



## HAMWIC SCITT Partnership Agreement

This is an agreement to enter into a partnership to provide the highest quality training between Hamwic SCITT and \_\_\_\_\_ .

Agreement Start Date: 1<sup>st</sup> September 2018

Agreement concludes: 31<sup>st</sup> August 2020

This agreement sets out the roles, responsibilities and Quality assurance procedures for the partners and stakeholders. This agreement needs to be signed and dated by the Headteacher and Programme Director then returned to Hamwic SCITT. This document will be supported by the Course Handbook.

By signing this agreement all Partners agree to abide by the Policies and Procedures laid down by the Hamwic SCITT



## **Aims of the Partnership**

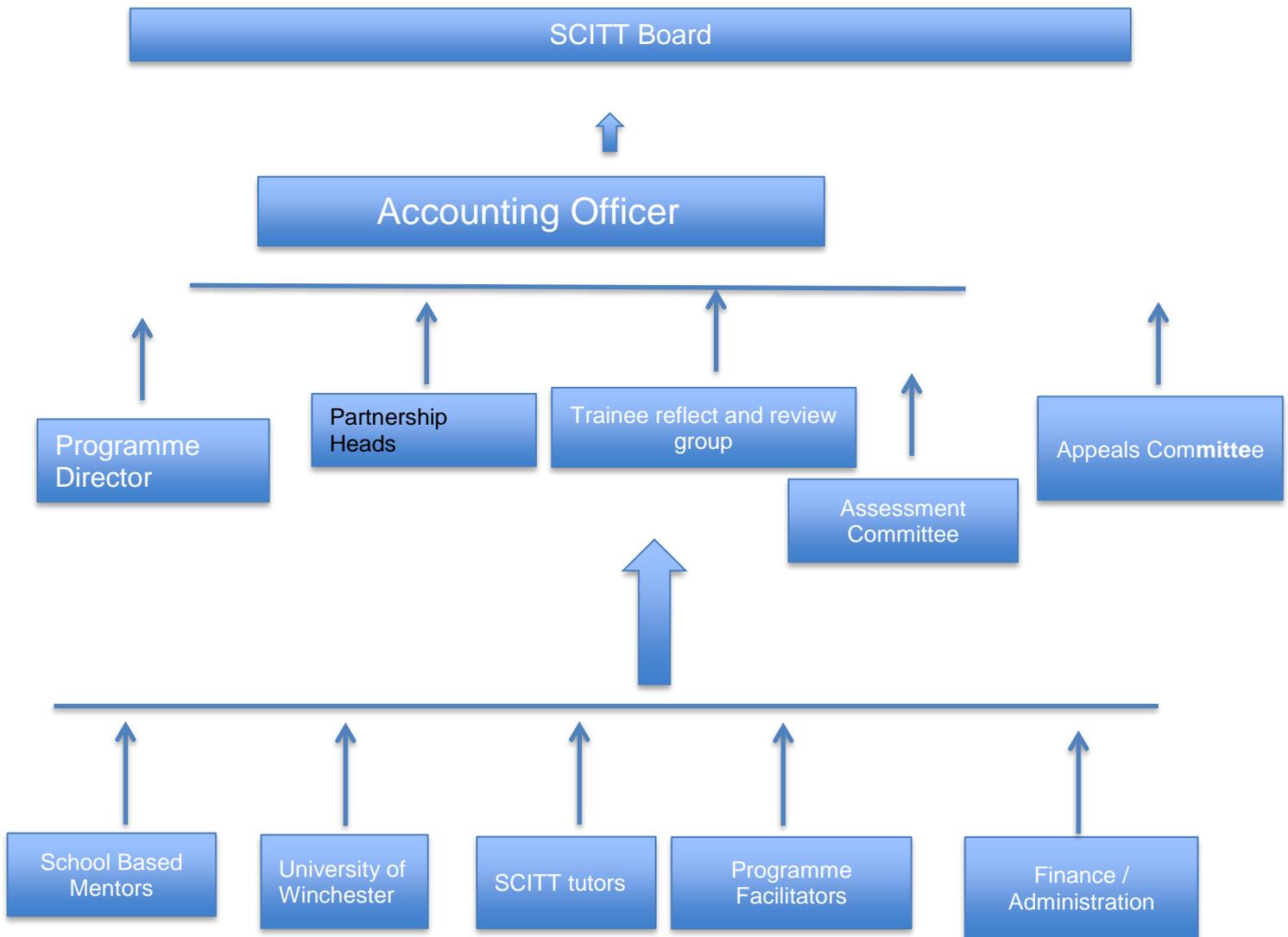
Hamwic SCITT is committed to working closely with partner schools in the training of teachers and to developing partnerships where practising teachers have an increasing part to play in initial training courses. This Agreement identifies the roles and responsibilities to be undertaken by each party as joint providers of the course.



