CTSN SCITT

Partnership Agreement 2023 - 2024: (Secondary)

The requirements for initial teacher training acknowledge the key role played by schools and emphasise that providers of ITE must work in partnership with schools in selecting, training, quality assuring training and assessing trainee teachers. Within the partnership, all partners share responsibility for ensuring that trainees have a successful training experience, working together to train outstanding practitioners.

Values

We want our trainees to be dedicated, creative, research engaged, optimistic and professional teachers of the future. In this endeavour, we are guided by our core values.

WHY? - Mission Statement Values that define who we are

Children first (inc safeguarding)

All decisions made, by tutors, mentors, schools or trainees, should be geared towards promoting a better education for young people. Keeping everyone safe, whether children, trainees or trainers, is at the very foundation of our community. We aim to treat all stakeholders with dignity and respect.

School-based

From the beginning of the course, trainees are immersed into the life of a school, learning alongside expert practitioners. Once a week, they attend core training, which is taught by a range of expert, practising teachers who help make abstract theory come alive in a 'classroom-facing' context.

Locally grounded

We are a local provider, aiming to make a positive contribution to the education of local children, through the development of high quality, inspirational teachers. A high percentage of our trainee teachers go on to work in local schools.

WHAT? - Core Values that run throughout our training programme

Researched-engaged

All our training is based on research into education and learning, and we expect that trainees' developing classroom practice will be similarly research-engaged. In addition to research-based training, trainees are encouraged to critically engage with research, and develop their own professional knowledge, particularly through action research.

Practically-focused

All our training will encourage trainees to make the link between research, professional literature and their own developing practice. Core training sessions will include both theoretical models and practical modelling of effective learning and teaching strategies.

HOW? - Process values that guide our practice

Target-driven

The complex process of learning to teach is broken down into specific, personalised targets that drive the training forward. The weekly mentor meeting, at which such targets are set and reviewed, is the 'beating heart' of our training programme.

Progressively-sequenced

We aim to ensure there is clear, carefully sequenced, practical, professional learning, organised in sequential steps, following the principles of 'instructional coaching'.

Quality not quantity

We believe that it is not about how many hours are taught, but the quality of the planning, assessment and reflection that will help trainees make the best possible progress.

To ensure that the trainee is effectively supported by the training partnership, it is important that all involved are clear about their roles and responsibilities.

1 Partnership school / headteacher responsibilities

1.1 Read, agree and sign the partnership agreements.

<u>Salaried trainees</u>

1.2 Undertake DBS checks for salaried route (full-time and part-time) trainees in compliance with DfE ITT Criteria & Supporting Advice (last updated June 2023), C1.3: "In the case of salaried routes, the responsibility lies with the employer to ensure checks have been carried out. The employing school should inform the provider that a satisfactory check has been obtained".

1.3 For salaried trainees, issue a contract of employment and ensure contractual provisions are followed and relevant safeguarding training undertaken; in accordance with DfE ITT Criteria & Supporting advice (2020), C4.1. Salaried trainees are employed for all of their training: and not only those parts when they are teaching.

Please note that salaried trainees will undertake an alternative placement for two days each week in the Spring term, but the employing school is till liable for the salary. We strongly recommend that trainees' 0.4fte timetable allocation be on two discrete/discreet? days to enable this release without impact on pupils' learning.

<u>Professional tutor</u>

1.4 Appoint a school professional tutor, with appropriate authority, and sufficient time, to be able to lead and undertake quality assurance and support mentor development on relevant aspects of ITT in the school, and fulfil the responsibilities outlined in the handbook and partnership agreement (*see* Section 2 below). The partnership school / headteacher must inform CTSN SCITT of any changes to fulfilment of this role in a timely manner.

<u>Mentor</u>

1.5 Provide a suitable mentor for each trainee and ensure that mentors have sufficient time (around 1.5 hours) to fulfil their various responsibilities outlined in the partnership agreement (*see* section 3 below). The partnership school / headteacher must inform CTSN SCITT of any changes to fulfilment of this role in a timely manner.

<u>Trainees</u>

1.6 Ensure that trainees are teaching in accordance with their training schedule and milestones.

- Salaried trainees can have up to a maximum 0.4fte of a teacher timetable (two days), including full responsibility for classes from September. However, there must be a minimum of a further 0.4fte (2 days) available for supernumerary training. Part-time salaried trainees spend 1.5 days in school, which should include 0.2fte supernumerary in Y1 and 0.1fte supernumerary in Y2, when they will also spend a day in an alternative school).
- Non-salaried trainees should be entirely supernumerary.

There is further guidance on trainee timetables in Section 6.

1.7 Be jointly responsible for upholding the academic standards of the course in conjunction with the CTSN SCITT team (*see* organisational chart, Annex A).

