



SCHOOL DIRECT SALARIED PROGRAMME



PARTNERSHIP AGREEMENT

BETWEEN

UNIVERSITY OF WOLVERHAMPTON,
PARTNER SCHOOLS AND TRAINEES



Partnership Agreement between The University of Wolverhampton, Partner Schools and Trainees

This Partnership Agreement is designed to ensure the requirements for managing Initial Teacher Education (ITE) Partnerships are met.

INTRODUCTION TO ALL PARTNERSHIPS IN PRIMARY AND SECONDARY INITIAL TEACHER EDUCATION (ITE)

Information underpinning all Partnership Agreements with Schools

The purpose of this document is to provide information regarding partnership, linked to the Partnership Handbook and other documentation. It will be shared with all partnership schools, members of ITE academic staff and external examiners.

The University of Wolverhampton engages in partnership with a range of schools across the West Midlands and further afield to provide initial teacher training in both the primary and secondary phases. In so doing, there is a shared responsibility between the University and its partner schools for ensuring the highest possible quality in the provision of training, a collective responsibility for the selection of trainee teacher teachers, their on-going assessment for qualified teacher status (QTS) and their continuous progression into the workplace. The partnership between the University of Wolverhampton and its schools is based on a mutual desire to develop and nurture trainee teachers and to create a supply of newly qualified teachers into the profession.

The University of Wolverhampton Partnership enjoys professional relationships with a wide range of schools and local authorities across a spreading geographical region, but with a particular focus on the Black Country and surrounding areas. The vast majority of the trainee teachers come from the region and will return to the region to teach after their period of training. The socio-economic and educational basis of the region is quite diverse. The Institute of Education within the Faculty of Education Health and Wellbeing at the University celebrates this diversity and supports fully the University's aim for widening participation in higher education. This document relates to the partnership arrangements and agreements within primary and secondary ITE.



OUR VALUES STATEMENT

These are the values and philosophy that underpin our partnerships with those who work with us in initial teacher education (ITE):

Our Partners:

- A wide range of primary and secondary schools, teaching schools and academies with whom we have a partnership agreement. Our core partnership consists of some 200 schools that have had a partnership agreement for many years and are mainly in the Black Country, Birmingham, Coventry, Shropshire, Staffordshire, Telford & Wrekin, Warwickshire and Worcestershire. In order to respond to trainee teachers' geographical location, the partnership is extended every year to include schools with which we do not have a regular partnership agreement. These will include those areas listed above and schools in the north and east of the region;
- Teaching Schools;
- Academy and Cooperative Trusts;
- Lead schools for School Direct ITE.

1.1 Our Values

1. First and foremost, we share with our partners the common goal of preparing high quality teachers who will have a positive impact upon the learning experiences of pupils in our schools. This is both a privilege and a responsibility. It requires a very high level of professional commitment from all involved in the partnership;
2. We recognise and articulate the distinctive contribution that each partner makes to ITE and have designed an integrated course that reflects the experience and expertise that each partner brings in both consolidating and complementing the contribution of others in the partnership;
3. Our commitment to high quality provision is embodied in the partnership agreement and in the quality assurance procedures that underpin the agreement;
4. We value an open and transparent dialogue with our partners about the quality of each other's contribution to the partnership, taking regular opportunities to work together to improve our practice;
5. We actively seek external funding to supplement the resourcing of partnership in order to enhance professional development and learning for all involved;

2. AIMS OF PARTNERSHIP: SCHOOL DIRECT SALARIED

The aims of the partnership between the University of Wolverhampton and its School Direct partners are:

- to work collaboratively on the training of tomorrow's teachers based on regional / school need;
- to provide the highest quality of school-led teacher education that is current and responsive to trainee teachers' needs;
- to work together in determining the programme of teacher education;
- to work together to assess trainee teachers for qualified teacher status;
- to work together to provide high quality teaching and mentoring;
- to work together to produce new teachers of the highest possible quality who will continue to develop professionally throughout their careers.



