

Introduction

The purpose of this Partnership Agreement is to set out management structures, roles responsibilities and expectations in relation to the LJMU Initial Teaching Training Partnership between Liverpool John Moores University and its training partners. *¹

The Faculty of Art, Professional and Social Science at Liverpool John Moores University has a long tradition of working in partnership with schools across Merseyside and the wider region to provide high quality initial teaching training. The management and delivery of the programmes is governed by the current Secretary of State's Requirements for Initial Teacher Training and the Teachers' Standards effective from September 2012. We believe that equipping the next generation of teachers to be outstanding is only possible through a close collaboration between schools, colleges and universities. All partners have an equal responsibility for ensuring that the training and professional development provided is relevant and meets the needs of individuals and the changing needs of the profession.

These documents and the Framework and Handbook for the Inspection of Initial Teacher Training have been used by the Liverpool John Moores University Partnership to revise the Partnership Agreement in order to ensure that ITT programmes offered by the partnership maintain the highest standards in relation to planning, delivery and quality assurance.

A key indication of the effectiveness of Initial Teacher Training is how well trainees perform as teachers at the end of their training programme and in their first year as newly qualified teachers. The focus on the Partnership will be to secure High Quality Outcomes in Achievement, Attainment and Employability for all of its trainees.

In conjunction with information contained on the Partnership website this ITT Partnership Agreement addresses the essential elements of training, which must combine effectively to ensure that trainees who are awarded Qualified Teacher Status can demonstrate that they meet the Teachers' Standards required by the DfE.

The partnership provides training placements for a variety of ITT programmes. In addition to our Postgraduate ITT and School Direct (Tuition Fee) primary and secondary programmes, we also place trainees from all three years of our primary undergraduate programmes. We also run a successful, employment based School Direct (Salaried) programme.

We look forward to working with you during 2020/21 and hope that this handbook will provide you with all of the generic information you need relating to trainee placements. Supplementary information on our training model for trainees and mentors is available from our website; www.itt-placement.com. Here, you can find details of the specific requirements and expectation for each placement/training phase for each ITT programme. If you have any questions, please do not hesitate to get in touch with the Partnership Manager using the contact details on page 5.

The Partnership Agreement will be revised annually in consultation and collaboration with internal university staff through the ITT Management Committee and externally at the Partnership Strategic Development Board.

*¹ From September 2019 initial teacher training for the 11-16 phase now takes place in schools, colleges and other educational establishments, contexts and settings that will be referred to as 'placement experience' rather than 'school experience' or 'teaching practice'. However, throughout this document the majority of the text refers to 'School' partners.

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Our Vision

As a modern civic university, Liverpool John Moores University is committed to working in collaboration with our partners to deliver solutions to the challenges of education in the 21st century. We have a rich history and tradition of training teachers 'for' the profession and 'in' the profession, working in partnership with schools to ensure the highest quality outcomes for trainees, teachers and the profession.

We believe that partnership is **collaborative**, with schools playing a leading role in ITT and the university providing high quality **professional development** for teachers. We work with schools to ensure that all aspects of our training and CPD are **relevant** and meet the needs of the profession. The Partnership shares the responsibility for ensuring the **consistency** of ITT in enabling trainees and teachers to develop as reflective practitioners whose **impact** on learners in diverse settings is evident.

The **Liverpool John Moores University Initial Teacher Training Partnership** aspires for all trainees to become outstanding teachers. We educate the next generation of teachers to the highest standards so that the teachers we train are critical and reflective practitioners, able to use their skills, knowledge and understanding to enhance pupil outcomes in the widest range of diverse learning environments.

We achieve our shared vision through:

- Actively promoting the identification, dissemination and implementation of the very best practice/research in Learning, Teaching and Assessment
- Commitment to ensuring continuous enhancement of our provision through rigorous monitoring, review and evaluation
- Providing a fair, supportive and encouraging working and learning environment
- Embracing technology to positive advantage for everyone in the Partnership
- Maintaining financial sustainability through considered and creative use of resources

The LJMU Partnership provides Teacher Training at both Undergraduate and Postgraduate levels in both the Primary and Secondary age ranges. Full details of the programmes can be found on our dedicated website: <http://www.itt-placement.com>

In the year 2020-21 the following HEI programmes are offered, in Partnership with schools:

- BA Primary Education (with QTS) – a 3 year Honours degree programme
- PGDE Primary (5-11 and 3-7 age ranges) – An Award leading to 120 Masters credits and recommendation for QTS with specialisms available in Primary Mathematics and Physical Education
- PGDE Secondary - An Award leading to 120 Masters credits and recommendation for QTS in a wide range of Secondary subjects