1.8 Include trainees within the professional community of the school, recognising them as colleagues, whilst they are at the school.

1.9 Ensure resources for ITT are adequate and that the trainee has access to:

- workspace
- books / professional journals
- ICT facilities, including a laptop/device or the ability to use their own laptop including appropriate access to school Wi-Fi and availability of photocopying
- the school's Continuing Professional Development programme (CPD).

1.10 Ensure release time for staff to attend all relevant CTSN training / meetings for professional tutors and mentors.

1.11 Provide an induction programme at the school, introducing the trainees to all relevant school policies. In particular, trainees should have access to the same safeguarding and child protection training that is relevant for all teaching staff. They should receive copies of (or be shown the location of and how to access) the schools' policies on child protection, Prevent, Health and Safety, Equality and Diversity, staff behaviour/code of conduct, name(s) of the Child Protection Officer(s) and the current *Keeping Children safe in Education* document.

1.12 Provide the trainee with appropriate access to relevant school information, pupil records and necessary subject network areas.

1.13 Support trainees to make good progress towards QTS, through engaging with the CTSN curriculum, including regular targets being set by all mentors for their trainees, following the weekly plan; lesson observations undertaken by mentor, subject staff and professional tutor.

<u>Core training</u>

1.14   Contribute the equivalent of (up to) one day's training on the core training programme on areas of the school's expertise, to be co-ordinated by CTSN SCITT.

<u>Recruitment</u>

1.15   Host and one marketing one selection day per academic year and promote other CTSN SCITT recruitment events.

<u>General</u>

1.16   Be jointly responsible for upholding the academic standards of the course in conjunction with the CTSN SCITT team (*see* organisational chart, Annex A).

1.17   Display a prominent link to https://ctsnscitt.info on the school website, so that any visitors to the school website interested in teacher training can be directed to CTSN SCITT.

1.18   Contribute to the on-going evaluation and development of the CTSN SCTT training programme.

1.19   Follow guidance from CTSN SCITT in order to comply with the Secretary of State's ITT criteria, delivery of the ITT Core Content and align with the OFSTED Framework for the Inspection of ITT.

1.20   Be able to account for the spending of any budget allocated to the school that relates to this scheme.

1.21   Ensure all required documentation is completed and submitted to deadlines.

1.22   Inform the provider immediately of any concerns related to the professional conduct of trainees, or if a trainee is charged, summoned, convicted or given a verbal/written caution in relation to criminal proceedings.

1.23   Liaise with senior colleagues as appropriate to ensure that the school is able to host at least one recruitment day each year.

CTSN SCITT

The SCITT agrees to support the training of CTSN SCITT trainees as laid out in this partnership agreement (2022-23)

CTSN SCITT Director: Martin Lee

Signature: Date: 1st September 2023

agrees to support the training of CTSN SCITT trainees as laid out in this partnership agreement (2023-24)

Headteacher's/Principal's name:

Signature: Date:

Professional tutor's name:

Signature: Date:

2 Professional tutor responsibilities

2.1 To be the main point of contact between CTSN SCITT, mentors and trainees in the school, and the first port of call for issues relating to trainees.

2.2 Act as the first line of quality assurance for subject mentors in the school, ensuring that mentoring is in accordance with the guidelines laid out in part 3 of the partnership agreement.

2.3 Ensure that each trainee's training programme:

- is driven by appropriate action steps, that link directly to the weekly curriculum plan or subject training table;

- is effectively personalised to trainees' individual needs;

- is entirely supernumerary for non-salaried trainees;

- has no more than the equivalent of two days (0.4fte) for full-time salaried trainees, 0.1fte for part time Y1, and 0.2fte for part time Y2 trainees.

- is guided by the recommended time allocation outlined in Section 6.

2.4 Observe each trainee at their school teach (at least) once a term, before each report, giving written feedback on the CTSN SCITT lesson observation form; or to arrange for a suitably senior colleague to do so.

2.5 Moderate the judgment of the mentors in their assessment of trainees' progress against mastery of CTSN SCITT's eight curriculum strands. (Evidence of mastery of these eight curriculum strands will ultimately lead to a summative judgment of the trainee meeting the Teachers' Standards, but the Teachers' Standards are no longer used as formative assessment throughout the course.)

2.6 Ensure the quality, accuracy and rigour of the termly reports.

2.7 Ensure termly reports are submitted on the required deadline.

2.8 Provide additional support and guidance to both mentors and trainees, including additional classroom observation if needed, when a trainee is on either a support plan or pastoral care plan.

2.9 Receive regular quality assurance feedback on school-based training and liaise with the relevant SCITT tutor about appropriate follow up (if any).