## Roles and Responsibilities within Hamwic SCITT



## Hamwic SCITT Governance Structure



## **The Agreement defines;**

### **1. Hamwic SCITT will be responsible for:**

- the implementation of policy on trainee teacher placements which will be determined as soon as possible in the academic session after trainee teacher registration has been confirmed
- providing the trainee with a training contract including terms and conditions
- provide training on Safeguarding and Health and Safety
- implement and follow the Equality and Diversity policy
- ID Checks and DBS and qualification checks
- negotiating and co-ordinating the placing of the trainees.
- Criteria for the allocation of trainee teachers to schools will include: school circumstances, ethos and culture; the requirement for trainee teachers to experience good models of classroom practice and to obtain contrasting and varied schools experience; the personal circumstances of individual trainee teachers.
- taking the lead in the organisation and structure of training programmes to ensure that schools are supported in creating and managing the training programme
- ensure that subject knowledge for teaching is planned into the training and is developed suitably in the trainee
- providing appropriate support and time for staff involved with the Hamwic SCITT to adequately fulfil their expected roles, including allowing the release of staff to attend support sessions as and when these are organised
- ensuring that trainees and tutors adhere to Hamwic SCITT quality control and quality assurance and enhancement procedures in respect of academic and teaching standards during school based training the appropriateness of school training environments
- the examination, assessment and recording of trainee teachers' academic attainments and their achievement against the Teaching Standards
- the preparation of audited accounts
- providing annually to the Hamwic SCITT board, governors' reports, HEI data and other benchmarking data as required
- collection of trainee tuition fees
- adhere to appeals systems and procedures
- have clear disciplinary systems and procedures
- the assessment and recording of trainee teachers' progress against teaching standards
- the verification of competence assessments against the Teaching Standards
- the coordination of the provision of appropriate preparation and support for school based tutors
- the coordination of the production of Standards related training and assessment guidance and materials for use by school based mentor

- the establishment and maintenance of quality control and quality assurance in respect of academic and teaching standards, school based and the appropriateness of school training environments
- co-ordinate the trainee's additional school experiences (if appropriate) in accordance with the guidelines stated in the programme documentation;
- co-ordinate pre and post key stage experiences in other settings and training visits to other schools within the Partnership.
- Recommendation of award of Qualified Teacher Status to trainee



## **2. Winchester University will be responsible for:**

- Set and mark assignments
- PGCE accreditation and validation
- responding to QA requirements on accreditation for PGCE
- Provide access to student facilities at the University

## **3. The SCITT Board**

The SCITT Board:

- is responsible for ensuring that the programme meets the statutory requirements relating to ITT
- is responsible for the financial arrangements of the Hamwic SCITT
- will exercise its duty of care with due diligence
- the board comprises representatives of all partners and has responsibility for the development, management and implementation of all policies and procedures for the Hamwic SCITT

## **4. Accounting Officer**

Main responsibilities are to: .