In addition to our expanding HEI programmes, we are proud of our expanding contribution to School-led ITT. We work in Partnership with some outstanding and innovative schools, including Teaching Schools to co-deliver a wide range of School-Direct training programmes. In the year 2020-21 the following School-led programmes are offered in collaboration with 13 lead schools across the North West:

- PGCE or PGDE Primary (5-11 and 3-7 age ranges) – An Award leading to 60 or 120 Masters credits and recommendation for QTS with specialisms available in Primary Mathematics and Physical Education
- PGCE or PGDE Secondary - An Award leading to 60 or 120 Masters credits and recommendation for QTS in a wide range of Secondary subjects
- PGCE (Salaried) at both Primary and Secondary age ranges – An award leading to 60 Masters Credits and Recommendation for QTS in the Primary or Secondary Phase.

Key Contacts

Director of Education	Cheryl Bolton (PA – Clare Caffrey)	0151 231 5391	C. L.Bolton@ljmu.ac.uk C.P.Caffrey@ljmu.ac.uk
Head of ITE	Jan Rowe	0151 231 5310	J.E.Rowe@ljmu.ac.uk
ITT Partnership Lead	Andrea Mallaburn	0151 231 5380	A.Mallaburn@ljmu.ac.uk
Head of Secondary Programmes	Camilla Cole	0151 231 4622	C.J.Cole@ljmu.ac.uk
Head of BA (Hons) Primary Education UG	Sarah Hindhaugh	0151 231 5358	S.Hindhaugh@ljmu.ac.uk
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Programme Leader School Direct (Salaried)	Lorna Pout	0151 231 4609	L.Pout@ljmu.ac.uk
Partnership Manager	Karen Davies	0151 231 5320	K.Davies@ljmu.ac.uk
Work-related Learning Unit/Partnership team		t. 0151 231 5285 f. 0151 729 0136	ecl-wbl@ljmu.ac.uk

1. Placements

1.1 The Partnership Agreement

This Partnership Agreement should be signed by all schools and settings who work in partnership with the University. If you are a new or existing partner who has not within the last 2 years completed the form, please sign and return to the Work-related Learning office using the contact details on page 5. The form can be found at the back of this handbook (see appendix 2). Information about specific roles and responsibilities for partnership stakeholders can be found in section 4 of this handbook.

An additional partnership agreement and operational annex is signed by those schools involved in School Direct which outlines specific individual school/ university arrangements.

1.2 Becoming a Placement School

All the information about becoming a placement school can be found in our ITT Partnership Brochures for primary or secondary programmes which are available from the Partnership Manager, Karen Davies, K.Davies@ljmu.ac.uk (Tel: 0151 231 5320)

1.3 Ending a Partnership

There are some instances where the University may need to end a partnership with a school. Examples of when this might occur are:

1. If the school persistently fails to meet the expectations set out in the Partnership Agreement.
2. If the school persistently fails to meet the requirements of the programme (e.g. not giving trainees adequate opportunities to teach; not providing observation or constructive feedback to trainees).
3. If trainee/liaison tutor feedback persistently reflects concerns over your school's provision that the Partnership has not been able to address through appropriate actions.

In such cases the University shall only consider its ITT partnership with the school to be terminated following a process of discussion which aims to address its concerns and to resolve any issue(s).

1.4 How Placements are allocated

- The Partnership Manager will contact schools in the summer term to discuss placements for the following academic year and will invite them to complete an 'Offers Form'. Guidance may be provided to Professional Mentors by the LJMU University Liaison Tutor;
- The Work-related Learning office contact schools in a timely manner to confirm the placement of trainees with them. Trainees complete a Trainee Profile to help us match them with an appropriate school;
- When allocating placements, factors such as previous experiences, travelling distances, age phases taught and the current needs of the trainee are considered;

For School Direct tuition and salaried routes the lead school arranges placements with, if required, the support of the University.

2. Organisation and Quality Assurance of the Partnership

The Partnership is overseen and managed through a collaborative committee structure which operates at leadership and programme levels. Such committees provide collaborative forums for the consideration of the performance of ITT programmes and inform decision making relating to improvement and response to policy directives.

2.1 Strategic Development Board (see appendix 1) page 16

The ITT Strategic Development Board (SDB) is a strategic committee comprised of senior representatives from primary and secondary schools from across the LJMU ITT Partnership, and senior management team of the University's School of Education. The committee was formed in 2014 replacing the previous primary and secondary Partnership Steering Committees, following a period of review.

