

**Birmingham City University School of Education and Social Work**  
**(“BCU SoESW”)**

**Initial Teacher Education Partnership Agreement 2019-20**

**EXECUTIVE SUMMARY**

The purpose of this Partnership Agreement is to set out management structures, roles responsibilities and expectations in relation to the BCU SoESW Initial Teacher Education Partnership (“**ITE Partnership**”) between Birmingham City University and its training partners and to set out the terms upon which this Partnership will be delivered.

Schools, colleges and settings play a significant, and often leading, role in the design and delivery of training provision, from selection and recruitment, through delivery and training, to the assessment of trainees for the recommendation of QTS or QTLS.

This partnership agreement seeks to be a clear, working document that can be used to guide and inform the contributions of each partner and help to support coherent arrangements across the various contexts in which the training takes place. The partnership agreement will be adopted and used for communication between all partners for the co-ordination of initial teacher training.

The BCU SoESW has a long tradition of working in partnership with schools, colleges and settings across the West Midlands to provide high quality initial teacher education. The management and delivery of the programmes is governed by the current ITT Criteria and the relevant professional standards.

The ITE Partnership is committed to equipping the next generation of teachers to be outstanding practitioners and believes that this is only possible through a close collaboration between schools, settings, colleges and universities. All partners have a 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.

The ITE Partnership shares the responsibility for ensuring the consistency of ITE in enabling trainee teachers to develop as reflective practitioners whose positive impact on learners in diverse settings is evident.

The ITE 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 learners’ outcomes in the widest range of diverse learning environments.

The Partnership Agreement outlines the expectations and the roles of each of the partners in providing excellent learning experiences for trainee teachers through a range of activities and to ensure that trainee teachers have a positive impact on learning outcomes for the learners they teach.

The Partnership Agreement will be reviewed annually by the Partnership Strategic Leadership Groups.

The Partnership Agreement identifies the roles and responsibilities of all stake holders involved in ITE in the Birmingham City University Partnership. The roles and responsibilities of the University are listed in Schedule 1, the roles and responsibilities of the Partner are listed in Schedule 2, the Partnership

Handbook is listed in Schedule 3 and for School Direct Lead Schools only, the School Direct Financial Agreement is listed at Schedule 4.

The Agreement has a duration of 5 years but either party can terminate on 3 months written notice or earlier for material breach or insolvency.

The Agreement will be terminated if a school, college or setting is deselected from the Partnership.

The Agreement is subject to English Law and contains reciprocal clauses relating to Data Protection, Confidentiality, Anti-Bribery and FOIA/EIR. Any Intellectual Property Rights (IPR) in the materials and services provided by each Party shall belong to the Party providing the same.

**Signed for and on behalf of  
Birmingham City University**

**Signed for and on behalf of  
[Partner]**

**Name signed**



**Name signed**

**Name printed**

Kevin Mattinson

**Name printed**

**Position**

**Position**

Head of School of Education  
and Social Work

**Dated**

**Dated**

**THIS PARTNERSHIP AGREEMENT** is made on **[INSERT DATE]**

**BETWEEN:**

(1) **BIRMINGHAM CITY UNIVERSITY** of 15 Bartholomew Row, Birmingham, B5 5JU (**"the University"**); and

(2) **[PARTY]** of **[Address]** (the **"Partner"**).

**together the "Parties" or separately a "Party".**

## **1. Purpose**

1.1. The purpose of this Agreement is to set out the terms on which the Parties agree to deliver initial teacher education, as described in this Agreement.

1.2. Both Parties recognise and agree to the following principles to underpin this Agreement:

1.2.1. the arrangement between the University and the Partner works to equip trainee teachers with the knowledge, skills and experience to meet the relevant professional standards. Trainees will be supported to understand and apply the links between theory and practice which underpin the profession and will become effective practitioners, able to reflect on their teaching and plan their individual professional development in order to meet the relevant professional standards;

- 1.2.2. the University and Partner are jointly responsible for determining the individual progress and attainment of each trainee and ensuring all of the relevant professional standards have been fully met;
- 1.2.3. the University will ensure that all module marks are collated for the Module and Progress Boards;
- 1.2.4. The University will recommend successful trainees for QTS or QTLS to the DfE.
- 1.3. School, college and settings colleagues and University tutors guide the development of each trainee's progress in accordance with the schedules set out in this agreement.
- 1.4. Head teachers/Principals and school, college and settings colleagues work in partnership with the university to recruit, select, train and assess trainee teachers, through a range of activities to include membership of the Strategic Leadership Groups, representation at interviews, working in partnership to design and deliver training and assessment.

