



Graduate Teacher
Programme
(GTP)

Partnership Agreement

2011-2012

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University of Chichester

Graduate Teacher Programme (GTP) Partnership Agreement

1 Context

This partnership agreement has been written in response to the statutory document **Professional Standards for Teachers - Qualified Teacher Status** (TDA - 2007). It is the product of consultation and discussion between members of the partnership. The **ITT Requirements** (TDA – 2007) which accompany these ITT Standards are also statutory; they clarify expectations and develop a common understanding of ITT between providers and partners, including trainee teachers, and have provided the basis for the content of this agreement.

Revised ITT Requirements (TDA - 2007):

R3.1 requires that:

“All ITT providers must ensure ...

That partners establish a partnership agreement setting out the roles and responsibilities of each partner.”

2 Aims

- This partnership agreement aims to be a clear, working document that can be used by all members of the partnership, supplemented by documents containing more detailed information, e.g: handbooks. The content of this agreement will be reviewed annually through feedback and evaluation from all partners. Revisions to this agreement will be discussed and -if agreed - approved by *The GTP Management and Monitoring Group* where all members of the partnership are represented. In addition to established annual scheduled opportunities to feed back on and evaluate the content of this agreement, further comments can be made – and are welcomed - at any time via e-mail to GTP@chi.ac.uk or partnership@chi.ac.uk
- Whilst the principles and procedures described in this agreement are compliant with the current Standards and Requirements it is intended that they should also form the basis for an approach to high-quality initial teacher training which goes 'beyond compliance'. Therefore, the aim of these principles and procedures is to help **trainee teachers, mentors, class teachers, professional tutors/ITT co-ordinators** and **head teachers** in schools and University **link tutors, administrators** and **managers** to understand and fulfil their roles with regard to the GTP as effectively as possible. Headteachers who have signed this agreement may, when it is useful, wish to submit it to external agencies (e.g. Ofsted, TDA, DCSF) as evidence of their school's commitment to ITT.

3 Roles & Responsibilities

3.1 University staff responsibilities

Head of Initial Teacher Education

The Head of Initial Teacher Education (ITE) takes responsibility for all programmes and activities associated with Initial Teacher Education within the University and will liaise with other areas across and beyond the University to develop the teacher training Partnership. They will take responsibility for resolving ITT problems within the Partnership (in liaison with relevant staff), for the delivery of Partnership Training and the enhancement and development of school experience across all ITT routes.

Specifically the Head of ITE should:

- Ensure that all ITT programmes and activities comply with the quality and standards of the University;
- Review, on a regular basis, ITT course content and materials, updating it when and where required;
- Review and synthesise the outcomes of research studies in ITT to develop and disseminate new insights, within the Partnership, thereby contributing to the development of thought and practice in the Partnership;
- Work in conjunction with others to develop and apply subject knowledge to practice within the Partnership;
- Lead and develop ITE networks by chairing and participating in Partnership committees;
- Resolve problems affecting the quality of course delivery and student progress across all ITT programmes, referring more serious matters to others, as appropriate;
- Develop and communicate a clear vision of ITE's strategic direction with the Partnership;
- Resolve in liaison with others, student issues/problems across ITE programmes including those relating to school experience.
- Act to resolve problems within the Partnership affecting the delivery of programmes in accordance with University regulations, including quality assurance processes;
- Monitor student teacher progress and retention across ITE programmes within the Partnership;
- Identify opportunities for strategic development of new ITE projects and appropriate areas of activity and contribute to the development of such areas within the Partnership;
- Make decisions regarding the operational aspects of ITE programmes and/or routes.

Head of School Partnership

The Head of School Partnership has overall responsibility for the management of the partnership with schools, contributing towards the development, management and implementation [including monitoring] of all policies [including Health and Safety and Equal Opportunities / Race Equality policies] relating to all school-based work in the partnership.

The main responsibilities of the Head of School Partnership in relation to the GTP are to:

- liaise with other ITT providers in matters pertaining to school partnership;
- monitor, evaluate and enhance school-based work as part of the quality assurance/enhancement process;
- liaise with the various Heads of Programme/Programme Co-ordinators and the Head of ITE on the management of the partnership
- take overall responsibility for all school experience aspects of any Ofsted inspection of the University's ITT provision

The GTP Co-ordinator

The design, operation and assessment of the GTP is the responsibility of the *Programme Co-ordinator*. The Programme Co-ordinator has overall responsibility for the GTP and acts as the chairperson to *The GTP Management and Monitoring Group*. S/he is responsible for liaising with the Senior Management Team on matters relating to resources, admissions, academic standards and regulations. S/he has to present an annual report on the operation, resourcing and outcomes of the programme to the *Academic Standards Committee*.

