

Partnership Agreement

Core Training Provision



2021



Birmingham
Newman
University

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| The Birmingham Newman University Partnership Agreement | 3 |
| Introduction | 3 |
| Commencement and Duration | 5 |
| Section 1 – Birmingham Newman ITE Curriculum | 6 |
| Section 2 - The Birmingham Newman Mentoring Principles | 7 |
| Section 3 – Key Roles and Responsibilities | 9 |
| Section 4 – Quality Assurance Procedures | 16 |
| Section 5 – Recruitment and Selection | 19 |
| Section 6 - Selection of Mentors | 19 |
| Section 7 – Training Criteria | 19 |
| Section 8 – Serious Concerns | 20 |
| Section 9 – Assessment of Trainees and Internal and External Moderation Procedures | 21 |
| Section 10 - Student Complaints | 21 |
| Section 11- Improvement Planning and Self-Review | 22 |
| Section 12 – Professional Development Opportunities | 22 |
| Section 13 – Procedures | 22 |
| Section 14 - Safeguarding expectations of University Placement Tutors | 23 |
| Section 15 – Compliance with Legislation | 23 |
| Section 16 – Intellectual Property | 23 |
| Section 17 - Publicity and Marketing | 24 |
| Section 18 - Financial Annex | 24 |
| Section 19 - ITE Delivery and Management Costs | 24 |
| Section 20 - Data Protection Legislation | 24 |
| Section 21 - Equality and Diversity | 25 |
| Section 22 - Health and Safety Provision | 26 |
| Appendix A – Birmingham Newman University ITE Partnership Roles and Responsibilities | 27 |

The Birmingham Newman University Partnership Agreement

Partnership at Birmingham Newman University is integral to the work that we do. Our priority is to give all teachers and school leaders access to outstanding, evidence-based training and professional development at every stage of their careers. Providing them with the expertise and support needed to deliver great teaching, become outstanding coaches and mentors, and nurture exceptional leadership in all school settings.

Our strategic aims are to:

1. Relentlessly pursue and communicate a vision of excellence focused on continuous improvement and sustaining high-quality provision.
2. Be flexible, adaptive and proactive to embrace any changes and initiatives that are presented as opportunities.
3. Be highly proactive, ensuring the development of strong collaborative relationships within the Partnership and Alumni that contribute to the success of what we do.
4. Provide trainee teachers phase and subject-specific training to fully prepare them to teach the range and depth of subjects appropriate to their phase.
5. Ensure a rigorous Quality Assurance system underpinned by systematic evaluation of the Partnership and effective monitoring of trainees' progress through formative assessment.
6. Provide teachers at every stage of their career opportunities to develop their skills that support the training of teachers and promote their own career progression.

This Partnership Agreement is based on the statutory guidance from the Department of Education and has been updated following the recent Market Review Process where Birmingham Newman University achieved accreditation. This agreement is effective from September 2024:

[Initial teacher training criteria and supporting advice 2024 to 2025
\(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/publications/initial-teacher-training-itt-core-content-framework)

Introduction

As the accredited provider, Birmingham Newman University is accountable for the Initial Teacher Education (ITE) programme, including its curriculum, finance, quality of provision and compliance with the DfE ITT Criteria.

ITE provision at Newman is built upon a strong partnership between individual Schools/Academies/MATs and Newman University. At the core of the ITE programme is the Newman curriculum underpinned by and extending upon the DfE Core Content Framework:

www.gov.uk/government/publications/initial-teacher-training-itt-core-content-framework
[ITT Core Content Framework \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/publications/initial-teacher-training-itt-core-content-framework)

The Partnership is a shared commitment to pursue high-quality Initial Teacher Education (ITE) 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 between the Partnership School and Birmingham Newman University is crucial to the programme's success and the training the trainees receive.

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 ITE Partnership Strategic Group on a three-yearly cycle.

A 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.

All Partners will agree to comply with the University's equal opportunities policy:

[Equality - Birmingham Newman University](#)

The Agreement will be terminated if a school, college or setting is deselected from the Partnership.

The Partnership Agreement remains valid for each academic year and may be used for subsequent placements if the criteria can continue to be met. If a school breaches the Partnership Agreement's terms, the Agreement will be deemed invalid, and Trainee Teachers will not be placed in the school.

A school which demonstrates any of the following criteria will normally result in automatic deselection from the partnership:

- Persistent non-compliance with the requirements of the Partnership Agreement
- Persistent non-compliance with course requirements for SE and/or ITAPs.
- Persistent evidence that coaching, observation or feedback has not been provided or
- is of consistently poor quality.

The reasons for deselection will be communicated to the partnership school.

If a partnership school goes into special measures following an Ofsted inspection, the school must inform Birmingham Newman University. If the school is permitted to host Trainee Teachers, then a risk assessment will be carried out by Birmingham Newman University to determine whether the needs of trainee teachers can continue to be met.

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.

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

The normal duration of this Agreement is for one academic year. This Agreement replaces all previous Agreements relating to the Partnership, which are declared null and void hereby. Signed for and on behalf of Birmingham **Newman University** by:



Chris Ludlow
Head of Primary ITE



Caroline Montgomery
Head of Secondary ITE

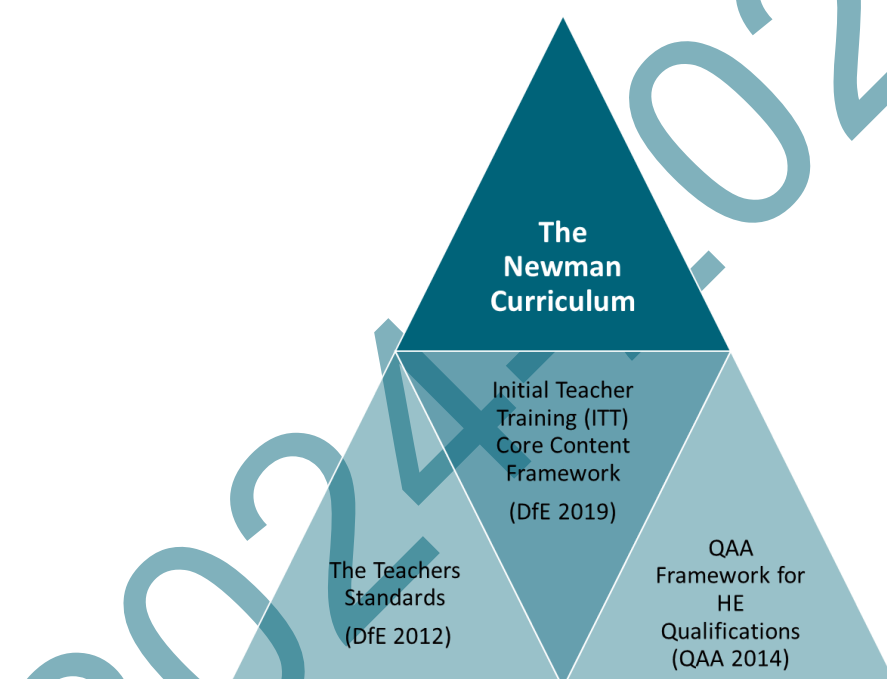
2024-25

Section 1 – Birmingham Newman ITE Curriculum

The ITE Newman Curriculum has been written to:

- Ambitiously meet the needs of our local schools
- Reflect evidence-based pedagogical research.
- Deliver the full CCF as the minimum content basis for our curriculum.
- Deliver the content required to meet the Teachers Standards' 2012
- Include all aspects of the national and wider school curriculum.
- Take trainees through progressive stages as part of a spiral curriculum to embed school and university learning.
- Train outstanding teachers of the future.

The following frameworks and external reference points were used as appropriate throughout the design process in order to ensure the programme meets academic and professional body requirements:



Establishing an Integrated Training Programme: Communicating Expectations

Our programmes are framed around three developmental stages. For PGCE each stage is one term. For Undergraduate each stage is one year. Expectations around each stage of development and the corresponding curriculum are communicated with Schools, Tutors and Trainees via face-to-face sessions, mentor training, online briefings, recordings, handbooks and during Subject Tutor/ Placement Tutor school meetings/visits. This collective understanding of the Birmingham Newman curriculum strengthens centre and school-based delivery integration. We encourage all parties to recognise the importance of their role in this sequential process and discuss this as a matter of course.

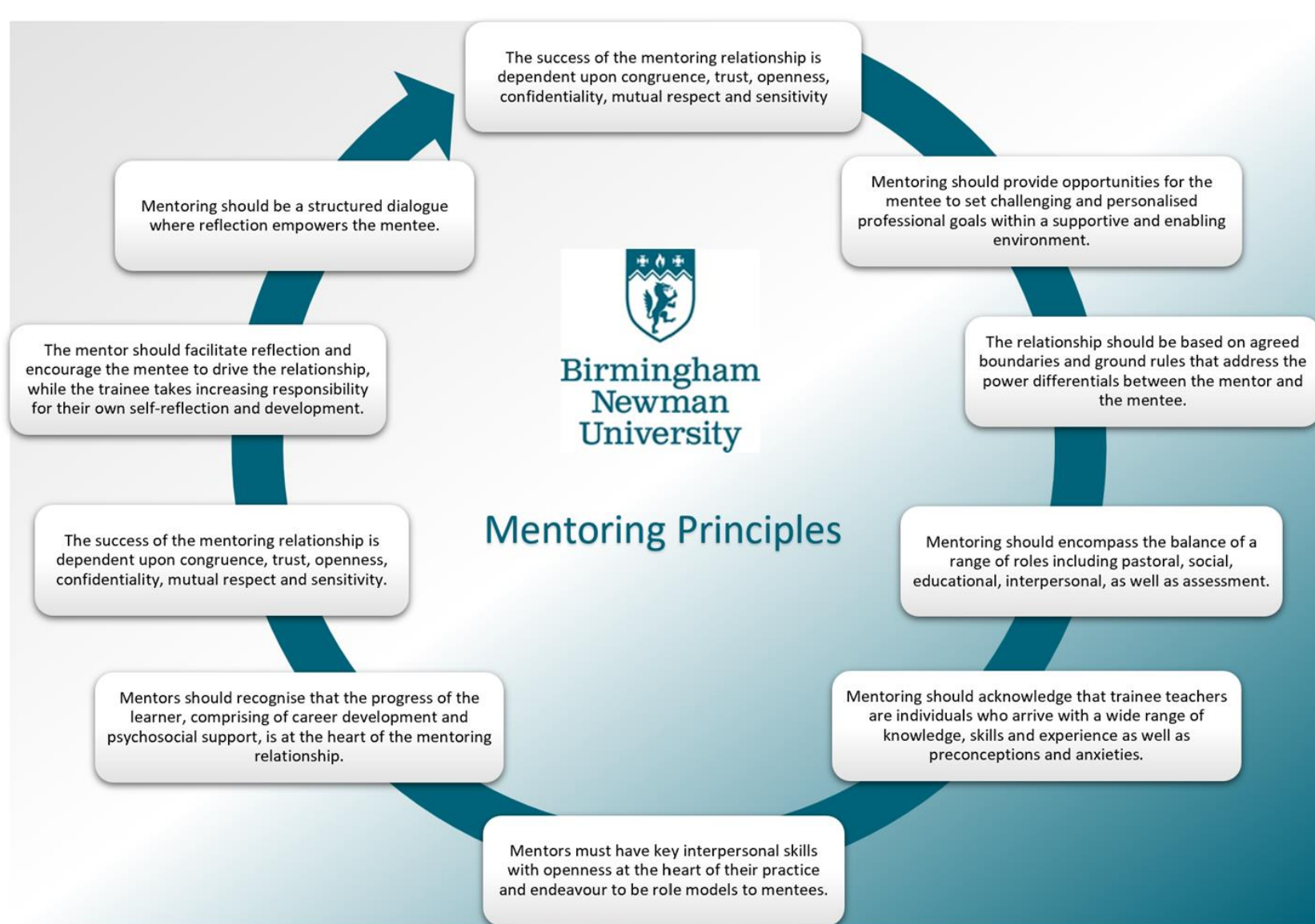
Whilst on each placement in a school setting, trainees, with mentor support, must evaluate and monitor their own practice against the appropriate stage of the Newman Curriculum Continuous Assessment Tool (NCCAT). Their training is all underpinned by associated **"Big**

Questions" formulated to provide a professional focus each week. The NCCAT breaks down each curriculum theme into our stage-appropriate descriptors, which are formatively assessed at weekly meetings by trainees and their Mentors and Professional Mentors to create SMART targets for the week ahead. The mid and end-of-stage progress reviews during each School Experience provide the Trainee, Mentor and Placement/Subject Tutor with an opportunity to formatively assess progress against the NCCAT and identify targets for the next stage of their training. The model is one of continuous, formative assessment, and evidence is collected across the three stages to demonstrate recommendation for QTS.