2.1 The aims of the Partnership Agreement are:

- to ensure that each partner's roles and responsibilities are made clear in this employment-based route to teaching based upon a recommendation of 60 days of training for the trainee in a variety of forms within the partnership;
- to ensure that arrangements are in place for preparing and supporting all members of staff involved in training;
- to confirm how resources are divided and allocated between the partners;
- to ensure that quality assurance procedures are rigorous so a quality training experience is provided within the partnership.

3. ROLES AND RESPONSIBILITIES OF EACH PARTNER

The responsibility for teacher training is shared, with the involvement of schools and the University at all stages of the trainee's experience. All partners will be guided by the current ITT criteria from DFE eg. *Initial Teacher Training Criteria Supporting Advice* and the *School Direct Operations Manual*.

A Partnership Handbook is provided to supplement this Partnership Agreement which provides further information regarding the training process. It is the responsibility of all partners to ensure that the procedures as detailed in the Handbook are followed, particularly those that require deadlines in terms of time and returns to be made. There must be a commitment to high quality training provided by all partners.

The University is the Recommending Body for the awarding of Qualified Teacher Status (QTS) by the Department for Education.

The Head teacher's commitment to School Direct ITE is absolutely essential. The Head teacher has a responsibility to ensure that the school is an appropriate setting for effective training, with trainee teachers having access to support, good practice and necessary resources. Much of the management of ITE within the school will be led by a senior member of staff as outlined below.

The **School Direct manager/tutor** is responsible for:

- overseeing the selection and development of all trainee teachers within the school;
- manage the generic aspects of the training, to include arranging school induction;
- making available appropriate documentation, such as school policy statements;
- the selection and training of school-based tutors;
- trainee teacher's receive their minimum entitlement with regard to mentoring and that the quality of mentoring is of a sufficiently high standard to facilitate the progression of the trainee teacher;



- the quality assurance of all aspects of training, including the moderation of lesson observations and feedback, and trainee teacher assessments across subjects within the school;
- developing subject knowledge across the curriculum;
- the assessment of each trainee teacher and is responsible for the trainee teacher's summative report.

The school-based tutor (SBT), is responsible for:

- overseeing the development of trainee teacher's within the school;
- negotiate a teaching timetable;
- take responsibility for the maintenance of the Individual Training Plan by arranging weekly review meetings;
- carrying out observation of and feedback on the trainee teacher's teaching including the monitoring of school based tasks and subject specific requirements;
- The SBT should attend at least one meeting per term at the University. The first meeting includes a mid-term review and target setting for the end of term report. The second is held at the mid-point of the second term, during which trainee teachers' progress and targets are discussed. The final meeting is at the end of the second term, which is a moderation of grading meeting in which trainee progress is reviewed and targets set for the final term.

There will, of course, be contact with other class teachers within the school. They may or may not be mentors, but they may all contribute to the professional development of the trainee teacher by observing them teach, talking to them about their school based tasks etc.

The University Based Tutor (UBT) will visit twice in each term. S/he will participate in:

- moderation of judgements made about trainee teachers' performance against the Standards and check that teaching files are in order;
- supporting the professional development of the SBT and will validate new SBTs and re-validate experienced SBTs as necessary;
- monitoring the quality of the training and ensuring that, in spite of the fact that schools are very busy places, trainee teachers are receiving their minimum entitlement in terms of observation, feedback and other support.

At the end of term three, an external examiner (normally from another higher education training provider) will visit a 10% sample of trainee teachers to evaluate the consistency of training and assessment across the partnership and make national comparisons.



