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Edge Hill University

Working in Partnership  
Faculty of Education  
2012/2013

Primary and Early  
Years Education

# Introduction

Edge Hill University has been at the forefront of teacher education for over 125 years and today it enjoys the enviable position of being one of the country's most significant providers of education, training and research for the children's workforce with a reputation for the highest quality provision, partnership working and delivery. In the 2011 Ofsted inspection of the entire Faculty's initial teacher training provision it achieved 33 grade one (outstanding) out of a possible 33 graded cells.

The Faculty of Education is strongly committed to partnership-led teacher education and believes that multi-stranded partnerships which share the same vision, provide a solid foundation and environment for real impact on the quality of training and teachers. The team is driven by a commitment to outstanding practice, outstanding achievement and providing opportunities for all, and sees its partnership work as crucial in achieving this ambitious vision.

The Faculty has extremely high expectations of its partners as trainers but it is hoped that working in partnership provides partners with real opportunities to be part of a larger network of professionals involved in innovation. The partnership itself is innovative in how it drives high standards, provides an outstanding trainee experience and outstanding trainee achievement, supports individual schools, settings and colleges in achieving their own goals, listening to what partners need and tailoring programmes of support for maximum impact.

The Faculty of Education is always looking for ways to improve and enhance its provision and partnerships with the ultimate aim of ensuring that trainees achieve their maximum potential as outstanding teachers of the future. The Faculty is open to new ideas and welcomes partners that want to break new ground in education and training and work as part of a very successful University partnership.

We very much look forward to working with you.

**Robert Smedley**  
Dean of Faculty of Education  
Edge Hill University

August 2012



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“ High quality trainees who are well prepared to teach, display excellent professional attributes and go on in high numbers to gain employment.”

Ofsted inspection report:  
Edge Hill University,  
28th March – 1st April 2011

# What makes an outstanding trainee

The Faculty of Education believes that an outstanding trainee is a trainee who:

- Strives to make outstanding progress to achieve their challenging targets
- Has an intrinsic passion for learning
- Drives their training by taking responsibility for their development, supported and challenged by their mentors and university tutors
- Works in a highly effective manner with high quality trainers in school
- Is fully prepared and demonstrates a clear understanding of teaching in a culturally diverse society and who has a well-developed understanding of relevant issues
- Fully exploits opportunities to promote learners' understanding and appreciation of social and cultural diversity
- Engages in high quality self-reflection with a clear focus on learning
- Displays high levels of mutual respect with their pupils
- Assumes a high level of responsibility for the attainment, progress and outcomes of the pupils they teach
- Plans lessons that often use well chosen imaginative and creative strategies and that match individuals' needs and interests
- Has a commitment to the teaching profession, and is able to develop appropriate professional relationships with colleagues and pupils
- Uses a wide range of formative assessment and adapts lessons as required
- Takes risks when trying to make teaching interesting
- Takes advantage of all training opportunities in each school context
- Ensures that learners know where they are in their own learning and that they ensure the learners understand their own targets for development
- Consistently demonstrates excellent subject knowledge by identifying challenging personal targets and by learning from outstanding subject knowledge training provided by trainers in school
- Has the ability to apply their subject knowledge and pedagogy to support the learners they teach
- Works with a range of other professionals, taking initiative and responsibility
- Sets clear targets for their future career progression

“I feel privileged to have received the extended support and feedback from committed class teachers, mentors and tutors at Edge Hill. Contextualising my studies within a supportive placement has been crucial towards my development as a teacher. These experiences within a range of schools have afforded me the opportunity to explore and develop many effective teaching approaches across the curriculum, whilst receiving invaluable feedback from experienced and inspiring teachers and mentors.”

Katie Reid, PGCE Primary Education



# Section 1

Working in Partnership  
with Edge Hill University

# Working in Partnership with Edge Hill University

## Working in Partnership

Our vision is for the Faculty of Education Partnership to be underpinned by a shared passion and drive to train and develop outstanding and inspirational teachers/educators who are highly employable and highly successful teaching professionals. Members of the Partnership should feel valued and recognised by the University for their role in the whole training aspect of initial teacher training.

The Faculty of Education Partnership is committed to working collaboratively, proactively, consistently and flexibly with all our partners in order to achieve the vision and build upon our reputation as an outstanding provider.

### We will:

- Ensure the Faculty of Education Partnership works collaboratively, proactively, consistently and flexibly to meet the needs of all partners in undertaking their training role, which in turn ensures that for all those who work as teachers/educators achieve their full potential
- Ensure we review all partnership practices to continually enhance the quality of the Faculty of Education Partnership
- Ensure we share and communicate the passion and drive for all training to be outstanding across the Faculty of Education Partnership through effective communication, to maximise engagement
- Ensure the stable, secure and strong partnership relationships are developed, maintained and enhanced

This is achieved by working in partnership and ensuring that we:

- Have partners who are committed
- Consider carefully the allocation of resources
- Have a clear vision
- Have effective organisational structures
- Engage in two-way communication
- Ensure we have inclusive ways of working
- Provide networking opportunities
- Exercise flexibility
- Build on successful relationships
- Clearly define specific roles and responsibilities
- Provide the highest quality teaching and learning experiences

If you are interested in further developing and enhancing the Partnership, please contact:

**Dr Louise May**

**Role: Head of Partnerships**

**Email: [mayl@edgehill.ac.uk](mailto:mayl@edgehill.ac.uk)**

Our Partnership consists of three stages:

### Stage 1 – Edge Hill University Partner

- All schools/colleges/settings in Initial Teacher Training (ITT) Partnership with Edge Hill University
- An Edge Hill University ITT Partnership Agreement will be signed detailing all parties' responsibilities
- If a school/college/setting decides to engage in school-led provision, an Edge Hill University School-led ITT Partnership Agreement will be signed detailing all parties' responsibilities (See appendices)