The SDB aims to ensure high levels of consistency across the Partnership, the sharing of best practice, the identification of areas for improvement and support for these. Its remit includes a responsibility to:

- consider performance data, and to inform and implement responses to these
- consider, review and inform local policy
- lead a response to national policy changes
- drive improvement.

2.2 ITE Management Group

Within the Faculty the ITE Management Group manages the operation of ITT. This internal committee includes those with responsibility at leadership, programme management and administrative levels for the effective organisation and delivery of ITT programmes. The remit for this group includes:

- coordinating operational leadership for LJMU ITT programmes and partnerships
- regulation of programme management
- responding to internal LJMU QA and policy requirements
- preparation for Inspection

2.3 Programme Partnership Steering Committees

Programme Partnership Steering Committees operate at programme level for **primary undergraduate and postgraduate, secondary postgraduate and salaried postgraduate** groups of programmes. These committees consist of programme leaders and tutor teams from the relevant programmes, with professional and teacher mentors from associated placement schools, one of whom chairs each committee.

These committees work to:

- support and inform operational leadership and development of the programme
- respond to school, programme and university requirements
- ensure high quality training experience and consistency across the partnership

2.4 Admissions Policy for Initial Teacher Education Programmes

The admissions procedure provides an excellent way for colleagues across the ITT partnership to collaborate in the shared exercise of recruiting and selecting the very best trainees. A summary of our recruitment policy is as follows:

- The process for admissions is co-ordinated by the university but relies on school representatives and their involvement in the selection process
- Any significant changes to policies and procedures are referred to the Strategic Development Board and discussed at Partnership Steering Committees meetings
- Induction training will be provided for those university and school staff new to the process
- Interview dates for Core Programmes are set by the university and shared with partner schools as early as possible
- Candidates are selected on the basis of their application forms, the interview itself (including written and group tasks / teaching episode) and decisions following the interview

The process for admissions for School Direct is co-ordinated by the lead school and involves collaboration and agreement with the university on application, interview, final selection and quality assurance processes and procedures.

2.6 Evaluation and Improvement Planning

The University leads an annual process of self-evaluation of the ITT Partnership that informs its improvement planning process and Self-Evaluation Document (SED). The outcomes of the evaluation process are also reviewed at the partnership Strategic Development Board and shared with partner schools.

A variety of data is used to inform self-evaluation, including the National Student Survey (NSS), trainee outcomes and employment rates and annual partnership surveys.

2.6.1 Placement Evaluation Survey

Following a placement, all trainees evaluate their school-based training and feedback will be available to placement schools. Feedback from placement evaluations is often sent to Professional Mentors, Lead Schools University Liaison Tutors, Programme Leaders and the ITT Partnership Lead.

Where issues of concern relating to the quality of placement provision and support are identified, they will be discussed with the school by the University Liaison Tutor in the first instance, and a plan for improvement will be developed.

2.6.2 Partnership Evaluation Survey

Schools will complete a Partnership Evaluation Survey at the end of each year to review the performance of the University in supporting their provision of school based training and placement practice.

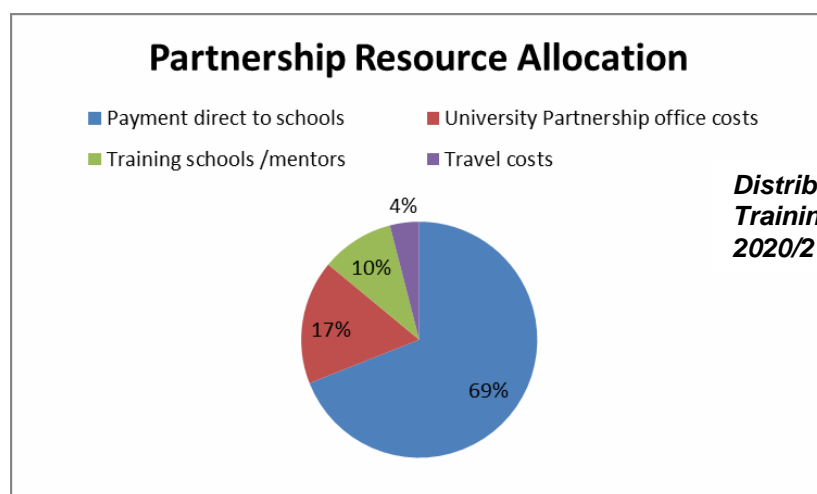
The University will respond to this survey by reporting on its overall performance and it will inform a plan for improvement.