The GTP Co-ordinator's responsibilities are to:

- ensure, in liaison with the Deputy Dean of Faculty (Academic provision), appropriate staffing and adequate learning resources for the programme;
- convene and chair GTP Management & Monitoring Group meetings;
- organize appropriate evaluation of the programme and monitor assessment procedures, including sampling and monitoring the work of Link Tutors via regular, termly visits to schools to observe their work with trainees;
- organize, in conjunction with the Deputy Dean of Faculty (Academic provision), processes and procedures relating to external scrutiny, for example, OfSTED;
- present, in collaboration with the Deputy Dean of Faculty (Academic provision), an Annual Monitoring Report on the Programme to the Academic Standards Committee;
- ensure procedures are in place to quality assure all aspects of the programme;
- liaise with the Deputy Dean of Faculty (Academic provision),, where appropriate, on admissions policy, entry requirements and resource issues;
- liaise with the Deputy Dean of Faculty (Academic provision),, where appropriate, on timetabling and the booking of facilities;
- liaise with the Management & Monitoring Group on Initial Needs Assessment arrangements for potential applicants for GTP places, including the proposed allocation of places for each cohort ;
- organize and oversee the application and selection process;
- ensure processes are in place to quality assure the training programmes delivered by schools;
- advise the Deputy Dean of Faculty (Academic provision), on issues of staff deployment;
- advise the Deputy Dean of Faculty (Academic provision), on the development of the GTP from TDA directives;
- liaise with appropriate staff regarding the provision of training;
- undertake their own Performance Review with their Line manager.

The GTP Quality Assurance Tutor

The GTP QA Tutor's responsibilities are to:

- support all aspects of programme QA in conjunction with the co-ordinator.

Link Tutors

Each GTP trainee is allocated a *Link Tutor* who maintains liaison and support for the trainee, mentor, the professional tutor/member of staff with overall responsibility for ITT in the school. The link tutor has a pivotal role in the partnership arrangements; as representatives of the higher education institution they are required to work with school colleagues to monitor and develop the quality and standards of ITT in partner schools maintaining contact between the Headteacher, Mentor and the University and ensuring schools and trainee teachers have a clear understanding of programme requirements.

Specifically, the Link Tutor is responsible for:

- monitoring the trainee's progress through discussion with the Mentor;
- reviewing the development of *The Professional Standards for QTS (TDA 2007)* with the trainee and Mentor;
- formative and summative assessments for the school experience with the Mentor;
- monitoring, the trainee's wider professional development with the Mentor;
- observing the trainee teach as part of the moderation of the school experience assessment;
- approving and marking assignments;
- completing termly, Link Tutor Report forms based on a review of evidence against the Professional Standards for QTS.
- writing the trainee's reference on behalf of the University.

GTP trainees

The GTP Partnership 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, GTP trainees have specific roles and responsibilities.

As employees GTP trainees must obtain (via their school) an enhanced disclosure (CRB) check and complete the required medical declaration. In addition, the trainee must return the GTC self declaration form to the University prior to joining the course.

When working with staff in school and at the University, trainees are expected to:

- comply with all procedures set out in the *GTP Handbook*;
- provide evidence to show that all Professional Standards for QTS have been successfully fulfilled by the end of the training plan;
- demonstrate commitment to their studies both in school and at the University;
- demonstrate a responsible and professional attitude to all staff in school and at the University, to fellow trainees and to children;

- be proactive and assertive in their own professional development;
- meet with the Mentor on a weekly basis and respond to targets set;
- meet University and school deadlines;

Trainee's have a responsibility to follow/ abide by both the school's and the University's:

- Health and Safety requirements / procedures (see section 6.2);
- Equal Opportunities/Race Equality policies (see section 6.3), alongside the Standards as set out in Professional Standards for Teachers, *Qualified Teacher Status* (TDA – 2007) – and the General Teaching Council for England's (GTCE) *Statement of Professional Values and Practice for Teachers* (available at www.gtce.org.uk/standards/professional/sopv)

Punctuality in attendance at school is a requirement. It is the trainee teacher's responsibility to ensure that they are fully informed about programme requirements and procedures as well as school and University regulations.

Entering the teaching profession - Professional Status

Standard Q2 states that those recommended for the award of QTS should:

Demonstrate the positive values, attitudes and behaviour they expect from children and young people

The General Teaching Council (GTC) 'Statement of Professional Values and Practice for Teachers' includes the following statement regarding the professional status of teachers:

Teachers recognise the value and place of the school in the community and the importance of their own professional status. They understand that this requires judgement about appropriate standards of personal behaviour.

Student teachers are provisionally registered with the GTC and it is therefore essential that you understand that this statement also applies to you.

Appropriate professional communication is a significant aspect of your professional behaviour. As such, you would be expected to uphold high standards of professionalism when communicating about any aspect of your training. We would draw particular attention to the appropriate use of forms of e-communication such as social networking sites.

Please note that under the University's Academic regulations '*conduct considered to be in breach of the accepted standards of the profession for which the student is being prepared*' is considered to be misconduct which would be investigated as a disciplinary matter. Instances of unprofessional behaviour whilst on school experience would normally result in failure of the 'Professional Attributes' standard and therefore failure of the school experience.