## 2. Commencement and Duration

- 2.1. This agreement shall commence on the date set out at the head of the Agreement and continue for a period of five (5) years unless terminated earlier by either Party in accordance with its terms or as agreed by the Parties in writing.

## 3. Process Overview / Responsibilities

- 3.1. The Trainee will commence his/her training with the Partner on such dates as are agreed between the Parties at the Partner's premises ("**Premises**").
- 3.2. The University shall supply those services and shall undertake those responsibilities set out at Schedule 1.
- 3.3. The Partner shall supply those services and shall undertake those responsibilities set out at Schedule 2.
- 3.4. The Parties will comply with the University's Academic Regulations in respect of the conduct and delivery of this Agreement and its subject matter.
- 3.5. The Partner will supply such information as requested by the University in respect of any audit relating to this Agreement or as required by any Professional, Statutory and Regulatory Bodies to which the University is subject or as specified in the Partnership Handbook.
- 3.6. Any promotional material/activity which includes reference to the other Party (e.g. use of the other Party's name and/or logo) must be sent to the other Party for consideration and prior written approval prior to any use of such material/activity. No references to the other Party can be made without such written approval.
- 3.7. Both parties agree to comply with the relevant recruitment and training criteria as up-dated by the DfE from time to time.

## Data Protection

4. Both Parties confirm that they:
  - 4.1. shall comply with their obligations and duties under the Data Protection Act 2018 , ("**the 2018 Act**") the EU Data Protection Directive 95/46/EC and to the extent applicable from 25 May 2018 the GDPR. The Parties will process personal data solely for the purpose of the

Agreement and in the manner specified by a Data Controller in writing except with the express prior written consent of the Data Controller;

- 4.2. ensure that each of its employees, agents and subcontractors are made aware of its obligations under this Agreement with regard to the security and protection of the data and will require that they enter into binding obligations with a Data Processor in order to maintain the levels of security and protection provided for in this Agreement;
- 4.3. will not divulge the data whether directly or indirectly to any person, firm or company or otherwise without the express prior written consent of a Data Controller except to those of its employees, agents and subcontractors who are engaged in the processing of the data and are subject to the binding obligations referred to in this Agreement or except as may be required by any law or regulation;
- 4.4. will ensure by written contract that any agent or subcontractor appointed by a Data Processor to process data provides a Data Processor with a plan of the technical and organisational means it has adopted to prevent unauthorised or unlawful processing or accidental loss or destruction of the data and confirms to a Data Processor the implementation of those means;
- 4.5. will in the event that any personal data in the possession of a Party for which the other Party is the Data Controller becomes compromised, lost, corrupted or rendered unusable for any reason, this must immediately be reported to the other Party with a full report as to the circumstances; and
- 4.6. obtain the consent of trainees and prospective trainees to the transfer of their personal information and Personal Data between the Parties, to enable the Parties to exercise their responsibilities under this Agreement, including but not limited to admissions information and assessment data.

### General Terms and Conditions

5. Each Party shall comply with their respective obligations in the Partnership Handbook at Schedule 3.
6. For the avoidance of doubt, it is agreed that the intellectual property rights (“IPR”) in the materials and services provided by each Party shall belong to the Party providing the same and (save for a non transferrable, non-exclusive license to use the IPR in those materials and services to the extent necessary to perform its obligations under this Agreement) neither Party shall obtain or acquire any rights in respect of these or any other IPR of the other Party or in the goodwill associated therewith.
7. The University agrees that the Partner may copy and use the materials supplied by the University (“**University Materials**”) and any names, logos and images supplied by the University (“**University Brand**”) for the purposes only of performing the Partner’s obligations under this Agreement. The Partner agrees that its use of the University Materials and University Brand is in accordance with any usage guidelines and other regulations stipulated by the University from time to time and that this right does not include the right to sub-license.
8. Each Party (the “**Receiving Party**”) agrees not to use the other’s Confidential Information (which means information labelled as such or which is clearly confidential by its nature, relating to materials or services under this Agreement) for its own purposes or to disclose it to anyone else otherwise than as needed for carrying out its obligations under this Agreement. This prohibition does not cover: (i) information already in the public domain at the time of its communication to the Receiving Party (or that subsequently enters the public domain other than through breach of this Agreement by the Receiving Party), or (ii) information that the Receiving Party is required to disclose by law, regulation or order of a competent authority, or (iii) information that the Receiving Party legitimately had in its possession without any restriction on disclosure before communication to it by the other party .
9. Each Party acknowledges that the other Party is subject to the requirements of the Freedom of Information Act 2000 (as amended from time to time) (the “**FOIA**”) and the Environmental

