:

- Have operational oversight of all primary/secondary & Post-16 ITTE partnerships (as appropriate)
- Have operational oversight of Partnership Agreements, arrangements and documentation ensuring that all schools return the Partnership Agreement when required
- Have operational oversight of consistent and coherent communication across the partnership
- Have operational oversight of collaborative professional relationships across the partnership
- Have operational oversight of new ITTE programme, business development and education partnerships
- Be responsible for the quality assurance of the partnership
- Be responsible for the quality assurance of phase/subject specific university-based and school-based training
- Be responsible for the quality assurance of mentor training and CPD for school-based practitioners
- Be responsible for the selection and deselection of schools via the ITTE Strategic Partnership Group
- Coordinate the involvement of school partners in the recruitment, selection and interviewing of applicants

- Ensure that all school partners have knowledge of the Newman Curriculum and are involved in its evaluation and development

* The Deputy Head of Partnership supports the full range of responsibilities and activities detailed above, deputising for the Head of Partnership as required

The **Partnership Lead Mentor (University)** undertakes to:

- Liaise with schools to enhance, develop and manage a collaborative professional relationship
- Monitor the quality of mentoring and provision to assure strength of training aligned to the ITTE programme curriculum
- Identify and collate placements in a range of education settings
- Oversee the allocation of placements to trainees for their School Experience and professional development modules, ensuring compliance with regulations
- Liaise with the Academic Cohort Coordinators, School Direct Coordinator and Faculty Office staff to ensure trainees' professional and mental health/well-being needs are monitored/met during placements in setting
- Liaise with the Academic Cohort Coordinators, School Direct Coordinator and School Based Tutors to ensure that trainees are given and maintain a reasonable workload on placement
- In conjunction with the other Partnership Lead Mentor, School Direct Coordinator and the Head of Partnership, develop annual programmes of CPD events for trainees, ECTs, school mentors and HE staff which address current national priorities
- Work collaboratively with other Partnership Lead Mentors to develop mentoring and coaching of HE and school-based staff
- Monitor the quality of mentoring and support interventions where needed to enhance trainee experience

The **Academic Cohort Coordinators (University)** undertakes to:

- Lead on overseeing an excellent trainee experience (including a focus on mental health and well-being) for the designated cohort of trainees for the duration of their course
- Manage course communications with the cohort
- Lead on School Experience modules including preparation of trainees for school placements and interventions to support professional development
- Monitor and support the trainee experience and academic outcomes across all modules for the designated cohort
- Access and utilise internal and external trainee satisfaction data to ensure high quality trainee experiences, success and outcomes
- In conjunction with the other Academic Cohort Coordinators devise, implement and monitor a plan to support recruitment and retention
- Organise and run the Staff Student Course Committee (SSCC) (for Secondary this will be undertaken by the Programme Lead)
- Ensure moderation of assignments and liaise with External Examiners
- Support and liaise with the Partnership Lead Mentors in relation to all elements of trainee experience and success during professional placements
- Work collaboratively with the school-based tutors to support, monitor, assess and record the progress of the trainee teacher against the Newman curriculum
- Assure the final assessment of the trainee at the end of their training against the Teachers' Standards

In addition, the **Head teacher/ Principal (School)** undertakes to:

- Ensure that the school is an appropriate setting for effective training, with trainees having access to support, good practice and necessary resources, including those made available through appropriate management of the partnership budget
- Identify suitable and experienced staff for recruitment, selection and interviewing applicants
- Identify suitably experienced and trained mentors who provide good/outstanding practice for trainees
- Provide appropriate monitoring of quality assurance processes including ITTE OFSTED inspections
- Involve Newman University in supporting, as appropriate, any school OFSTED inspections and provide written notification to Newman University of any changes to the school's classification following inspection

The **School-Based Lead** undertakes to:

