

Edge Hill University (EHU) ITT Partnership Agreement 2018-2019

Any school, college or setting that submits an offer for a Professional Practice is agreeing to accept the terms and conditions of this agreement and is confirming that they will adhere to the roles and responsibilities detailed.

Recruitment and Selection

Edge Hill University will:

- In collaboration with partners conduct a high quality, open and transparent recruitment and selection process.
- Ensure all trainees have been subject to an Enhanced Disclosure and Barring Service (DBS) criminal records check, including a check of the children's barred list and other relevant safeguarding checks, and keep records showing that trainees have obtained these.
- Provide a link to Partnership school/college/settings outlining DBS and safeguarding procedures via <https://www.edgehill.ac.uk/educationpartnership/safeguarding-policy-2/> and ensure a copy of the procedures is given to the trainee.
- Organise a panel of professionals to review DBS issues comprising representatives from the Partnership and the Faculty, where appropriate.

School/College/Setting will:

- In collaboration with Edge Hill University, conduct a high quality, open and transparent recruitment and selection process.
- Ensure that the trainee is not subjected to any further DBS or safeguarding checks and that the letter confirming their suitability to train to teach is accepted by the school/college/setting as proof of their clearance to work with children and young people in line with the DBS Code of Practice and the "Initial Teacher Training Criteria" from DfE; (see <https://www.gov.uk/government/organisations/disclosure-and-barring-service>).
- In respect of School Direct salaried trainees and Further Education and Training in-service trainees the school, college or setting will ensure that all trainees have been subject to an Enhanced Disclosure and Barring Service (DBS) criminal records check, including a check of the children's barred list and other relevant safeguarding checks, and keep records showing that trainees have obtained these.

Prior to commencement of Professional Practice

Edge Hill University will:

- Ensure a Partnership Agreement is available to the setting prior to the Professional Practice starting date and uploaded to the website via the following link www.edgehill.ac.uk/educationpartnership/partnership-agreements/
- Promote and advance equality and diversity and eliminate discrimination (see <https://www.edgehill.ac.uk/documents/equality-diversity-policy/>).
- Prior to embarking upon a Professional Practice all trainees will have had a University-based introduction to Health and Safety, Safeguarding, appropriate to their level of study including learning support, finance,

School/College/Setting will:

- By offering Professional Practice opportunities and enhancements to trainees, accept they are agreeing to the terms and conditions of this agreement and will adhere to the terms and conditions of the ITT Partnership Agreement prior to training any trainees.
- A school/college/setting will, as part of a comprehensive induction programme as would be delivered to any new member of staff:**
- Promote and advance equality and diversity and eliminate discrimination.

expectations and the Code of Conduct. In addition, they will have been introduced to The Prevent Duty and gained an understanding of their responsibilities with regard to the advice given.

- For trainees who are pregnant, provide an individual Risk Assessment with targets
- Provide an ITT communication overview for all partners, which will be updated annually (see Appendix 3).
- Provide the Cluster Lead with an electronic copy of the EHU ITT Partnership Agreement.
- Ensure that the Partnership meets the ITT criteria (October 2018) <https://www.gov.uk/government/publications/initial-teacher-training-criteria/initial-teacher-training-itt-criteria-and-supporting-advice> and will continue to meet the criteria.
- Appoint a Partnership Quality Officer who will quality assure the Professional Practice, providing an overview of quality assurance processes and procedures.
- Allocate trainees to Professional Practices based on their identified training needs.
- Provide specific guidance to explain the requirements for each Professional Practice and guidance on how to support the trainee throughout their training in the setting.