2.6.3 School Self Evaluation

Each partner school will evaluate the quality and impact of its school based training and placement provision to inform and support improvement planning at the school level. The University Liaison Tutor and the ITT Partnership Lead will provide support in this process, as appropriate.

2.7 Partnership Resource Scheme

Please see below for an overview of how the Partnership is funded. The distribution of resources is discussed and agreed annually with partner representatives at the ITT Strategic Development Board (SDB).



Distribution of Initial Teacher Training placement funding 2020/21

3. Ensuring Equality and Safety

3.1 Equality and Diversity Policy

Liverpool John Moores University is committed to promoting practices that take into account the rights of individuals to be treated with dignity and respect. It recognises that discrimination, victimisation, bullying and harassment may be experienced in a number of ways, including day-to-day interaction with colleagues, peers and visitors, students/trainee teachers, university and school-based staff as well as pupils in schools and members of the public that trainee teachers may come into contact with. The aim is to promote a positive environment and reduce stress, illness and absenteeism and prevent any individual from being forced to give up work or studies because of perceived issues in this area.

In partnership with schools and educational establishments we aim to provide appropriate placements that are a welcoming environment which will promote Equality of Opportunity and Respect for Diversity to meet the needs of our diverse student population.

The University does not tolerate any form of discrimination which it recognises as unacceptable, discriminatory and unlawful, and is proactive in ensuring that people are treated fairly. This commitment to promoting equality for all extends to all partnership work, including partnership in Initial Teacher Training. The University is mindful of and seeks to ensure compliance with its statutory obligations, the Equality Act (2012) ITT Requirements (R3.3) and the QAA Code of Practice (e.g. Work-based and Placement Learning, 2017, Page 3).

Details of LJMU Equality and Diversity policies, schemes and action plans can be found at <https://www.ljmu.ac.uk/about-us/public-information/equality-and-diversity>
Any concerns should be raised with the Director of the School of Education, Cheryl Bolton

3.2 Trainees with Individual Needs

The Faculty is sensitive to its responsibility in providing training that meets the individual needs of its trainees. Some trainees may declare their individual needs at the start of the course and others are identified during training. These trainees are provided with an Individual Learning Plan by the University as appropriate.

The Partnership is committed to ensuring that individual needs are met during placement experience as part of the equal opportunities policy. The Faculty will encourage such trainees to make their individual needs known to the placement staff so that support can be facilitated. Where appropriate, the Work-related Learning office will inform the school of any specific adjustments needed on placement for trainees with disabilities.

3.3 Placement Learning Whistleblowing (Public Interest Disclosure) Procedure

The Liverpool John Moores University Placement Learning Whistleblowing Procedure applies to all students enrolled on programmes involving professional practice placements, including education, health and social work. The procedure supplements the Liverpool John Moores University general Whistleblowing Policy. This policy specifically relates to incidents occurring when on placement that contravene relevant professional codes of practice, whether or not they are directly linked to the educational process including those that involve a colleague or an employer.

This policy and procedure applies to all professional programmes in the Faculty of Education, Health and Community that require student allocation to a practice placement as part of a programme of study. The aim is to ensure that potential/identified concerns are managed in a timely manner in order to minimise the potential for harm.

3.4 Medical Fitness

The University recognises its responsibility regarding trainees following programmes which lead to professional qualifications and hence an offer of acceptance on to a teacher training programme is conditional upon the applicant being deemed fit to practice.

Trainees are screened and cleared as 'fit to teach' by the university's Occupational Health advisor on entry to the programme. The process also identifies support measures which are needed for trainees to train effectively and safely. If trainees have not been cleared, they cannot start their placement (unless this has been agreed by the university and the placement school). Trainees are asked to inform the university immediately if their health deteriorates during training. If any concerns arise during training over a trainee's fitness to practice, the university is required to investigate and address the issue. The result of an investigation of this type may lead to a fitness to practise panel being held.

3.5 Sharing information

3.5.1 DBS

It is the responsibility of the university (as the ITT provider) and not the responsibility of individual partnership schools to ensure that all vetting and suitability checks are carried out on trainees with the exception of School Direct Salaried trainees. Our recruitment processes adhere rigorously to the latest regulations and guidance including the DfE guidance 'Safeguarding Children and Safer Recruitment in Education' (2010 revised version) 'Keeping children safe in Education' (2016) and the Department for Education's more specific Suitability Requirements for all ITT providers (ITT Criteria Supporting Advice February 2018). In accordance with all requirements, including those from OfSTED, schools should not request access to DBS Certificates. However, when placing a trainee, the university will confirm with the school that all relevant checks, including a DBS Enhanced Disclosure and a check of the children's barred list, have been cleared and will share the DBS number and date if given the trainee's permission. In the case of Salaried Trainees, the DBS Enhanced Disclosure must be undertaken by the employing school and confirmation shared with the university. Additional checks are carried out on trainees from overseas to ensure they are not prohibited from teaching in another country of the European Economic Area

3.5.2 Teacher Registration Number (TRN)

The university will share TRNs with trainees' placement schools. Professional bodies (including Schools, the National College for Teaching and Learning, OfSTED, Teacher Training Institutions) can use the TRN to get information about the individuals eligibility to teach (whether they have QTS, have completed their induction, have been barred from the profession etc). This information is made available by the Department for Education through a secure website and is not available to the general public.