3.2 School staff responsibilities

Headteacher/Principal

The commitment of the headteacher/principal is essential for successful partnership. The headteacher/principal has a responsibility to ensure that the school can offer both an appropriate setting for effective training and is able to meet the requirements of the GTP, managing the training grant paid per trainee. The headteacher should be committed to enabling and providing opportunities for their staff working as mentors and professional tutors with trainees to attend the relevant mentor / professional tutor training and briefing sessions, recognising this as a valuable form of continuing professional development as well as quality assurance for the Partnership. The school should be able to offer trainees access to support, good practice and necessary resources. In many schools, this responsibility is delegated to an experienced member of staff – such as the professional tutor or GTP co-ordinator - who also oversees all communication and negotiations with the University. The headteacher is also responsible (either directly or via the member of staff to whom they have delegated the task) for communicating with the University 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).

Other responsibilities include:

- have in place school policies or development plans that support ITT (including having a specific GTP policy for the school);
- select and share, where appropriate, school data (e.g. PANDA) with trainees for assignment/directed task/professional development purposes;
- take responsibility, when requested, for writing references for trainees, including - where appropriate - delegation of this responsibility to the professional tutor/member of staff with overall responsibility for ITT in the school or the mentor of the trainee concerned.
- agree to support the University in its implementation of its Health and Safety procedures (see section 6.2) and all Equal Opportunities / Race Equality policies (see section 6.3) as they relate to the trainees' experience in schools;
- support and authorise/facilitate opportunities for school staff (ie subject mentors and professional tutors) to attend Partnership Training sessions (including mentor training);
- where appropriate facilitate - in consultation with the professional tutor and / or University visits by external examiners, Ofsted inspectors and internal University moderators to their school for the purpose of quality, assuring and enhancing the work of the partnership as well as for the moderation and assessment of trainees.

Professional Tutor/GTP Co-ordinator

The professional tutor is responsible for the trainee teacher's overall experience in the school. S/he will ensure that trainee teachers are familiar with whole school issues. In addition, s/he will lead and support the subject mentor(s) in effective delivery and development of the school's ITT programme. The professional tutor will also liaise with the university and, together with the University link tutors, deal with the philosophical, legal and organizational issues arising from school-based ITT work. S/he will keep themselves informed about the progress of individual trainee teachers through discussion of each trainee teacher's Standards related documentation and via regular meetings with the trainee, mentor and, when appropriate, link tutor.

Main responsibilities:

- have in place school policies or development plans that support ITT (including having a specific GTP policy for the school);
- attending training sessions and meetings in preparation for the effective fulfilment of their role;
- overall management and co-ordination of the training within the school to ensure that all trainees can meet the requirements of the programme and receive support as outlined in the handbook, including ensuring that the trainee has an appropriate teaching and administrative load as specified in course documentation and workforce reform requirements;
- oversee the selection, preparation and support of mentors and class teachers with trainees, including the facilitation of regular meetings (i.e. on a weekly basis in a dedicated session during the school day, the timing of which is mutually agreed by all parties in order to ensure that entitlement requirements are being met). These meetings, between the mentor and trainee, are for them to discuss practical and theoretical matters relating to teaching (including target setting and the reviewing of trainee progress against the Standards);
- design and delivery of a programme of training in the context of a regular professional studies session;
- oversee the completion of the trainee's Individual Training Plan;
- the co-ordination of the trainee's second school experience in accordance with the guidelines stated in the programme handbook;
- the co-ordination of Post-16 and KS2 experience in other institutions;
- liaise with the University link tutors on details regarding their visits to the school;
- monitor trainee teacher absences from school (including liaison with mentors and the University tutors as appropriate);
- ensuring familiarity with all programme and partnership documentation and associated documentation from the DCSF, TDA and Ofsted;
- observing and formally assessing trainee teachers' work and providing feedback thereafter through debriefing and formal reports on teaching ;
- where appropriate facilitate, in consultation with the headteacher and University, visits by external examiners, Ofsted inspectors and internal University moderators to their school in order that moderation and/or assessment of the provision, management and quality assurance of/in the partnership as well as student / trainee progress and achievement may take place;
- to be responsible, when requested, for writing references for trainees;
- agree to support the University in its implementation of its Health and Safety requirements / procedures (see section 6.2) and all Equal Opportunities / Race Equality policies (see section 6.3) as they relate to the trainees' experience in schools;
- quality assuring the work done by mentors within the school;
- completion and return to the University of GTP end of year evaluation forms.

Mentor

Mentors are responsible for the subject application and supervision of trainees. They are responsible to the professional tutor for arranging access to carefully selected classes in order to give the trainee a variety of teaching experiences. Mentors are normally members of staff who are recognized as being effective classroom practitioners. Mentors are teachers who have received specific training for supporting trainee teachers. Mentors are responsible for guiding, supporting and training the trainee teacher during their GTP year. Mentors will liaise with other members of the school that the trainee will be working with in order to address the requirements for the training successfully. Mentors are expected to meet regularly (i.e. on a weekly basis 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) 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); partnership schools are expected to facilitate these regular mentor meetings. In addition to liaising with the professional tutor they will also liaise with the university link tutor.