2.10 attend all CTSN SCITT professional tutor training / meetings.

2.11 Be available for discussion of a trainee's progress at any visit from a CTSN SCITT tutor.

2.12 Contribute to the evaluation and development of CTSN SCITT's training programme.

2.13 Liaise with CTSN SCITT, as appropriate, to facilitate recruitment processes and school placement allocation.

2.14 Maintain a strategic oversight of school placement allocation.

3 Mentor responsibilities

3.1 Ensure that each trainee's training programme:

- Follows the curriculum and subject action steps outlined in the weekly curriculum plan and subject training tables; see 2:3 above;

- is effectively personalised to trainees' individual needs;

- is entirely supernumerary for non-salaried trainees;

- has no more than the equivalent of two days (0.4) for full-time salaried trainees, 0.1fte for part time Y1, and 0.2fte for part time Y2 trainees.

- takes account of trainee wellbeing and workload, noting the 42 hours guidance time sheet

3.2   There are five key expectations of mentors:

Expectations	Resources to help mentors
1 Enable the trainee to follow the weekly curriculum plan. Ensure that there are sufficient opportunities for the trainee to achieve both curriculum and subject action steps, as specified in the weekly curriculum plan and subject training table. This will include regular class teaching, team teaching, other interactions with pupils and other targeted training activities linked to particular action steps (eg observation or discussion with expert colleagues).	*The weekly curriculum plan will be published termly, but also sent to mentors each week. This will include the, which follows each week's core training. The subject action steps are found in the subject training table. There are compulsory subject action steps following each taught subject session and optional ones that can be chosen on other weeks.*
2 Read the research summary in order to link trainee's development to the evidence-base.	*The weekly curriculum plan will include a summary of the key evidence that should underpin trainee's learning.*
3 Organise an opportunity for deliberate practice to rehearse some aspect of the training plan. This should be a practical activity, such as co-planning, or low-stakes rehearsal of some aspect of trainee development.	*Mentors will have access to the WalkThrus book for this purpose, which might be useful here, or some other model for deliberate practice.*
4 Observe trainee teaching at least once each week and provide written feedback that the trainee might use as evidence of their learning.	*The 'action steps' lesson observation form should be used for this purpose; (there is a more general lesson observation for other lesson observation less closely linked to the action steps). See appendix B for these observation forms which can be downloaded from the content library of the OneNote folder*
5 Read the trainee's weekly reflection, and sign this off as an accurate record of the trainee's learning. There should be links to evidence of both action steps being completed and links made between the different aspects of the course, including links to reading / evidence. The point of the weekly reflection is not only to record the trainee's actions, more importantly, to be a reflective journal of their professional learning.	*The weekly reflection can be found in the trainee's section of the OneNote folder.*

3.3   In addition to ease five key responsibilities, mentors must:

- meet with trainees to realise any of these responsibilities, but there is no expectation of an additional "mentor meeting", unless focused on these expectations, or to complete the school-based learning record. The time might be used for co-planning, deliberate practice, feedback, reviewing the weekly reflection, etc.

- complete school-based training record each week (or fortnight for part time trainees) with the trainee.

- make the necessary practical arrangements to ensure the completion of the trainee's training tasks. In particular, mentors should ensure that trainees can observe a range of expert colleagues: this should be planned each week in relation to the trainee's weekly action steps (ie trainees would not usually observe the same classes each week).

- ensure that the trainee's timetable is in line with the recommended amount of teaching in the handbook, including teaching in both KS3 and KS4 where feasible. These recommended teaching guidelines should not be altered by mentors, without discussion with both the professional tutor and the trainee's SCITT tutor.

- oversee the trainee's progress towards the mastery of the eight curriculum strands in the CTSN SCITT ITE curriculum, taking care to reference and apply these strands when setting training action steps and giving feedback. Mentors should be clear that 'meeting the Teachers' Standards' is now a summative judgment made at the end of the training course, and not used for on-going formative assessment.

- where a trainee is identified as needing support, provide a more targeted and focused approach, in-line with the support or pastoral care plan and will liaise more closely with the professional tutor to monitor and support the trainee's needs.

- provide appropriate support to trainees with assignments, including the PGCE projects, ensuring protected time slots to work on these elements are built into the timetable; one free afternoon per fortnight should be timetabled for PGCE work.

- liaise with the PT to ensure that all termly reports are completed correctly and submitted by the deadline required.

- ensure the PT and CTSN SCITT's SCITT tutor is made aware promptly of any issues that arise with the trainee.

- liaise with professional tutor and SCITT tutor to support their work in developing trainee subject knowledge.

- meet with the SCITT tutors during visits to report on trainee progress and be available to conduct a paired observation with visiting tutors or moderators.