3.5.3 Welfare and Safeguarding of Children and Young People

In order that the trainee may fully support the children/young people in the placement learning environment, it is essential that they are aware of the full range of school policies (welfare, bullying, assessment data etc.) and information relating to the pupils/students that they are working with. They also require access to any social, emotional and special needs information that may have an immediate impact upon the pupils/students well-being and potential achievement. Schools should ensure that all trainee teachers, at the start of their training in each school, are provided with the following: the child protection policy, the staff behaviour policy (sometimes called a code of conduct); information about the role of the designated safeguarding lead

3.6 Duty of Care

The university has a duty to demonstrate reasonable care for trainees undertaking placement experiences and will inform partners of events which might adversely affect the quality of the partnership and suggest compensatory measures necessary to maintain trainee teacher entitlement, and the quality of training and assessment.

3.7 Health and Safety

The standard declaration required in relation to insurance for placement activity accompanies the Partnership Agreement and should be agreed by the Head Teacher/Principal before a trainee teacher takes up a placement. If the Partner establishment cannot comply with the declaration they should consult the Partnership Manager immediately.

3.8 The Prevent Duty

From 1 July 2015 all schools, are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 (the CTSA 2015), to have "due regard to the need to prevent people from being drawn into terrorism". Partnership Schools must have regard to statutory guidance issued under section 29 of the CTSA 2015 ("the Prevent duty guidance").

4 Partnership Roles & Responsibilities

All involved in the provision of ITT, both university and school based have a shared responsibility to ensure that they are appropriately prepared for their role and able to support a high quality training experience

This responsibility requires that all involved in ITT;

- know and understand the Secretary of State's Requirements for Initial Teacher Training and the Teachers' Standards effective from September 2012 as laid down by the DfE and observe the requirements expressed in the Handbook and Grade Criteria (DFE, 2019) for the inspection of initial teacher education (OfSTED, 2019);
- promote equality of opportunity and avoid discrimination in their teaching and work with other colleagues;
- act as appropriate and professional role models for colleagues, trainees, learners, parents and carers;
- are familiar with the process and expectations and requirements of the LJMU training model, as set out in the ITT placement website (www.itt-placement.com);
- engage with training and professional development activities, briefings and meetings which are provided.

4.1 The University Liaison Tutor

The University Liaison Tutor plays a key role in supporting and ensuring that high quality school based training programmes are provided by the partner establishments and meet the individual needs of trainees. In this role they will provide support and guidance for Professional Mentors, ITT Mentors and trainees and will quality assure and monitor training and the assessment of trainees against the standards.

Responsibilities

The University Liaison Tutor is responsible for making the appropriate allocated number of visits to partner establishments during the year;

- to discuss with the Professional Mentor:
 - general partnership issues;
 - issues related to the QA of the training programmes;
 - suggestions for future planning and development;
 - any appropriate immediate/future action;
 - audit and evaluation of the partner's training provision;
 - opportunities for the provision of CPD;
 - advise on the outcomes of any reported issues;
- to work with the trainee and ITT Mentor to:
 - monitor the targets set for each placement based on the phase of training and audit of experience file;
 - review the targets at the end of the placement, discuss issues and consider subsequent actions;
 - check the trainee's training programme and progress;
 - review trainee's targets and action plan;
 - encourage reflection;
 - check the placement experience file and QTS Training and Development file;
 - check progress with professional development activities (if appropriate);
 - support the requirements for confirmation of QTS (CEDP) where appropriate;
- to support the ITT mentor to:
 - monitor and discuss the trainee's individual training programme;
 - co-observe the trainee teaching with the ITT Mentor and observe the ITT Mentor's feedback and make appropriate contributions to support the training process;
 - assist and support the moderation of the trainee towards the end of the placement;

- use the second visit in Phase 3 to conduct a triangulation meeting to establish the attainment of the trainee in the school placement at the end of the school based training;
- discuss any issues arising;
- attend and actively contribute to mentor training events.