### Stage 2 – Edge Hill University Leading Partner (EHULP)

- An identified lead school/college/setting who engages or wishes to engage with ITT, Professional Development/School Improvement and Research and be responsible for driving this across a cluster of schools/colleges/settings

### Or

- An identified lead school/college/setting who may wish to be a Teaching School in the future and who engages or wishes to engage with ITT, Professional Development/School Improvement and Research and be responsible for driving this across a cluster of schools/colleges/settings
- All Edge Hill University Leading Partners will have an identified Edge Hill University Cluster Lead who will work with the identified Lead/Chair (Setting-based Cluster Lead) from the setting to support the drive and the vision for the cluster
- The Edge Hill University Leading Partner Cluster will have signed a bespoke Cluster Partnership Agreement, which will involve ITT, Professional Development/School Improvement and Research

**Stage 3 – Edge Hill University Teaching School Partner (EHUTeSP) or an Edge Hill University Training School Partner (EHUTrSP)**

- Any Edge Hill University Leading Partner who has achieved national Teaching School status. They will become an Edge Hill University Teaching School Partner (EHUTeSP)

**Or**

- Any Edge Hill University Leading Partner who does not wish to apply for or does not meet the requirements of the national Teaching School status. They will be invited to become an Edge Hill University Training School Partner if they meet the EHUTrSP criteria

All schools/colleges/settings work together in partnership with Edge Hill University to share the training and the judgement of trainee progress, attainment and achievement towards the recommendation for the Award of Qualified

Teacher Status (QTS). This involves the signing of an Edge Hill University, ITT Partnership Agreement, outlining the responsibilities for all partners.

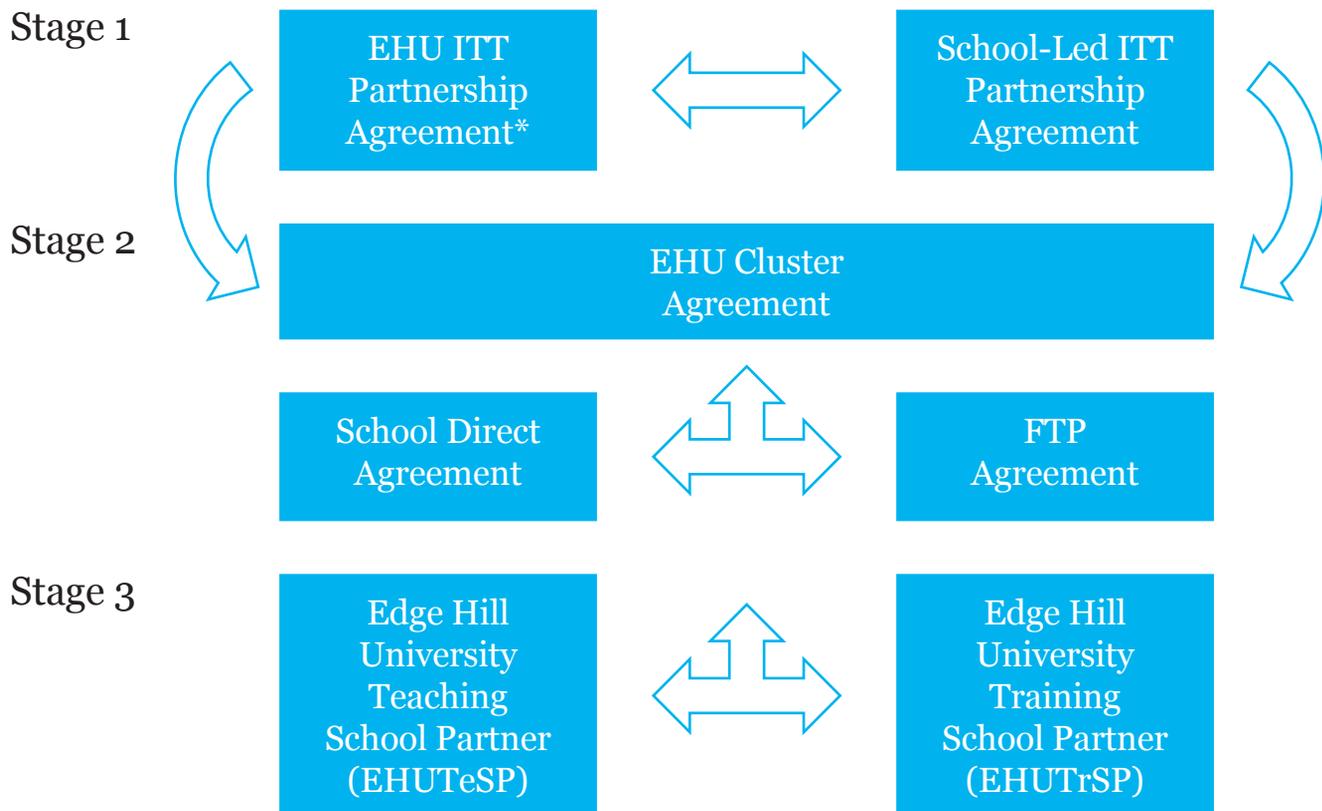
Judgements made by schools/colleges/settings colleagues are supported and moderated by tutors from Edge Hill University. Resources are transferred to schools/colleges/settings to help schools/colleges/settings to undertake their contractual obligations.

Occasionally it is necessary for a school/college/setting to adopt an Associate Placement. This may need to be the case when, for example:

- A setting is unable to provide mentoring, perhaps because of staffing issues
- The setting is seeking to enter the ITT Partnership at Edge Hill University and is in a transitional phase

An Associate Placement is when Edge Hill University judges the trainees' progress towards the recommendation for the award of QTS.