Section 2 - The Birmingham Newman Mentoring Principles

At Birmingham Newman, we have designed and developed a set of ITE Mentoring Principles, which we ask our Mentors to follow. These principles recognise that the success of the mentoring relationship depends upon mutual respect, openness, and sensitivity. Trainees are individuals with a range of knowledge, experience, preconceptions, and anxieties; following our ITE mentoring principles should allow trainees to set and achieve challenging, personalised, and professional goals in a supportive and enabling environment.

The Birmingham Newman Mentoring Principles



Section 3 – Key Roles and Responsibilities

The Accredited Provider

Birmingham Newman University is an accredited Initial Teacher Education (ITE) mainstream provider and is responsible for the ultimate recommendation award of QTS for its trainee teachers. Birmingham Newman University's provision must, therefore, be compliant with the Secretary of State's Criteria for ITT and align with the OFSTED ITE Inspection Framework and Handbook.

[Initial teacher training criteria and supporting advice 2024 to 2025
\(publishing.service.gov.uk\)](https://www.gov.uk/government/publications/initial-teacher-education-ite-inspection-framework-and-handbook)

<https://www.gov.uk/government/publications/initial-teacher-education-ite-inspection-framework-and-handbook>

As the accredited Provider, Birmingham Newman University will ensure that partners are fully aware of their duties under all relevant legislation and have arrangements to ensure these are met when selecting, recruiting, training and assessing trainees. This will be achieved through a close partnership between the Partner School and Birmingham Newman University.

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

Responsibilities of the Accredited Provider – Birmingham Newman University:

As the Accredited Partner, the University undertakes to:

1. Ensure that all trainee teachers have met the ITT criteria for entry.
2. Ensure that Birmingham Newman University has completed all pre-enrolment checks, including Disclosure and Barring Service (DBS) criminal record checks and children's barred list information and provide confirmation in writing to the school that this check has been completed and the trainee teacher judged suitable to work with children.
3. Be accountable for the quality assurance of the partnership.
4. Be accountable for the quality assurance of phase/subject-specific university-based and school-based training.
5. Be accountable for the quality assurance of mentor training and CPD for school-based expert colleagues.
6. Be responsible for the selection and deselection of schools via the ITESG.
7. Coordinate the involvement of school partners in the recruitment, selection and interviewing of applicants.
8. Ensure that the Birmingham Newman Curriculum, which is underpinned by the CCF minimum content requirements and the Teachers' Standards, is ambitious, meets the needs of trainee teachers and the expectations of the DfE Core Content Framework.
9. Ensure specific training relating to safeguarding children and young people.
10. Ensure that effective assessment of trainees, against the Birmingham Newman Curriculum by the NCCAT, is undertaken during the course and that when the course is completed, accurate assessment can be made against the Teachers' Standards.
11. Ensure that all school partners have knowledge of the Newman Curriculum and are involved in its evaluation and further development.
12. Develop and deliver a fully resourced mentor curriculum that corresponds with the trainee curriculum and gives 20 hours of training to each Mentor and 30 hours for each Lead Mentor. (There will be an opportunity for us to recognise certain aspects of the mentor training delivered by other HEI providers*).
13. Develop School Experience and ITAP experiences coherent with the Birmingham Newman training curriculum and include opportunities to observe and deconstruct key concepts with expert colleagues who provide high-quality feedback.

14. Develop and maintain Partnership Agreements, arrangements and documentation, ensuring that all schools return the Partnership Agreement when required.
15. Implement effective strategies to ensure consistent and coherent communication across the partnership.
16. Develop and maintain collaborative professional relationships across the partnership.
17. Develop and maintain the new ITE programme, business development and education partnerships.
18. Ensure that the workload of trainee teachers is manageable. Guidance is available to support partnerships to address [trainee teacher workload](#) using the [teacher workload toolkits](#). Everyone across the partnership has a role in reducing trainee teacher workload.
19. Ensure that the mental health and well-being of our Trainees are protected.
20. Work in collaboration with partner schools to ensure that trainees with an identified disability are supported through negotiated reasonable adjustments.
21. Ensure that all trainees are trained and prepared to teach within a specified age phase (Primary 3-7, 5-11, 7-11), Secondary encompassing a minimum of two key stages and that the programme design and trainees' time in at least two contrasting schools will ensure they are fully prepared to teach across the specified age range.
22. Ensure that trainees have access to the required resources to meet the expectations of the Newman Curriculum and relevant professional standards.

(*Additional information on recognised mentor training aspects is available from the University-based Partnership Leads).

Responsibilities of the Partner:

Partners undertake 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 of applicants.
- Identify suitably experienced and trained mentors to provide good/outstanding practice for trainees and ensure 1.5 hours of mentoring support each week.
- Ensure that SE and ITAP experiences are coherent with the Newman training curriculum and include opportunities to observe and deconstruct key concepts with expert colleagues who provide high-quality feedback.
- Provide appropriate monitoring of quality assurance processes as per placement guidance requirements, including ITE OFSTED inspections.
- Involve Birmingham Newman University in supporting, as appropriate, any school OFSTED inspections and provide written notification to Birmingham Newman University of any changes to the school's classification following inspection.
- Provide a suitable timetable for trainees with a reasonable workload to facilitate a supportive placement.
- Observe and monitor the trainee's overall performance, regularly providing verbal and written feedback on lessons observed, using the Birmingham Newman University documentation.
- Ensure regular observations (one per week) are carried out by suitably trained school staff supporting the trainee.
- Assess and review the trainees' progress against the Birmingham Newman Curriculum and, ultimately, the Teacher Standards.
- Ensure mentors have sufficient time and resources to complete all training and effectively support trainees.
- Ensure that trainees with a declared disability are supported through negotiated reasonable adjustments.

- Ensure that the mental health and well-being of placed trainees are protected.
- Ensure trainees are fully apprised of policies and procedures relating to safeguarding children and young people, undertaking appropriate training in school.