- Have a written Health and Safety Policy in place.
- Ensure that all trainee teachers are provided with the following at the commencement of their training in each school:
 - The child protection policy
 - The staff behaviour policy (sometimes called a Code of Conduct)
 - Information about the role of the designated Safeguarding lead
 - A copy of Keeping Children Safe in Education.
- Accept responsibility for the trainee under the Health and Safety at Work Act 1974 and/or the EU directive for Safety and Health at Work (whichever is the higher requirement).
- For trainees who are pregnant, review the targets set in the Risk Assessment on a weekly basis and inform the Edge Hill ITT Lead (see Professional Placement Handbook) if there are any issues.
- Have in force Employers' and /or Public Liability insurances and ensure that the trainee and/or accompanying teacher is deemed to be an employee for the purposes of these insurance policies.
- Have previously advised the appropriate insurers of the proposed Professional Practice.
- Ensure if insurance is not in place (eg exemption permissible under the Employers' Liability (Compulsory Insurance) Act 1969), they have access to funds to pay for any liability dispute and compensation awarded and accept full responsibility in this regard.
- Be responsible for reviewing and updating all information that EHU holds on the school, college, setting, ensuring it is kept up to date and that EHU is informed of any key changes.
- Agree that EHU can store and utilise school, college, setting, information that it holds and use that information for enhancing the training and education it provides.
- Access the communication strategy (see Appendix 3) and follow agreed procedures.
- If a Cluster Lead school completes the 'submit offers' or offers Professional Practice on behalf of a setting, it is the Cluster Lead School's responsibility to ensure all settings, who are offering, have seen, understand and agree to the terms and conditions set out in the ITT Partnership Agreement and a copy of the agreement is sent to them by the Cluster Lead school.
- Ensure that all staff engage in ITT and are aware of the ITT criteria (October 2018) <https://www.gov.uk/government/publications/initial-teacher-training-criteria/initial-teacher-training-itt-criteria-and-supporting-advice> and will ensure all staff comply with this.

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	<ul style="list-style-type: none"> • Appoint a trained Professional Mentor or Setting Lead who will liaise with Edge Hill University to ensure that all training in the setting is of high quality, all trainees are receiving their entitlement and that the required reports and evaluations are returned on the prescribed dates (including, interim report forms, Professional Practice report forms and evaluation forms). • Ensure correct contact details (including email addresses) are provided. • Agree and adhere to Edge Hill University Quality Assurance processes and procedures (see appropriate Professional Practice Handbook) https://www.edgehill.ac.uk/educationpartnership/ • Ensure an appropriate Mentor is identified for each trainee and in the absence of the identified one, ensure a suitable replacement is sourced immediately. • (EYTS only) Ensure the Mentor is available to assess trainees at a second placement outside the employed setting.
<p>*See above</p>	<ul style="list-style-type: none"> • Ensure that, should the trainee be expected to work with machinery, equipment or substances hazardous to health, safety precautions will first have been taken, first aid facilities will be available and training, supervision and protective clothing will be provided. • Provide a health and safety induction for the trainee as you would to any member of staff working in your setting ensuring appropriate risk assessments have been carried out. • As part of the trainee's induction into the setting introduce the setting's safeguarding policy and approach to The Prevent Duty, in order that the trainee is fully briefed about their responsibilities. • Inform Edge Hill should an issue arise under the Prevent Duty which relates to a trainee. • Advise EHU immediately of any injury or loss involving the trainee.
<ul style="list-style-type: none"> • Outline the process and procedures to enable schools, colleges, settings to accurately and consistently assess all trainees, including moderation procedures on Professional Practice and enhancements (see relevant Professional Practice handbook) https://www.edgehill.ac.uk/educationpartnership/ • Remain accountable for all assessment judgements and recommendations. 	<ul style="list-style-type: none"> • Ensure all mentors working with trainees have a clear understanding of the most recent professional standards¹ and Edge Hill University assessment processes and procedures (see relevant Professional Practice handbook) https://www.edgehill.ac.uk/educationpartnership/