- To report to the Hamwic SCITT Board
- will oversee day to day management of the programme undertaken by the Programme Director
- Ensure resolutions of Partnership Heads meetings are acted upon.
- To line manage on a day-to-day basis the SCITT Programme Director and act as ultimate Line Manager to all other Partnership staff employed by the Partnership.
- To take such occasional executive action, as required at the time, in the interests of the SCITT.
- take responsibility for aspects of any Ofsted inspection of the Partnership's ITT provision

## **5. Programme Director**

Main responsibilities are to:

- liaise with the Accounting Officer and Hamwic SCITT Partnership
- organise and support the application and selection process with the partnership
- engage the services of appropriately experienced and qualified visiting mentors to support trainees and Host schools
- support school based training through providing a core training programme appropriate to the phase of the trainee
- support the school in the assessment of the trainee's achievement of the standards
- provide support and guidance for school-based mentors
- meet the DFE requirements for record keeping
- meet DFE requirements for provisional registration of trainees
- organise processes and procedures relating to external scrutiny
- act in liaison with others to resolve problems within the Partnership affecting the delivery of programmes including quality assurance



processes, trainee issues/problems and those relating to school experience

- Lead training for trainees where appropriate
- liaise with the DFE and other appropriate bodies as necessary

## **6. SCITT Tutors**

Hamwic SCITT has a formal role in monitoring a school's work and is responsible for checking on a school's capacity to provide a suitable training programme.

A SCITT tutor is assigned to each trainee and the SCITT programme director has responsibility for managing the team of visiting tutors

The SCITT tutor has three key purposes:

- to monitor the progress of the trainee
- to monitor the delivery of the individual training plan
- To report back to the programme director on progress trainee is making

SCITT tutors act as general tutors who visit schools to work with trainees in all subject areas. In all cases they are subject or phase specialists.

Their roles and responsibilities are to:

- Make up to 2 visits every half term
- provide support for school-based mentors in design and delivery of Individual training programmes
- provide support for trainees during their placement
- monitor and moderate training and assessment across Partnership schools
- liaise closely with the SCITT programme director
- advise SCITT programme Director immediately if any concerns arise
- lead programme training where appropriate
- to sit on SCITT committees where appropriate
- to prepare reports to be presented at committees where needed

## **7. Host School / Headteacher**

- The commitment of the Head teachers within the Partnership is essential for success. The Head teachers have a responsibility to ensure that the schools can offer both an appropriate setting for effective training and are able to meet the requirements of the accrediting body.
- The Head teachers should be committed to enabling and providing opportunities for their staff working as mentors, co-ordinators and trainers with trainees.



- The Head teachers should ensure that the school is represented at relevant training and briefing sessions, recognising this as a valuable form of continuing professional development as well as quality assurance for the Partnership and SCITT.
- The school should be able to offer trainees access to support, good practice and necessary resources.
- The Head teachers will have in place school policies or development plans that support ITT.
- The Head teachers are also responsible for communicating with the SCITT regarding any changes to the school context that might significantly affect it as an appropriate setting for ITT (e.g. issues arising from a recent Ofsted inspection of the school or a significant change in staffing).
- The headteacher is responsible for nominating a suitable person to execute the duties of Professional Mentor in both main placement and second placement school (where needed)
- To sit on SCITT committees where appropriate

A Partnership school should have a:

- strong commitment to teacher training
- history of successful ITT collaboration via the school based route or PGCE, including:
  - Shared values and models of training both for CPD and ITT
  - Active participation in the monitoring and development of the ITT programmes
  - Contributions by school staff to the delivery of current ITT courses in more than one location (e.g. workshops at the HEI, school visits as visiting tutors / verifiers / moderators)

## **8. Professional Mentor (Where needed)**

The Mentor is responsible for the trainee's overall training experience in the school. They will be an experienced member of staff

They will ensure that trainees are familiar with whole school issues. In addition, they will lead and support the mentor(s) in effective delivery and development of the individual training programme. They will keep informed about the progress of individual trainees through discussion of Standards-related documentation and via regular meetings with the trainee, mentor and Professional Tutor.