Individual roles and responsibilities are as follows:

The Head of Subject (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 Birmingham Newman curriculum to ensure it meets the minimum requirements of the Core Content Framework and provides a high-quality training programme for all trainees in order to meet the Teachers' Standards and achieve QTS.
- Take a strategic role in directing any university/school issues.
- Be responsible for ensuring that the university provides staff who can professionally fulfil their roles and responsibilities positively supporting all stakeholders.
- Ensure that Birmingham 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, based on compliance information received.
- Collaborate and communicate with the partnership in coordinating inspections.
- Be responsible for the quality assurance of phase/subject-specific university-based and school-based training.

The Partnership Lead (University) undertakes to:

- Have operational oversight of all partnerships and placements.
- 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 ITE programmes, business development and education partnerships.
- Be responsible for the quality assurance of the partnership.
- Be responsible for the quality assurance of mentor training and CPD for school-based practitioners.
- Communicate information to the ITESG re selection and deselection of schools. Co-ordinate 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 trainee assessments and are involved in its evaluation and development.

The Placement Tutor (Primary PT) or Subject Tutor (Secondary ST) (University) undertakes to:

- Liaise with schools to enhance, develop and manage a collaborative professional relationship.
- Work collaboratively with the Mentor and Professional Mentor to support, monitor, assess and record the trainee's progress.

- Monitor the quality of mentoring and provision in school to ensure the strength of training aligned with the ITE programme curriculum.
- Liaise with the Year Leads/Subject Tutors, Programme Leads and Faculty Office staff to ensure trainees' professional and mental health/well-being needs are monitored/met during placements in setting.
- Liaise with the Year/Subject Leads, Programme Leads and Mentors to ensure that trainees are given and maintain a reasonable workload on placement.
- Work collaboratively with other Placement/Subject Tutors and the Partnership Lead to develop mentoring and coaching of HE and school-based staff.
- Monitor/quality assure the quality of mentoring and support interventions in school where needed to enhance trainee experience.
- Monitor and oversee any Support Plans
- Co-ordinate and manage any breakdowns of placement and communicate between Partnership Leads and Professional mentor/Subject Mentors/Mentors.

The Year Leads (Primary) and Programme Leads (Secondary) (University) undertake 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 Year Leads/Subject Tutor, devise, implement and monitor a plan to support recruitment and retention.
- Organise and run the Staff Student Consultative 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 Placement Tutors concerning 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.

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 of applicants.
- Identify suitably experienced and trained mentors who provide good/outstanding practice for trainees.
- Provide appropriate monitoring of quality assurance processes, including ITE OFSTED inspections.
- Involve Birmingham Newman University in supporting, as appropriate, any school OFSTED inspections and provide written notification to Birmingham Newman University of any changes to the school's classification following inspection.
- Co-operate with the moderation and quality assurance process by the Partnership Team.

The Professional Mentor (PM) (School) 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.
- Be responsible for ensuring that the Mentor is aware of and has access to all university documentation and training materials.
- Attend Birmingham Newman University-led Mentor training and access appropriate pre-recorded training materials and all relevant documentation via the Birmingham Newman Partnership website section.
- Maintain communication with the university.
- Ensure that school staff involved with teacher training have attended Newman mentor training or have training recognised by Birmingham Newman University
- Ensure that the trainee is introduced to colleagues and made aware of relevant school documentation and procedures, including:
 - The most recent, Keeping Children Safe in Education (also available in university training).
 - The school's safeguarding/child protection policy
 - The staff behaviour policy/Code of Conduct
 - The name and role of the designated safeguarding lead
 - The school's data protection policy
 - Policies related to Equality and Diversity
- Provide a suitable timetable with a reasonable workload in order to facilitate a supportive placement.
- Provide weekly opportunities for quality Trainee Planning, Preparation and Assessment (TPPA) time, where possible, alongside Mentor.
- Ensure that weekly observations are carried out by school staff supporting the trainee.
- Arrange weekly discussions and feedback sessions to review progress and set targets for further development.
- Be available to perform joint observation and/or feedback with Placement /Subject Tutor during PT/ST school visits.
- Assess and review the trainees' progress against the Newman Curriculum, Newman Curriculum Continuous Assessment Tool and ultimately the Teachers' Standards
- Support the trainee to complete any school-based assignments, liaising with other teachers if appropriate.
- Liaise with the Placement/Subject Tutors during visits as appropriate.
- Ensure that all placement reports are completed promptly.
- Ensure any concerns regarding the trainee are raised promptly with the Placement/Subject Tutor.

The Mentor (M Primary) Subject Mentor (SM Secondary) (School) 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 Professional Mentor as required to ensure trainees are provided with high-quality training and support at the 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.
- Provide weekly opportunities for quality Trainee Planning, Preparation and Assessment (TPPA) time.

- 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.
- Observe and monitor the trainee's overall performance weekly, providing verbal and written feedback on lessons observed, using the Birmingham Newman University documentation.
- Complete one formal observation per week of the trainee's teaching from the point when the trainee begins teaching.
- Be available to perform joint observation and/or feedback with PT/ST during their school visit.
- Informally monitor trainee progress and offer verbal feedback.
- Contribute to trainees' target setting within weekly review meetings.
- 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.
- Ensure Primary Trainees have the opportunity to teach PE and other Foundation subjects according to stage guidance.
- Access all university documentation and training materials.
- Contribute to all placement reports, as appropriate to their role, and ensure they are completed promptly.

The Faculty of Education Administration Team will undertake to:

- Collate school offers and match Trainees to suitable placements that meet their needs.
- Ensure all schools have been quality-checked, completed all necessary checks (Level 2/Occupational Therapy/DBS), and returned the partnership agreement.
- Ensure that Trainees are placed in at least TWO high quality, contrasting school settings and enable trainees to acquire the knowledge and skills they need to teach within the phase for which they are training.
- Inform all parties about necessary changes before, during and post placement dates.
- Be the liaison point in the partnership between Trainees, schools and the university.
- Coordinate arrangements for the delivery of new mentor training and placement briefing meetings, keeping a register of attendance.

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 manner whilst in school in line with school policy.
- Demonstrate professional values and practice.
- Keep the school and Birmingham 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, understand and follow safeguarding procedures.
- Know, understand and follow the school's data protection [UK GDPR] policies.
- Know, understand and follow any policies related to Equality and Diversity.

- 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 learning is marked as appropriate, 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.
- Please provide evidence of their readiness to meet the **Teachers' Standards** by the end of the programme.
- Ensure their e-portfolio is completed promptly.
- Where appropriate, access Birmingham Newman University Student Support Services.
- (Primary: Deliver PE and Foundation subjects in accordance with stage guidance).