In specific terms the Mentor's responsibilities will include the following:

- to attend relevant training sessions;
- liaising with the Headteacher, Professional Tutor and Link Tutor (as required);
- negotiating with staff in the school/ Department;
- preparing other members of staff for working with the trainee teacher;
- to devise (in consultation with the trainee and other staff) the ITP and to ensure that the trainee has the opportunity to address all aspects of the ITP;
- arranging trainee timetables
- briefing the trainee on school policies, procedures and resources;
- assisting the trainee with preparation of schemes of work and lesson planning;
- familiarising the trainee with school support services;
- observing lessons and giving feedback (normally one observation every 2 weeks);
- the formative and summative assessment of the trainee's work against the Professional Standards for QTS (including a report to the Exam Board);
- monitoring progress both in terms of The Professional Standards for QTS (TDA 2007) and the trainee's wider professional development;
- contributing to the Link Tutor Report forms (termly) and the Standards Tracking Document;
- jointly observing the trainee teach once per term of training, with the Link Tutor;
- organising and holding a regular weekly mentoring meeting with the trainee, where evidence and progress towards meeting the Standards is reviewed, discussed and planned for (including target setting).
- take responsibility, when requested, for writing the trainee's reference;

- to support the university with implementation of the Health & Safety requirements;
- agree to support the University in its implementation of its Health and Safety requirements/procedures (see section 6.2) and all Equal Opportunities/Race equality policies (see section 6.3) as they relate to the trainees' experience in schools.

Class Teachers

For the purposes of this document class teachers are members of staff with whom the trainee will be working with during their training. Class teachers do not fulfil the same role towards the trainee as the designated mentor but are nevertheless required to support the trainee, particularly when the trainee is teaching their classes/groups. Class teachers should normally have had *at least two years teaching experience*. It is particularly important that class teachers should be good *role models* for trainee teachers. They should help trainee teachers develop the knowledge, understanding and skills of a beginner teacher appropriate to the stage of their training.

Class Teacher role and responsibilities:

- support the trainee teacher in the classroom;
- advise the trainee teacher on all aspects of their class;
- provide pupils' names and key information on their development;
- involve trainee teachers as far as possible in planning and assessment;
- allow a phased introduction to whole class teaching through group work;
- ensure that trainee teachers have effective plans for their teaching;
- assess and provide feedback on sessions/lessons taught by the trainee;
- advise trainee teachers on matters relating to classroom management and control;
- help trainee teachers make effective use of classroom assistants;
- check trainee teachers are aware of available teaching resources within the school;
- advise trainee teachers on any matters relating to safety of pupils;
- liaise closely with the mentor regarding trainee teacher progress.

Staff preparation and support

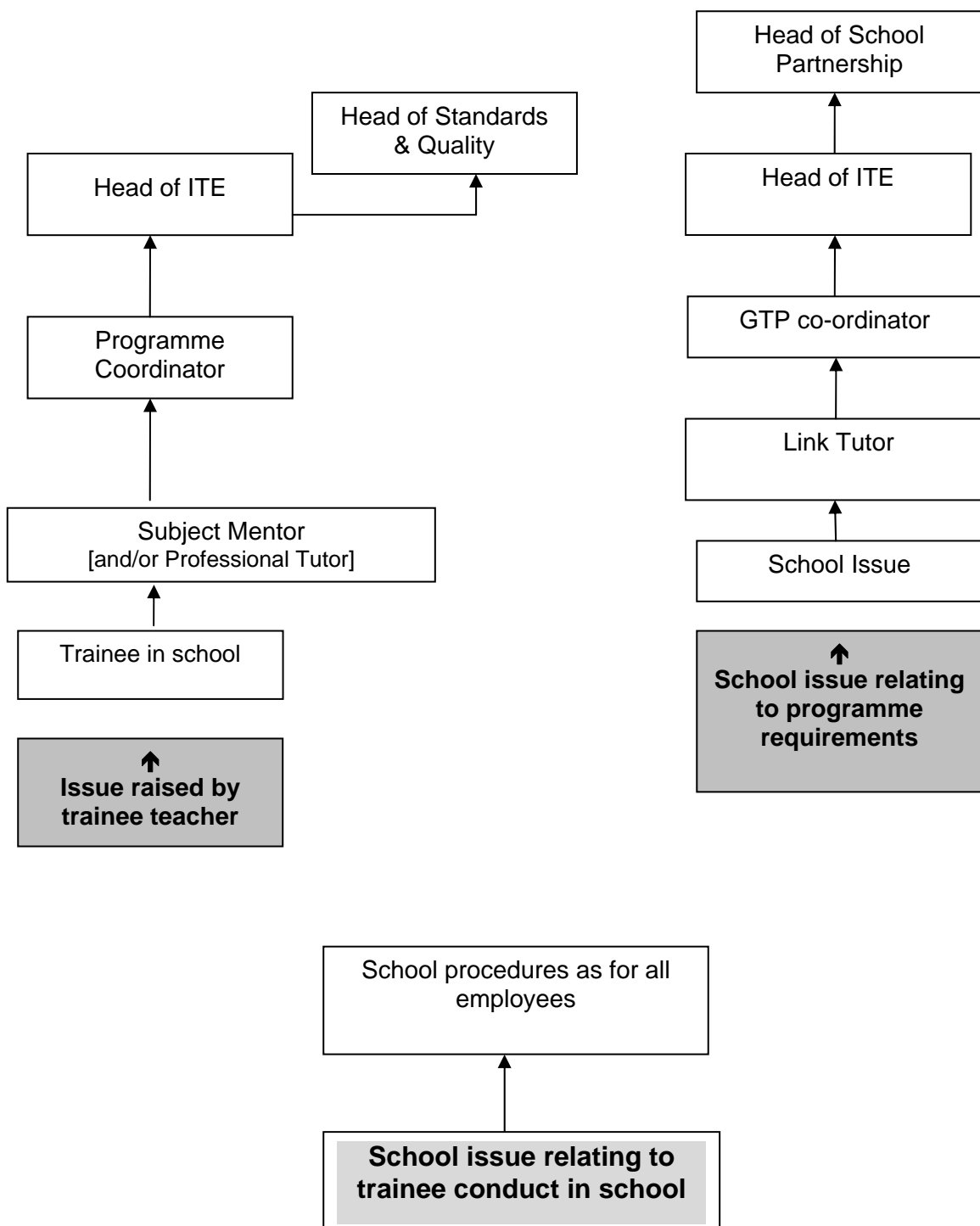
Mentors play a key role in helping trainee teachers to develop good professional practice. However, mentorship involves particular skills to do with adult learning. Mentor training is seen as the most effective way forward in the development of mentor skills. A full range of mentor training opportunities is provided by the University up to MA level. All mentors will have completed a course of mentor training delivered by the University staff (or staff from another HEI involved in ITT) before becoming mentor to a trainee. This training will also be delivered and updated through attendance at meetings related to specific school experiences and through optional further training opportunities.

