

## Schedule 1

### Key requirements for all partners

#### Introduction

This document outlines the requirements that the Participants, Teach First, partner Schools and universities need to work in partnership to deliver.

During year one of the Teach First Leadership Development Programme (LDP), Participants work towards achieving Qualified Teacher Status (QTS) and a Post Graduate Certificate in Education (PGCE). In addition to training and support provided by the School in year one, they will also be supported by tutors from an accredited initial teacher training (ITT) provider (usually a partner university) and a Leadership Development Officer (LDO) from Teach First. As Newly Qualified Teachers (NQTs) during their second year (NQT Year), Participants continue to work with their LDO who supports and challenges them to set and achieve an ambitious vision and goals for their classes.

As part of their training the Teach First Participants will:

- Complete all statutory checks required for ITT, including the Disclosure and Barring Service (DBS) and other suitability checks, prior to the Summer Institute.
- Pass the professional skills tests in advance of starting the Teach First Programme.
- Complete, and submit evidence of completing, the Participants preparation work including at least one-week pre-programme School observation experience.
- Participate in a six-week training residential and further training opportunities available throughout the Programme, in order to be supported to meet the LDP core requirements.
- Work under a contract supplied by your School in accordance with the regulations laid out in the School Teachers' Pay & Conditions Document (STPCD) published annually.
- Develop and maintain teaching files of evidence leading to the compilation of a final portfolio of evidence to help demonstrate meeting the Teachers' Standards.
- Collect and analyse pupil data that they will also share with Teach First.
- Engage with the Reflective Journal as a means of capturing reflective practice and planning areas for development against the Teachers' Standards.
- Complete four written assignments and a Reflective Journal assignment contributing towards the PGCE.
- Understand that the training Programme can be terminated if satisfactory progress is not achieved or if one of the expectations is not met (following appropriate interventions and support).

#### Part A: Teach First and ITT providers in partner Schools

##### 1) Teach First and our training provider will:

- 1.1. Recruit graduates who have clearly demonstrated their suitability to teach.
- 1.2. Ensure your mentors are inducted and familiar with Programme requirements through provision of mentor training.
- 1.3. Ensure Schools are reimbursed for their mentors' time by providing funding and paying the grant termly, subject to compliance with these key requirements. Should the mentor support be provided through an additional School, then the School where the mentor is situated may receive the funding. If key requirements are not met, funding can be partially or fully withheld.

- 1.4. Complete initial DBS and other safeguarding checks on all of the Teach First Participants (Schools, as the employer, still remain responsible for carrying out their own DBS and health checks) prior to the Summer Institute.
- 1.5. Provide six additional subject development days throughout the year to support subject specific Participant development and classroom practice.
- 1.6. Create structures for Schools to take a significant lead in the on-going improvement and development of the Programme. This could include local School Forum, steering groups and annual surveys.
- 1.7. Work together to deliver the Programme. Teach First will lead the development and delivery of the Programme, and the ITT provider will hold lead responsibility for assessment for QTS and the PGCE.

## Part B: Headteachers employing Teach First Participants

### 2) Headteachers/Schools will:

- 2.1. Provide Participants with a timetable that is at least 60% and not more than 80% of a fully qualified teacher's timetable (this includes intervention classes in normal School hours and tutor group time). This timetable should be shared with the tutor within the first week of the Participant's employment. Ensure that the Participants do not undertake cover in year one of the Programme.
- 2.2. Ensure Participants teach at least 51% of the subject in which they are being trained and a maximum of two subjects.
- 2.3. Ensure their timetable covers two consecutive Key Stages as determined by the age of the pupils. This would normally be pupils aged 11-14 (Key Stage 3) and 14-16 (Key Stage 4) except for Business Studies, which will normally cover pupils aged 14-16 (Key Stage 4) and 16-18 (Key Stage 5). If the School has just Key Stage 3 pupils at the time of placement, the timetable must include time with Key Stage 4 pupils at an alternative School.
- 2.4. Inform the training provider as early as possible if Participants will be engaging with a second subject but should note their teaching load should comprise less than 50% of this. The School will need to provide a proposal for how the Participants will be supported should they be asked to teach a second subject.
- 2.5. Ensure that Participants do not take on lunch duties, but may take on one break duty.
- 2.6. Ensure that Participants do not have either sole or majority responsibility for a form group in year one.
- 2.7. Ensure provision is made for Participants to gain a focused experience in an additional secondary School for five full days, or the equivalent length, during the year, as set out in C2.5 of the ITT criteria. Details of what this should include can be found in schedule 5 of this document.
- 2.8. Arrange for Participants to spend one day in a primary School to increase their knowledge of primary-secondary transition as set out in C2.2 of the ITT criteria.
- 2.9. Release the Participants to attend six subject development days throughout the year.