Information Regulations 2004 (“the **EIR**”) and each Party shall assist and co-operate with the other Party (on request and at each Party’s own expense) to enable the other Party to comply with the information disclosure requirements imposed on them by the FOIA and the EIR.

10. Each of the Partner’s professional staff (as applicable) shall be covered by professional indemnity insurance. The Partner shall ensure it holds sufficient levels of public liability insurance, employers’ liability insurance and any other insurance that may be relevant at all times during the School Experience and for all Premises used for the School Experience, whether owned or controlled or for the time being in use by the Partner.
11. The Partner shall indemnify the University against all costs, claims or liabilities, howsoever arising, which may arise from negligent acts or omissions by its employees, agents, consultants and the trainees during the course of the School Experience or in any way related to this Agreement or the subject matter thereof.
12. In the event of any incidences involving University staff and/or Trainees, either during or in relation to the School Experience or at any time while attending at the Premises and/or undertaking work on behalf of the Partner, the Partner’s employer’s liability insurance and public liability insurance shall be relied upon and the Partner shall ensure that such policies also cover such University staff and Trainees.
13. The Partner shall maintain all such insurances described in this Agreement in force, at their own expense, for the duration of this Agreement, and for a minimum period of 6 years following termination of this Agreement. Such policies must be available for inspection by the University upon request.
14. Either Party may terminate this Agreement by serving not less than three calendar (3) months’ written notice of termination on the other Party. The agreement can be terminated immediately if a school, college or setting is deselected in accordance with the current statutory initial teacher training criteria.
15. Notwithstanding the provision of clause 14 above, either Party shall have the right to terminate the Agreement forthwith in the event that the other Party is in material breach of any of its obligations save that in the case of any breach which is capable of being rectified, then such termination will not arise until notice has been served on the defaulting Party requiring the alleged breach to be rectified, and the same has failed to rectify it within 30 calendar days of receipt of such notice.
16. Either Party may terminate this Agreement forthwith upon written notice in the event the other Party is or threatens to be dissolved, disbanded or become bankrupt or go into liquidation whether voluntary or compulsory (other than for the purpose of an amalgamation or reconstruction) or make a composition or arrangement with any of its creditors or have an administrative receiver, receiver or administrator appointed over all or part of its assets or suffer any similar action in consequence of any debt or have the whole or any part of its powers superseded or curtailed by any governing body.
17. Upon termination for any reason:
  - (i) both Parties shall honour any outstanding obligations due to the other in respect of Trainees undertaking the School Experience with the Partner at the date of termination; and,
  - (ii) each Party shall cease to use any of the intellectual property of the other, including but not limited to the name and/or logo of the other Party;
18. The provisions of this Agreement which expressly or by implication are intended to come into or remain in force on or after its termination shall remain in full force and effect, including without limitation clauses 3.5, 3.6, 4, 5, 8, 9, 11, 13, 18, 19, 25-29 (inclusive), 32, 34, 37 and 38. Termination of this Agreement shall not affect the accrued rights, remedies, obligations or liabilities of either Party existing at termination.