3.1 Summary of Roles and Responsibilities (see also Partnership Handbook)

<i>Task</i>	<i>Responsibility</i>
Recruitment, selection and placement of the trainee teacher. Trainee teacher records – kept by school and University.	Head teacher and school; School Direct manager/tutor; External Partnership Office; Pathway Leader /University Based Tutor UBT;
Trainee teachers and mentors briefed about placements	Head teacher and school; School Direct manager/tutor;
Information distributed to school staff as appropriate	School Direct manager/tutor;
Selection and preparation of school staff for their roles in mentoring, training, monitoring and assessing the trainee teacher. Mentors' briefings and other meetings.	School Direct manager/tutor; Partnership Director; UBT
Whole school induction	School Direct manager/tutor;
Discussing with trainee teacher action plans based on targets set in the ITP at the start and end of each term.	School Direct manager/tutor; & School-based tutor (SBT); UBT
Departmental induction	School Direct manager/tutor & SBT;
Planning meetings in school held with trainee teachers	School Direct manager/tutor; SBT.
Observing trainee teachers teach, follow-up discussion and written feedback	School Direct manager/tutor & SBT; UBT
Review, target setting and action planning appropriate to the Term	School-based tutor/s in consultation with class teachers and the trainee teacher
Monitoring the quality of the training experience in school	School Direct manager/tutor; Partnership Director; UBT
Monitoring the quality of the training experience across the School(s)	School Direct manager/tutor; UBT
Completion of the evidence against the Teacher Standards	School Direct manager/tutor & SBT in consultation with class teachers Trainee Teacher.
Collation and preparation of all Termly Reports	School Direct manager/tutor & SBT in consultation with other school staff.
Agreeing recommended grade at the end of each Term	School Direct manager/tutor & SBT in consultation with other school staff and UBT.
Arranging moderation visits where necessary	UBT.
Arranging external examiner visits	School Direct manager/tutor; University School Direct Manager; UBT
Discussion of school's report with trainee teacher	School Direct manager/tutor; SBT; UBT
Awarding recommended grade to trainee teacher	School Direct manager/tutor; SBT; UBT
Confirming grade	University External verifier



3.2 The School:

- will interview the trainee to ensure their suitability for employment as an unqualified teacher and their potential to achieve the Standards for QTS;
- will provide a **contract of employment** for the trainee teacher that covers the training period, as negotiated with the University, and that is in accordance with either the unqualified or qualified teacher pay scales;
- will ensure that a DBS Enhanced Disclosure Certificate has been obtained in respect of the trainee, in accordance with their duties as the employer (*Safeguarding Children and Safer Recruitment in Education*) and **will provide the University with the trainee's DBS number;**
- it is the responsibility of the employing school to demonstrate if requested that they have performed the prohibition check in relation to their employee as per the ITT Criteria published by DFE in June 2015 detailing the requirement for all trainees in England to undergo a prohibition order check; this is separate to a DBS check as individuals can be prohibited from teaching for actions and/or behaviours that would not lead to them being included on the DBS barred list but would show on a prohibition order check. This includes unqualified teachers not just those with QTS.
- will administer funding arrangements in line with DFE requirements;
- will provide an appropriate SBT to ensure good quality of training;
- will attend SBTs' induction and other SBTs' meetings at the University;
- will organise an induction programme in school for the trainee that is in accordance with the University minimum requirements;
- will release trainees to attend University-based training (see trainee timetable for 2020/21);
- will fund University-based training days;
- will ensure that the trainee receives school-based training during the year – the guidance from the University still recommends 60 days;
- will provide, in a phased manner, a teaching timetable for the trainee appropriate to the trainee's needs and prior experience;
- will ensure that a full-time trainee is, by no later than half way through the programme, undertaking whole class teaching for no less than 50% and no more than 75% of the normal teaching timetable;
- will ensure the trainee has substantial experience provided within their timetable of the two age ranges covered by the training;
- will not include the trainee in arrangements for the covering of absent colleagues, which includes those teacher colleagues taking strike action;