## School/College/Setting



\*Associate Placement – in the absence of a fully trained EHU mentor

If you are interested in further developing and enhancing the ITT Partnership, please contact:

**David Wooff**  
**Role: Head of ITT Partnership**  
**Email: david.wooff@edgehill.ac.uk**

## Partnership Development

The Faculty of Education is committed to ensuring that all schools/colleges/settings are resourced to benefit all of the trainees and partners in the partnership. The Faculty varies the funding it provides to schools/colleges/settings for Professional Practice according to the particular requirements and demands of the professional practice. These variations are shown in the Faculty of Education schedule of payments for Professional Practice in Section 6 of this handbook. In all cases we seek to provide funding that allows schools/colleges/settings to effectively resource the training requirements and needs of all the trainees they train.

We have built up a dedicated team of tutors who work with schools/colleges/settings to improve the quality of the trainee experience and also to meet the requirements of individual schools/colleges/settings. This team includes a Partnership Development Officer who works exclusively on developing the Partnership with Primary settings. This ensures we are responsive to particular schools'/colleges'/ settings' and mentors' needs.

If you would like to discuss opportunities or enhancements to Professional Practice that you can offer, please contact:

**Mark Rawsthorn**

**Role: Partnership/Professional Practice Development Officer**

**Email: Rawsthom@edgehill.ac.uk**

## Research

Edge Hill University has recently developed an Institute for Research in Professional Practice. This reflects its strong portfolio in working with partners in the Education, Health and Social Care sectors where the existing professional knowledge of experienced practitioners is the most significant starting point for research and scholarship. The Faculty of Education works closely and collaboratively with schools, colleges and other settings in order to generate public, sharable, verifiable and improvable knowledge about school improvement that has demonstrable impact on the outcomes for learners in the education system.

The Faculty has a team of two research professors, one visiting professor and two readers. These and other Faculty staff undertaking work at post-doctoral level belongs to the Practice Improving Research Group for Education. Other Faculty staff undertaking their own doctoral research are members of the Faculty Doctoral Society. The PIRGE and Doctoral Society together are at the forefront of developments in supporting school based research by teachers, for example, through the Teacher Research Associates (TRA), and the MA (education). A new education specific Masters in Research is currently under development as a foundation for excellent research in education at a more deeply theoretical level and active researchers within the Faculty are involved in the supervision of doctoral research by school teachers who are members of the University's Graduate School.

## Case Study:

### Boys' resilience in Skelmersdale

The faculty was approached by the SHARES cluster of 19 Skelmersdale primary schools with regard to their *Every Male Matters* project <http://shareslancashire.co.uk/parenting/every-male-matters/> Skelmersdale in Lancashire is an area of high social deprivation and boys' achievement has been identified by SHARES as a key priority for improvement, particularly with regard to the raising of aspirations amongst young males. Lack of appropriate male role models had been identified by the consortium as a possible area for both research and school improvement. A key issue concerns the extent to which young boys learn about masculinity from mature adult males as opposed to gang members only a few years older than themselves. Working with Faculty researchers has allowed SHARES to develop a deeper theoretical underpinning of the project which in turn has led to the formulation of clear research questions that link the project to the extensive literature on boys' underachievement.

The project is now looking specifically at:

- Academic resilience in boys and the relationship to attachment theory
- Inter-generational models of masculinity and the transmission of pro and anti-school attitudes between generations of males
- Y6 – Y7 progression and the restructuring of Y7 to promote more resilient attitudes to learning

Through this approach the research has already identified ways in which Skelmersdale schools are tackling successfully an important over-arching research question of interest to the present government: *What are the barriers to higher aspirations and achievement faced by disadvantaged children and why have previous government policies failed to overcome these for the most disadvantaged?*

This project is looking at the models of masculinity that are held across three generations: boys currently at school, their fathers and their grandfathers. This is justified by the large volume of published research which identifies boys' perceptions of academic schooling as a "feminine" activity. The project will show whether there are any historical trends in the development of such attitudes in Skelmersdale and will assist the schools in their endeavours to raise boys' attainment by more effective engagement of male carers in education and goal setting with regard to secondary and post-compulsory education.

If you are interested in Research, please contact:

**Professor Martin Ashley**

**Role: Head of Research**

**Email: martin.ashley@edgehill.ac.uk**

### Teacher Research Associates (TRA)

Some of the problems that schools face are not simple because their roots are deeply embedded in social and cultural structures and the psychological mind-sets of their communities. When simple solutions are found wanting or cannot be found, research can help by exploring the perceived and actual factors that shape the problems, by providing an analytical lens to understand these factors, and by suggesting a range of answers, beyond 'common sense' solutions.

The Faculty of Education's Vision for Research aspires 'to ensure that the Faculty is recognised as being at the forefront of developments in school based research'. The faculty therefore engages with clusters of schools, colleges and other settings, to, a) help them apply research findings to their practice, and b) help them undertake research into their own practice. The Teacher Research Associates (TRA) programme is one way of facilitating teachers to research into their own practice, and the practice within their schools.

From September 2012 the programme runs as follows:

1. Clusters of partnership schools are encouraged to nominate a teacher within their cluster, to lead a collaborative, school-based research project<sup>1</sup>. This project will need to focus on an aspect of school improvement where the schools would benefit from the deeper levels of understanding which can be facilitated by research.