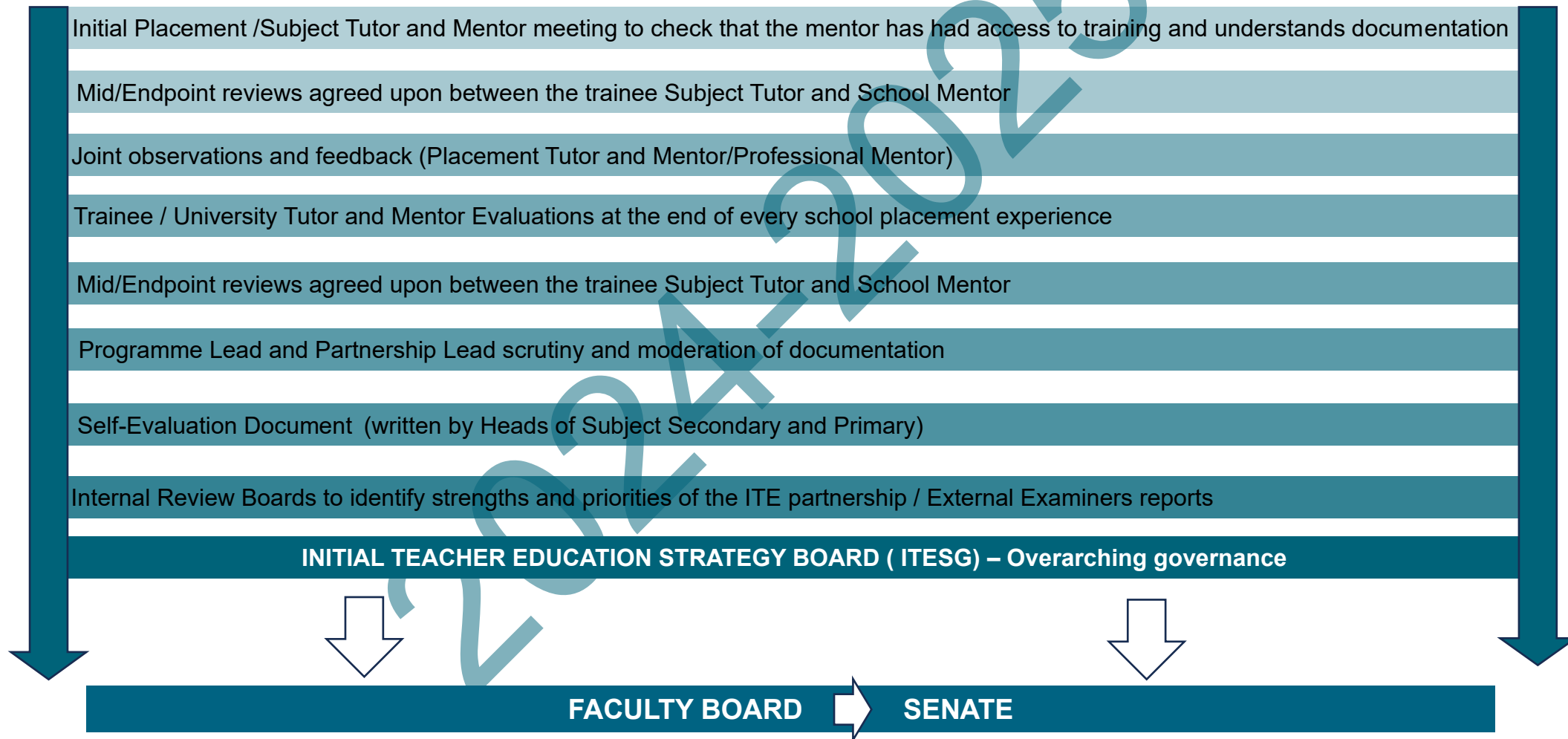
Trainees are expected to behave as teachers, always maintaining a professional stance to meet the Teachers' Standards (2013) parts 1 and 2. Part 2 refers to the personal and professional conduct expected of a teacher.

Trainee Entitlement whilst on placement:

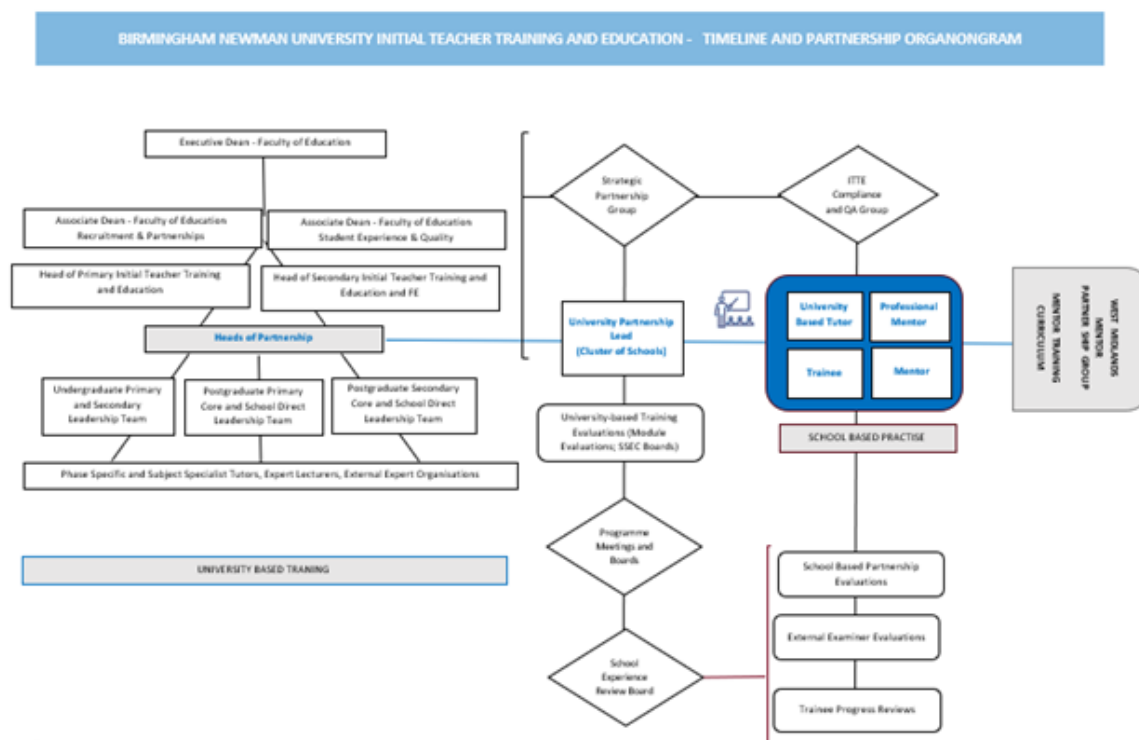
- Weekly review meetings focusing on review, planning and target-setting.
- Weekly written formal lesson observations according to the Birmingham Newman University schedule.
- Weekly opportunities for quality Trainee Planning Preparation and Assessment (TPPA) time.