- Have overall responsibility for the welfare and supervision of trainee teachers on placement including their mental health and well-being
- Be responsible for the organisation and quality assurance of the school experience for the school
- Maintain communication with the University
- Undertake professional training and development
- Ensure that school staff involved with teacher training have attended Newman mentor training or have training recognised by Newman University
- Ensure that the trainee is introduced to colleagues and made aware of relevant school documentation and procedures including:
 - Keeping Children Safe in Education (2018) – also available in University training
 - The school's child protection policy
 - The staff behaviour policy (sometimes called a code of conduct)
 - The name and role of the designated safeguarding lead
 - The school's data protection policy
- Provide a suitable timetable with a reasonable workload in order to facilitate a supportive placement
- Observe and monitor overall performance of the trainee on a regular basis providing verbal and written feedback on lessons observed, using the Newman University documentation
- Ensure that regular observations are carried out by school staff supporting the trainee
- Arrange regular discussion and feedback session on a weekly basis to review progress and set targets for further development
- Assess and review the trainees' progress against the Newman curriculum and ultimately the Teacher Standards
- Support the trainee to complete any school-based assignments, liaising with other teachers if appropriate
- Liaise with the University Tutors during visits as appropriate
- Engage in self-reflection to ensure high standards of mentoring
- Ensure that all placement reports are completed in a timely manner.

The **School-Based Tutor** undertakes to:

- Provide appropriate mentoring support in line with the expectations outlined in the [National Standards for school-based initial teacher training \(ITT\) mentors](#) support the full range of responsibilities and activities detailed above, deputising for the School Based Lead as required in order to ensure trainees are provided with high quality training and support at classroom level
- Be responsible for the day-to-day supervision of the trainee teachers in their school
- Contribute to the quality assurance processes as required
- Support trainees in developing planning, teaching, class management and monitoring and assessment skills
- Facilitate opportunities 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
- Contribute to trainees' target setting
- 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
- Give guidance and access to resources in the classroom
- Ensure trainees complete placement tasks as required
- Contribute to all placement reports, as appropriate to their role, and ensure that they are completed in a timely manner.

The **Classroom Support** and **Other Expert Colleagues** undertake to:

- Support trainees in planning, teaching, class management and monitoring and assessment skills
- Informally monitor trainee progress and offer feedback
- Give guidance and access to resources in the classroom
- Contribute to target setting as required
- Contribute to quality assurance processes as required
- Contribute to placement reports as required.

Trainee Entitlement whilst on placement

- Weekly review meetings focusing on review and planning
- Written formal lesson observations according to the Newman University schedule
- Allocated non-contact time to maintain a reasonable workload.

The **Trainee Teacher** undertakes to:

- Uphold the *Code of Professional Conduct and Fitness to Practise* and *Code of Practice for Trainees during School Experience*, including confidentiality and data protection
- Take responsibility for contacting their university tutor
- Be professional in dress and in manner whilst in school in line with school policy
- Demonstrate professional values and practice
- Keep school and Newman University fully informed if unable to attend for health or other reasons in line with attendance policies and procedures for both settings
- 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 class teacher, be responsible for planning and teaching at a level relevant to the stage of their course

- In collaboration with the class teacher, be accountable for pupils' learning at a level relevant to the stage of their course
- Ensure that all work is marked in line with the school's 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
- Evaluate each day's and week's teaching in line with requirements
- Provide evidence of their readiness to meet the *Teachers' Standards* by the end of programme
- Ensure their online professional portfolio is completed

Trainees are expected to behave as teachers, maintaining a professional stance at all times to meet the Teachers' Standards (2013) parts 1 and 2. Part 2 refers to the personal and professional conduct expected of a teacher.