19. The Parties will attempt in good faith to resolve any dispute or claim arising out of or relating to the Agreement promptly through negotiation between their authorised representatives.
20. Each Party shall at all times:
  - (i) comply with all applicable laws, statute, regulations and codes relating to anti-bribery and anti-corruption, including but not limited to the Bribery Act 2010; and
  - (ii) comply with the University's anti-bribery and anti-corruption policies as published from time to time; and
  - (iii) notify the other Party immediately if it becomes aware of a breach or possible breach of any requirement of this clause 20.
21. Each Party shall not, and, shall use reasonable endeavours to ensure that, its employees, contractors and agents shall not, discriminate directly or indirectly against any person on the basis of age, disability, gender reassignment, marital or civil partner status, pregnancy or maternity, race, colour, nationality, ethnic or national origin, religion or belief, sex or sexual orientation.
22. Each Party shall, and, shall use reasonable endeavours to ensure that, its employees, contractors and agents shall, at all times comply with and act in a way which is compatible with the Equality Act 2010 and the equality duty imposed by that Act, as well as the Special Educational Needs and Disability Act (2001).
23. Each Party shall, and, shall use reasonable endeavours to ensure that, its employees, contractors and agents shall, at all times comply with and act in a way which is compatible with the Human Rights Act 1998.
24. Each Party agrees to comply with the University's health and safety policy, and any applicable corresponding health and safety policy of the Partner. The Partner agrees to notify the University immediately upon the occurrence of any incident which may need to be notified by the University to its insurers and any injury to any person or any loss of or damage to property which occurred during the provision of the services where there is any possibility the University could be liable in whole or in part.
25. In the event of any Trainee academic or non-academic misconduct, the Partner agrees it shall comply with the University's relevant policy and regulation and shall cooperate fully with the University in relation to the process implemented by the University.
26. Save as provided in Clause 11 neither the Party shall be liable for any loss of profit, loss of business, loss of goodwill, loss of savings, claims by third parties, loss of anticipated savings, indirect loss or any other form of consequential loss whatsoever and howsoever caused arising from any discussion, actions taken in reliance on this Agreement.
27. Subject to Clause 28 and save where limitation is prohibited by law, the University's total liability for any claims, losses, damages or expenses whatsoever and howsoever caused shall be limited to the value of the fees paid under the Agreement during the twelve (12) months preceding the date of the event which gave rise to the claim or series of linked events.
28. Nothing in this Agreement limits or excludes either Party's liability for death or personal injury resulting from negligence or any fraud or for any sort of other liability which, by law, cannot be limited or excluded.
29. If any provision of this Agreement shall be held to be unlawful, invalid or unenforceable, in whole or in part, under any enactment or rule of law, such provision or part shall to that extent be severed from this Agreement and rendered ineffective as far as possible without modifying or affecting the legality, validity or enforceability of the remaining provisions of this Agreement which will remain in full force and effect.
30. This Agreement may not be assigned by either Party without the prior written agreement of the other Party.

31. Neither Party shall have any right, power or authority to create any obligation express or implied on behalf of the other.
32. Neither of the Parties to this Agreement shall be responsible to the other Party for any delay in performance or non-performance due to force majeure, but the affected Party shall promptly upon occurrence of any such causes inform the other Party, stating that such cause has delayed or prevented its performance hereunder and thereafter such Party shall take all action within its power to comply with the terms of this Agreement as fully and promptly as possible
33. No variation of this Agreement shall be binding unless it is in writing and signed by authorised representatives of both Parties.
34. Any notice required to be given under this Agreement should be addressed in writing to the relevant Party at the address given at the head of this Agreement and either personally delivered, sent by first class post or sent by facsimile. Service by email is not permitted.
35. No failure, delay or omission by either Party in exercising any right, power or remedy provided by law or under this Agreement shall operate as a waiver of that right, power or remedy, nor shall it preclude or restrict any future exercise of that or any other right, power or remedy.
36. UK Visas and Immigration (“UKVI”) Requirements:
  - 36.1. The University will advise the Partner if the Trainee is a non-EU student, in which case, all of the Trainees, the Partner and the University shall comply with the requirements of the UKVI;
  - 36.2. The University will agree with the Partner the duration of School Experience for each Trainee. The Partner shall ensure that such duration of School Experience for each Trainee at its Premises is as agreed by the University and is no longer or shorter without prior agreement with the University, noting this is particularly key for non-EU students who are subject to UKVI requirements;
  - 36.3. In the event that a Trainee is a non-EU student, the Partner shall:
    - (a) support the University in fulfilling its UKVI sponsor duties by ensuring that the School Experience offered for a non-EU student is in compliance with the conditions specified on the student's visa or biometric residence permit and any other applicable UKVI requirements; and
    - (b) notify the University immediately of any change of the Trainee's status or any unauthorised absences (where only absences agreed by the Partner and the University should be deemed to be authorised) by the Trainee of more than 3 working days; and
    - (c) agree to ensure that if the Partner does employ the student (if a non- EU student) at any time to carry out any work outside the School Experience while s/he is registered with the University, that the Partner shall abide fully with the UKVI regulations, paying particular attention to the maximum permitted hours that the Trainee may be employed; and
    - (d) the Partner is advised and acknowledges that no Trainee is permitted to work more than 20 hours per week during Term Time if the work does not form part of the course of the Trainee's study at the University. It is always the responsibility of the Partner to check and confirm with the University regarding the duration of Term Time and/or the status of a non-EU student should it wish to offer such student any work outside the School Experience when he/she is registered with the University. In any event, the Partner is recommended to check the UKVI website for the guidance for employers. For the purpose of this Agreement, “**Term Time**” means the duration of the University's Autumn, Spring and/or Summer Terms, as set out in more detail on the University's website, for each Academic Year, as amended from time to time.