Section 4 – Quality Assurance Procedures

Birmingham Newman ITE Partnership is committed to ongoing review and development to support improvements in the quality of training. We use the following mechanisms to evaluate practice:



The Initial Teacher Training and Education Strategy Group (ITESG) plays a pivotal role in the governance structure of Birmingham Newman University ITE Partnerships. It aims to develop and oversee the cross-phase vision, strategy and policy relating to primary and secondary teacher education partnerships.



Objectives of the ITESG:

The group meets at least three times per year to provide the overarching strategic direction of the Partnership. The committee informs the partnership of programme development and strategic issues. The group has oversight of partnership arrangements and ensures that there is purposeful integration between the university curriculum and placement practice.

The remit of the ITESG is to:

1. To work collaboratively in the development of a cross-phase strategy and vision for Initial Teacher Training and Education at Birmingham 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 ITE Partnership News bulletin.
5. To receive regular updates 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 the partnership.
6. To advise the Faculty Leadership Team on teacher education partnership-related issues.
7. To be a beacon for developing relationships with partners who support our teacher education provision.
8. Be responsible for the selection and deselection of schools.
9. To monitor and evaluate the performance of the partnership towards its strategic goals as set out in the policy and strategy.

- Contribute to the long-term planning of programme developments.
- Review the improvement and development plan annually and the Self-Evaluation Document (SED).
- Keep under review the partnership agreement.
- Review roles and responsibilities within the partnership.
- Advise on partnership funding arrangements.
- Advise on overall partnership issues.
- Approve mechanisms for quality assurance.
- Review evaluation strategies utilised in the department.
- Advise on mentor training, partnership documentation and placement structure and capacity.
- Contribute to innovative models of partnership working and convey the vision and highest aspirations to those working in the partnership.

Reporting:

The ITESG will receive reports on the work of ITE Phase and Partnership Leads/Co-ordinators and submit minutes and draft reports to the University's Faculty of Education Leadership Team, which holds the statutory accountability for the University's teacher training and education provision.

Frequency of Meetings

Meetings will occur once a term – at least three meetings per academic year.

Agreed Standing Item Agenda Items:

- Compliance update
- Report on Programme Developments from PITE and SITE Heads
- SEDs and priorities from the SED
- Ofsted - Preparations
- Curriculum Developments - Current and 24/25
- Recruitment and retention.
- Student Progress and Attainment PG & UG
- Staffing – plans to replace.
- Partnership
- Equality and Diversity – Award Gaps
- Report on Partnership activities (Representative from Primary/Secondary teams)
- University Level Developments
- AOB

Members

Full Members:

- Associate Dean: Recruitment and Partnership
- Head of PITE (Co-Chair)
- Head of SITE (Co-Chair)
- All Programme Leads (Primary and Secondary)
- Partnership Leads

- A minimum of three senior representatives from educational settings for each phase of teacher education – Primary and Secondary
- A minimum of one representative from the University's partnership administration

Associate Members:

- Executive Dean, Faculty of Education, Birmingham Newman University
- Associate Dean, Faculty of Education, Birmingham Newman University (Student Success and Quality)

Section 5 – Recruitment and Selection

Birmingham Newman operates a rigorous selection procedure to recruit the best possible trainees 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 6 - Selection of Mentors

All school staff who have not had a Trainee from Birmingham Newman University before must receive new mentor training.

Partner schools are responsible for selecting their mentors. In doing so, they agree that they are selecting mentors who:

- Have QTS status and successful teaching experience.
- Possess the personal qualities to establish trusting relationships and model high standards of practice to support a Trainee.
- Are able to support Trainees to develop their teaching practice in order to set high expectations of all pupils to meet their needs.
- Set high expectations and induct the Trainee to understand their role and responsibilities as a teacher.
- Continue to develop their own professional knowledge, skills and understanding and invest time in developing a good working relationship within relevant ITE partnerships.

Section 7 – Training Criteria

Age Phases

In line with DfE criteria, training must enable Trainees to acquire the knowledge and skills they need to teach within the phase for which they are training. No training programme should cover fewer than four school years.

Attendance

All stakeholders must ensure that the training programme is designed to provide:

- Primary and Secondary Trainees with 120 days (24 weeks) time being trained in schools to demonstrate that they have met all the standards for QTS. In addition, all

students must complete 20 days of Intensive Training and Practice weeks. This provision will be reviewed in line with the statutory guidance for ITT (DfE).

All Trainees must have experience of working in two contrasting schools. Trainees need to record their attendance and submit this via their e-portfolio. As noted in the Code of Conduct, Trainees have the following responsibilities:

- There is an expectation for Trainees to attend 100% of days in University and in school.
- They should arrive in good time and dress appropriately.
- If a Trainee is going to be absent from school, they MUST contact the appropriate member of staff, following normal school procedures. They should also follow the absence reporting procedures to inform the University.
- If a trainee is absent for more than seven calendar days a Fit Note certificate signed by a hospital doctor or general practitioner must be provided on the eighth day of the absence to the Faculty Office which will be shared with the trainee's school.
- Request for absences:
 - normally permission for absence is restricted to attending to family emergencies and issues that are judged on a case-by-case basis or to attend a
 - job interview following school protocols as applicable. The trainee should follow the University absence procedures. If the absence is planned, Trainees will need to be prepared to supply work /materials for their classes/lessons.
- Routine doctor's and dentist's appointments should be booked outside of core university and school hours. Absence for hospital appointments must be negotiated with the Placement Tutor / Mentor as applicable.
- Prospective school visits, prior to applying for a job, must be agreed with the School Mentor and University Placement Tutor in advance. These should be in non-contact time or after school, avoiding absence from teaching or taught sessions.
- All aspects of the course are compulsory, and full attendance is compulsory.