Other responsibilities include to:

- releasing trainees to attend centre-based training as appropriate
- contributing to centre-based training by negotiating with the SCITT director if appropriate
- select and share, where appropriate, school data;
- take responsibility, when requested, for writing references for trainees;
- agree to support the Partnership in its implementation of its Equality and Diversity policy and other procedures and requirements,



- especially in connection with Health and Safety, safeguarding and welfare/wellbeing of children and young people, as they relate to the trainee's experience in schools;
- enable subject mentors and other colleagues where appropriate to attend Training sessions (including mentor training);
  - arrange any additional school experiences, liaising with colleagues from other schools and Visiting tutors as necessary.
  - support and facilitate visits by external examiners, Ofsted inspectors and internal Partnership moderators to their school, as determined by the Partnership. Such visits will be for the purpose of quality assuring and enhancing the work of the Partnership as well as for the moderation and assessment of trainees.
  - ensure that a regular weekly meeting between the mentor and trainee takes place during allocated time.
  - ensure that they meets with the trainee at least twice per half term, observe and formally assess trainee's work and provide professional dialogue each half term during the programme;
  - oversee the completion of the trainee's individual training plan
  - monitor trainee's attendance at school (including liaison with mentors and the visiting tutors as appropriate);
  - ensuring that trainees and tutors adhere to published and agreed SCITT policy statements and procedures (e.g. appeals, complaints, equal opportunities, race equality)
  - complete appropriate section of the required reports;.
  - attending training sessions and meetings in preparation for the effective fulfillment of their role;
  - contribute to reviews and evaluations of the programme as requested.

## **8. Programme Facilitators**

Programme Facilitators are responsible for the trainee's specialist training, including subject knowledge for teaching supported by the SCITT. They will be selected from partnership schools and will have to be recommended to the Hamwic SCITT by their Headteacher. They will be recognised as outstanding practitioners within their own professional base.

The roles and responsibilities of the Programme Facilitators are:

- to plan and deliver high quality training
- to match training to the Teaching Standards
- to ensure, along with the Programme Director that the training delivered meets the National Priorities.
- to ensure that evaluations are undertaken and responded to where needed.

## 9. School Mentors

Mentors are responsible for the trainee's phase specialist training, including subject knowledge for teaching supported by the SCITT. They are responsible for providing the trainee with a variety of teaching experiences, for identifying tasks and activities which will ensure that the trainee will make suitable progress. The mentor will have detailed knowledge of the individual training plan and will guide the trainee in all aspects relating to their professional development. Mentors will liaise with school colleagues in order to ensure that all elements of the training plan are addressed. Mentors will be experienced effective classroom practitioners and will be expected to have the skills to work with trainees effectively.

Mentors are expected to meet weekly with their trainee in order to discuss practical and theoretical matters relating to their teaching, including target setting and the reviewing of trainee progress against the Standards. Mentor meetings should be held in a dedicated session during the school day, the timing of which is mutually agreed upon by all parties in order to ensure that entitlement requirements are being met. Partnership schools are expected to facilitate these regular mentor meetings

The roles and responsibilities of the school based subject mentors are:

- to individualise the delivery of the partnership training programmes with reference to the targets agreed with trainees
- to observe and provide written feedback on classroom performance, on average at least once per week
- to check trainee file documentation and compliance with directed tasks in order to provide written feedback on lesson planning for teaching, lesson evaluations, marking and target setting, design and use of assessment tasks and data, resource design and preparation to ensure high quality lessons are being delivered.
- to provide weekly time-tabled meetings in which trainee teacher performance, against previously set targets is monitored and new or updated targets are set
- to collect and collate weekly meeting records and written feedback on classroom observations in order to monitor trainee teacher performance and progress against standards
- write the appropriate section of the termly report
- to ensure that class contact time-tabled for the training provides a realistic challenge for a trainee teacher, is consistent with expectations established by the Partnership as specified in course documentation and enables progress to be made with respect to all aspects of professional formation
- to agree with trainee at a mid point before the end of the school placement the nature and timing of evidence that will be required to enable summative assessment to be made against standards
- to liaise with the coordinating tutor with respect to trainee welfare and progress and the provision of summative assessment reports by specific deadlines