37. Each Party shall at all times take all reasonable steps to minimise and mitigate any loss for which the relevant Party is entitled to bring a claim against the other Party pursuant to this Agreement.
38. This Agreement will be governed by and interpreted in accordance with English Law and shall be subject to the exclusive jurisdiction of the Courts of England and Wales.
39. This Agreement may be executed in any number of counterparts each of which when executed and delivered shall be original, but all counterparts together shall constitute one and the same instrument.



## **Schedule 1 - Responsibilities of the University**

### **1. Responsibilities**

The responsibility of training teachers is shared between the University and schools, colleges, settings and other partner institutions. In this relationship, the University hereby agrees that it shall:

- 1.1. Ensure that all trainees have met the current entry criteria;
- 1.2. Ensure all trainees have been subject to a rigorous selection process designed to assess their suitability to teach and to ensure that they have the health and physical capacity to teach;
- 1.3. In collaboration with partners conduct a high quality, open and transparent recruitment, selection and interview process;
- 1.4. Ensure all trainees have been subject to the appropriate pre-selection checks and confirm in writing to partners that a non-salaried trainee's checks have been completed and that the individual has been judged by the university to be suitable to work with children. In the case of salaried routes, the responsibility lies with the employer to ensure that these checks have been carried out;
- 1.5. Confirm in writing to partners that a non-salaried trainee's criminal record check, including a check of the children's barred list, has been completed and that the individual has been judged by the provider to be suitable to work with children and vulnerable adults;
- 1.6. Establish clear safeguarding procedures and protocols that are agreed by all partners to include a common understanding across the partnership of convictions, offences, cautions and warnings that would not pose a barrier to joining an ITT programme.
- 1.7. Ensure that the programmes: are flexible and able to meet the needs of every trainee; are designed and delivered to offer trainees specialist subject training to develop the necessary knowledge and understanding of their subjects and related pedagogy to enable them to teach across the full age and ability range of training; prepare trainees for school experience to include an understanding of child protection policies, safeguarding expectations, and staff code of conduct expectations;
- 1.8. Be accountable for all assessment judgements and recommendations and ensure that assessment procedures are rigorous and robust and will ensure consistent and accurate judgements and that assessment moderation and standardisation procedures are robust and all recommendations for an award are secure;
- 1.9. Ensure that up-to-date and relevant research is integral to the design, content and delivery of all programmes and that trainees are able to apply research evidence to all aspects of their teaching;
- 1.10. Ensure that all trainees are trained and prepared to teach within a specified age phase and that the programme design and trainees' time in at least two schools will ensure they are fully prepared to teach across the specified age range;
- 1.11. Ensure that training programmes are designed to provide trainees with sufficient time being trained in schools, early years and/or further education settings to enable them to

demonstrate that they have met all the standards for QTS or QTLS and that time spent in schools, early years and/or further education settings is part of a coherent training programme;