4 Troubleshooting

It is important that all staff concerned with the training process are aware of the support systems that are available should any problems arise and what may be done to resolve unsatisfactory situations. An unsatisfactory situation is one that is adversely affecting either the trainee teacher, the pupils they are teaching and/or the staff they are working with.

From time to time it will be necessary to deal with specific problem situations. The key to resolving such problems normally lies in close communication between the school and University. The flow diagram below shows the usual line of communication in such cases, although it will depend on the nature and source of the problem [note that the chart begins at the bottom, not the top]:

What if there is a problem?



Normally, the standard procedures outlined in course documentation will be followed in relation to trainees deemed to be in danger of failing (ie. issuing a cause for concern letter and action plan with a review date). However, in exceptional cases, the headteacher may decide to employ school disciplinary procedures as for all employees of the school.

The situations under which trainees will normally be deemed to have failed the school based element of the GTP are:

- Failure to satisfactorily address an action plan implemented following the expression of 'Cause for Concern'.
- A breach of professional conduct leading to termination of employment (such an incident would be handled in accordance with school procedures).
- Failure to address issues raised by internal school competency procedures leading to termination of employment.
- Failure to meet all of the Standards.

5 Finance

In most cases the school will receive a proportion of the TDA allocated GTP Training Grant as a contribution towards training costs. The proportion of the overall TDA Training Grant allocated to the school is set by the University.

Partnership schools should consider using the grant they receive to support GTP trainees in the following ways (please note that this does not constitute a definitive list):

- enabling the mentor to observe the trainee teach regularly (including jointly observing with the subject tutor) and feedback to them on their progress;
- enabling the mentor to meet regularly with the trainee to discuss progress in relation to the Standards and complete relevant course documentation
- delivering training sessions/inputs;
- providing supply cover for relevant staff to attend training sessions at the University
- enabling class teachers to regularly feedback to the mentor and/or relevant member of staff in the school responsible for GTP on trainee progress;
- purchasing resources for the school to be used in relation to ITT

Partnership schools also have the option of accessing the expertise of University staff with a range of specialisms in disciplines associated with ITT, ITE, CPD and school Ofsted inspections. University staff are available as consultants to deliver sessions in school in their areas of expertise and / or work alongside school colleagues and pupils on specific projects. Schools interested in this option should discuss and negotiate (including costings) any proposals with the Head of School Partnership, Head of Continuing Professional Development or Head of Initial Teacher Education as appropriate.

In part, from the money received for each trainee, the University will provide the following resources in relation to ITT:

- administrative services (admissions procedures, finance, validation and accreditation procedures, examination boards, appeal procedures);
- student services (support, counselling and advice);
- staff and resources for taught provision (including staff development and research to underpin course delivery, library services, ICT facilities, specialist subject accommodation, facilities and equipment);

- planning and carrying out teaching / training, learning and assessment in relation to trainee progress against the Standards (eg., handbooks and distance learning materials, teaching and assessment of taught elements, university-based profiling and support, initial and on-going training for school-based mentors);
- course management, monitoring and evaluation (committees, quality assurance and enhancement procedures, production of documentation for and liaison with DCSF, TDA, Ofsted);
- University-based staff to visit and work with trainees, mentors and / or professional tutors as per the schedule for the course (including, where necessary, extra visits).

6 Other aspects of partnership

6.1 Criteria and procedures used for recruiting, selecting and deselection members of the GTP partnership:

The main requirement for all schools wishing to join the GTP partnership is their ability and willingness to provide a secure, effective base for the training programme and to provide suitably experienced and trained mentors to work with trainee teachers. Any school joining the partnership needs to be aware of, and agree to help deliver, the Standards for QTS and Requirements for ITT as set out in **Professional Standards for Teachers - QTS** (TDA - 2007) and **ITT Requirements** (TDA 2007) with a specific (but not exclusive) focus on the outworking of the 'compliant' school-based initial teacher training of school teachers.