2. The leading teacher will form a group of potential teacher-researchers<sup>2</sup> within the cluster, and draws up a research proposal, to present to Edge Hill University. (Advice about this process can be provided by Cluster Leads.)
3. When the research proposal has been submitted to the Faculty, an academic with some expertise in the topic is selected, to provide research mentoring for the leading teacher and the group as a whole. (There might also be a second, less experienced academic, who is involved as a member of the research team, so as to gain research experience.)
4. A meeting is called of the research mentor, the leading teacher, the Cluster Lead and a senior researcher, to establish the viability or otherwise, of the research proposal. (Effectively, this will act as an interview, to select the most promising proposals.)
5. Once a proposal has been accepted, the successful schools will receive the equivalent of up to 20 days supply cover for each teacher on the programme, and up to 30 days for the leading teacher. These days will be spread over a two-year period and will be contingent on teachers attending the university for at least 4 days each year: 3 times to share and discuss work in progress and once to present the work formally in an end-of-year conference. Where possible, these days will be scheduled so as to coincide with other research-related events, enabling teachers to participate in other aspects of university life, including the work of the research groups.
6. The research mentor's support includes:
  - Liaising with the leading teacher about all aspects of the research
  - Finding appropriate research literature about the topic, and disseminating this to the teachers during their university days
  - Devising a researchable question, in collaboration with the teachers
  - Advising on research methods
  - Securing ethical clearance and ensuring that the agreed protocol is adhered to
  - Assisting teachers with data analysis
  - Liaising with the group about the end-of-year conferences
  - Taking a lead in writing up and publishing the research
7. The programme will itself be researched by Professor Tim Cain, in order to improve understanding within the wider world of how teachers understand and undertake research, when supported by academics.

“Trainees are highly complimentary about university tutors and school based mentors. They also appreciate the strong cohesive nature of the training.”

Ofsted inspection report:  
Edge Hill University,  
28th March – 1st April 2011

<sup>1</sup> The leading teacher should normally have experience of research, preferably as part of a higher degree.

<sup>2</sup> Our funding arrangements imply group sizes of 3-5 teachers and we would normally expect them to come from more than one school within the cluster.

# Previous Teacher Research Associates include:

**Josette Arnold,  
Bowring Community Sports College, Huyton:**

“The Teacher Research Associate programme has been marvellous in that it has given me time to focus on one particular topic. It is hard for any teacher to undertake in-depth research... I have had a lot of support and believe that my findings will influence the way we implement project-based learning in school.”



**Carole Arnold,  
Head Teacher, Evelyn County Primary School:**

“For me there is the excitement of planning and carrying out research within a framework of cooperation and support from Edge Hill and the opportunity to bring in-depth evaluation to our new arts curriculum.”



**Colin Povey,  
Holmes Chapel Comprehensive School:**

“The TRA project to me means time and resource to explore deeply an area of pedagogy which I feel will benefit both myself and my students – a chance to be a ‘learner’ again!”



If you are interested in the Teacher Research Associates (TRA) programme, please contact:

**Professor Tim Cain**  
**Role: Reader in Education**  
**Email: [tim.cain@edgehill.ac.uk](mailto:tim.cain@edgehill.ac.uk)**

## Professional Development

Outstanding teachers and outstanding support for learning makes for outstanding schools/colleges/settings and outstanding training underpins them both. All our professional development activity focuses on moving to 'outstanding'. Working with us here at Edge Hill University is not qualifications driven it is about developing you as an individual and it is about school/college/setting wide improvement for lasting change and impact. In a direct response to this vision and driven by the constant need to raise standards and improve the education of all pupils we have developed a range of high quality professional development opportunities and school/college/setting improvement services for you and your school/college/setting.

The school/college/setting is at the heart of all our development activity which is designed, in negotiation with school/college/setting colleagues to ensure the school/college/setting is at the centre of its own development supported by the university. We underpin all our school/college/setting improvement activities with ongoing professional dialogue – where good practice is shared and the consultancy and training fits seamlessly with the immediate needs of the school/college/setting. Our bespoke packages are driven by a needs analysis, school/college/setting improvement priorities, and the vision of the school/college/setting.

Choosing the professional development activities that are right for your school/college/setting is key to developing your staff. Below we present to you just some of the range of opportunities working in partnership with Edge Hill University can bring. We work hard to ensure we are impact focused, responsive to your needs and in the current economic climate, cost effective.

### Securing School/College/Setting Improvement

– Move from good to outstanding. Prepare for inspection through our development activities that focus on Ofsted's four key judgement areas: Achievement; The quality of teaching; Behaviour and Safety; and Leadership and Management.

**Leadership Development** – Excellent leaders move schools/colleges/settings from good to outstanding. What is the leadership capacity in your school/college/setting? Investing in school/college/setting leaders can pay dividends for a school/college/setting. Are you thinking about preparing middle leaders for senior responsibilities and identifying and nurturing new talent in your school/college/setting for impact and improvement? If so, we can help with these activities and more. Just ask.

**Inclusion, Special Educational Needs and Dyslexia** – We have a wide range of development opportunities related to Special Educational Needs, Dyslexia and Inclusion. We deliver major TA contracts in these areas and we have an outstanding reputation for cutting edge thinking with clear links from development to impact on teachers' practice, skills and knowledge and, importantly, the learning experience for children.

### Developing Subject Knowledge and Pedagogy

– There are times when schools/colleges/settings need support with a particular subject area. Perhaps results are not as good as you would expect them to be, perhaps there are external influences on the curriculum, perhaps you would just like to offer colleagues the opportunity to update their subject knowledge and, or, reignite their passion for their subject they had when they were new to teaching? Whatever the subject need, Edge Hill's team of experts can help, either by coaching, by establishing networks of excellence, organising a whole school/college/setting "subject" day or days, or even hosting a conference.

### Turning your improvement activity into academic credit

– The activities above are about school/college/setting improvement, they are not 'qualification driven'. However, staff at all levels in your school/college/setting who engage with these development opportunities do have the option to work towards academic credit at Masters level or Foundation degree level if they so wish. We have designed a rigorous, innovative and very practicable framework through which we can accredit your everyday practice and these development opportunities.