- to liaise with the professional tutor and SCITT programme director in cases where serious concerns exist about trainee welfare, progress and/or capacity to meet Standards by set deadlines.

## **10. Trainees**

Hamwic SCITT aims to develop teachers who, by the end of their ITT training, are competent, reflective and professional to a level at least commensurate with that expected of a Newly Qualified Teacher (NQT). As with all other personnel involved in the Partnership, trainees have specific roles and responsibilities.

They must comply with personnel requirements and to obtain an enhanced disclosure check and to complete any other appropriate background checks as requested.

All trainees must sign the Trainee Declaration form.

It is the trainee's responsibility to ensure that they are fully informed about programme requirements and procedures as well as school requirements

Trainees have a responsibility to:

- follow and abide by all school policies, particularly those relating to health and safety, safeguarding, and the welfare/wellbeing of children and young people
- have due regard to and abide by Partnership policies
- have due regard to The Teaching Standards

**Trainees are expected to:**

- comply with all procedures set out in the documentation
- provide evidence to show that all Teaching Standards for QTS have been successfully fulfilled by the end of the training
- demonstrate commitment to their studies
- demonstrate a responsible and professional attitude to all staff in school, to fellow trainees and to children
- be proactive and assertive in their own professional development
- take an active part in the initial self-audit and in creating and reviewing the training plan
- attend core training events and other training activities as required by the individual training plan
- meet with the Mentor on a weekly basis and respond to targets set
- meet with Professional Mentor (Where needed) at least once each half term for programme review
- act upon guidance or advice provided by the SCITT Tutor
- meet Partnership and school deadlines
- meet the attendance requirements relating to ITT compliance and/or financial support

Inform the Programme director of any concerns regards the standard of training that they are receiving

Termination of agreement with partner schools:

The Hamwic SCITT can terminate this agreement with any of the named partners at any point, after following the procedure for removal of partners, if roles and responsibilities have not been adhered to or if any change in circumstance suggest that they are unable to deliver quality provision that is required.

Termination of Partnership by a Partner requires a years written notice to Hamwic SCITT.