- will provide relevant information on classes, examinations, schemes of work, resources etc. as appropriate;
- will carry out an initial needs analysis process in the first few weeks of the programme and use this analysis to contribute to an Individual Training Plan (ITP) for the first term of training;
- will compile an ITP for the trainee for each term, based initially on the initial needs analysis and based subsequently on issues raised in the Half Termly Reflective Logs and Termly Reports, these are to be **shared with the External Partnership Office**;
- will review and adapt the ITP each half term, following discussion of the Half Termly Reflective Logs completed by the trainee;
- will complete a Termly Report on the trainee's progress in meeting the Standards and share these with the partnership office;
- will self-evaluate its training provision;
- will monitor the trainee's planning, preparation and assessment;
- will ensure that the trainee's teaching is formally observed, with oral and written feedback, at least once a week;
- will undertake weekly tutorials with the trainee to monitor progress and set targets;
- will ensure that the Teachers' Standards are discussed at least once every half term at tutorials so the trainee can record progress and gather relevant evidence for files;
- will monitor the collation of the Portfolio of Evidence;
- will meet with the UBT at each visit to discuss the trainee's progress;
- will be responsible for informing the University immediately of any cause for concern in relation to the trainee;
- may terminate this agreement during the year should circumstances change so that the trainee is not meeting his/her part of the agreement;
- will notify the University without delay if the school is inspected and judged by Ofsted to have serious weaknesses or requires special measures;
- in the case of a special measures judgement, will reach an agreement with the University that supports the best possible training outcome for the trainee. This may involve additional support from the University and /or another school. It may be necessary for the trainee to move to another school. Another school may take on the role of the employing school. In such cases, the financial arrangements necessary for this change are the responsibility of the schools themselves.



Within the school, specific roles will support the effective training, monitoring and professional development of trainees. These roles include:

3.3 School Direct manager/tutor (see also Partnership Handbook)

The School Direct manager/tutor will be a designated member of the senior management team with overall responsibility for all the trainee teacher teachers attached to the school.

The School Direct manager/tutor will:

- lead and monitor the ITE partnership within the school, liaise with others within the school and the University Head of Partnership and University tutors as necessary;
- have lead responsibility in collaboration with the University for recruitment and selection;
- have lead responsibility for the trainee teachers' induction into the school which will include general health, well-being and safety issues and the child protection policy;
- have lead responsibility for the professional development of trainee teachers;
- meet with individual trainee teachers each term to monitor and review progress, grading and plans for action;
- co-ordinate the facilitation of school-based activities related to generic issues, including the trainee teachers' introduction into and involvement with the school pastoral system, staff professional development days, staff meetings, parents' evenings, contact with other professional agencies and contact with governors if appropriate;
- co-ordinate the activities and support the work of the SBT and other class teachers as necessary and have oversight of the consultation arrangements between school-based tutors and other class teachers;
- monitor and ensure the quality of the school's support, tutoring and guidance for trainee teachers and participate in the review of all relevant partnership processes with the University quality assurance systems;
- co-ordinate the arrangements for assessing trainee teachers' practical teaching skills in conjunction with the SBT and ensure that the trainee teachers are observed in teaching situations in accordance with the University's guidelines;



- observe trainee teachers teach as a means of monitoring their progress and moderating their assessment against the Standards for QTS;
- ensure that the 'cause for concern' procedures are fully and properly implemented where a trainee teacher is failing to make adequate progress