4.2 The Professional Mentor

The Professional Mentor is the school's lead in ensuring the quality, consistency and impact of school based training and teaching experience across the school. This will involve taking a proactive role in ensuring effective management of trainees, ITT Mentors and other teachers involved in supporting training in school, and in liaising with university staff over ITT related matters. They play a key role in verifying recommendations for the award of QTS to trainees and in supporting, developing and monitoring the ITT Mentors.

Responsibilities

The Professional Mentor has an overall responsibility to:

- organise and confirm arrangements for placements;
- disseminate all communications from the university to the appropriate personnel within school;
- take part in relevant mentor development events/review and planning meetings organised by the partnership;
- ensure that each trainee is allocated an experienced and appropriately trained teacher in the trainee teacher's subject or phase as an ITT mentor;
- consult with senior management and ITT Mentors on strategies for the co-ordination and collective development of placement-based ITT.

They will liaise with the ITT Mentors to:

- ensure that each trainee has an appropriate teaching timetable, and training programme, and that monitoring /assessment procedures are in place;
- arrange for the trainee teacher to observe high quality teaching (of whatever subject) and focus upon behaviour management and Systematic Synthetic Phonics Primary & Special Educational Needs / Disability (SEND);
- provide an appropriate induction to the placement, including health & safety and safeguarding;
- organise/co-ordinate a professional studies/CPD training programme;
- co-observe and moderate trainee's progress towards meeting the standards;
- agree grades at formal review points and agree the summative report on the trainee teacher's competence.

They will liaise with the University Liaison Tutor to:

- coordinate visits to the establishment to ensure the programme of consultations and observations;
- maintain an overview of each trainee teacher's progress;
- respond promptly when a trainee is identified as needing 'additional support' by ensuring that an appropriate action plan and support is put in place;
- contribute to confirmation of QTS (CEDP) towards the end of Phase 3;
- evaluate the quality of the schools placements and training annually, and discuss ongoing training needs of the staff involved in ITT in the establishment.

4.3 The ITT Mentor

The ITT Mentor has day to day responsibility for developing and managing the training programme and for supporting and monitoring the progress of the trainee. They also have responsibility for the final assessment and the recommendation for the award of QTS. In this role they will be supported by the Professional Mentor and the University Liaison Tutor with whom they should liaise over ITT related matters.

To enable them to fill the expectations of this role the ITT Mentor is expected to take part in relevant mentor development events/review and planning meetings organised by the Partnership, as appropriate, during the year. The training of the ITT Mentors will often happen when the University Liaison Tutor visits the school as part of the quality assurance procedures. However the ITT Partnership Lead will also organise mentor development sessions at the University too.

Responsibilities

The ITT Mentor has the responsibility to:

- ensure that the trainee's needs are reviewed at the start of a placement and at each review point;
- organise an appropriate training programme which ensures that;
 - the trainee's knowledge and understanding of the subject(s) is/are actively developed and extended;
 - the trainee is shown how to plan, implement and evaluate their teaching;
 - the trainee has opportunities to observe good practice;
- maintain an on-going record of training and progress for each trainee that they are responsible for;
 - monitor the input of other subject/ class teachers in supporting the trainee;

The ITT Mentors will support the progress of a trainee in their teaching practice through:

- undertaking regular observations of the trainee's teaching;
- providing feedback and setting of targets through:
 - regular verbal and written feedback based on observation/analysis of teaching;
 - a weekly documented training session (meeting) as appropriate;
 - monitoring the placement experience file, QTS Training & Development file and professional development activities on a regular basis, as appropriate;
 - debriefing on lessons taught and setting targets;
- undertaking co-observations of the trainee's teaching with the University Liaison Tutor, and/or the Professional Mentor, when appropriate;
- ensuring that the University Liaison Tutor and Professional Mentor are contacted, if a trainee is identified as needing additional support or is at risk of failing the placement;
- completing the phase review forms with support from the Professional Mentor if required;
- using appropriate guidelines to recommend the award of QTS to the Professional Mentor and the University Liaison Tutor;
- monitoring and reviewing the quality of the training programme with the support of the Professional Mentor;

The ITT Mentor should not leave trainees unsupervised with any group of children. *Loco parentis* cannot be devolved as the trainee teacher's responsibility. However, the type and extent of the supervision can be reduced depending on the activity/topic that is being taught, and in the later stages of training, except in the case of a high risk activity.

4.4 The Trainee Teacher

Whilst the trainee teacher is the focus of all training and professional development provided in the school based context they are not passive participants in the process. It is essential that they are proactive in their own learning by playing a key role in the evaluation and reflection of their own professional development and practice on a regular basis.