- 2.10. Ensure relevant staff, including the leadership team and middle managers, have knowledge of the Teachers' Standards and ITT Criteria (June 2015) and copies of associated guidance and relevant documentation including these key requirements.
  - 2.11. Ensure that Teach First and the ITT provider are informed within a maximum of four working days if the School enters an Ofsted category of 'Inadequate' (this must be within four days of the School being made known of the judgement). Where this is the case, the School will engage in an evaluation meeting with Teach First and partners to assess the School's capacity for training within the new category as per Schedule 10 of this document.
  - 2.12. Inform the University and Teach First if the Participants is considered to require extra help, or if you have any concerns regarding the Participant's progress.
  - 2.13. Engage with the Teach First Participants support framework if the Participant's performance as a teacher starts to decline or is unsatisfactory.
  - 2.14. Ensure that a representative of the School (preferably the Headteacher or mentor) plays a leading role in the ongoing development of the Programme e.g. via School Forums. They should also join wider partnership opportunities with Teach First and complete our annual survey to provide feedback.
  - 2.15. Ensure that Participants are able to collect baseline, mid-year and end of year pupil impact data, and share this with Teach First to support the monitoring of Participants' training and their impact on pupil progress. This includes external exam results such as GCSE or A-level results. Teach First will share national trends from the academic data and pupil voice data with the School once it has been analysed. Teach First adheres to data protection requirements; Teach First only reports on aggregate results and does not identify individual Schools or teachers, therefore no personal data is included in the reported information and no individual pupil or teacher is identifiable.
  - 2.16. Ensure Participants are supported to pass their NQT year - this includes allocating a mentor for the NQT, providing a NQT-specific induction and registering the NQT with the relevant awarding body.
- 3) Regarding in-School mentoring, Headteachers/Schools will:**
- 3.1. Appoint suitably skilled professional and subject mentor(s) and notify Teach First of their contact details by June (updating Teach First and the University should these details change) – please see Schedule 7 for more information on mentor selection.
  - 3.2. Ensure that all mentors engage in ongoing mentor development throughout the year, and attend development opportunities, delivered by the University and Teach First.
  - 3.3. Ensure that, where a Teach First induction event is planned and delivered by the University and Teach First, all new mentors attend this.
  - 3.4. Ensure that, during their visit to the School in the Summer Institute, mentors plan for an induction for the Teach First Participants.
  - 3.5. Ensure that tailored, in-house continual professional development (CPD), including an induction to the School, is provided for Participants throughout the Programme and send an outline of the CPD arranged to the professional tutor.
  - 3.6. Ensure mentors keep termly reviews and associated paperwork up to date and submit them to the University and Teach First according to agreed deadlines.

- 3.7. Ensure that mentors communicate regularly with the tutor and LDO about Participants progress.
- 3.8. Support Participants to set and reflect on targets and monitor the progression of Participants against the standards and progression framework through their Reflective Journal and at key points throughout the year using the online tracking tool.
- 3.9. Ensure that Participants are provided with a mentor during their second year.

#### Subject mentoring commitments:

- 3.10. Ensure each mentor has protected time to provide support through dedicated hour-long weekly meetings and half-termly observations (more frequently in the first half term).
- 3.11. Ensure Participants are provided with detailed, subject-specific feedback for all observations conducted and these are shared with the university tutor and logged on the online tracking tool.

#### Professional mentoring commitments:

- 3.12. Meet half-termly with Participants to discuss progress and formally observe each Participants once per term – these should be joint observations with a tutor.
- 3.13. Ensure that a programme of in-house and tailored CPD is provided throughout the year including the opportunity for Participants to observe experienced teachers on a regular basis.
- 3.14. Ensure termly reviews, related paper work and the online tracking tool are kept up-to-date and submitted in a timely fashion.
- 3.15. Quality assure subject mentoring provision and ensure any feedback is shared with the relevant subject tutors.