For more information please contact:

**Anita Walton**

**Role: Head of Professional Development**

**Email: [anita.walton@edgehill.ac.uk](mailto:anita.walton@edgehill.ac.uk)**

### Primary and Early Years ITT Programmes

In addition to leading the training that takes place in school, there are opportunities for colleagues from schools and settings to develop and lead aspects of training in other ways:

- Contribution to taught modules – trainees rate very highly the contribution of school/setting-based colleagues to taught modules. Partner colleagues have in the past year contributed very effectively to lectures, the development of materials and taught seminar sessions impacting positively on the quality of the student experience
- Selection of prospective trainees – on an annual basis, from November through to May the important task of recruiting outstanding prospective trainees to all of our Primary and Early Years programmes is undertaken. Selection of prospective trainees is undertaken by Edge Hill University tutors and school/setting-based colleagues working closely together
- Board membership – we value the contribution of partnership colleagues to our deliberative boards, to be involved in the decision making processes for the Primary and Early Years Area
- Secondments – at varying times we are able to offer secondment opportunities to colleagues from schools/settings to join the Primary and Early Years Team to contribute to teaching and learning across the range of Primary and Early Years modules, including Professional Practice in school

- Partnership Development Group – We have established the Primary and Early Years Partnership Development Group to increase consultation and collaboration from all our Partners. This working group is for mentors to provide opportunities for them to work closely to continually enhance activities across the Partnership. The group provides feedback to support the review and enhancement of all working practices and to impact on trainees and their achievement across all programmes

For more information please contact:

**Nadine Baker**

**Role: Head of Primary and Early Years**

**Education Email: bakern@edgehill.ac.uk**

### Mentor Training

At Edge Hill University we provide comprehensive training opportunities that fulfil each school/college/setting's requirements for ITT Partnership.

Phase 1 Mentor Training (online package) provides mentors with the knowledge, skills and understanding to be an effective mentor who can train and develop an Edge Hill University trainee. This is underpinned by updates on training, every two years, which will ensure mentors for Edge Hill University trainees provide support for a trainee that ensures the training they provide can be outstanding.

On successful completion of the Phase 1 Mentor Training, a mentor can be awarded 30 credits at Master's level through the ApeL (Accreditation of prior Learning) procedures – free of charge.

Phase 2 Mentor Training for mentors involves joint observation, professional discussions, linked to trainee performance and planned meetings with the key Link Tutor.

Phase 3 Mentor Training is for any mentor who has undertaken Phase 1 Mentor Training and is interested in further developing their knowledge and understanding of the role of the mentor

Phase 4 Mentor Training is for any mentor

- To work towards accreditation, there are opportunities for reflection and action research, through the work that is already being done in schools/colleges/settings
- To be part of a Subject School Improvement Network
- To develop their own subject knowledge with regard to key themes/national priorities

For further information on Mentor Training please see Section 10 of this Handbook.

If you are interested in the opportunities identified or would like to engage in any of the training, please contact [ittmentortraining@edgehill.ac.uk](mailto:ittmentortraining@edgehill.ac.uk) who will be able to provide further information.

### Training that meets the needs of trainees and learners

The training allows for flexibility to ensure that contemporary initiatives are fully covered. The curriculum includes, for example:

- Inclusion, Behaviour Management, Assessment for Learning, Working with additional Adults, Equality and Diversity
- Special Educational Needs and Disabilities
- All core curriculum English modules have been created to include discrete sessions on the teaching of early reading, with specific reference to the 'simple view' of reading. Additionally, the importance of speaking and listening is emphasised and sessions on storytelling are included to ensure a focus on language comprehension
- Systematic Synthetic Phonics
- The Williams Review (2008) into mathematics and the current Every Child Counts initiative are all embedded in relevant modules
- The study of differing models of curriculum delivery, including a key skills curriculum, philosophy for children and a consideration of lessons learnt from the curriculum studied in other countries
- A focus on meeting the needs of a diverse range of learners, including those for whom English is an additional language

Through partnerships with schools, our programmes continue to develop in relation to current national priorities and 'local' needs.

Trainers in school provide outstanding training which involves trainees having practical experience of:

- Observation of a range of teaching styles and approaches by expert practitioners across the school/setting.
- Observation of children in a range of learning contexts (indoor and outdoor, playtimes)
- A range of training experiences in relation to SEND, behaviour, assessment, EAL, mathematics and phonics
- A range of training experiences which capitalise on the strengths and expertise in school
- Liaising/working alongside with curriculum leaders in school/setting to further develop their knowledge and understanding of outstanding practice the curriculum
- Safeguarding processes

Professional Practice is a central school based learning activity for trainee teachers and is the principle context within which they will demonstrate progress against the Teachers' Standards (2012). It provides the context in which the complex inter-related skills of teaching – the application of subject knowledge, planning for learning, classroom management, teaching methodology, assessment, recording and knowledge of children's development and learning – are developed.

During Professional Practice in school mentors take the lead in providing outstanding personalised training programmes for trainees. This enables them to make accurate assessments of trainees' progress using the grading criteria and set challenging targets for development.

In addition, during 2012-13 training will focus particularly upon:

**Behaviour Management.** The training trainees receive supports them in realising that high quality teaching and learning and the development of excellent relationships provide a strong basis for the successful management of children's behaviour. Additionally trainees learn about specific behaviour management approaches and trainers in school are vital in ensuring trainees' application of these approaches and their reflection on their success.

**Phonics.** The trainees experience a comprehensive training programme in relation to phonics. This involves trainees experiencing high quality phonics teaching during their training which supports them in their aspiration to deliver high quality phonics teaching to children underpinned by excellent subject knowledge.

Ensuring trainees are able to support pupils with Special Educational Needs (SEN) and disabilities. All trainees will learn about inclusion and working with pupils with SEN and disabilities.

Ensuring trainees are able to meet the needs of a diverse range of learners including those for whom English is an additional language.

The Byron Review (2008), Safer Children in a Digital World. All trainees will consider the findings of the Byron Review (2008) and undertake focused activities so they can confidently support pupils in the classroom in considering online safety.