Responsibilities

The trainee teacher has the responsibility to:

- make initial contact with the Professional Mentor, who is responsible for their professional development within the placement;
- provide a detailed copy of their teaching timetable for the University Liaison Tutor;
- be pro-active in finding out about anything which they are unsure of (and should ask if in doubt) and raising any concerns.

Trainees should maintain:

- professional standards from the outset;
- the Code of Conduct for Trainee Teachers;
- full attendance, punctuality and professionalism in terms of dress, manner and interpersonal relations;
- a formal dress code and compliance with partner establishment's expectations;
- professional behaviour as well-mannered visitors, addressing staff formally, unless invited to do otherwise and always in the presence of pupils;
- enthusiasm and involvement in the life of the environment and its extended programmes of activity.

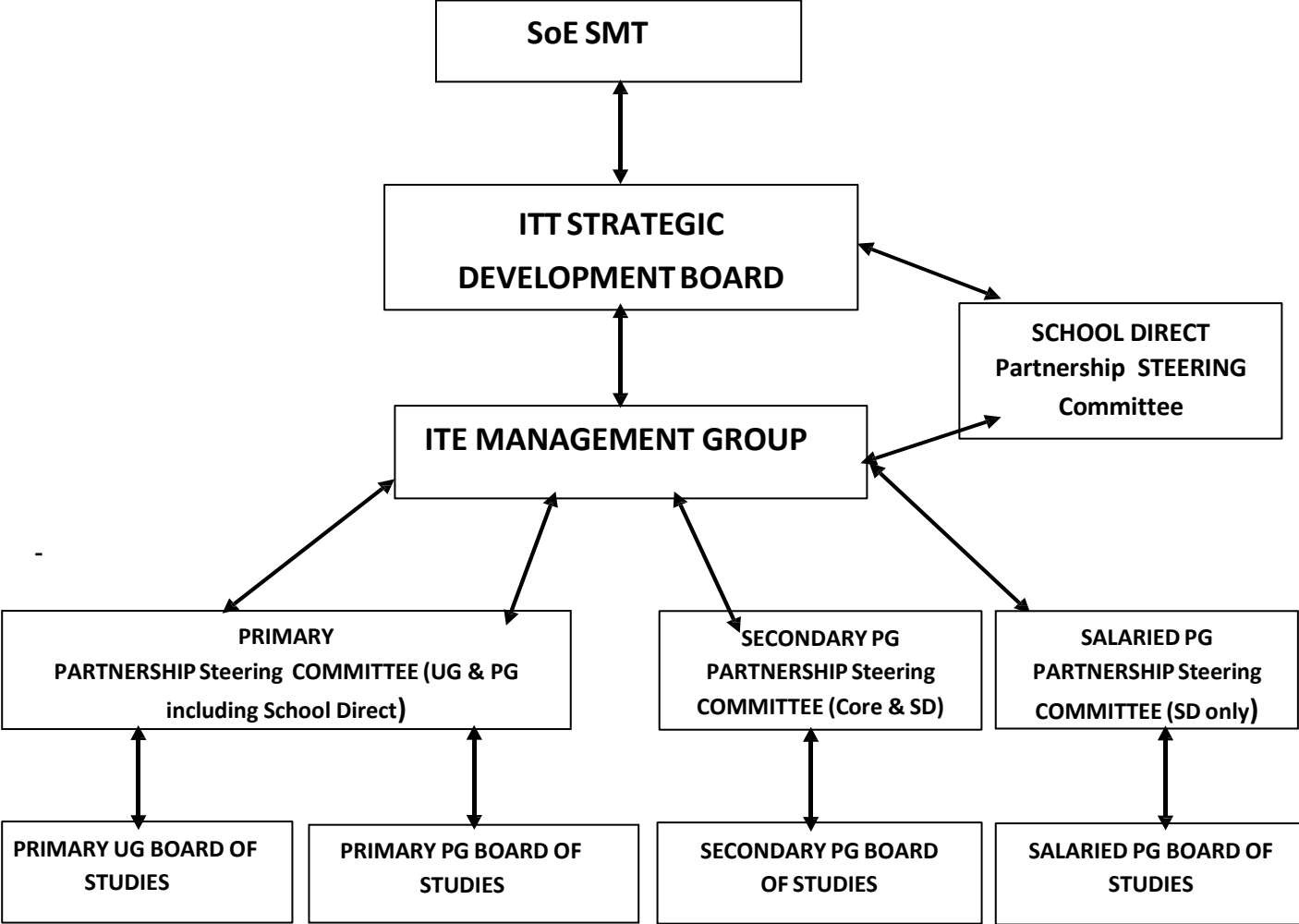
Trainees should establish:

- an appropriate balance between familiarity and distance when dealing with pupils and err on the side of caution;
- a wary attitude to any attempts to alter the formal teacher/pupil relationship, (never single out any pupil for preferential treatment and avoid being left alone with a pupil in a non-public place).