- 1.12. Ensure: that partner schools, early years and further education settings have the capacity to undertake their responsibilities for trainee teachers; that where a school, early years or further education setting is unable to undertake these responsibilities the university will ensure that a trainee is not disadvantaged; that when required a school, early years or further education setting is de-selected from the partnership; that a school, early years or further education setting can apply to re-join the partnership;
- 1.13. Ensure that each trainee has taught in at least two schools to provide a variety of experience in schools to enable trainees to meet all the current standards;
- 1.14. Ensure that the management structure ensures the effective operation of the training programmes and that the programmes comply with the current criteria and provide the opportunity for trainees to demonstrate they meet all of the current standards.
- 1.15. Ensure that the management structure provides for partners to be actively involved in: the design, delivery and management of the programmes to include collaboration in the development, review, improvement and delivery of programmes; the design, the planning of content and the delivery of new programmes; membership of Strategic Leadership Groups;
- 1.16. Ensure that effective procedures for communication between the partners are well established, to include an identified Link Tutor for every partner institution to provide: programme information, school experience briefings, moderation and standardisation of assessment support; mentor training; additional support with intervention procedures when trainees require them or are identified as not making the required progress; to facilitate participation in programme management, selection and interview processes, design and delivery of programmes; course documents that are accessible and not overly burdensome; that partner contacts are updated so that relevant information is shared;
- 1.17. Ensure that all mentors have access to up to date training either at the partner institution or at the university;
- 1.18. Ensure that the partnership provision complies with the current criteria and legislation to include: Education (School Teachers' Qualifications) (England) Regulations 2003 (SI 1662) Education (Specified Work) (England) Regulations 2012 (SI 762); Equality Act 2010; Data Protection Act 2018; Freedom of Information Act 2000; the Prevent duty guidance; Competition and Markets Authority's consumer law advice for undergraduates;
- 1.19. Ensure that: all aspects of provision are rigorously monitored, evaluated and moderated to secure improvements in the quality of training and the assessment of trainees; external examiners have relevant expertise and experience to enable them to ensure consistency of standards across, as well as within, ITT partnerships and that all recommendations made will be taken into account when programmes are reviewed;
- 1.20. Ensure that a variety of data will be analysed and collected to inform the evaluations of the effectiveness of training to include: trainees' evaluations of university sessions, placement experience, how individual needs are met; placement mentors, teachers and senior leaders perceptions of the effectiveness of training to meet the needs of the trainees, learners and placement providers; tutors' evaluations of the effectiveness of the training to meet the needs of the trainees, learners and placement providers; former trainees, induction tutors and employing institutions' evaluations of the effectiveness of

the training to meet the needs of the trainees, learners and placement providers;  
feedback from Ofsted or DfE; internal moderation processes;

- 1.21. Ensure that School Direct Salaried trainees are: employed as unqualified teachers and paid in accordance with at least the minimum of the unqualified teacher pay range for the period of training; will not be required to perform more than 90 per cent of the teaching duties normally required of a full-time qualified teacher;
- 1.22. Ensure that each partner, not including School Direct Lead Schools, is paid the agreed sum per trainee as set out in the placement letter.
- 1.23. Ensure that each School Direct Lead School is paid the agreed sum per trainee as set out in Schedule 4.

## **Schedule 2 - Responsibilities of the Partner**

### **1 Responsibilities**

The responsibility of training teachers is shared between the University and the schools, colleges, settings and other partner institutions. In this relationship, the Partner hereby agrees that it shall:

- 1.1. Be a full partner in the initial training of teachers, with the capacity to support the development of trainee teachers;
- 1.2. Ensure that identified staff have responsibility for the quality and delivery of effective initial teacher training within the school, college or setting;
- 1.3. Ensure that relevant staff are actively involved: in the design, delivery and management of the programmes to include collaboration in the development, review, improvement and delivery of programmes; the design, the planning of content and the delivery of new programmes; membership of Strategic Leadership Groups; delivery of training;
- 1.4. Ensure that staff are able to participate in the high quality, open and transparent recruitment, selection and interview process for trainee teachers;
- 1.5. Ensure that relevant staff are able to participate in agreeing clear safeguarding procedures and protocols to include a common understanding across the partnership of convictions, offences, cautions and warnings that would not pose a barrier to joining an ITT programme;
- 1.6. For non-salaried trainees, recognise that the university will confirm in writing that a non-salaried trainee's criminal record check, including a check of the children's barred list, has been completed and that the individual has been judged to be suitable to work with children and vulnerable adults and that providers are not required to provide any information to schools in addition to this confirmation;
- 1.7. For salaried trainees only, ensure that criminal records checks and children's barred list information checks have been completed and considered and confirm in writing to the university that these have been completed and that the individual has been judged to be suitable to work with children and vulnerable adults;
- 1.8. Ensure that School Direct Salaried trainees are: employed as unqualified teachers and paid in accordance with at least the minimum of the unqualified teacher pay range for the period of training; will not be required to perform more than 90 per cent of the teaching duties normally required of a full-time qualified teacher;
- 1.9. Ensure that identified staff work closely with Link Tutors and programme leaders to establish effective procedures for communication between the partners and the university;
- 1.10. Ensure that identified staff attend school experience briefings, moderation and standardisation of assessment meetings and mentor training meetings;
- 1.11. Ensure that identified staff work closely with Link Tutors and programme leaders to identify trainees not making the required progress or who need additional support and identify and support the delivery of intervention procedures and complete the necessary documentation required to support these procedures;

- 1.12. Ensure that identified staff are able to participate in programme management, selection and interview processes, design and delivery of programmes, the production of course documents that are accessible and not overly burdensome;
- 1.13. Ensure that contact details and relevant information, such as changes in Ofsted judgements, changes in staff are updated and shared with the university;
- 1.14. Ensure that all mentors have access to up to date training either at the partner institution or at the university;
- 1.15. Ensure that identified staff are able to participate in the monitoring and evaluation of ITT provision in the school, college or setting to secure improvements in the quality of training and the assessment of trainees;
- 1.16. Ensure that external examiners and Ofsted inspectors have access to trainees, relevant members of staff and documentation to enable them to ensure consistency of standards across, as well as within, ITT partnerships;
- 1.17. Ensure that relevant staff evaluate effectiveness of training to meet the needs of trainees and learners, to include the perceptions of learners, teachers, mentors and senior leaders and this data is shared with the university;
- 1.18. Ensure that all trainee teachers, at the start of their training in each school, college or setting 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; a copy of Keeping Children Safe in Education;
- 1.19. Enable relevant teachers and mentors to support the development of trainee teachers through a range of activities to include professional discussions, completion of relevant documents and modelling of; the role of the teacher; planning and assessment to ensure learner progress; managing learners' behaviour, early reading including phonics, special educational needs and disability; assessing and evaluating teaching; unobserved and observed teaching; national assessments and examinations;
- 1.20. Ensure that trainees are trained and prepared to teach within the specified age phase agreed to ensure that trainees' are fully prepared to teach across the specified age range;
- 1.21. Provide reasonable adjustments for Trainees with registered disabilities;
- 1.22. Ensure that relevant staff are able to meet the training requirements for trainees as set out in each programmes' school based training documents;
- 1.23. Ensure that the school's provision complies with the current criteria and legislation to include: Education (School Teachers' Qualifications) (England) Regulations 2003 (SI 1662) Education (Specified Work) (England) Regulations 2012 (SI 762); Equality Act 2010; Data Protection Act 2018; Freedom of Information Act 2000; the Prevent duty guidance; Competition and Markets Authority's consumer law advice for undergraduates;

## **2 School Direct Lead schools will also:**

2. 2.1. Work with their partnership schools and request from the DfE initial teacher training numbers to meet the needs of their partnership;
- 2.2. Follow the BCU School Direct Admissions Procedures;

2.3 Supply such information as requested by the University in respect of any audit relating to this Agreement or as required by any Professional, Statutory and Regulatory Bodies to which the University is subject;

2.4 Work with schools in their partnership to ensure that they have the capacity to support trainees on a School Direct programme;

2.5 Ensure that each trainee has taught in at least two schools to provide a variety of experience in schools to enable trainees to meet all the current standards;

2.6 Ensure that trainees are trained and prepared to teach within the specified age phase agreed to ensure that trainees' are fully prepared to teach across the specified age range;

2.7 Receive School Direct funding for each trainee, as agreed with BCU, and be accountable to the DfE for the expenditure of this funding.

**Schedule 3 – Partnership Handbook**

**Schedule 4 – School Direct Funding Agreement**