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| <ul style="list-style-type: none">• Outline the payment for any Professional Practice and enhancement when confirming the offer of a Professional Practice has been accepted and a trainee has been allocated.• Ensure that partners are aware that there may be changes to this payment, based upon reduction of days or if the partner is unable to meet the full requirements of the Professional Practice. | <ul style="list-style-type: none">• Ensure all mentors engage in mentor training and are aware of and familiar with all required report forms and documentation that they must complete in order for payment to be released. |
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During Professional Practice	
<p>Edge Hill University will:</p> <ul style="list-style-type: none"> • Deliver on-going comprehensive training for the school/college/setting including subject specific and generic mentor training for each identified mentor (see website for training opportunities, https://www.edgehill.ac.uk/educationpartnership/ under the specific age phase) • Ensure compliance of trainees' timetables. • Ensure trainees receive Visiting Tutor entitlement • Ensure each school/college/setting has the opportunity to engage in wider partnership collaboration, such as selection of trainees, design and delivery of programmes, representation on executive and deliberative committees leading to the development and enhancement of policy and procedures across the Partnership. • Ensure Partnership Quality Officers visit termly to ensure that quality assurance processes have been followed and adhered to. • Provide an overview of 'At risk' procedures and the full Academic and Professional Review Meeting process to all trainees and partners. 	<p>School/College/Setting will:</p> <ul style="list-style-type: none"> • Ensure all mentors are fully aware of their roles and responsibilities, including: <ul style="list-style-type: none"> ➤ establishing trusting relationships, modelling high standards of practice, and understanding how to support a trainee through initial teacher training, ➤ supporting trainees to develop their teaching practice in order to set high expectations of all pupils and meet their needs, ➤ setting high expectations and inducting the trainees to understand their roles and responsibilities as a teacher, ➤ continuing to develop their own professional knowledge, skills and understanding <p>https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/536891/Mentor_standards_report_Final.pdf</p> <ul style="list-style-type: none"> • Ensure completion of trainees' timetables in accordance with the requirements of that Professional Practice. • Ensure a commitment from all relevant staff to the provision of ITT and EYITT, ensuring access to training provided by Edge Hill University. • Adhere to the Edge Hill University Training and Assessment Guidelines as noted in the Professional Practice Handbook https://www.edgehill.ac.uk/educationpartnership/ • Monitor trainee achievement and share this with Edge Hill University including Professional Practice interim and summative grades. • Provide support for each trainee to fulfil their teaching potential, ensuring that the EHU 'At Risk' and intervention procedures are adhered to. • Provide trainees with enhancement opportunities/CPD according to trainee need where possible and appropriate, eg <ul style="list-style-type: none"> ➤ SEND ➤ EAL ➤ experience of transition from one age phase to another ➤ experience of a school in challenging socio-economic circumstances to ensure all trainees are highly employable. • Ensure Trainees access the appropriate number of days/hours required for that Professional Practice. • Return all reports by the prescribed deadline for that Professional Practice

	<ul style="list-style-type: none"> • Ensure that all trainees are able to train across appropriate key stages/age phases and qualification levels, as appropriate, to gain the breadth and depth of experience required. • Ensure suitably qualified teaching staff who are either good or outstanding in their own teaching, plan, deliver, facilitate, monitor and assess trainees. • Provide suitable rooms, with lighting, heating and technical facilities for trainees and ensure appropriate amenities are available for trainees to use. • Provide access to ICT equipment with internet connection at a level appropriate to the number and requirements of the trainees.
<ul style="list-style-type: none"> • Ensure all mentors can make an accurate identification and assessment of any trainee (strengths, areas for improvement and an appropriate grade or indicative grade), including the setting of appropriate, specific individual targets. • Ensure all mentors have an understanding of the needs of trainees as ‘teachers in training’ and can support, develop and respond to the individual trainee’s training needs by setting appropriate, specific individual targets. • Provide mentor training and development. • Ensure training is delivered for ITT/EYITT Ofsted inspections as appropriate with regard the ITT/EYITT Framework for Inspections to the school/college/setting and prepare the school/college/setting prior to notification of an impending ITT/EYITT inspection. • Provide an overview of the process for when a trainee complains. • Provide an overview of the process if a setting wishes to complain. 	<ul style="list-style-type: none"> • Ensure the Faculty of Education is informed if their Ofsted/Inspection Grade moves to Grade RI or Inadequate, as soon as possible. • Ensure all mentors follow the assessment process and procedures outlined in the Edge Hill University Professional Practice Handbook. https://www.edgehill.ac.uk/educationpartnership/ • Allow Edge Hill University Visiting Tutors access to trainees and mentors to ensure accuracy of assessment and that the trainee is receiving high quality training. • Ensure that the Professional Mentor or Setting Lead and all identified mentors in the school/college/setting attend training by Edge Hill University on ITT/EYITT Ofsted inspections under the ITT/EYITT Framework for Inspections as appropriate. • Ensure all trainees are aware of their first point of contact in the setting and who to go to if there are any concerns or issues that arise.

After Professional Practice	
Edge Hill University will:	School/College/Setting will:
<ul style="list-style-type: none">• Complete a review of the data and analyse trends to implement interventions, as appropriate; (Setting Experience Review and Improvement Meetings (SERIM) - not applicable to EYITT).• Communicate with school/college/settings the outcomes for trainees in their setting against the rest of the cohort, for that academic year/• Send payment upon receipt of the setting's mentor end of practice evaluation/report form, the trainee's end of practice report form or attendance record, as appropriate to the programme requirements (ensuring that the partner is aware of the reason for any reduction to the payment based upon reduction of days or if the partner is unable to meet the full requirements of the placement).	<ul style="list-style-type: none">• Ensure that all required reports and evaluations are completed to a high quality and returned on the prescribed dates (including Interim (if applicable to the programme) and End of Professional Practice Report Forms) to ensure payment is processed.• Complete online evaluations (which will be sent by email) and return to ensure that payment to the setting is processed and the trainee's reference can be prepared/