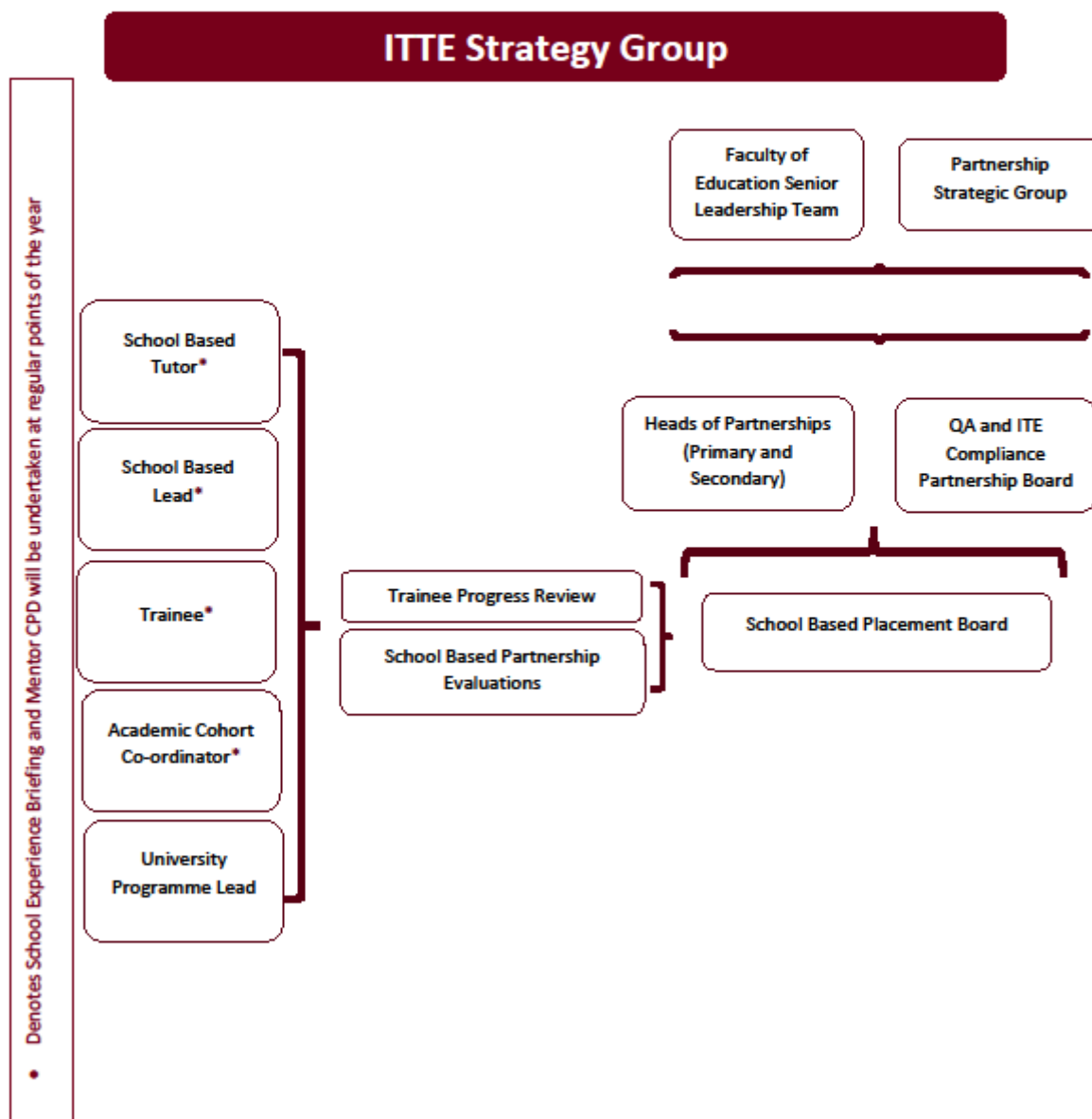
Section 2 – Recruitment and Selection

Newman operates a rigorous selection procedure to ensure that the best possible trainees are recruited to meet specific local and/or regional needs. Partnership schools and the University work closely together to recruit and select through the year in accordance with the statutory guidance.

Section 3 – Quality Assurance Procedures



Initial Teacher Training and Education Partnership - Compliance and Quality Assurance Cycle



Section 4 – The Newman ITTE Curriculum

For Primary (PITTE):

PGCE Programme Structure and Requirements:

	PG PoS - Key Strands/Stages				
	Semester 1: Learning and Development	Semester 2: Pedagogy, Curriculum and assessment	Semester 1 & 2: Professional behaviours in practice (Supports the award of QTS and is structured to include the statutory periods of time to be spent in training in schools and/or early years settings as stated by the DfE – at least 120 days)		
PGCE Primary Education (3-11) with recommendation for QTS	The Theory and Practice of Learning and Teaching (30 Credits)	Enquiry Based Learning in the Early Years 3-7 OR Contemporary, Creative and Innovative Practice in the National Curriculum 5-11 (30 Credits)	Achieving QTS through Professional Studies (PGP610)		
			Stage 1: Understanding Professional Practice - includes 39 days work-related training experience across 2 age phases, with virtual experience of KS3 and 16 days University-based training on Behaviour, Pedagogy, Curriculum Subject and Assessment Sessions (including all core/ foundation/ EY subjects as appropriate to pathway, peer to peer and professional mentoring)	Stage 2: Managing the Classroom - includes 31 days work-related training experience in any age phase relevant to training programme (3-7 OR 5-11), 4 days in an SEN setting and 10 days University-based training on Behaviour, Pedagogy, Curriculum Subject and Assessment Sessions (including all core/ foundation/ EY subjects as appropriate to pathway)	Stage 3: Meeting the Teachers' Standards - 54 days work-related training experience in preferred age phase (3-7 OR 5-11) assessed against the Teachers' standards and 5 days University-based training on Behaviour, Pedagogy, Curriculum Subject and Assessment Sessions (including all core/ foundation/ EY subjects as appropriate to pathway)
PGCE School Direct (Training): Primary 3-11 with recommendation for QTS / PGCE School Direct (Salaried): Primary 3-11 with	The Theory and Practice of Learning and Teaching (30 Credits)	Developing Teacher Expertise: Educational Enquiry in a primary age phase (30 Credits)	Achieving QTS through Professional Studies: School Direct (PGP611) plus Semester 1 of 611 Core (Full Programme only)		
			Stage 1: Understanding Professional Practice - includes a minimum of 43 days work-based training experience across a minimum of 2 age phases, with (virtual) experience of KS3 for all trainees.	Stage 2: Managing the Classroom – includes 47 days work-based training experience in age range relevant to training programme (3-7 OR 5-11) and 3 days University-based training on Behaviour, Pedagogy, Curriculum Subject and Assessment Sessions	Stage 3: Meeting the Teachers' Standards - 56 days work-based training experience in age phase relevant to training programme (3-7 OR 5-11) assessed against the Teachers' standards and 3 days University-based training. Behaviour, Pedagogy, Curriculum Subject and Assessment Sessions

			<p>FOR TRAINEES ON FULL PROGRAMME:</p> <p>15 days University-based training (incl induction) on Behaviour, Pedagogy, Curriculum Subject and Assessment Sessions (including all core/ foundation/ EY subjects as appropriate to pathway, peer to peer and professional mentoring)</p> <p>FOR TRAINEES ON MASTERS ONLY ROUTE:</p> <p>7 days University-based training (incl induction) on Behaviour, Pedagogy and Assessment, peer to peer and professional mentoring</p>		
PGCE School Direct (Training): Primary 3-11 and Physical Education with recommendation for QTS	The Theory and Practice of Learning and Teaching (30 Credits)	PE Specialist (30 Credit)	<p>Achieving QTS through Professional Studies: School Direct (PGP611) plus Semester 1 of 610 Core (Full Programme only)</p> <p>Stage 1: Understanding Professional Practice - includes a minimum of 43 days work-based training experience across a minimum of 2 age phases, with (virtual) experience of KS3 for all trainees.</p> <p>15 days University-based training (incl induction) on Behaviour, Pedagogy, Curriculum Subject and Assessment Sessions (including all core/ foundation subjects, peer to peer and professional mentoring)</p>	<p>Stage 2: Managing the Classroom – includes 47 days work-based training experience in age range relevant to training programme (5-11) and 3 days University-based training on Behaviour, Pedagogy, Curriculum Subject and Assessment Sessions</p>	<p>Stage 3: Meeting the Teachers' Standards - 56 days work-based training experience in age phase relevant to training programme (3-7 OR 5-11) assessed against the Teachers' standards and 3 days University-based training.</p> <p>Behaviour, Pedagogy, Curriculum Subject and Assessment Sessions</p>