Section 8 – Serious Concerns

In the event of a serious concern, for example, professional misconduct, that requires the exclusion of a Trainee from the placement, the School Mentor and University Placement Tutor will contact the University immediately and before any precipitous action is taken. At this stage, it may be necessary to invoke the University Fitness to Practise procedures:

[Fitness to Practise and Study \(newman.ac.uk\)](http://newman.ac.uk)

If a school is unable or unwilling for a Trainee to continue, the Placement Review Process is followed. The University may attempt to find an alternative placement if the cause is considered to have mitigating circumstances. Please note that a school has the right to withdraw a placement at any time, but schools must be aware of the consequences for the Trainee. If a Trainee feels that they are unable or unwilling to continue in a placement, they must inform their Placement Tutor and Professional Mentor. The Placement Review Process is again followed. At any stage in this process, the Trainee may be asked to leave the programme if matters are considered serious enough. Counselling through the University Student Support Service will be offered. Further details can be found on the Birmingham Newman website.

Section 9 – Assessment of Trainees and Internal and External Moderation Procedures

School Mentors/Professional Mentors and Placement Tutors act as the first moderators for placement assessments through in-school visits, observations, and agreement of mid and endpoint reviews.

A wide range of additional internal moderation processes are in place and are carried out by:

- School Subject/Phase Tutors (University)
- Placement Tutors (University)
- Partnership Leads (University)

External Moderation

- The University employs External Examiners. They act as 'critical friends' of the course, comment on the appropriateness of course developments, and moderate the judgment and grading of Trainees.
- External Examiners visit a sample of Trainees in placement schools and review the Trainee's written work/evidence e-portfolios.
- All examiners are members of the final examination board meeting in July.
- External Examiner's reports will provide a written report, which the primary management team respond to as part of the improvement planning process.
- Birmingham Newman is subject to checks by the DfE (For ITE accreditation) and Ofsted inspections.
- The ITE Strategic Group then reviews moderation reports.

Temporary and permanent withdrawals from the programme

Any concerns regarding the progress of a Trainee by the school should be raised initially with the Placement Tutor (University) at the earliest opportunity and before any formal process is implemented. This procedure should be viewed as a positive step to support and address Trainee issues in a structured manner and to support the Trainee in achieving Qualified Teacher Status (QTS).

It may be that a Trainee's circumstances change in a way that interferes with them completing the course (e.g., pregnancy or serious illness). In these circumstances, Trainees should talk with the Placement Tutor, Professional Mentor, Year Lead and Head of Subject. Where appropriate, a decision that allows a temporary break may be granted until circumstances allow a return to and continuation of the course to support the Trainee; this would normally be within one year. Temporary withdrawal is not automatically granted when a Trainee is failing the course. Trainees will be expected to pay course fees on their return. Trainees must arrange to meet with the Course Leader.

Section 10 - Student Complaints

Before any Trainee raises a formal complaint through the relevant complaints procedure, they should be encouraged to informally raise any issues with the Head of Subject (University) first.

Any complaint received by the University relating in whole or in part to the provision covered by any associated course agreement will be subject to the University's student Complaints Procedures available on the University website:

Section 11- Improvement Planning and Self-Review

Improvement and development plans are continuously reviewed and completed in line with Birmingham Newman ITE Monitoring and Evaluation procedures. All stakeholders are consulted and participate in this process. These documents are shared with school colleagues through the ITESG and the Student Staff Consultative Committee. Documents are shared with student course representatives as part of the student consultative committee process.

Section 12 – Professional Development Opportunities

Birmingham Newman delivers mentor training to all stakeholders. The range and scope of training changes to meet the needs of the partnership in response to the continuing change in ITE criteria. New mentors should be trained through Birmingham Newman, and the expectation is that active mentors should attend training.

At present, the current training for school staff offers a programme which includes:

- Induction/training for all new mentors (Mentor Principles/Newman Curriculum and associated Big Questions//NCCAT and target setting.
- Training linked to Placements and expected activities.
- Training for Professional Mentors.
- Opportunities to participate in and deliver the training programme/guest speaker and other events.
- Opportunities to be part of the Trainee recruitment process.

Section 13 – Procedures

Disclosure and Barring Service (DBS)

When the Trainees begin their course, all Trainees will have completed a criminal record check (DBS), including checks against the children's barred list, and judged suitable to work with children.

Late recruitment to the course may mean that a small minority of Trainees receive their DBS check results after the course start date. If this is the case, the university will ensure the DBS checks have been carried out before a school placement begins and will inform the school.

The University provides Trainees with a letter confirming that all safeguarding checks have been completed. Trainees are requested to share this with schools on the first day of their placement, along with photograph identification. The University will not share information about the content of disclosure forms, although Trainees themselves are free to do so.

Section 14 - Safeguarding expectations of University Placement Tutors

All tutors employed by Birmingham Newman University have undertaken DBS checks. All Placement/Subject Tutor visits to include a check of Trainees safeguarding status and have they received setting information about safeguarding.

University Tutors

University Tutors will carry an employee's card with photographic identification. This will be shown at the School's Reception to confirm that the Tutor is an employee of Birmingham Newman University.

Professional Mentors must provide all Trainees with the following documentation:

- The 'Keeping Children Safe in Education' document (last updated January 2023) is also available for Trainees on the Moodle pages.
- The child protection policy.
- The staff behaviour policy (sometimes called a Code of Conduct).
- The role of the designated safeguarding lead and the setting's safeguarding policy.

Section 15 – Compliance with Legislation

Criteria C3.3 states: In order to be accredited, a provider must satisfy the criteria specified by the Secretary of State. ITT partnerships must review and update their provision so that it continues to meet these criteria and associated legislation. Where there is evidence of an ITT provider's non-compliance with current ITT criteria, accreditation will be withdrawn.

Section 16 – Intellectual Property

Intellectual Property Rights and Copyright

Copyright in all processes and systems relating to the award of credit and University awards will remain with the University and must not be used in any other context without permission.

All intellectual property rights, including copyright of teaching materials developed for programmes delivered through The Partnership, will remain the property of the party responsible for their development. In the case of joint courses, intellectual property rights will be jointly held for the duration of the related Partnership Agreement and must not be used by either party in any other context without permission.