## Part C: Finance and contracts

### 4) Headteachers/Schools will:

- 4.1. Employ Participants as members of staff at the School for the full two years of the Programme, subject to the same statutory employment regulations as all other members of staff; ensure Participants are supported and valued as members of the School community; and ensure the Participant's professional and personal development is supported.
- 4.2. Ensure Participants have a single two-year fixed-term contract of employment (as unqualified teachers in their first year, and having gained QTS as newly qualified teachers in their second year of the Programme). Ensure this contract of employment is signed by the Participants and the School, and a copy is provided to the Participants.
- 4.3. Ensure Participants are provided with copies of all of the School's policies (including but not limited to child safeguarding, and health and safety policies) and notify Participants that they are required to comply with these.

- 4.4. Ensure that DBS, health, safeguarding and other employment checks are carried out in accordance with the Schools' own employment policies, for each Participants prior to employment.
- 4.5. Ensure Participants are employed and paid, during their first year, within the unqualified teacher pay scale at a minimum of point two on the scale, as per the most up-to-date School Teachers' Pay & Conditions Document (STPCD) which can be found on the Department for Education website. Also, ensure Participants are paid at the appropriate point on the qualified pay scale in their NQT year.
- 4.6. Ensure that the School pays annual fees to Teach First for each Participant, for both years of the programme, as stipulated in this Partnership Agreement.

MEMORANDUM OF UNDERSTANDING/ EXTENSION OF PARTNERSHIP AGREEMENT	
Agreed action planning (areas of focus suggested by Partnership Agreement):	
<p>1. Headteacher communication including:</p> <ul style="list-style-type: none"> <li>▪ All staff informed about the Programme.</li> <li>▪ Relevant staff trained in Initial Teacher Development (ITT) and supported in their role and responsibilities.</li> <li>▪ Sharing of progress against each of HMI's action points with the provider (monitoring letters and other indicators of quality).</li> </ul>	
<p>2. Timetabling commitments including:</p> <ul style="list-style-type: none"> <li>▪ Weighting.</li> <li>▪ Teaching in two Key Stages.</li> <li>▪ 50+% in the training subject.</li> <li>▪ No more than 2 subjects and no cover or tutoring.</li> </ul>	
<p>3. Support including:</p> <ul style="list-style-type: none"> <li>▪ Department's ability to train and identification of best practice within the subject.</li> <li>▪ Suitably qualified and experienced subject mentor.</li> <li>▪ Reduced timetable for subject mentor to hold weekly meetings and twice-termly observations.</li> <li>▪ Regular meetings and termly observations with professional mentor.</li> <li>▪ Pre-planned programmes of School-based professional and subject training.</li> <li>▪ Observations of experienced teachers.</li> <li>▪ School representation at Schools Advisory Group.</li> <li>▪ Meetings with Teach First tutors and Leadership Development Officers.</li> <li>▪ Attendance at mentor training.</li> <li>▪ Prompt information about changes to mentoring.</li> <li>▪ Attachment of Participants to form groups.</li> <li>▪ School induction highlighting policies (especially equal opportunities and race equality).</li> </ul>	

<p>4. Participants training including:</p> <ul style="list-style-type: none"> <li>▪ Three days spent in School as a placement school experience during the Summer Institute.</li> <li>▪ Release from School for six University subject training days.</li> <li>▪ A five-day second School experience (to include classroom teaching).</li> <li>▪ One day spent in a primary School.</li> <li>▪ Subject knowledge enhancement sessions.</li> </ul>	
<p>5. Finance/contracts including:</p> <ul style="list-style-type: none"> <li>▪ Paying Participants at least point two on the new pay scale for unqualified teachers in year one.</li> <li>▪ Ensuring formal contract with Teach First is adhered to.</li> <li>▪ Commitment to principle of employing four Participants (including first and second years) at any one time.</li> </ul>	
<p>6. Other possible actions including:</p> <ul style="list-style-type: none"> <li>▪ Joint observations of teaching and feedback.</li> <li>▪ Joint termly reviews.</li> <li>▪ Tutor observation of mentor feedback, weekly progress meetings and termly reviews.</li> <li>▪ Tutor oversight of School-based professional and subject training to ensure tailored ITT.</li> <li>▪ Joint observations (Participants and mentor/tutor) of experienced teachers.</li> <li>▪ Bespoke mentor training.</li> <li>▪ Extended second School experience or third School experience.</li> <li>▪ Participants attendance at subject training days in their second subject.</li> <li>▪ Additional mentoring (subject and/or professional).</li> <li>▪ Additional externally-provided training (e.g. Science Learning Centre training) and/or mentorship (e.g. by an AST from another School).</li> <li>▪ Quality assurance meetings (both operational and strategic) between mentors/School, tutors/the University and LDOs/Teach First.</li> <li>▪ Regular meetings with the Participants.</li> <li>▪ Re-visiting the Partnership Agreement.</li> <li>▪ Balancing staffing requirements, costs and contingency.</li> </ul>	