Figure 1: Overview of programme strands, stages and academic content

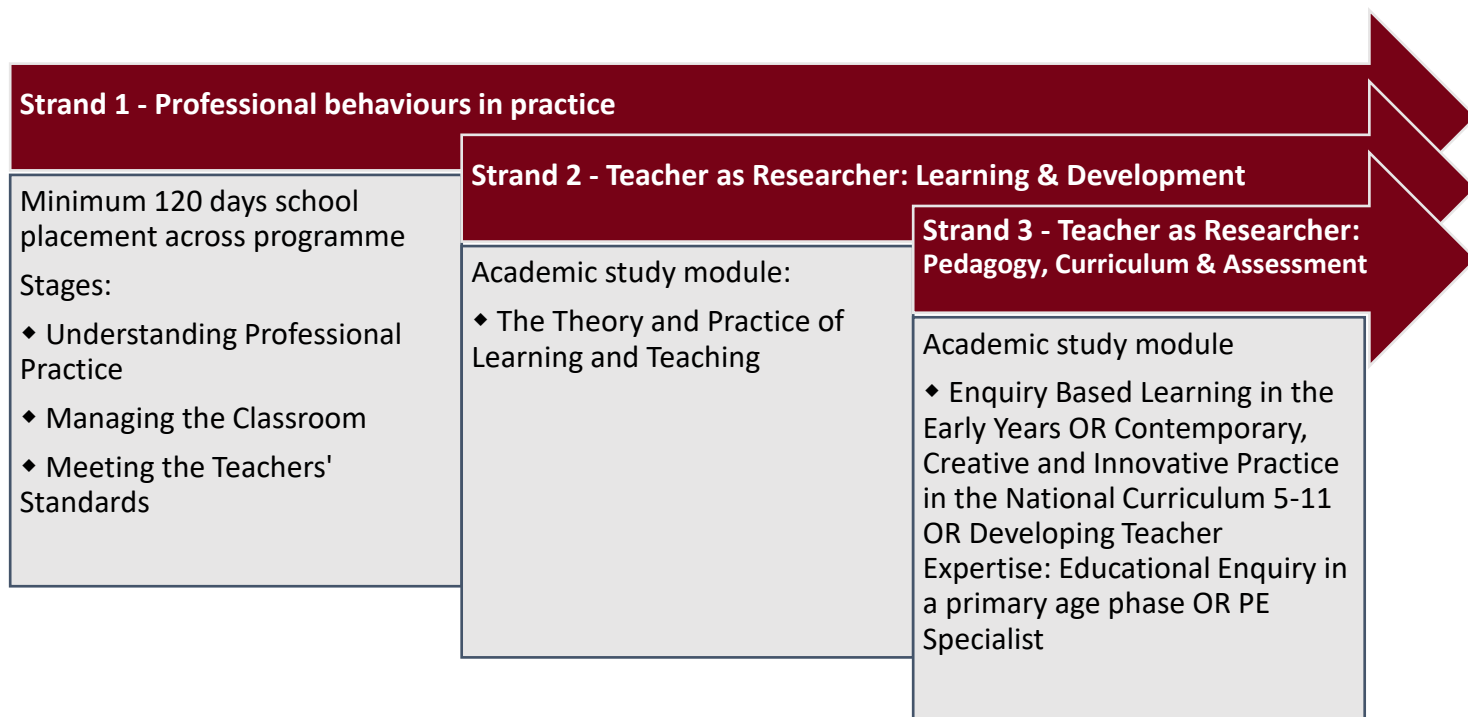


Figure 2: Overview of programme themes

BA HONS Programme Structure and Requirements:

	UG PoS - Key Strands/Stages						
	Teacher as Researcher	Learning and Development	Pedagogy, Curriculum and Assessment			Professional Behaviours in Practice	
Year 1 Emerging Understanding Learning and Teaching	Introduction to enquiry skills (20 Credits)	Adaptive practice: Learning theory, models and approaches (20 Credits)	Planning for learning in the core subjects (20 Credits)	Planning for learning in the foundation subjects (20 Credits)	Planning for learning in Early Years (20 Credits)	Understanding Professional Practice (20 Credits)	
						Taught content eg Recognising good practice; Prevent; Safeguarding Peer to peer mentoring – supporting colleague prof development	6 weeks experience across the age phases
Year 2 Enhancing Developing Professional Practice	Data Analysis Within Educational Research (20 Credits)	Adaptive practice: SEND Framework and Specialist support (20 Credits)	Effective Teaching and Assessment in the Early Years / Key stage 1 (option) OR Effective Teaching and Assessment in Key stage 1 / 2 (option) (20 Credits)	Creative Practice in the Foundation Subjects (20 Credits)	Beyond the Curriculum: Religious and Social Education (20 Credits)	Managing the Classroom (20 Credits)	
						Taught content eg Policy to Practice in Primary Education Peer to peer mentoring – supporting less experienced colleagues	8 weeks experience in any age phase (3-7 OR 5-11)
Year 3 Embedding Transition to ECT	Independent researcher – dissertation (40 Credits)	Issues in Contemporary Education (20 Credits)	Leading Learning in an Area of Expertise (co-requisite with Independent Researcher) - (3-7 OR 5-11) (40 Credits)		Designing a Curriculum for Wellbeing (20 Credits)	Meeting the Teachers’ Standards – 53 days’ experience (over 12 weeks) in preferred age phase (3-7 OR 5-11) with three university-based training days (QTS)	