3.4 The School-Based Tutor (SBT) will:

- provide all relevant information on:
 - the curriculum and its organisation;
 - classes and individual pupils;
 - assessment and record keeping;
 - resources and equipment;
 - general and health and safety regulations.
- model and articulate good professional practice;
- provide constructive formal and informal feedback too assist the professional development of the trainee teacher;
- negotiate with the trainee teacher appropriate targets and Individual Training Plans (ITPs) for the term, based on both the trainee teacher's needs and the specific opportunities afforded by the school. **In term two, ITPs should be based mentor meetings, trainee reflective logs and end of term reports for the term;**
- provide the trainee teacher with a timetable of observation, co-teaching and whole-class teaching building up as appropriate to the trainee's individual needs;
- provide support for the trainee teacher and opportunities for discussion and feedback related to:
 - practical teaching skills - co-teaching, group and whole class teaching; planning, preparation and evaluation, assessment and recording;
 - other school based tasks related directly (or indirectly as necessary) to trainee teachers' work on subject knowledge and subject application;
 - the developing written records in the trainee teacher's ROPD;
 - the trainee teacher's emerging professional identity as a teacher;
 - the trainee's general well-being.
- co-ordinate the programme of classroom observation of the trainee teacher's practical teaching skills and the written and verbal feedback to the trainee teacher and the UBT;



- arrange meetings with individual trainee teachers to review progress and plans for action;
- ensure that the School Direct manager/tutor is informed when a trainee teacher is failing to make adequate progress so that there is enough time for the 'cause for concern' procedures to be fully and properly implemented;
- co-observe a lesson being taught by the trainee teacher with the UBT and standardise judgements. Discuss the mid-point and final assessment for the term with the trainee teacher and the UBT.

The above is a guide as to what trainee teachers might expect. It is envisaged that in reality there could be some flexibility between the role of the School Direct manager/tutor and the SBT.

3.5 The University

The University is responsible for the overall quality of the initial teacher training programmes and trainee teacher outcomes. In particular the University:

- is jointly responsible for interviews, recruitment, selection and admission;
- will submit all the relevant documentation to the DFE (Department for Education);
- will provide an induction programme and termly meetings for the SBT to support training and professional development;
- will provide 20 training days for the trainee across the school year;
- ensures that the trainee teacher covers the appropriate range of curriculum matters to underpin the role as a beginning teacher, including training in the use of IT to support learning;
- will provide training and support for SBT and the University's own team members;
- will provide opportunities for mentor training, both at an introductory level and at a certification level that can be used towards a higher qualification (Master's level) and opportunities for further mentor or other training as required;
- will provide facilities for learning and teaching to take place in a variety of forms – classroom based, distance learning, on-line learning, independent study in its learning centres or elsewhere;
- will provide appropriate documentation to support the training programme;
- agrees with the lead School Direct school the programmes for the trainee teachers prior to their commencement of the course;
- will make an initial visit to support and assist the school in the fulfilment of its agreed responsibilities;
- will provide a UBT who will visit the trainee in the school at least once a term to moderate the trainee's programme and progress;



- arranges additional visits to schools when needed, to support schools, e.g. when a trainee teacher has been formally placed at cause for concern;
- provide facilities to support trainee teachers on a range of personal and counselling matters;
- will communicate the required structure of the trainee's Portfolio of Evidence and documentation to facilitate its verification;
- will set and mark assignments for the trainee;
- will take responsibility for the final verification of trainees against the Standards for QTS and conduct/make arrangements for the two-part final verification process;
- will make recommendations to the DFE in relation to QTS;
- will receive, approve and confirm the completed section of the trainee's Career Entry and Development Profile (this requirement is not statutory but has been retained by the university);
- monitors the quality of training schools on an annual basis, and will ensure quality assurance through monitoring the quality of training both within schools and the University;
- will request feedback from trainee teachers, school staff and university staff on an annual basis with a focus on the quality of the school and university experience;
- will include monitoring how effectively all parties fulfil the roles and responsibilities set out in this Partnership Agreement;
- will review its course content and procedures in the light of feedback received;
- will share responsibility with partners to ensure that no trainee is disadvantaged by virtue of his/her race, beliefs, colour, age, sexual preference or disability;
- will provide a copy of the university race equality policy for the attention of the school;
- may terminate this agreement during the year should circumstances change so that the trainee or the school are not meeting their part of the agreement;
- may terminate this agreement should the school be placed in Special Measures.