The selection of GTP partnership schools is based on whether they:

- agree to help deliver and outwork the Standards for QTS and Requirements for ITT as set out in **Professional Standards for Teachers - QTS** (TDA - 2007) and **ITT Requirements** (TDA 2007) ;
- have a record of successful involvement in ITT;
- have in place school policies or development plans that support ITT (including having, a specific GTP policy for the school.
- have staff who support whole school involvement in ITT;
- make available experienced and/or skilled teachers to work with trainee teachers;
- provide trained mentors to support trainee teachers;
- provide time for appropriate teachers to undergo mentor training;
- enable teachers to attend relevant university-based briefing meetings (e.g. pre- Ofsted inspection and subject-specific meetings);
- provide a regular time-tabled and protected time for the mentor to meet with the trainee teacher once per week and with the link tutor as necessary;
- have external evidence of successful practice, e.g. in most recent OFSTED reports, SATs results etc.;
- agree to support the University in its implementation of its Health and Safety requirements / procedures (see section 6.2) and all Equal Opportunities / Race Equality policies (see section 6.3) as they relate to the trainees' experience in schools

Schools are required to confirm their commitment to the following when submitting an application for a GTP place:

| | | |
|-----------|---------------|--|
| E2 | School | <i>The school that will employ the trainee should complete this section.</i> |
| | | <ul style="list-style-type: none">•(Candidate name) will be employed as a teacher at this school during the proposed training and will receive a salary of at least the lowest point on the unqualified teachers' pay scale;• the information, provided by the school, in this application (contained on this form and the Application for Interview form) is true;• the school will deliver training specified in the training plan (a minimum one day equivalent each week) which will be devised (with reference to the Initial Needs Analysis) to provide opportunities to meet all Professional Standards for QTS;• the school will ensure release time for the trainee to attend University based training (a minimum of 15 days)• the school will ensure the candidate has opportunities to observe good practice in all aspects of the teacher's role;• relevant staff will be released to attend GTP Partnership Training (maximum of 1 event per term).• the appropriate CRB and Health declaration checks have been/are in the process of being carried out;*• the school have read and accept the TDA terms and conditions of funding. |

The de-selection of a school from active participation in the partnership would normally only occur in cases where it was evident that the trainee teacher entitlement was in jeopardy and where the school or specific department was unable or unwilling to improve the situation. For example, the following situations would normally lead to de-selection:

- where the school is under "Special Measures" ;
- where the school has been given "Notice to Improve" (although de-selection in these instances could / might be made on a departmental basis following consultation between the Programme co-ordinator and the headteacher / professional tutor if stringent quality assurance measures to safeguard trainee entitlement are agreed on, put in place by the school and regularly monitored by the University) ;
- where the school is unable to support trainees with a suitably experienced and trained mentor;
- where the trainee is provided with insufficient access to a suitable class, teacher and support;
- where a school uses trainee teachers inappropriately for supply cover;
- where a pattern of poor trainee and University tutor evaluations indicate a cause for concern

Such de-selection would *normally* constitute a temporary withdrawal from the partnership and the Programme co-ordinator and Head of School Partnership would, together with other University colleagues, wish to work actively with schools in such circumstances to enable full partnership to resume, via the offer of a personalised (for the school context) support package.

Schools should advise the University of any problems that might seriously jeopardize the training environment as early as possible (e.g. the outcome of a recent Ofsted inspection). Normally, a school that has been put into 'Special Measures' or given 'Notice to Improve' by Ofsted, will not be able to re-join the Partnership and have trainees working with them until confirmation has been provided that they have successfully exited these categories.

Where a GTP trainee is employed in a school that is subsequently, during the course of their training, put into 'Special Measures' or given 'Notice to Improve', then the GTP Co-ordinator, Head of School Partnership and headteacher or professional tutor / ITT Co-ordinator should put in place

quality assurance measures for the GTP trainee to safeguard their entitlement, which should include regular teaching/training opportunities in another school **not** in these Ofsted categories.

6.2 Health and Safety

Headteachers in the GTP partnership are asked, on an annual basis, to complete (and each subsequent year to update/renew) and return to the University a brief Health & Safety audit/checklist in relation to the environment that trainee teachers will be working in.

It is the policy of the University of Chichester to ensure that it is meeting its legal and moral responsibilities in respect of the health, safety and welfare of trainee teachers.

The University of Chichester will provide advice and written guidance, which will be made available to trainee teachers at briefing meetings. This advice will seek to ensure that trainees are able to minimise the risks to themselves during the programme. Attendance at briefing meetings is compulsory for all trainees.

As employees of the school, GTP trainees must receive the same health and safety briefings as all other employees. The school has the same duty of care towards them as any other employee as regards health and safety issues.

The school/college:

- must assess risks, provide adequate information, instruction, supervision and training on the use of equipment;
- is responsible for the health and safety of the trainee;
- must meet all its obligations in relation to the Health & Safety at Work Act 1974 and other relevant legislation.