Teacher standards:

<https://www.gov.uk/government/publications/teachers-standards>

Selection of Partners for ITT

Any setting within the Edge Hill University ITT Partnership should be able to demonstrate:

- A recent Ofsted inspection report or equivalent that identifies the strengths necessary to be involved in ITT.
- A commitment to ITT within their setting policies and procedures relating to the Professional Practice offers made, and a commitment to update information and to communicate with the partnership administration team and academic colleagues. It is anticipated that this commitment will be recognised within the setting's own evaluation and development planning.
- A willingness to designate appropriately trained staff with specific responsibilities in relation to ITT.
- A commitment to engage in on-going training and professional updating for mentors, allowing them to work within the roles and responsibilities described in the ITT Partnership Agreement.
- An understanding of the roles and responsibilities identified in the ITT Partnership Agreement.
- A commitment to quality assurance and enhancement and the process of feedback, evaluation, monitoring and the critical review of professional practice and partnership activities.
- Knowledge and understanding of the Edge Hill University Accreditation Policy
<https://www.edgehill.ac.uk/educationpartnership/partnership-agreements/>

For content and delivery of each ITT Programme

Please see Programme and Professional Practice Handbooks
<https://www.edgehill.ac.uk/educationpartnership/>

Review, Evaluation and Feedback

The following identifies the range of mechanisms used to review, evaluate and feedback to partners:

- For every Professional Practice a trainee and mentors complete a training evaluation; this is reviewed at a Setting Experience Review and Improvement Meeting (SERIM).
- After every Professional Practice a Setting Experience Review and Improvement Meeting (SERIM) is held, where data is analysed and evaluative information received from trainees, Visiting Tutors and Partnership Quality Officers is reviewed. Actions are identified to further improve the training for all trainees.
- Minuted trainee consultative meetings are reported to Programmes Boards.
- Informal meetings with school, college or settings are undertaken.
- Partnership Quality Officer reports are collated and reported to Programmes Boards.
- External Examiner reports are reviewed and responded to.
- Visiting Tutors provide feedback to mentors on the quality of their training.
- Partnership Quality Officers provide feedback to the Setting Lead on the quality of the training a Setting is providing.
- An evaluation letter is sent annually to partners to share outcomes that all trainees achieved at the end of their programme, along with trainee outcomes of all trainees who undertook a Professional Practice at their setting. Partnership priorities for EHU are also shared. This enables partners to identify if there any training concerns which need addressing.

Legal Provisions

Variation of the Agreement: Initial Teacher Training provision is subject to external requirements set by external bodies, i.e. OFSTED, ~~NCTL~~ and the Department of Education or any other body which may succeed them. Changes in policy and/or requirements by those bodies may result in changes to Initial Teacher Training provision. The University reserves the right to make amendments to the content of this agreement which may be required as a result of changes in policy and/or requirements from OFSTED, ~~NCTL~~ and the Department of Education or any other body which may succeed them. Should any changes be required to ensure that the provision remains compliant with those external requirements, the University will forward an email to all partners informing them of the changes which have been implemented and a revised agreement will be uploaded to the website [<https://www.edgehill.ac.uk/educationpartnership/partnership-agreements/>].

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Inducements: Both parties will comply with all applicable laws, statutes and regulations relating to anti-bribery and anti-corruption including but not limited to the Bribery Act 2010.

Disagreements: If there arises any point of disagreement between Edge Hill University and the School/College/Setting referring to or touching upon the terms of this Agreement every effort will be made to resolve this at a local level in the first instance. If this is not successful the matter shall be referred to the Head teacher or Principal of the setting and Edge Hill University's Partnership Development Manager. If no resolution is reached, the Head teacher or Principal of the school/college/setting and the Pro Vice-Chancellor will agree to engage in independent alternative dispute resolution procedures.

Jurisdiction: This Agreement is governed by and shall be construed in accordance with English law. The parties to this Agreement submit to the exclusive jurisdiction of the English Courts.

No assignment: The school/college/setting shall not sub-let, franchise, assign or transfer the Agreement or any part, share or interest in it to a third party.

Nothing in this Agreement is intended to, or shall be deemed to, establish any partnership or joint venture between the Parties, constitute any Party the agent of the other Party, or authorise any Party to make or enter into any commitments for or no behalf of any other Party.

Each Party confirms it is acting on its own behalf and not for the benefit of any other person.