Working effectively with other adults, parents and carers. All trainees will be trained in fully appreciating the importance of working effectively with other adults, parents and carers. Whilst in school, trainees will be supported in working with their trainers to ensure they have the opportunity to develop these aspects of their role.

Focus on trainee progression and achievement of high standards. At the heart of the Partnership lies a commitment to ensuring that all trainees can achieve the highest standards in all that they do. Trainees, mentors, class teachers and tutors all have a responsibility to ensure that trainees' individual training needs are clearly identified and that appropriate and challenging targets for development are identified.

The development of subject knowledge, particularly in the core curriculum subjects. Primary and Early Years teachers need a broad and balanced knowledge of the curriculum to enable them to provide stimulating and imaginative learning experiences. Our aim is that trainees by the end of their training consistently demonstrate excellent subject knowledge by identifying challenging personal targets and by learning from expert practitioners in school.

Assessment, including effective questioning skills for the most able pupils. Trainees must have the knowledge and understanding of models of planning, effective assessment strategies, and creative and effective methods of implementation, including the development of learners' wellbeing and dispositions to learning. Our aim is that trainees achieve the highest standards in all of these areas.

Before, during and after each period of training, trainees must reflect upon their progress and identify targets for development. Everyone involved in the training of future teachers, and the trainees themselves, has the highest expectations when it comes to achievement.

These activities take place throughout Professional Practice in school:

- Trainee self-assessment and reflection
- Focused observation, feedback and target setting, using clear criteria
- Focus upon continuous improvement, with the aim of higher achievement



### Employability

It is our priority to ensure that all our trainees are fully prepared to enter the teaching profession and benefit schools and learners, and all partner colleagues are actively involved in ensuring that the trainees they recruit to training programmes are enabled to outstanding trainee teachers.

Many trainees are employed by schools that they have trained in, throughout the North West and beyond. Trainees receive a comprehensive programme of training throughout their programme to fully support them in successfully gaining their first teaching post.

Partnership colleagues have a leading role to play working alongside University staff focusing on the development of high quality aspects like application forms and preparation for the interview process. We ensure that newly qualified teachers are supported throughout the transition from trainee to qualified practitioner by providing ongoing tutor support.

That's not the end of the story. We encourage teachers to continue to develop professionally via Masters level study. Through alumni we are able to keep in contact with newly and recently qualified teachers and are always delighted to have the opportunity to work with them in partnership. During 2012 in collaboration with Partnership colleagues we have planned and delivered training sessions for NQTs who have still not gained a teaching post.

We encourage employers to actively engage in providing the Partnership with feedback to help us make our provision even better. This means you will receive an Employers Questionnaire if you have employed an Edge Hill University trainee.

We also provide schools with the facility to advertise teaching posts directly with Edge Hill University. This can be done by contacting:  
**[schoolvacancies@edgehill.ac.uk](mailto:schoolvacancies@edgehill.ac.uk)**

“My school placements have provided me with the opportunities to observe quality teaching at its best and have confirmed undoubtedly that teaching is the career for me. Constructive criticism and invaluable encouragement from mentors have improved every aspect of my practice within the classroom; I am truly thankful for the opportunities afforded to me by schools, which have played such a large role in my journey from student to teacher.”

Laura Mabey, BA (Hons) Primary Education with QTS\*



# Section 2

## Edge Hill University ITT Partnership Agreement and Health and Safety Checklist

# Edge Hill University ITT Partnership Agreement and Health and Safety Checklist

The Edge Hill University ITT Partnership Agreement and Health and Safety Checklist must be signed and returned before any trainee begins their professional practice. **Trainees will not be allocated to any school/college/setting, if Edge Hill University has not received a signed Edge Hill University ITT Partnership Agreement and Health and Safety Checklist.**

If you have previously signed and returned a Partnership Agreement and Health and Safety Checklist you do not need to complete another, unless there have been any changes which you need to inform the Faculty of Education about.

The Edge Hill University ITT Partnership Agreement and Checklist that you signed last year, 2010-2011, still applies.

If you have not returned a Partnership Agreement, the Agreement must be signed and returned before any trainee undertakes a professional practice, once signed; the Partnership Agreement will stand for the foreseeable future.

Edge Hill University and its Partnership schools/ colleges/settings work together to provide outstanding programmes of Initial Teacher Training (ITT) which are compliant with Professional Standards for the Award of QTS (Revised, 2012).

The agreed roles and responsibilities are outlined below:

A school/college/setting will provide a high quality training experience and:	Edge Hill University will:
Ensure that each trainee can meet the expectations for QTS and will provide support for each trainee to fulfil their teaching potential, ensuring that any risk and remediation procedures are adhered to via the 'At Risk' policy.	Have an expectation that trainees will make progress throughout their training and that supportive mechanisms are in place to enable evidenced progress.
Allocate supervision by members of staff who have QTS and are trained as accredited mentors by Edge Hill University and ensure that this training is renewed every 2 years*.	Organise high quality mentor training, which enables mentors to acquire the skills and knowledge to support and develop an Edge Hill University trainee and which lead to opportunities for accreditation.
Ensure all mentors complete the Phase 1 Mentor Training before commencement of Professional Practice.	Provide high quality Phase 1 Mentor Training and ensure that this is available before commencement of Professional Practice.
Where an associate placement has been agreed, identify appropriate members of staff who are well qualified, experienced and who have the necessary level of skill, knowledge and understanding in order to provide the context for a trainee's placement.	Where an associate placement has been agreed, provide a high quality tutor who will support and develop an Edge Hill University trainee.
Ensure all mentors have a clear understanding of the requirements of the Teaching Agency (TA) 'Q' Standards*.	Provide high quality mentor training to include an overview and exemplification of the 'Q' standards.
Ensure all mentors can make an accurate identification and assessment of any trainee (strengths, areas for improvement and an appropriate grade, including the setting of appropriate, specific individual targets)*.	Provide high quality mentor training which will include how to assess a trainee's teaching placement, how to identify a trainee's targets for further improvement and how to make an accurate judgement on the grade for placement.
Ensure that the trainee is able to train across appropriate key stages and ensure they gain the breadth and depth of experience required to ensure they are outstanding teachers.	Provide specific guidance to explain the requirements for each trainee across the journey of their training programme.