It is the responsibility of the *Headteacher / Principal* to have in place an organisational structure that will ensure that:

- staff, including trainee teachers, receive suitable training;
- staff, including trainee teachers, can demonstrate competency to carry out their role;
- sufficient resources are allocated and they can implement appropriate procedures to ensure the health, safety and welfare of staff and trainees.

Equally, trainee teachers have the same responsibilities as any other employee' in relation to and including compliance with, local authority (LA) / school health and safety rules:

- they must take reasonable care of their own health and safety;
- if there are any medical or other factors which may cause the trainee to experience significant risk in the performance of their work in school, then this matter must be brought to the attention of the school;
- they must take reasonable care of the health and safety of other people who may be affected by their actions;
- they must also co-operate with the employer;
- they must report any unsatisfactory situations that arise in the workplace to their school-based mentor and, if necessary, to their link or subject tutor.

Link tutors visiting schools must be competent to carry out their tasks, take reasonable care of themselves and others and have a duty to:

- observe health and safety practices in the trainee's workplace;
- feedback information and comment to the University;
- take any necessary immediate action as appropriate.

Taking Medication onto school premises

If trainees need to take medicines into school, either for a permanent or temporary condition, they must follow school guidelines as issued to all employees in relation to notification and storage of medication.

6.3 Equal Opportunities

The University has an *Equality and Diversity Policy* which states that, as fundamental to its principles and values, it:

“is committed to building and maintaining an inclusive community which recognises and values the inherent worth and dignity of every person; fosters mutual respect, sensitivity and understanding among its members; and encourages every individual to reach his or her own potential. In pursuit of its goal of academic excellence, the University seeks to develop and nurture its diversity.”

The University’s policy is to ensure that there is equality of opportunity for all members of its community. In pursuit of this goal the University is committed to eliminating both direct and indirect discrimination to ensure that no-one is unfairly disadvantaged, either through individual action or through its policies or procedures, on the basis of race, gender, sexual orientation, ethnic or national origin, colour, age, marital status, disability, social class, political or religious belief and activities, unless these activities are contrary to the policies of the University.

Schools wishing to join the secondary partnership will agree to employ all means possible to ensure that the trainee teachers are not disadvantaged, harassed, offended or insulted by anyone on the basis of the categories outlined above. The trainee teachers also have a responsibility not to disadvantage, harass, offend or insult anyone else within the schools they are employed, on the same basis.

Examples of unacceptable conduct are as follows:

- Verbal abuse or insulting behaviour.
- Jokes about anyone on the basis of the above.
- Unwanted physical conduct, ranging from touching to serious assault.
- Display or circulation of offensive material.
- Bullying, coercive or menacing behaviour.
- Ridicule or exclusion of persons for any of the above reasons.

Note that offence is seen from the viewpoint of the offended person. It will not be a defence for the offender to claim that the offending comments were ‘only meant as a joke’ and that the offended person is being ‘too sensitive’.

It is recognised that partnership institutions will have their own policies designed to ensure and safeguard equal opportunities for all staff, pupils and student trainee teachers that work there. However, should anyone feel that they have been unfairly treated with respect to the above – during, and as a result of, their involvement in ITT work with the University - they should also consult the following University policies; the *Equality and Diversity Policy*, the *Race Equality Policy*, the *Religion and Belief Policy*, the *Sexual Orientation Policy*, and the *Policy for Addressing Harassment*. All are available on the School Partnership Website – www.chi.ac.uk/partnership (click on “Partnership Information” located on the menu bar.)

6.4 CRB Check Statement: University of Chichester Criminal Records Bureau (CRB) Check Procedure

University staff: All University of Chichester staff in Teacher Education and Physical Education, who are required to visit schools as part of their contractual/professional duties, will have undergone an Enhanced Disclosure CRB check. In the case of each member of staff, the University will be aware of the outcome of this CRB check and will have 'cleared' them to visit schools. When visiting a school University staff will, if necessary and upon request by school staff, be able to produce their CRB check/disclosure form.

The University recognises that, in the language used by the DCSF/CRB, teaching is a 'notifiable' profession. Therefore the University requires all of its own staff who are involved in ITT programmes to inform the relevant colleagues (including one or more of the following as appropriate: the Programme Co-ordinator(s), the Head of School Partnership, Head of Initial Teacher Education, and Head of Human Resources) of any new criminal conviction as a matter of urgency so that the appropriate action can be taken (including informing the DCSF).

Queries: Any queries regarding CRB checks in relation to University staff or students/trainees and school experience should, in the first instance, be directed to the Head of School Partnership. In keeping with current data protection legislation, the University is not in a position to share directly with schools the contents of a student or staff CRB disclosure, but will refer any such request from schools to the individuals themselves.

University trainees: As employees GTP trainees must obtain (via their school) an enhanced disclosure (CRB) check and complete the required medical declaration. In addition, the trainee must return the GTC self declaration form to the University prior to joining the course. All trainees must inform the headteacher of their employing school of any new criminal conviction as a matter of urgency so that the appropriate action can be taken (including informing the DCSF).