Termination of the Agreement: This Agreement may be terminated after a period of not less than 2 months' notice by either of the parties, without the need to give any reason, on condition that outstanding financial and personnel commitments are honoured and that the rights of students are safeguarded.

Either of the parties may terminate this Agreement with immediate effect in the event of a breach of any of the terms by the other party. Such termination shall not affect the rights which the party so terminating the Agreement may have against the other party in consequence of the breach. This includes, but is not limited to, the following circumstances:

- A. If at any time it is unlawful for a party to perform any of its obligations under this Agreement; or
- B. If a party has appointed a liquidator, provisional liquidator, administrator or similar officer or a like appointment is made in relation to the assets of that party; or
- C. If where an application is made to a competent court for an order or an order is made or a meeting is convened or a resolution is passed for the purpose of appointing a person referred to in the preceding paragraph or for the winding up of the other party or for implementing a scheme or arrangement or for placing the other party under administration; or
- D. If a party fails to duly and punctually comply with any proper laws binding on it for the purposes of the rights and obligations specified in this Contract; or
- E. If a party ceases or threatens to cease to carry on the operations customarily carried on by it.

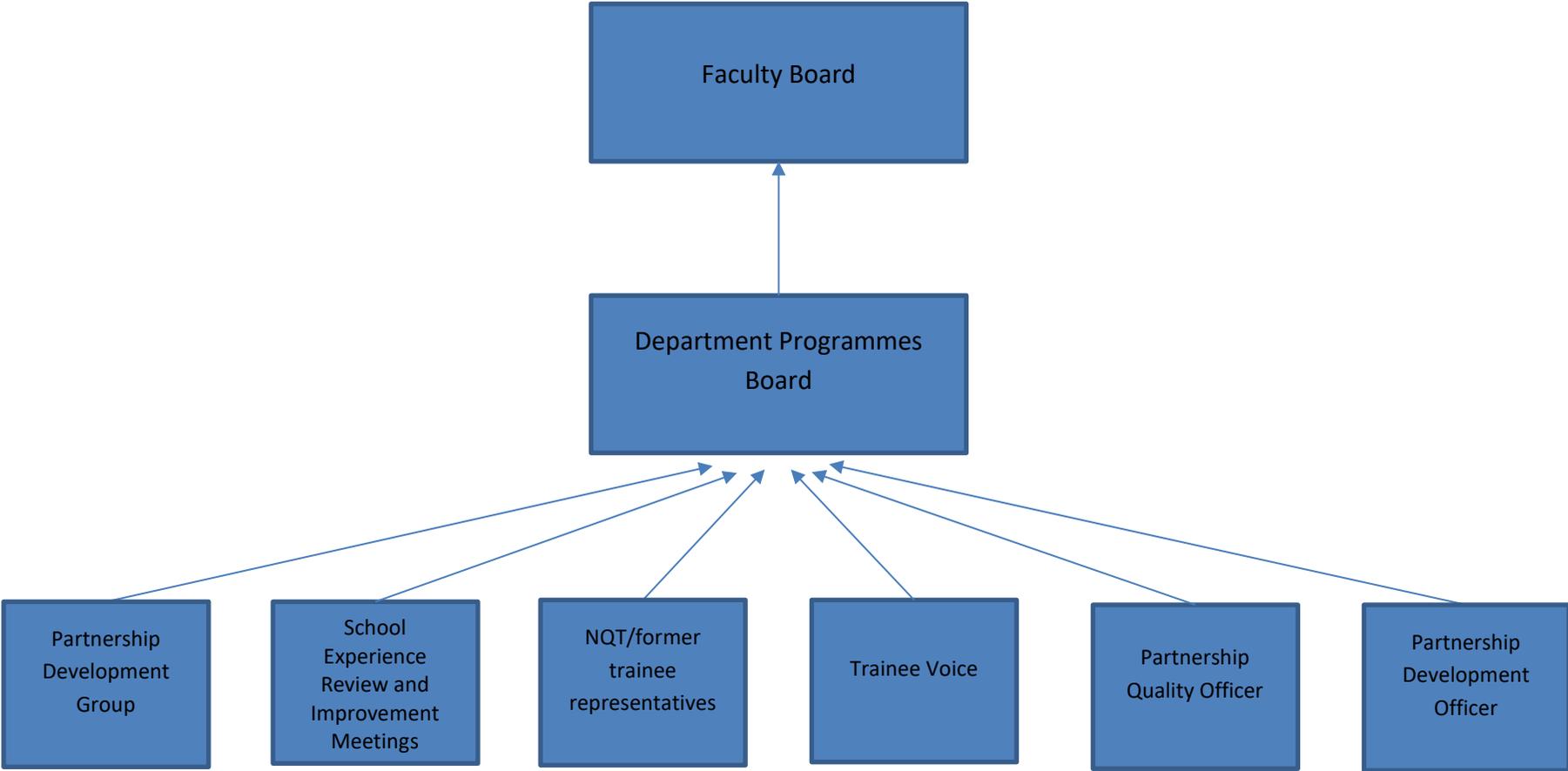
Termination of the Agreement is subject to the condition that each party will fulfil its respective obligations and duties to any continuing students registered on provision covered by this Agreement, with the students being enabled to complete their placement without disadvantage.