- be aware of the relevant sections of the handbook and attend all CTSN SCITT subject mentor training / meetings.

- contribute to the evaluation and development of the programme.

4   Trainee responsibilities

A trainee following an ITE programme with CTSN SCITT is expected to demonstrate consistently high standards of personal and professional conduct, honesty and integrity. [This is taken from the CTSN SCITT's code of conduct for trainee teachers, which can be found on our website: https://ctsnscitt.info/policy-documents/ and is also embedded in our trainee registration agreement.] As a CTSN SCITT trainee they should:

4.1   show respect for the rights of others;

4.2   act in accordance with the CTSN SCITT Equality and Diversity policy and always treat colleagues with dignity, and not to discriminate against or harass other trainees, members of staff, pupils or visitors regardless of their status;

4.3   demonstrate professional behaviour and relationships towards all staff, pupils/learners and trainees in both formal and informal contexts, including via social media. They will observe boundaries in line with a teacher's professional position and responsibilities;

4.4   take responsibility for their own learning and development, ensuring a professional and accountable approach to all aspects of the programme;

4.5   take responsibility for managing the demands of the profession by looking after their personal well-being and actively developing resilience strategies;

4.6   show an active willingness to engage with, listen to and act on feedback and advice from mentors, SCITT tutors and trainers across the SCITT partnership;

4.7   actively reflect on their learning and teaching experiences in order to target set, action plan, improve, achieve and attain highly;

4.8   participate and actively engage in all learning and teaching experiences, and activities; and engage with the full range of feedback mechanisms, such as trainee surveys, trainee consultation and focus groups;

4.9   understand that behaviour such as dishonesty, indecency, harassment, bullying, violence, abuse of drugs or alcohol will lead to disciplinary action;

4.10   inform the sponsoring school and the SCITT Director of a criminal conviction or caution after the submission of the Enhanced DBS Disclosure.

Professional responsibilities

As a trainee teacher they required to:

4.11   commit to attend all in-school training. Any absence from school should be notified to SCITT tutor, professional tutor, mentor, and CTSN hub admin. Work for any classes that they were expected to teach should be sent in, where possible;

4.12   follow school policies and act in accordance with the professional standards expected of a teacher as laid out in the Teachers' Standards and school policies;

4.13   take responsibility to access, read, fully understand and engage with the policies, procedures and practices across their training programme; and ensure all safeguarding procedures are fully adhered to;

4.14   read and act in accordance with the document, *Keeping Children Safe in Education - part 1*;

4.15   maintain a professional approach to all communications, including e-communications and social networking, ensuring that comments made do not bring themselves, their colleagues, the CTSN SCITT or placement schools into disrepute;

4.16   be punctual at all times;

4.17   engage in own CPD alongside the course where possible eg NASBTT subject courses;

4.18   ensure the welfare and safeguarding of all children and young people;

4.19   behave in an appropriate and professional way towards staff, children/students, parents/carers and any other adults in the school setting;

4.20   understand and comply with school-based behaviour, safety, safeguarding and acceptable internet use policies;

4.21   set a positive example for children/ students by dressing appropriately and professionally when at school and when attending training sessions at the SCITT;

4.22   handle confidential personal information in accordance with Data Protection law, Child Protection legislation and UK GDPR;

4.23   follow the British Educational Research Association (BERA) 'Ethical guidelines for Educational research' whilst conducting any research;

4.24   inform CTSN SCITT and placement school if they contract an infectious disease such as chicken pox, German measles, impetigo, measles, scarlet fever, Covid-19 and slapped cheek disease;

4.25   inform CTSN SCITT and placement school of anything which is likely to require support during the undertaking of the course including significant health or medical requirements.

Training responsibilities

As a student they are required to:

4.26   take responsibility to engage professionally and positively in all aspects of the training programme: eg attending core training, complete work for the SSLs, attend weekly mentor meetings, and be proactive in negotiating both SMART targets and training tasks;

4.27   commit to attend all core training sessions. They will reflect an exemplary attendance record that can be reported within their completed reference from the SCITT Partnership. And notify reasons for any absence to the SCITT Hub admin and SCITT tutor, and complete relevant catchup work;

4.28   notify CTSN SCITT of any absence from the course, whether the absence relates to school placement or central studies, not later the 7.30am on the final day of any period of absence. Please requests planned absence using the form provided by the admin team.;

4.29   complete all training activities to deadline, including PGCE assignments, the weekly reflection, evidence bundles, etc;

4.30   build a body of evidence against each of the eight curriculum strands throughout the course;

4.31   keep their evidence up-to-date using their OneNote notebook; specifically ensuring evidence of meeting their weekly action steps, the weekly reflection being completed and at least one written lesson observation each week is uploaded;

4.32   file evidence against each of the curriculum strands each week as it arises. Clearly linked to the mentor meeting in which the relevant action step was set ensuring all files can be scrutinised when visited by any member of the SCITT training team;

4.33   ensure awareness of curricula and teaching arrangements in Key Stage 3 and Key Stage 5;

4.34   check MS teams and their @camteach.org.uk email account frequently making a prompt reply even of it is just to acknowledge to ensure communication channels operate efficiently;

4.35   keep the SCITT tutor/SCITT tutor aware of all relevant matters likely to impact on good progress;

4.36   use appropriate channels to communicate any concerns they may have with their training;

4.37   inform their hub administrator of any changes to their personal details.