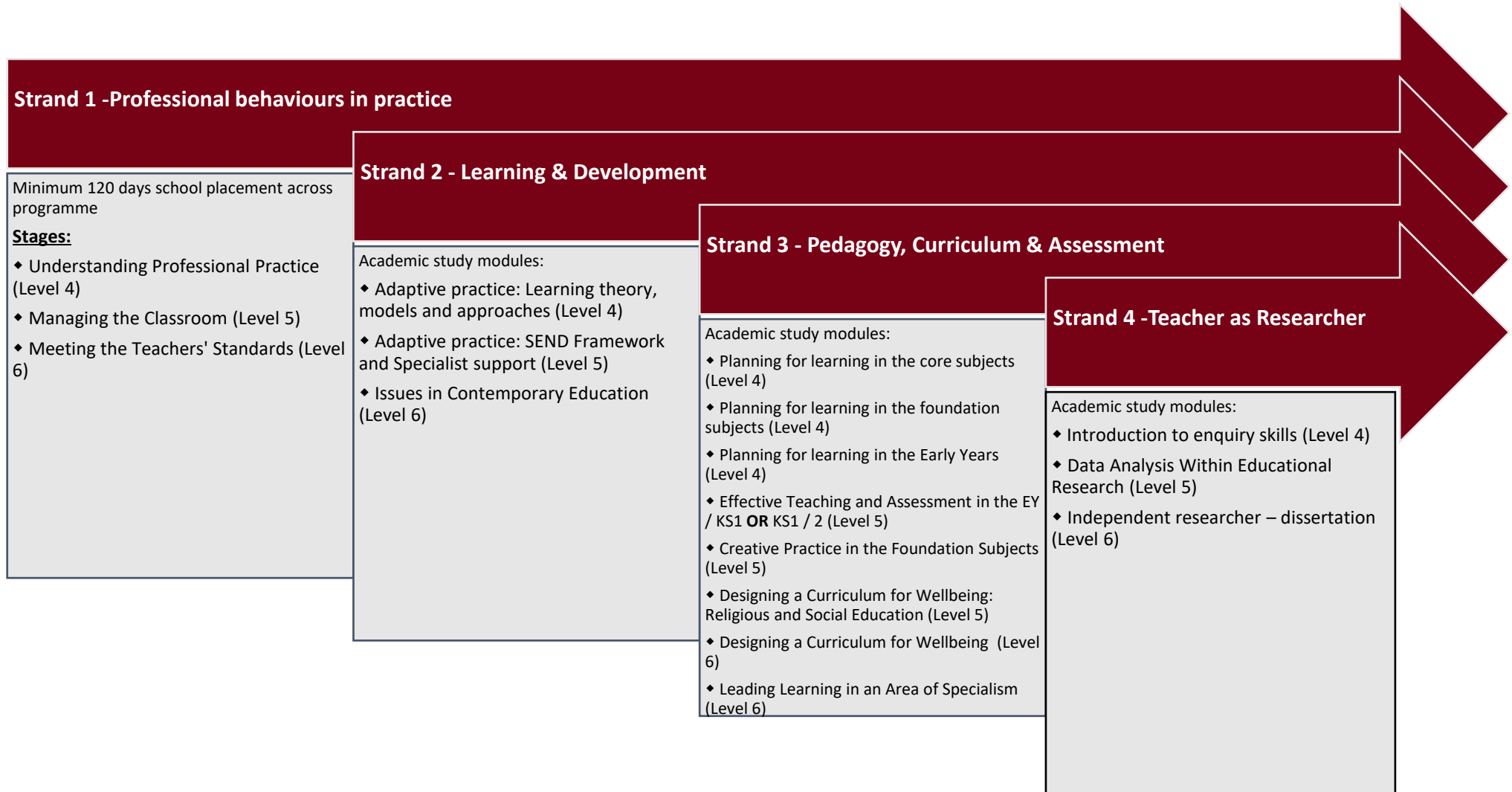


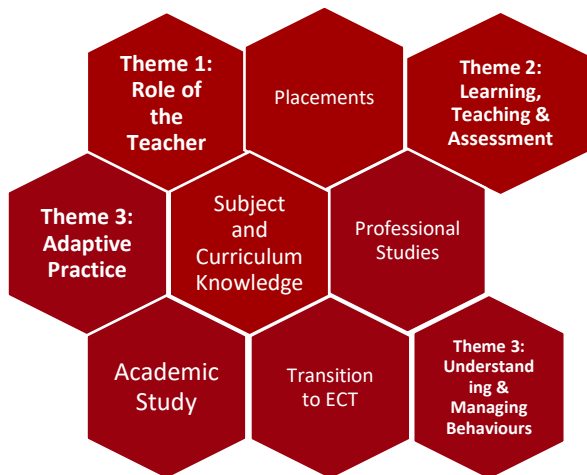
Figure 1: Overview of programme strands, stages and academic content



*Figure 2:
Overview of
programme
themes*

Secondary (SITTE) Programme structure and requirements

Curriculum Overview



The Secondary PGCE Core programme has been designed to develop themes throughout the training year. Through University led sessions, placements and Academic study every Trainee Teacher will be provided with an interlinked programme which builds teaching capability as the year progresses. Content has been broken down into 4 key themes which permeate all aspects of training.

Programme Overview

Each theme will be revisited at each stage of the taught programme and aligned with placement School Based Academic Cohort Co-ordinator meetings.

For Example, Theme 1: Role of the Teacher



A day in the life...	CEOPs- Part 1	Keeping children safe in Education	Reflecting on trajectory	Wider role for teacher
Professional Expectations	Reflective practice	CEOPs- Part 2	Transition to ECT 1	Transitioning between Key stages
Safeguarding	Teachers' Standards	Moving from SE1 to SE2	Effective relationships	Ambitious Curriculum
PREVENT	Authentic evidence	Critical reflection on practice in *Subject*	Pastoral support	*Subject* understanding at KS2 & 5
Responding to feedback		Working with *Subject* School Based Academic Cohort Co-ordinator	StaAcademic Cohort Co-ordinatory *subject* responsibilities	