Appendix 1 - Procedures for Partnership Withdrawal

Edge Hill University takes a positive and developmental approach to reviewing the training that all partners are providing (see Accreditation Policy). <https://www.edgehill.ac.uk/educationpartnership/partnership-agreements/> If a Visiting Tutor or Partnership Quality Officer identifies any concern, they will be prompted to contact the ITT Lead (see Professional Practice Handbook) with details of their concern. An appropriate intervention will be identified.

In the case where all support mechanisms have failed and where serious issues remain unresolved, then formal withdrawal of Partnership is an option. It may be that a particular key stage or a particular department is identified for removal from the Partnership. This will be considered at a SERIM. Any decisions will be reviewed annually. Settings may appeal to the Partnership Development Manager if this decision is taken.

Appendix 2 - Leadership and Management of the Partnership



Appendix 3 - ITT Communication Overview



Communication across the Partnership will be at different levels depending on the nature of the communication:

PDO with Setting Lead/PM to build, grow and develop the Partnership

PQO with Setting Lead /PM to review overall quality of training and capacity of the partner

Visiting Tutor with Mentor and trainee to ensure high quality training is provided on a day to day basis whilst a trainee is on Professional Practice

Programme Lead and External Examiner with Mentor and Setting lead/PM to moderate and quality assure the training

ITT Lead Strategic Overview of Partnership Management with all stakeholders

Glossary

Trainee	A student who is on an Initial Teacher Training (ITT) Programme leading to Qualified Teacher Status (QTS) or Qualified Teacher Learner and Skills (QTLS) at Edge Hill University.
Mentor	A member of staff in a school/college/setting who is a qualified teacher that is responsible for the trainee whilst they undertake their Professional Practice. Main duties include being trained by Edge Hill University to undertake this role, observing the trainee and providing feedback, setting targets, holding weekly review meetings, being responsible for the high quality training that the trainee receives in the setting and facilitating opportunities in school/college/setting for the trainee to continue to learn and develop. Full details of this role are contained within the Edge Hill University Professional Practice Handbook.
School/Setting Lead/ Professional Mentor (PM)	A member of staff in school/college/setting who has been identified as the main point of contact for the University, who co-ordinates the ITT in the school/college/setting. They will work with Edge Hill University to ensure the training provided by their school/college/setting is of high quality and is consistent between all of the mentors in that school/college/setting. They will ensure that all required reports and evaluations are returned on the prescribed dates (including interim report forms, Professional Practice report forms and evaluation forms), to ensure that any subsequent payment for Professional Practice are received. In Further Education and Training Settings, more of this role may be undertaken by the Mentor.
Visiting Tutor (VT)	The Visiting Tutor is a member of staff at Edge Hill University and provides support for both the trainee and the mentor that they are visiting. They will conduct joint observations with the mentor and also observe feedback and discussions between the mentor and the trainee. The Visiting Tutor will support and provide feedback on the quality of the training and support the mentor in gaining any additional training required either for the mentor themselves or for their trainee.
Partnership Development Manager	A member of staff from Edge Hill University who works strategically across the Partnership.
Partnership Quality Officer (PQO)	A member of staff from Edge Hill University (who must be a different person from the VT for QA purposes) who works with the school/college/setting lead/Professional Mentor to quality assure the training provided by the school/college/setting and provides support where needed.
Programme Leader	A member of staff from Edge Hill University who leads and manages the whole ITT programme.
Course Leader/ Year Leader	A member of Edge Hill University staff who is responsible for the overall training and development of trainees in their subject /year whilst on Professional Practice and in University based sessions.
Partnership Development Officer (PDO)	A member of staff from Edge Hill University who seeks and secures offers from school/college/setting for Professional Practice.