3.6 The Trainee Teacher:

- will be required to attend induction days at the University;
- will attend, as directed by the school-based tutor, any support programme (e.g. INSET, programmes for Newly Qualified Teachers or for ITE placements) offered or organised by the school and keep a record of all such training;



- will plan, prepare, teach, assess and record pupils' progress as directed under the guidance of the SBT or class teacher;
- will evaluate their own teaching and act on feedback from lesson observations and other guidance given;
- will be required to discuss with the SBT the termly Individual Training Plan;
- will complete the Half Termly Self-Review in preparation for a review with the school-based tutor of progress made during the recent half term (a copy must be handed in at the office);
- will meet and work with the SBT(s) in tutorials to promote their teaching expertise and keep a written record of these tutorials and targets set;
- will keep a record of all their work and training in school to provide evidence for their final Portfolio of Evidence;
- will use the guidelines and support materials provided by the University to develop their Portfolio of Evidence;
- will make themselves available for training visits from the University to assess progress and have their Portfolio of Evidence available for scrutiny on these occasions;
- will be required to complete all assignments to a pass standard;
- will be required to attend all training days and any other relevant events at the University;
- will be required to behave professionally and undertake all duties and responsibilities as laid down and expected by the school in relation to the contract under which s/he is employed;
- will understand that if she/he fails within the specified training period she/he does not have the right to extend their training and assessment against the Standards;
- will ensure full compliance with current safeguarding legislation and provide the university with their student's DBS Enhanced Disclosure Certificate number by **end of September 2020**;
- may terminate this agreement during the year if she/he decides to withdraw from the programme. (The trainee's contract will indicate notice required by the school).

This Partnership Agreement will be subject to review on an annual basis and approved by the relevant advisory group or committee in the Faculty of Education Health and Wellbeing. Changes will be notified to all parties and reported to the Faculty Partnership and Collaboration Committee.



4. ARRANGEMENTS FOR PREPARING AND SUPPORTING ALL MEMBERS OF STAFF INVOLVED IN TRAINING

4.1 School-based member/s of staff

The SBT will be employed by the school and have delegated responsibility for the trainee whilst engaged in the training programme at the school. In most cases, this person is an experienced member of staff, often with a management post in the school. It is a minimum requirement that the school-based tutor has at least 3 years teaching experience.

An induction programme for SBT is held at the University, followed by briefings relating to their role at varying points throughout the programme. Lines of communication with University tutors, school direct administration or management are established, to whom they may refer if there should be a matter to be discussed.

The University also provides a certificated programme of mentoring with credits that can contribute towards a Master's degree. SBT are encouraged to attend the related modules (two in total) and to complete the certificate.

4.2 University Tutor/s (UBT)

The UBT is employed by the University and fully trained to undertake this role. In most cases, the UBT is also experienced in delivery and supervision of trainees on traditional routes to QTS. UBT are usually linked to a specialist subject, in both the primary and secondary phases. They can be full-time or part-time colleagues. The team is supplemented on occasions by visiting lecturers, particularly to ease the load of visiting trainees in schools.

Members of staff at the University participate in an appraisal system that identifies on an annual basis, each person's individual needs for training and development. In addition, the Programme Manager provides regular opportunities for briefing colleagues on procedures since they occasionally differ from those relating to traditional routes.

The University provides regular training on all aspects of a tutor's role in higher education. In addition, the University participates frequently in events organised by the DFE or UCET (University Council for Education and Training) in order to ensure that members are kept up to date in ITE matters.

5. QUALITY ASSURANCE

The quality of the next generation of teachers is highly dependent upon the quality of their experience as trainee teachers.