Suspension or termination of placement

If a trainee is judged not to be making sufficient progress against the curriculum strands, and therefore might be at risk of not meeting the teachers' standards by the end of the course and not able to gain QTS, an additional individualised package of support will be put in place in order to support the trainee to make better progress. This will be in the form of a support plan or pastoral care plan.

Trainees on a support or pastoral care plan, must ensure they complete all targets set and by the deadlines agreed and must realise that failure to do this will put the trainee at risk of not meeting the teachers' standards by the end of the course and not able to gain QTS status.

If the trainee does not respond to this support package sufficiently to be judged to meet the standards by the end of the course, or that the placement school is no longer willing to host the trainee due to their lack of progress, then the trainee's placement may be terminated. Further details about the processes are laid out in the handbook.

If a trainee withdraws or is withdrawn from the course, they will be liable for fees as follows:

Withdrawal from 1st September to 30th November – 50% of the full year's tuition fee.

Withdrawal from 1st December to 28th February – 75% of the full year's tuition fee.

Withdrawal on or after 1st March – 100% of the full year's tuition fee.

Liability of fees for non-completion of the course is applicable to ALL non-salaried trainees regardless of whether they are self-funded or have a student loan.

Salaried trainees are required to submit their resignation to the school on the same day as withdrawal from the SCITT

5   CTSN SCITT responsibilities

5.1   Organise a rigorous selection process to assess the suitability of candidates for the programme, hosting this in lead schools where appropriate.

5.2   Ensure trainees are selected following DfE guidelines to promote diversity, equality and inclusion.

5.3 Oversee liaison between CTSN SCITT and partnership schools regarding recruitment processes and procedures.

5.4 Liaise with schools regarding the provision of two complementary placements for each trainee.

5.5 Demonstrate a commitment to safeguarding and child protection during selection and training.

5.6 Ensure all candidates accepted onto the programme meet the minimum requirements for ITE as stipulated by Department for Education.

5.7 Undertake all formal communications with applicants regarding their application process through to unconditional offer. However, Lead Schools are encouraged to make informal communications with their newly recruited trainees.

5.8 Oversee liaison between CTSN SCITT and the wide range of partnership schools it works with across Cambridgeshire, west Suffolk and north Essex, regarding recruitment processes and procedures.

5.9 Establish clear safeguarding procedures and protocols that are agreed by all partners in the partnership, including a common understanding across the partnership of convictions, offences, cautions and warnings that would not pose a barrier to joining an ITE programme.

5.10 Run the core training programme, in accordance with the DfE Core Content for ITE curriculum, and communicate this to schools, linking core training and in-school training seamlessly through the weekly training plan. The content and delivery of our ITT programmes can be found in the relevant handbooks.

5.11 Run the PGCE course, in liaison with the Anglia Ruskin University for the non-salaried routes; (offering in-house Action Research for the salaried trainees).

5.12 Make all necessary course materials and supporting documentation available to schools and trainees via the OneNote notebook.

5.13 Provide each trainee with a SCITT tutor who will support throughout the training year. Specifically, the SCITT tutor will:

- visit each trainee once a term;
- offer support and guidance in between these visits, by email or phone contact as necessary;
- maintain overview of the OneNote records;
- give feedback on the quality of the trainee's online evidence;
- be the point of contact between the SCITT and the partnership school for all matters related to the trainee's progress throughout the course;
- offer quality assurance on the school-based training;
- support each trainee's mentor with matters related to the training course;
- monitor trainee progress and implement and review support or pastoral care plans where necessary, working with the partnership school on this.

5.14 Organise assessment and moderation processes, liaising with trainees and partnership schools.

5.15 Liaise with professional tutors and mentors in order to monitor the progress of trainees, with hub leads stepping in when support plans/pastoral care plans are not being met.

5.16 Support trainees' transition to ECT.

5.17 Co-ordinate quality assurance related to all aspects of the training, including the school-based training (*see* section 11).

5.18 Provide training and support for all mentors involved in the training programme to enable them to fulfil their responsibilities outlined in section 3 above.