If the Partnership Agreement is terminated, intellectual property rights for all teaching materials will revert to the party responsible for their development. The award (degree or certificate) will remain the property of The University.

In signing this Agreement, approval is hereby given by The Partner and The University for appropriate institutional and programme information to be available for public access via the Internet as required by the QAA, HEFCE and other similar national organisations.

Section 17 - Publicity and Marketing

The University and The Partner agree to use all reasonable endeavours to promote the reputation of the other and, in particular, to promote the collaborative provision and activities developed through this agreement.

No trademarks, logotypes, kite marks, symbols, or other emblems owned or awarded by The University may be used by The Partner on any advertising without prior written permission from The University.

Equally, no trademarks, logotypes, kite marks, symbols or other emblems owned or awarded by The Partner may be used by The University on any advertising without prior written permission from The Partner.

Section 18 - Financial Annex

The full scale of payments for Birmingham Newman University placements, training and Intensive or Focused placements will be emailed to Partner Schools. The scale of payments is reviewed annually.

Section 19 - ITE Delivery and Management Costs

Birmingham Newman University provides schools with the following:

- An academic award with Masters Credits (Postgraduate programme only, Level 7 or Level 6 award) and Teacher Status Qualification for Trainees.
- Centrally provided training through phase-related, subject-specific and professional studies modules and programmes.
- Robust recruitment and selection processes through the University admissions team and academic staff and administration staff support.
- High-quality tutor support for schools throughout all placements and beyond the initial teacher training for schools employing Early Career Teachers.
- Joint research opportunities between schools and academic professionals from the University.
- Mentor training, peer and coaching courses for school staff and university tutors.
- Informal and formal opportunities for university expertise in ITE to be shared through network meetings and conference events.
- Excellent facilities, including the library services.
- Quality Assurance for all schools in the partnership and a programme of internal moderation between school and university tutors.
- Appointment of relevant and experienced External Examiners in all programmes.
- Expertise across the University for School Support, such as communications and marketing, IT and the full range of student services.

Section 20 - Data Protection Legislation

Birmingham Newman's Privacy Notices are published on its website and available here: [Birmingham Newman University Privacy Notices - Birmingham Newman University](#)

Birmingham Newman University will hold, and process personal data transferred to it by the Partnership School in accordance with data protection legislation (including GDPR and the Data Protection Act 2018). In addition, for quality assurance purposes, the University will

process evaluation data provided by the Trainees and mentors relating to their school experience. For these purposes, the University is the Data Controller.

The University will update information in its records as notified by the partnership school or the Trainee. Regarding partnership schools, we will annually seek to verify the information held. The University will not share the information received from the Partnership School or its Trainees with any third party, including outside of the EEA, without the consent of the Trainee and/or the school.

We recognise the importance of protecting the personal data of all individuals and the particular concerns relating to children's data. Trainees will be given training in processing pupil data and the requirements of the Partnership School in relation to appropriate storage and processing. Partnership Schools are required to ensure that Trainees understand the school's processes in relation to data protection, including the transfer of personal data off site. In addition, Partnership Schools are required to ensure that their Privacy Notices include specific references to children's personal data being shared with Trainees as necessary.

In the event of a data breach, the Trainee is instructed to inform the school and the University immediately. In the event of the University suffering a data breach in relation to data relating to Trainees the Partnership School will be informed as soon as is practicable after the breach is identified.

Section 21 - Equality and Diversity

Birmingham Newman University is committed to fostering a diverse and inclusive community that encourages all students and employees to fulfil their potential and values individuals because of their differences. This is in keeping with Birmingham 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 demonstrate to students and employees 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.

Birmingham Newman University supports all aspects of equality, particularly 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 Birmingham Newman University website with details of these policies is below:
<https://www.newman.ac.uk/knowledge-base/equality-diversity-policy/>

Birmingham Newman University is fully committed to the integration of the Anti-Racism Framework for Initial Teacher Education/Training https://www.ncl.ac.uk/mediav8/humanities-research-institute/files/LBU_Anti_Racism_11-compressed.pdf into our Undergraduate and Postgraduate Programmes. We clearly understand that how we educate current and future teachers has a central role in enacting change in the classroom, curriculum, and policy development to address the differential patterns of education access and outcomes for pupils from BAGM (Black Asian Global Majority) heritage.

School staff (PMs and Ms), University staff (PTs) and students have a responsibility to comply with the key messages within the Anti-Racism framework, which are that:

Racism is a real and prevalent feature of our society, and it takes many forms and is constantly being reshaped. Being anti-racist means actively looking and seeing, describing and understanding, and dismantling racism. Therefore, educators working with all age groups in all places are crucial to anti-racism work. All staff (both school and university) involved in teacher education programmes are of fundamental importance to enabling anti-racist teachers of and for the future.

As part of a student's induction, we ask that they are signposted towards the school's policies that relate to their ability to report racist incidents whilst on placement, and that these processes are clearly outlined in the induction process.

Section 22 - Health and Safety Provision

The University will make Trainees aware of the following:

- The agreement between the school and university (partnership)
- Who to contact at the University should an issue arise relating to Health and Safety, School Health and Safety Provision

The School should make the following available to the Trainee/have in place:

- A current Health and Safety policy (the Trainee should receive a copy of the above or know where it is always available).
- The school has a Safeguarding Policy, which will be made available to the Trainee and the Trainee will be inducted in child protection issues.
- The Trainee will be provided with a full induction on their first day, including all necessary health and safety training, fire evacuation, and workstation assessment if applicable.
- The school holds employer and Public Liability Insurance
- School insurance covers any liability incurred by a placement Trainee due to his/her duties as an employee.
- The school has conducted an assessment of work practice to identify possible risks, whether to the school's employees or others on their premises.
- Risk assessments are regularly reviewed, and the risk assessment results are implemented.
- There is a formal procedure for reporting and recording accidents and incidents in accordance with RIDDOR and other legislation.
- There are procedures to be followed in case of serious and imminent danger to people at work on the school's premises.
- The school will report to the University all recorded accidents involving placement Trainees.
- The school will report to the University any sickness involving placement Trainees which may be attributable to their work.
- The Trainee will be made aware of suitable contact persons within the school relating to issues of Health and Safety (as above) and Equal Opportunities.

Appendix A – Birmingham Newman University ITE Partnership Roles and Responsibilities