A school/college/setting will provide a high quality training experience and:	Edge Hill University will:
Ensure mentors will observe, assess and provide both formative and summative feedback to the trainees by completing relevant documentation*.	Provide high quality mentor training which supports mentors, enabling them to share relevant feedback with trainees. Ensure all relevant documentation required by school/college/setting is easily accessible.
Ensure mentors have an understanding of the needs of teachers in training and can support and develop a trainee, responding to the individual trainee's training needs by setting appropriate, specific individual targets.	Provide high quality mentor training for mentors so they can understand the needs of trainees. Guidance will be provided on target setting to ensure that each trainee has relevant targets specific to their individual needs.
Demonstrate a commitment from all staff to the provision of ITT within the school, allowing opportunities for mentors to discuss trainee progress with Edge Hill University staff, allowing opportunities for visiting tutors to meet, assess and grade trainees, where appropriate.	Ensure that Edge Hill University staff can discuss trainee progress with mentors. Ensure that trainees receive the requisite number of visits and record each visit on the Placement Observation Database.
Ensure modelling of the provision of outstanding learning experiences by teaching and support staff, through effective planning, resourcing and delivery of lessons/sessions.	Provide and support Professional Development for all Partnership schools/colleges/settings.
Facilitate the integration of the trainees into the school/college/setting environment and teaching team by providing an induction, including Safeguarding and Health and Safety in the school/college/setting environment.	Provide guidance on how to support the trainee through induction to the school/college/setting.
Provide clear policies, systems and structures which are, in turn, shared and communicated to the trainee.	
Provide equality of opportunity and inclusion for all trainees, consistent with stated Edge Hill University policy and guarantee that ethnic, cultural and religious diversity are valued.	Provide a Partnership Handbook including statements on equality and inclusion and ensure that all trainees are regularly updated in relation to valuing diversity and ethnicity.
Agree to abide by the University's CRB procedures for Visiting Tutors, External Examiners and trainees.	Detail the University's CRB procedures clearly for all Partners.
Operate a Code of Practice which outlines for all school/college/setting staff the responsibilities of trainee teachers and the staff working with them, together with procedures for the trainees' induction into the school/college/setting and its policies and procedures including: Criminal Records Bureau/Independent Safeguard Authority, Health and Safety, Risk Assessment, Race Relations Act, Special Educational Need and Disability Act and Disability Discrimination Act.	Provide a Partnership Handbook and other relevant documentation, which includes information and guidance about all aspects of partnership between Edge Hill University and partnership schools/colleges/settings, including a Professional Code of Conduct for trainees and the University's Safeguarding and CRB procedures.
Adhere to the responsibilities of a school/college/setting mentor and the roles of other staff involved in working with trainees, as defined in Edge Hill University's Partnership Handbook.	Clearly detail the roles and responsibilities of school/college/setting mentor and the roles of other staff involved in working with trainees, as defined in Edge Hill University's Partnership Handbook.
Produce and return all required reports and evaluations, in a timely manner on the prescribed dates (including, interim report forms, placement report forms and evaluation forms)*.	Provide appropriate recording and reporting formats to schools/colleges/settings and clear guidance on how to complete and when to be returned.
Contribute and be a proactive member of the wider partnership, including evaluation and subsequent revision of ITT programmes, Professional Development and recruitment and selection, where appropriate*.	Share with schools/colleges/settings, opportunities to engage in wider partnership issues, such as selection of trainees, representation on committees and development of policy, where appropriate.
Adhere and agree to complete and return the ITT Partnership Agreement and Health and Safety checklist within 2 weeks of receipt.	Provide an ITT Partnership Agreement detailing how the partnership between Edge Hill University and the school/college/setting will work together to support all trainees in training enabling them to become outstanding teachers.

\*Except when an Associate Placement has been agreed

### Faculty of Education Partnership Health and Safety checklist

Edge Hill University trainees are briefed on the following health and safety procedures at the beginning of each placement:

#### General Safety

(a) Information on this setting:

- Health and safety policies
- Procedures and risk assessments for activities e.g. lone working, Pregnancy
- Safeguarding
- Codes of conduct/behaviour

(b) This setting's arrangements including:

- The location of welfare facilities e.g. WCs, rest areas etc
- The point of contact for health and safety matters
- Dates, times and location of health and safety meetings/briefings

(c) This setting's fire safety procedures on:

- The discovery of a fire
- Fire drills and evacuation
- Fire alarm testing
- Reporting fire hazards e.g. storage of combustible materials, obstructed fire routes/doors etc
- Smoking

Accident reporting in this setting, information on:

- Reporting accidents
- Summoning first aid

Where required, instructions are in place in this setting for the use of:

- Harmful substances e.g. chemicals
- Safety or specialist equipment e.g. electrical appliances
- Hazardous/harmful materials.

Where required procedures are in place in relation to:

- Housekeeping and hygiene standards
- Safe working practices
- Lifting, moving and/or transporting of loads
- The use of transporting and/or lifting equipment
- If a trainee is pregnant

#### Risk Assessments:

Where required, risk assessments are in place for all the above. These are to be found in this school/college/setting and samples can be provided on request.

*I confirm that our school/college/setting will adhere to the roles and responsibilities outlined in the Edge Hill University ITT Partnership Agreement and all Edge Hill University trainees are briefed on the following health and safety procedures at the beginning of each placement.*

### Agreement between Edge Hill University and School/College/Setting

Name (Please print):

.....