5.19 Provide a forum for support (and, where necessary, training) for professional tutors to enable them to fulfil their responsibilities outlined in section 2 above.

5.20 Create opportunities, through regular conferences, for professional tutors to feedback into the evaluation cycle of CTSN SCITT.

5.21 Keep schools informed of all relevant matters likely to impact on good progress towards QTS.

5.22 Recommend trainees for the award of QTS to the Department for Education.

5.23 Evaluate of the effectiveness of the training partnership's training programme with a structured development plan as appropriate.

5.24 Ensure financial resources are allocated to the partnership schools (*see* section 6 below).

5.25 Ensure that CTSN SCITT is compliant with the DfE's criteria for ITT and follows the requirements of the Ofsted inspection framework for ITE.

5.26 Ensure external moderation of the programme takes place annually.

6 Workload Statement

The CTSN SCITT is committed to promoting a healthy work-life balance and as such has been an advocate of reducing workloads for its trainees and staff.

6.1 Our Well-being Policy promotes trainee teacher well-being to ensure that the trainees are prepared for the training year and for entry into the profession in recognition of the importance of well-being to recruitment and retention, fulfilling their roles and enjoying their careers in education.

6.2 The policy aims therefore, to safeguard trainees and thereby early career teachers by helping them manage the workload:

- understanding the work which makes the best use of teacher time with a particular focus on

- marking, planning and resources and data management

- developing good working habits, including effective time management and resilience

- fostering culture change to tackle workload

- building positive professional relationships

Work-life balance

6.3 The training year and the first years of teaching are likely to be intense, as teachers in training grapple with both the philosophy of teaching and the practicalities of performance in the classroom. CTSN strongly advises trainees to strive for a work / life balance from the beginning; setting clear boundaries between work and home life and being organised and efficient in the completion of work to this end. This is part of what it is to be a professional teacher (Curriculum strand 8). Where personal circumstances are complicated or an emergency arises, the mentor should be informed, and a mutually agreed solution found where possible.

Recommended teaching milestones

6.4 We anticipate that our trainees will approximately follow these time schedules across the year.

Full-time recommended teaching milestones (hours per week)			
By the end of term 1	By the end of term 2	Term 3: prior to PGCE submission	Term 3: after PGCE submission
5-7 hours (inc evidence bundle 1)	7-10 hours (inc evidence bundle 2)	10-12 hours	12-16 hours

Part-time recommended teaching milestones (hours per fortnight)				
Year 1		Year 2		
By the end of term 2	By the end of term 3	By the end of term 4	By the end of term 6: prior to PGCE submission	By the end of term 6: after to PGCE submission
4-6 hours (inc evidence bundle 1)	6-7 hours	7-10 hours (inc evidence bundle 2)	10-12 hours	12-16 hours

6.5 *For salaried trainees this is inclusive of any unsupervised timetabled teaching: no more than 40% (full-time) or 20% (part-time) of your school teaching allocation.*

Mentors

6.6   CTSN SCITT has the similar commitment to the workload of its mentors who work with our trainees. Over the last three years CTSN SCITT has been committed to streamlining the mentoring processes and through a number of measures.

Secondary training: Outline Time Sheet	Approximate hours per week			
	Autumn	Spring	Summer	
			Before PGCE	*After PGCE*
Teaching	6	9	12	15
Planning & preparation	9	9	9	12
Classroom experience (observing, supporting learning, etc)	9	6	3	2
Core training	5			
Deliberate Practice	1			
Professional networking (meetings etc)	1.5			
Assessment & marking	1.5			
Core reading (from weekly curriculum plan)	1			
Weekly reflection	2			
Uploading evidence / curating OneNote folder	1			
PGCE: reading, writing, etc	5		*more teaching after PGCE submission*	

7   Safeguarding

7.1   CTSN SCITT and its partnership schools have a dual role regarding safeguarding. Firstly, we have a responsibility to safeguard our trainee teachers and staff. Secondly, we must ensure that whilst in their placement schools our trainees are aware of the role, they play in promoting the welfare of pupils and to work together with other school staff to support those pupils who are suffering harm.

7.2   We recognise that all adults have an active part to play in protecting the pupils within our partnership schools, our trainee teachers and staff from harm. CTSN SCITT, like our partnership schools, should provide a caring, positive safe and stimulating environment that promotes the social, physical and moral development of the individual.