Being a *Subject* Teacher		Target setting from feedback		

Subject refers to the identified PGCE subject area.

Structure of University Sessions

Block 1 & 2

	Monday	Tuesday	Wednesday	Thursday	Friday
W/B 13 September & 3 January Theme 1	Professional Studies	PG Core Subject Sessions	Enrichment	Subject Knowledge for Teaching	Subject Sessions for SD and PG Core
W/B 20 September & 10 January Theme 2	Professional Studies	PG Core Subject Sessions	Enrichment	Subject Knowledge for Teaching	Subject Sessions for SD and PG Core
W/B 27 September & 17 January Theme 3	Professional Studies	PG Core Subject Sessions	Enrichment <i>School Based Academic Cohort Co- ordinator Training</i>	<i>School Induction</i>	<i>School Induction</i>
W/B 4 October & 24 January Theme 4	Professional Studies	PG Core Subject Sessions	Enrichment	Subject Knowledge for Teaching	Subject Sessions for SD and PG Core

Returners Weeks 1 & 2

	Monday	Tuesday	Wednesday	Thursday	Friday
W/B 15 November & 21 March		Theme 1: Role of the Teacher	Theme 2: Learning, Teaching & Assessment	Theme 3: Adaptive Practice	Theme 4: Understanding & Managing Behaviours
					Academic Support

School Placements

During SE1 and SE2 students will be provided with a School Based Academic Cohort Co-ordinator meeting log which will contain a 'Big Question' for each weekly meeting. These will be tailored to reflect the stage of training, and the content will have recently been covered during theme taught sessions.