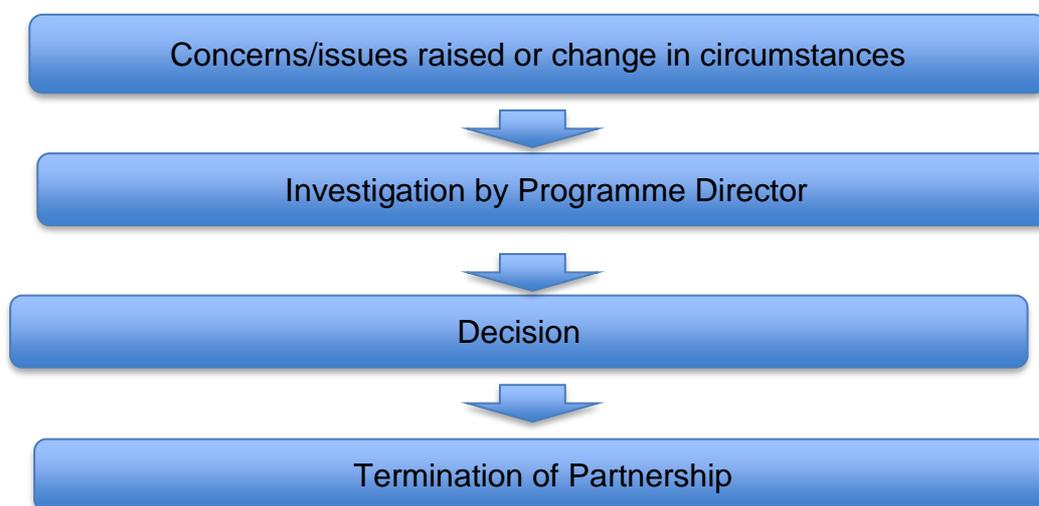
Headteacher of Host School : \_\_\_\_\_

Date: \_\_\_\_\_



## Appendix 1

### Procedure for the removal of Partners from the Hamwic Partnership



#### Stage 1

A quality issue is identified through monitoring of Teaching and Learning, placements, Mentor, Tutor, trainee feedback, raised by the Quality Assurance Committee etc. This issued is logged with the SCITT Programme Director.

#### Stage 2

The SCITT Programme Director investigates the issue through speaking to key people involved and identifying specific written evidence where appropriate. If it is felt that it can be dealt with at this level, the SCITT Programme Director will contact the school, member of staff etc concerned and outline the issues. All of this will however be documented and outlined to the Quality Assurance Committee.

If it is felt that it is of a more serious nature then the SCITT Programme Director will continue to Stage 3.

#### Stage 3

All issues at Stage 3 will be outlined and discussed with the Accounting Officer to consider appropriate action. Further investigation may be required and a full consideration of the issues will be explored with members of the Quality Assurance Committee.



Where appropriate, an action plan will be created with the SCITT Programme Director, Headteacher and school or member of staff to address key action points. A time frame will be put in place as well as key individuals who have been tasked to review these issues at regular intervals.

## Stage 4

Based upon the action in Stage 3, if improvements are not made with a particular school or with a particular member of staff, schools can be deselected and contracts can be addressed through capability procedures in line with school procedures.

Where appropriate, key findings from this particular issue will be included in the Hamwic Partnership Development Plan that will be reviewed yearly.

### **Remits of Committees –**

#### **Trainee Review and Reflect Group**

**ACCOUNTABILITY** - to the SCITT Programme Director

#### **REMIT**

- This group will meet three times a year to review the current year from the point of view of the trainees to ascertain possible changes for the following year.
- The group will be chaired by the SCITT Programme Director and will also include at least one SCITT Tutor, one Professional Mentor and a number of trainees from different phases.

### **Appeals Committee**

**ACCOUNTABILITY** - to the SCITT Programme Director, Accounting Officer and the University of Winchester (for the PGCE component of the programme)

#### **REMIT**

- This committee will meet as required. Further information regarding the appeals process can be found in the Course handbook.
- This committee will consist of:
  - a headteacher from the Hamwic SCITT Partnership who have not had any involvement with the trainee or issues associated with the appeal. This headteacher will chair the committee
  - the SCITT Programme Director
  - a key member of staff as designated by the Hamwic SCITT External Examiner for the award of QTS
- Appeals for the PGCE will be coordinated through the University of Winchester with the Hamwic SCITT Partnership. The outline of the Appeals Committee will remain the same.



- The Chair of the Appeals has a right to invite any third party that they may feel is required for this meeting.
- The trainee will also be able to bring a support/representative to the meeting.
- Full details regarding the Appeals procedures can be found in the Appeals Section (for the purposes of the bid, Section 4)

**QTS Assessment Committee:**  
**ACCOUNTABILITY – SCITT Board**

**REMIT**

- Review evidence submitted by Trainees and Professional tutors to ensure that all Teaching Standards have been met
- This committee will include different stakeholders to ensure the that consistency and continuity of QTS is recommended. This will include:  
Accounting Officer  
The programme director  
A partnership headteacher  
External Moderator  
Representative from the University of Winchester  
SCITT Tutor