Safer Practice with our recruitment process

7.3   Safer practice in recruitment and selection means thinking about and including issues to do with child protection and safeguarding and promoting the welfare of children at every stage of the process. It requires a consistent and thorough process of obtaining, collating, analysing and evaluating information from and about applicants. The main elements of the process include:

- Verifying the successful applicant's identity.
- A face-to-face interview that explores the candidate's suitability to work with children as well as their suitability for the post.
- Ensuring candidates successful at interview meet a range of safeguarding requirement such an Enhanced DBS Check, the Children's Barred List and Prohibition from Teaching, and the Criminal Conviction Disclosure form.
- Checking their previous employment history and experience.
- Obtaining and scrutinising comprehensive information from applicants and taking up and satisfactorily resolving any discrepancies or anomalies.
- Ensuring that professional references include specific reference to suitability to work with children.

Letters of assurance

7.4   Before the trainees commence their placements in your school, you will receive a Letter of Assurance from us outlining the outcomes of the safeguarding checks.

Keeping Children Safe in Education

7.5   The SCITT provides the trainees with an electronic copy of Part 1 and Annex A of *Keeping Children Safe in Education*, and obtains confirmation that it has been read from each trainee

School policies

7.6   Placement schools are responsible for providing the trainees with copies of all relevant school policies. These must include your policies on:

- Child Protection
- Prevent
- Health and Safety
- Equality and Diversity
- Staff behaviour/code of conduct

7.7   And schools must also ensure all trainee teachers know the name(s) of the Child Protection Officer(s).

7.8   CTSN SCITT monitors that this has occurred.

7.9   Please also read our Recruitment Policy and Safeguarding Policy.

8   Data handling statement

8.1   CTSN SCITT has a Data Protection Policy which our trainees should adhere to.

8.2   When in school, trainees should follow the partnership school's own data policy. Trainees should be given a clear understand the school's expectations around accessing, sharing and storing, school and pupil data.

NB CTSN SCITT monitors that this has occurred.

9   Promotion of equality of opportunity

9.1   CTSN SCITT are committed to an inclusive approach to the delivery of our Initial Teacher Training.

9.2   We want to make sure no-one training or working with CTSN SCITT is discriminated against for any reason, including:

- age
- ethnicity
- gender (including gender reassignment)
- disability
- sexual orientation
- religion/ belief
- caring responsibilities (including marriage, civil partnerships, pregnancy and maternity)

9.3   We seek to reflect our commitment to equality and diversity in all aspects of the delivery of learning and teaching to our trainees and in our dealings with our stakeholders, members of the public, other agencies and suppliers of services.

9.4   For full details please refer to our Equality and Diversity Policy

10 Resource Allocation

It is most helpful if all costs are invoiced in one termly invoice from each school, including any travelling expenses for colleagues attending meetings, etc. All invoices to Carole Sayer: csayer@cambournevc.org

10.1   Mentor release: £350 per term pro rata for part time trainees or shorter placements

10.2   Mentor conferences (if during school time) :   up to £50 cover costs actually incurred

10.3   Other CTSN SCITT meetings (if in school time):   up to £50 cover costs actually incurred

10.4   Professional tutor conferences (in in school time): up to £50 cover costs actually incurred

10.5   Moderators, subject links, school visits: £250 full / £150 half day

10.6   Travel expenses for SCITT meetings: 45p per mile from school or home (whichever is the shorter distance)

10.7   Salaried training costs are £7,500 for the full-time salaried training and £9,000 (£4,500 per anum) for the part-time salaried training route. CTSN SCITT will invoice the employing school for this amount.

10.8   Fees for non-completion of course (including the school's payment for salaried trainees):

1st September to 30th November	25%
1st December to 31st January	50%
1st February to 30th April	75%
1st May onwards	100%

11 Quality assurance

11.1   The emphasis placed on high-quality mentoring in the Early Career Framework, and on the importance of coherence with the ITE curriculum between core training and school-based training leads to a requirement for robust Quality Assurance.

11.2   If there are any concerns about the quality of the training programme, professional tutors or mentors should raise this directly with the Secondary Programme Lead: Laura King lking@camteach.org.uk

11.3   The first line of QA of the school-based training is the professional tutor (*see* 2.2 above).

11.4   In addition, during their termly visits, SCITT tutors will, in liaison with the mentor, complete an online QA form, which asks for simple judgments ("meet expectations" or "might be improved') in ten areas, according to the following criteria.