Academic Requirement

Each Trainee Teacher completes two 30 credit Level 7 Assignments during the programme. This equates to the 60 credits required for the award of the Postgraduate Certificate in Education (PGCE).

Academic Assignments

Submission Date	Part 1- Monday 29 November Part 2- Monday 31 January 2022	Monday 25 April 2022
Assignment Title	4000-word Developing Reflective Professional Practice in *Subject*	4000-word Applying Reflective Professional Practice in *Subject*

Section 5 – Management of the Partnership - Initial Teacher Training and Education Strategy Group (ITTESG)

Overall Purpose

The Initial Teacher Training and Education Strategy Group plays a pivotal role in the governance structure of Newman University ITTE Partnerships. It aims to both develop and take oversight of the cross-phase vision, strategy and policy relating to primary and secondary teacher education partnerships.

Objectives:

1. To work collaboratively in the development of cross-phase strategy and vision for Initial Teacher Training and Education at Newman University;
2. To seek advice from other layers of teacher education governance e.g. phase level co-ordinators and partnership leads concerning overarching policy developments and initiatives;
3. To direct the work of other layers of teacher education governance concerning cross-phase strategic priorities;
4. To communicate policy and strategy to the whole partnership via the ITTE Partnership News bulletin;
5. To monitor and evaluate the performance of the partnership towards its strategic goals as set out in the policy and strategy;
6. To receive regular up-dates on the national policy context of partnerships in teacher education and act as a 'think-tank' and forum for consultation on the potential implications that impact on the partnership;
7. To advise Faculty Leadership Team on teacher education partnership related issues
8. To be a beacon for the development of relationships with partners who support our teacher education provision

Reporting:

The ITTESG will receive reports on the work of ITTE Phase and Partnership Leaders/ Co-Ordinators and submit minutes and draft reports to the University's Faculty of Education Leadership Team, who hold the statutory accountability for the University's teacher training and education provision.

Frequency of Meetings

Meetings will occur once a term – a minimum of three meetings per academic year

Agreed Standing Item Agenda Items:

- Compliance update
- Report on programme developments for Primary (Head of PITTE)
- Report on programme developments for Secondary (Head of SITTE)
- Report on Partnership activities (Representative from Primary/Secondary teams)
- AOB

Members

Full Members:

- Head of PITTE (Co-Chair);
- Head of SITTE (Co-Chair);
- Head of Secondary Partnerships
- PGCE Secondary Programme Lead
- Head/s of Early Years and Primary Partnership
- SL PITTE Early Years and Primary Partnerships
- A minimum of three senior representatives from educational settings for each phase of teacher education – Primary and Secondary;
- A minimum of one representative from University's partnership administration;

Associate Members:

- Executive Dean, Faculty of Education, Newman University
- Associate Dean, Faculty of Education, Newman University
- Representation from Local Authorities
- Member of Diocese

Section 6 - Equality and Diversity

Newman University is committed to fostering a diverse and inclusive community which encourages all students and employees to fulfil their potential and which values individuals because of their differences. This is in keeping with Newman University's Catholic foundation and mission statement.

We recognise the benefits to the organisation of drawing on a wide range of skills and experience from a variety of cultures and backgrounds. A diverse student body will promote innovation and creativity. A more balanced staff profile will visibly demonstrate to students and employees alike that we are committed to providing an environment that fosters equality of opportunity for all.

We also anticipate that students and employees will benefit from learning and working in an inclusive environment which allows them to contribute fully and effectively to the organisation.

Newman University supports all aspects of equality, and in particular the six key strands of race, gender, disability, age, sexual orientation and religion or belief. It also recognises the specific duties that exist in relation to disability, gender and race and has implemented detailed policies and action plans in these three areas. The University is working on producing a single equality scheme to encompass all aspects of equality and diversity.

A link to the Newman website with details of these policies is below:

<https://www.newman.ac.uk/knowledge-base/equality-diversity-policy/>

Appendix A - Newman University ITTE Partnership Roles and Responsibilities