7 Reference copies

[Please sign but keep this reference copy for your records]

7.1 GTP Health and Safety Checklist:

Name of school/organisation Number of employees.....

| | | Yes | No |
|----|--|-----|----|
| 1. | Do you have a written Health and Safety policy covering your activities? | | |
| 2. | Do you have a policy regarding health and safety training (including induction training) for people working in your undertaking, including use of vehicles, plant and equipment, chemicals and will you provide all necessary health and safety training and safety equipment for the placement trainee / student? | | |
| 3. | Insurance | | |
| | <p>a - Do you hold Employer and Public Liability Insurance?</p> <p>b - Will your insurances cover any liability incurred by a GTP trainee as a result of his/her duties as an employee? (Please note that GTP trainees on placement in their second school they are perceived as "employees" for the purposes of health and safety law; this means that the placement school / organization has the same duty of care towards them as regards health and safety measures as any other employee. See section 6.2 of the Partnership Agreement for further details).</p> | | |
| 4. | Risk Assessment | | |
| | a - Have you carried out risk assessment of your work practices to identify possible risks whether to your own employees or to others within your undertaking? | | |
| | b - Are risk assessments kept under regular review? | | |
| | c - Are the results of risk assessment implemented? | | |
| 5. | Accidents and Incidents | | |
| | a - Is there a formal procedure for reporting and recording accidents and incidents in accordance with the Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 1975 (RIDDOR) and other legislation? | | |
| | b - Have you procedures to be followed in the event of serious and imminent danger to people at work in your undertaking? | | |
| | c - Will you report to the university <i>all</i> recorded accidents involving GTP trainees? | | |
| | d - Will you report to the university any sickness involving GTP trainees which may be attributable to the work? | | |

Contact Personnel: Who is your nominated contact for compliance with the requirements of health and safety legislation?

Name and position..... Tel.....

The above statements are true to the best of my knowledge and belief.

Headteacher / Principal Date

7.2 GTP Partnership Agreement 2011-12:

GTP Partnership Agreement 2011-12:

Please sign and return a copy of this statement to GTP Administrator

We have read, understood and accept the above agreement and are committed to delivering it in partnership

Name of school (block capitals): _____

Signed: _____

(Headteacher/Principal)

Date: _____

Signed:

(GTP co-ordinator)

Date:

Issued by:

Graduate Teacher Programme (GTP) University of Chichester, Bognor Regis Campus,
Upper Bognor Road, Bognor Regis, West Sussex PO21 1HR.

Telephone : 01243 812077

GTP Health and Safety Checklist 2011/2012:

Please complete this checklist, sign and return to Programme Administrator together with the GTP Partnership Agreement Reply Slip as soon as possible. Thank you.
 Fax: 01243 812127

Name of school/organisation Number of employees.....

| | | Yes | No |
|----|--|-----|----|
| 1. | Do you have a written Health and Safety policy covering your activities? | | |
| 2. | Do you have a policy regarding health and safety training (including induction training) for people working in your undertaking, including use of vehicles, plant and equipment, chemicals and will you provide all necessary health and safety training and safety equipment for the placement trainee / student? | | |
| 3. | Insurance | | |
| | <p>a - Do you hold Employer and Public Liability Insurance?</p> <p>b - Will your insurances cover any liability incurred by a GTP trainee as a result of his/her duties as an employee? (Please note that GTP trainees on placement in their second school they are perceived as "employees" for the purposes of health and safety law; this means that the placement school / organization has the same duty of care towards them as regards health and safety measures as any other employee. See section 6.2 of the Partnership Agreement for further details).</p> | | |
| 4. | Risk Assessment | | |
| | a - Have you carried out risk assessment of your work practices to identify possible risks whether to your own employees or to others within your undertaking? | | |
| | b - Are risk assessments kept under regular review? | | |
| | c - Are the results of risk assessment implemented? | | |
| 5. | Accidents and Incidents | | |
| | a - Is there a formal procedure for reporting and recording accidents and incidents in accordance with the Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 1975 (RIDDOR) and other legislation? | | |
| | b - Have you procedures to be followed in the event of serious and imminent danger to people at work in your undertaking? | | |
| | c - Will you report to the university <i>all</i> recorded accidents involving GTP trainees? | | |
| | d - Will you report to the university any sickness involving GTP trainees which may be attributable to the work? | | |

Contact Personnel: Who is your nominated contact for compliance with the requirements of health and safety legislation?

Name and position..... Tel.....

The above statements are true to the best of my knowledge and belief.

Headteacher / Principal Date

GTP Partnership Agreement 2011/2012:

Please complete this checklist, sign and return to GTP Administrator together with the GTP Health and Safety Reply Slip as soon as possible. Thank you.

Fax: 01243 812127

GTP Partnership Agreement 2011/2012:

Please sign and return a copy of this statement to GTP Administration

We have read, understood and accept the above agreement and are committed to delivering it in partnership

Name of school (block capitals): _____

Signed: _____

(Headteacher/Principal)

Date: _____

Signed:

(GTP co-ordinator)

Date:

Issued by:

Graduate Teacher Programme (GTP), University of Chichester, Bognor Regis Campus,
Upper Bognor Road, Bognor Regis, West Sussex PO21 1HR.

Telephone : 01243 812077