The trainee's timetable is appropriate (in terms of key stages and termly milestones).	Secondary trainees should teach both key stage 3 and 4, in both placements (unless on a KS4/5 course, such as psychology). Milestones are outlined in the handbook, and in the 42-hour time sheet. Trainees ought to spend at least 15 hours a week in the classroom either observing, assisting or teaching.
Trainee workload is thoughtfully managed in line with the 42-hour guidance.	The trainee is helped to manage their workload in line with the 42-hour guidance sheet. Time for lesson planning, in particular, needs careful attention to ensure a sensible work-life balance. Co-planning or modelling planning (as part of deliberate practice) might help keep this aspect of the training more closely monitored to avoid excessive workload for trainees.
The trainee's OneNote contains high quality evidence of each curriculum action step.	Every week, trainees should upload high quality evidence of the curriculum action step. This should be clearly signposted, eg hyperlinked from weekly reflection. It should be clear that trainees are able to know, remember and *apply* what they are learning. Evidence, therefore, should prioritise the impact on trainee's practice and not simply their theoretical knowledge base.
The trainee's OneNote contains high quality evidence of each subject action step.	Every week, trainees should upload high quality evidence of the subject action step. This should be clearly signposted, eg hyperlinked from weekly reflection. It should be clear that trainees are able to know, remember and *apply* what they are learning. Evidence, therefore, should prioritise the impact on trainee's practice and not simply their theoretical knowledge base.
Both trainee and mentor share an understanding of the key reading & evidence from the CCF that underpins the training programme.	Both trainees and mentors read the weekly research summary, which means that the school-based training programme is informed by the key research from the Core Content Framework. This should be evident in the professional dialogue between trainees and their mentors and might be seen in the weekly reflection, which should form an effective link between 'theory' and 'practice'.

Deliberate practice (modelling and rehearsal) is embedded in mentoring cycle.	Deliberate practice and modelling of aspects of training is embedded in the school-based training and occurs each week (fortnightly for part time trainees). This may follow WalkThrus or use some other approach but should include several short cycles of trainee practice with feedback. There are many forms of deliberate practice, ranging from low-stakes rehearsal of key classroom skills, co-planning, or the modelling and rehearsal of assessment & feedback, etc.
The weekly reflection is an accurate record of trainee's professional learning, appropriately linked to evidence of trainee progress.	Trainees should reflect on how their learning is integrated across core training, reading and school-based learning, including the importance of subject-specificity in the trainee's learning. Each of these things ought to be mentioned explicitly in the weekly reflection. The 'So what?' section is where these things should be linked, as trainees create professional meaning from their various experiences. This means that the weekly reflection should be a reflective journal of trainee's professional learning (and not simply a record of their actions).

11.5   Where necessary, the SCITT has a mentor development tutor able to work with any mentor who might benefit from further support and guidance regarding the mentoring role.

11.6   If there are more persistent concerns, which cannot be resolved through ongoing support and training, then the Deselection Policy (*see* section 12) may be followed. However, this is a last resort: we would hope that CTSN SCITT, together with the professional tutor and other senior colleagues in the partnership schools, will be able to resolve issues rather than follow a formal deselection process.

12   Deselection policy

12.1   CTSN SCITT takes a positive and developmental approach to reviewing the training that all partners are providing. If any concern is identified 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. Often this may be by not placing trainees in problematic training settings. In extreme cases it may lead to withdrawal of all partnership with a school, although this is rare. [Also see our deselection policy.]

There are a range of possible problems with the training partnership with any individual school. This list is by way of example and is not exhaustive. Partnership school:

- failure to safeguard appropriately, including trainee induction and DBS checks for salaried candidates.
- failure to safeguard the trainee, during their in-school placement (equality, health and safety, well-being).
- failure to pay the appropriate regular agreed salary for salaried routes.
- failure to ensure a current working knowledge of, and/or work in accordance, with national ITT criteria or the Ofsted ITT Framework.
- not following CTSN course requirements as laid out in the course handbook, or in this partnership agreement.
- changes to Ofsted status where this would impact negatively on a trainee's ability to achieve QTS.
- failure to provide appropriately qualified school-based mentors, with time to fulfil duties outlined in section 3 above.
- is unable to adhere to agreed trainee teaching load.
- failure to fulfil mentor expectations.
- failure to submit the required paperwork.
- failure to adhere to the appropriate high standards of professionalism in all dealings with trainees.
- Is unable or unwilling to respond to issues raised in CTSN SCITT QA process.

12.2   Where there is a potential problem with the training identified the following steps might be taken:

12.3   Early intervention with PTs and/or mentor to raise concerns and discuss possible solutions; this might be via email, phone or visit.

12.4   In situations where this early intervention was not successful in resolving the training issue, one of the CTSN SCITT tutor team will work with the training school to draw up an action plan, outlining key priorities and identifying how both the school and CTSN SCITT might work together to resolve these issues:

- If this action plan is working at the level of individual mentor(s), it will also be shared with the professional tutor.
- If this action plan is at whole school level, then it will be shared with the headteacher.

12.5   If the action plan is not successful in resolving the issue, then the following will be considered:

- A change of mentor or professional tutor if both school and CTSN SCITT are confident that the issue can be resolved within the same school / department;
- Withdrawal of current trainee(s);
- A decision not to place trainees in this school / department in the future (or until a subsequent QA visit has suggested that the issue is resolved).