## Schedule 11

### Equality, diversity and inclusion

#### Introduction

The policy below is for your information only, is non-binding and does not form part of the partnership agreement between your School, Teach First and our University partner. Teach First will adhere to this policy wherever possible and applicable during the Participants placement process, however, reserves the right at its sole discretion to amend its approach on a case by case basis, as may be necessary in the circumstances. Teach First also reserves the right to amend this guidance from time to time, and any changes or amendments to the policy will be communicated to all partner Schools and other relevant stakeholders.

#### Teach First Participants placement – equality, diversity and inclusion policy

Equality, Diversity and Inclusion (EDI) are at the heart of our mission at Teach First, and our processes reflect our commitment to EDI.

Our EDI policy is designed to anticipate any requirements which can arise during the process for placing our Participants, help guide those involved and ensure that support is in place that will allow the placement to adhere to the following principles:

#### Principles

1. To the degree possible within the limits of our data protection obligations and privacy and confidentiality requirements, we will operate this policy on the basis of maximum openness and transparency, to foster trust and partnership.
2. The School is the decision-maker regarding all placements of Participants. Our role in the application of this policy is to facilitate an effective and efficient process, which adheres to equality legislation, for both Schools and Participants.
3. Participants will also be made aware of this policy.
4. EDI requirements are not limited to the more obvious areas such as gender, religion or disability nor only the UK's nine legally protected characteristics. They may equally extend to myriad other characteristics, including socio-economic status and/or cultural heritage.
5. Schools will be advised of any potential material EDI requirements relating to a Participants proposed for their School.
  - Potential material requirements are those which could significantly affect teaching and the Participant's capability to fulfil their role within the School. Examples: wheelchair user, face veil wearer, flexible working need. Please note that an EDI requirement may be material for a placement at some Schools but not others, e.g. a male Participants who wears a full length robe as dress; this may be an issue where a School has a 'jackets only' policy but not where there is no policy.
  - Our selection and allocation processes include many opportunities for asking candidates to declare any material EDI requirements. Care is taken not to assume the full nature of any obvious requirement; requirements are verified. For example, a recruit wearing a face veil may or may not be prepared to not wear the veil when teaching.
  - If in doubt, the requirement will be disclosed. This is so that the School has the earliest opportunity to assess any possible material requirement and make a judgement.



If a Participant requests that specific requirements are made known to Schools, this will be done, whether we deem them material or not.

6. We will not disclose any EDI requirements that a Participant explicitly asks us not to, unless there is a significant identified risk to the Participant, pupils or others. This will only be in extremely rare cases and, in these cases, we will only disclose any EDI requirements in accordance with our data protection obligations.
7. Schools will need to make a full assessment of any EDI requirements reported, and this assessment should be sent to your Teach First contact with the placement confirmation form. The School assessment should cover:
  - if accepting the Participant, how any EDI requirements will be managed; or
  - if not accepting the Participant,
    - a clear, specific, written justification detailing why it is not possible to deal with the EDI requirement; or
    - if the EDI requirement is not the reason, why they cannot accept the Participant.
8. We will monitor acceptance/rejection trends based on EDI information.
9. If an EDI requirement does not come to light until after the placement process, Participants will be strongly encouraged to disclose any EDI requirements to their employer School directly and we will offer advice on how to do this.
10. We have clear processes in place for supporting, and ensuring support is in place for, Participants who disclose EDI requirements - if you would like more information on this, please contact your Teach First contact.
11. We endeavour, at all stages, to keep our processes as streamlined as possible and to avoid this policy becoming unnecessarily burdensome. If you have any questions about the policy or its application, please contact your Teach First contact.