Trainees **MUST** complete all required documentary evidence, including:

- documentation provided at the placement briefing event to ensure all requirements are understood;
- planning for and evaluation of their teaching in their Placement Experience File;
- all required components of the non-negotiable QTS Training and Development File;
- preparation for the weekly meeting with the ITT Mentor;
- maintaining the weekly meeting record form and setting appropriate targets linked to standards and actions in how to achieve these;
- all required Professional Development Activities (if appropriate);
- discussion of progress with the University Liaison Tutor and Professional Mentor;
- preparation for university debriefing sessions;
- preparing draft entries for the confirmation of QTS (CEDP) towards the end of Phase 3.

Appendix 1: Organisation of the Partnership



Appendix 2: Initial Teacher Training Partnership Agreement *(see below, which should be signed and returned to LJMU)*



Initial Teacher Training Partnership Agreement

Liverpool John Moores University, in collaboration with all partner establishments in the ITT partnership, aims to secure excellent learning experiences for all trainee teachers through a range of activities. More detailed information about procedures, placement requirements and roles and responsibilities can be found in the Partnership Agreement. For those involved in School Direct, there is a further, specific agreement which is sent to schools directly from the LJMU central registry.

The **ITT Partnership** will:

- Consistently reflect the highest aspirations for trainee teachers and have high expectations of mentors and trainers.
- Ensure that best practice is spread effectively in a drive for continuous improvement.
- Strive for outstanding and highly relevant practice across the partnership in all aspects including in literacy, numeracy and systematic synthetic phonics for primary trainee teachers.
- Contribute to outstanding outcomes for all trainee teachers or, in exceptional circumstances, outcomes that are good and rapidly improving.
- Contribute to outstanding leadership and management of school based training.
- Maintain an outstanding reputation with trainee teachers, former trainee teachers, schools, colleges and/or settings, other partners and employers.
- Ensure that trainee teachers are very well prepared to join the profession as good or better teachers.
- Conform to the requirements of the General Data Protection Regulation (GDPR) in the sharing of data.

The **Placement Provider** will:

- Ensure that trainee teachers are covered under the health and safety procedures and risk assessments in place for existing employees, including the use of pupil data as required by GDPR and provide relevant information as required by the University.
- Provide a broad and balanced school-based training programme appropriate to trainee teachers development needs.
- Provide supportive supervision as appropriate to the placement including assigning a suitable qualified mentor to the trainee teachers.
- Carry out assessment of trainee teachers and report to the University as required.
- Notify the University of any change in circumstance relevant to the trainee teachers placement.
- Communicate in a timely manner with the University over specific trainee teacher-related issues.
- Actively engage in the review, design and delivery of ITT programmes through the appropriate Programme Partnership Strategic Committee.
- Contribute to the selection of candidates, the monitoring, evaluation and development of courses and partnership arrangements and the assessment of trainee teacher performance.

The **University** will:

- Prepare trainee teachers to teach on placement in subject studies and applications for professional work.
- Support mentors and professional tutors through training and development, tutor visits to link university and school based training, involvement in enhanced support and intervention and in moderation of assessment.
- Administer the placement experience and process appropriate payment to placement providers.
- Provide appropriate support and be responsive to feedback received from colleagues, across the ITT Partnership.
- Adhere to the requirements of the Disclosure Barring Service.
- Provide appropriate guidance via web based resources, handbooks and documents to clarify procedures and expectations.
- Manage and analyse partnership data to drive improvement, in line with the requirements of GDPR.

The institution will strive to meet its roles and responsibilities in relation to this Partnership and will endeavour to work alongside all partners to support the continuation of high quality ITT provision.

Signed (on behalf of school)

Signed (on behalf of LJMU)

Print name

School

**Cheryl Bolton, Director, School of
Education**

Date: September 2020

Date: July 2020

Please sign and photocopy and return this form and the Health and Safety Form to:
Partnership Office, Liverpool John Moores University, Faculty of Education, Health and Community, Barkhill Road,
Liverpool L17 6BD Alternatively, this can be signed and emailed to: ehc-wbl@ljmu.ac.uk