In assuring that quality assurance procedures are sufficiently rigorous, the university has involved partner schools in the following key ways:

- the Teacher Education Alliance Group, with representation from partnership schools, have discussed and agreed the quality assurance procedures;
- the role of *the school ITE moderator has been* strengthened to include feedback on the quality of school-based training, mentoring and assessment. This ensures that School Direct manager/tutor from the partnership have a significant role in monitoring the quality of the partnership;
- the quality of training overall is subject annually to external examination. External examiners comment in their report on the quality of provision in the schools they visit, but also on the feedback they receive from tutors and trainee teachers about provision overall.

5.1 Quality Assurance Procedures

During each school term, the trainee teacher is aware of her/his minimum entitlement, as set out in the Partnership Handbook and should seek support first within the school and then via the university tutor where this entitlement is not being met.

The weekly mentor meetings and lesson observations undertaken in the school are monitored by the School Direct manager/tutor and the UBT, who receives copies of report forms from the trainee teacher at regular intervals during the term. Where it is felt that the feedback given to trainee teachers, or the targets set, might be inadequate, the School Direct manager/tutor and UBT will arrange a meeting in order to resolve these issues.

UBT carry out a minimum of one visit each half-term, to ensure quality of training provision, observe trainees teach and meet with school-based tutors to support the training process.

Two verification visits are carried out the end of the final term. In addition, moderation using external moderators and examiners also takes place at the end of the academic year. A sample of approximately 10% of the trainee cohort is moderated across the partnership. Information is collated by the partnership director and feeds into department reports to university Academic Committees, where any action is agreed. This information will also be sent to the lead school.

At the end of the academic year, individual trainee teachers are required to complete an evaluation form relating to their training at their main school and the second school experience. Information is collated by the programme manager and presented to University Academic, Quality and Steering Committees, where any action is agreed. This information will also be sent to the lead school.

Action may be necessary where a school, or the University has not met the minimum entitlement with regard to its support of the trainee teacher, or has provided support, training and feedback of inadequate quality. Such action will take the form of feedback between the programme manager and the School Direct manager/tutor, with procedures and support for improvement agreed with the school/university.



On occasions, the lead school and the University may find it necessary to 'de-select' a school within the School Direct partnership.

5.2 Selection and De-selection of Schools

The University and lead School Direct school, select schools in its partnership arrangements that are able to offer high quality training and mentorship for the trainee teachers and excludes those that do not meet the minimum requirements in terms of quality assurance. Guidelines for selection (and by implication de-selection) include:

- schools in the partnership arrangements should be clear of special measures or having serious weaknesses as seen through inspection of Ofsted;
- schools that show a willingness to work in a School Direct partnership, including the application of its arrangements for training and the general supervision, mentoring and training of trainee teachers;
- schools that are willing to attend training and briefings, albeit that special arrangements may sometimes be made for schools at significant distances from the campus;
- the receipt of favourable feedback from trainee teachers placed in the school in terms of the support, training and mentoring provided, including: the provision of the minimum entitlement to weekly reviews, formal observations of teaching with written and oral feedback that is constructive, target setting and meetings with other designated members of staff;
- the provision of an appropriate timetable covering the range of age groups and key stages being trained for;
- support for class management, including behaviour management;
- support for the trainee teacher to research material needed for school-based activities or assignments;
- the provision of appropriate resources to enable the trainee teacher to undertake a quality attachment;
- the comfort zone for each trainee teacher in particular - equal opportunities and racial harmony;
- schools may be de-selected or withdraw from the School Direct partnership for a temporary period for internal reasons within the school, e.g. significant changes of staffing; there being no trained mentor available; the school having a range of recently qualified teachers in a school. Such de-selection for these or other reasons, may only be for a limited period and a school may come back into partnership at a later stage;
- schools may be de-selected if the reverse of any of the above positive factors identified above, are found to be present in a school.

If it is found that a school is not playing its full part within the training programme – in particular within the spirit of support and co-operation, the process to address this includes:



- the School Direct senior ITE manager and/or UBT making contact with the SBT verbally and informally;
- if this does not solve the problem or if the problem is more serious, the School Direct senior ITE manager will contact the School Direct manager/tutor verbally and informally;
- if the problem still continues, the partnership director and the School Direct senior ITE manager will meet formally to discuss future placements and how to proceed or move in separate directions.

It should be noted that the University of Wolverhampton has worked very successfully with large numbers of primary and secondary schools for many years. This has been based on the positive, transparent working relationship developed between university and school staff. The university is aware that occasionally, trainee teachers under pressure may not always appreciate the efforts made to aid their development. In particular, some trainee teachers may take negative, but constructive criticism as personal criticism of themselves. This is handled sensitively in most cases and the matter soon resolved, but where additional support is needed, the university ensures that it is forthcoming. Similarly negative feedback from a trainee teacher is sometimes understood to be a personal view of that trainee teacher and not a shared view with the school or the university. University tutors provide trainee teachers with email contact for advice when worried about an issue. Similarly, those working in partner schools are invited to make contact with the university tutor if they are worried about a particular issue relating to the trainee teacher.

6. EQUALITY OF OPPORTUNITY

The Institute of Education and School Direct partnership share responsibility for ensuring that no trainee teacher is disadvantaged by virtue of his/her race, beliefs, colour, age, sexual preference or disability. The University operates a mission statement that is underpinned by widening participation and access.

6.1 EQUALITY POLICY

A copy of the Institute of Education Equality Policy is given to each trainee teacher and to each School Direct partnership school. This policy is reviewed on a regular basis. School colleagues and trainee teachers are requested to report any issues relating to the policy so that action can be taken where necessary.

7. RESOURCING INITIAL TEACHER EDUCATION

The allocation of resources to support initial teacher education programmes is determined by reference to a number of key principles:

- resource allocation should facilitate the provision of high quality programmes which produce first-class teachers for the profession;
- a significant part of the resource should be allocated to the employment of high quality ITE staff in each specialist subject area;



- full-time ITE staff will be supported by a team of visiting lecturers and practitioners drawn from the best in the region;
- funding will also be allocated to the employment of staff to provide administrative and technical support for the programme, including partnership liaison;
- payments to School Direct partnership schools have to reflect the essential role that they play in producing high quality teachers;
- significant funding will have to be invested in mentor training and quality assurance activities if high standards are to be achieved and maintained;
- the School Direct partnership must invest in high quality teaching facilities, which act as models of best practice for trainee teachers and professional colleagues from the region. These facilities will reflect the increasing use of technology-supported learning and it will therefore be necessary to ensure that all academic staff have access to appropriate ICT facilities, including laptop computers, if they are to maximise the potential created by this investment;
- significant investment must be made in learning resources – journals, text, multi-media – if trainee teachers are to develop reflective, evidence-based practice;
- investment in staff development, scholarship and research will be essential if the School Direct partnership is to remain at the forefront of ITE developments;
- the School Direct partnership will also need to ensure that facilities and resources are provided to allow individual tutorial activities with trainee teachers.

7.1 Resources

All trainees on the programme are employed by their schools. In this respect the school pays the salary during the period covered by the training programme, which is based on the unqualified or qualified teacher pay scales. **Contracts may be short-term and temporary but must cover the full period of the training programme.** The choice of ‘unqualified’ or ‘qualified’ teacher pay scales is at the discretion of the school.

Funding is provided by the DfE (this will vary according to the subject and degree classification, as outlined in the school direct funding manual), and may be used for salary, university training and school training costs.

Value for money and quality of provision

The University undertakes detailed financial analyses and therefore has a deep understanding of issues related to resource allocation. The University is delivering both Primary ITE and Secondary ITE programmes funded by training grants (via schools) and student tuition fees overseen by the DfE. The principles set out above provide a framework for balancing value for money and high quality provision. Analysis of input and output data shows that the partnership adds considerable value to trainee teachers with virtually all those who wish to teach gaining employment and most of these in the West Midlands region.