School/college/setting address:

.....  
.....  
.....  
.....

Signature of Head or Designate on behalf of school/college/setting:

.....

Signature of Head of ITT Partnerships, Faculty of Education on behalf of Edge Hill University:



Dr Louise May

Date: September 2012

Please return the signed agreement, including the Health and Safety checklist, within 2 weeks of receipt to: Partnership Office, Faculty of Education, Edge Hill University, St Helens Road, Ormskirk, L39 4QP or to [peypartnership@edgehill.ac.uk](mailto:peypartnership@edgehill.ac.uk)



# Section 3

## Primary and Early Years Initial Teacher Training (ITT) Programmes Overview

# Primary and Early Years Initial Teacher Training (ITT) Programmes Overview

Primary and Early Years Education at Edge Hill University aims to develop high quality teachers who will:

- Become outstanding Primary and Early Years teachers
- Become leaders of learning within Primary and Early Years sector
- Develop the skills of reflection, underpinned with a commitment to life-long learning
- Demonstrate excellent subject and pedagogic knowledge, particularly in relation to national priorities

There are six programmes:

Programme	Key Stages	Length
Primary Undergraduate Full Time Programme	Key Stage 1 and Key Stage 2	3 years
Primary Undergraduate Part Time Programme	Key Stage 1 and Key Stage 2	4 years
Early Years Undergraduate Full Time Programme	Early Years Foundation Stage and Key Stage 1	3 years
Key Stage 2/3 Undergraduate Full Time Programme	Key Stage 2 and Key Stage 3	3 years
Primary PGCE Full Time Programme	Key Stage 1 and Key Stage 2	1 year
Primary PGCE Part Time Programme	Key Stage 1 and Key Stage 2	up to 2 years
Early Years PGCE Full Time Programme	Early Years Foundation Stage and Key Stage 1	1 year
Early Years PGCE Flexible Programme	Early Years Foundation Stage and Key Stage 1	up to 2 years

“Throughout the training, there is a strong focus on English, mathematics, science and ICT and trainees are well prepared to teach these subjects.”

The strength of the Primary and Early Years Partnership is built upon the opportunity for trainees to develop and enhance their knowledge and understanding in high quality training environments.

Trainees learn how to study effectively in Higher Education and how to reflect on, and take charge of, their own development as trainee teachers. Trainees will study the nature of teaching and the development of children. They will focus upon pedagogy, children, the role of teachers, families and partnership. Trainees also develop strategies for the core skills of planning, assessment, teaching and management. Trainees will also explore theories of education, inclusion, equality of opportunity, organisation and management, teaching and learning, the environment, monitoring and assessment and evaluation within the curriculum. Trainees also examine, evaluate and critically analyse theoretical perspectives, philosophies and research-based findings.

Trainees focus on subject knowledge and understanding, expectations and requirements, curriculum planning and creative and effective strategies for implementation. Trainees examine the curriculum and relevant national strategies, learning how to understand them from a child's point of view as well as how to develop them as a teacher. Trainees study all National Curriculum subjects in depth. They learn how to integrate subjects appropriately and creatively across the curriculum. There is a strong focus upon the changing nature of the curriculum and different ways to deliver it.

All trainees have opportunities to pursue particular areas of interest through the study of a subject specialism. All Primary trainees choose from the following specialisms, English, mathematics, science and modern languages. Primary trainees also have the opportunity to choose from the following, Art, Music, RE, History, Geography, PE, Personal, Social, Health and Citizenship Education (PSHCE), English as an additional language (EAL), Special Educational needs and Disabilities (SEND) or the Early Years Foundation Stage (EYFS) as an additional minor specialism. Also trainees study additional option modules and undertake small scale research projects in school. Trainees on Early Years programmes develop a strong knowledge and understanding of the concepts underpinning high quality early years practice and a detailed knowledge and understanding of the Areas of Learning and Development within the Early Years Foundation Stage.

### Enhancement of Current Training Priorities

We are committed to ensuring that the curriculum is current and innovative. Within all aspects of programmes there is a clear focus on national priorities including Special Education Needs and Disabilities, the teaching of Systematic Synthetic Phonics and early reading and behaviour management.

### Training in school

On all programmes, Professional Practice in school has a similar structure, which involves the undertaking of a range of training opportunities and teaching activities designed to enable trainees to demonstrate progress towards the Teachers' Standards (2012). Mentors in school, support trainees in the continued identification of challenging targets linked to their professional development.

On all programmes, trainees undertake three assessed placements:

- Professional Practice 1 Phase 1a
- Professional Practice 1 Phase 1b
- Professional Practice Phase 2

Normally, Professional Practice Phases 1a and 1b would be undertaken in the same school/setting. This enables trainers in school to develop an enhanced knowledge and understanding of their trainees and have an extended role in ensuring their outstanding achievement development.

Training in school allows trainees to take significant responsibility for meeting the learning needs of the pupils in a class.

It is a developmental learning experience, contributing to their formative assessment. They receive training, advice and feedback that enables them to make appropriate progress towards the Teachers' Standards (2012), to review and plan their development, and to reflect on a range of professional issues. It draws on the learning outcomes of all the other modules and allows trainees to demonstrate their readiness for recommendation for the award of QTS. They demonstrate competences in relation to the Teachers' Standards (2012), in a range of contexts, leading to a summative judgement at the end of the experience.

During Professional Practice in school mentors take the lead in providing outstanding personalised training programmes for trainees. This enables them to make accurate assessments of trainees' progress using the grading criteria and set challenging targets for development.

### Professional Practice 1 Phase 1a

Trainees normally work in pairs or trios, observing learners and teachers. They plan for and teach small groups at first and they progress towards teaching the whole class or large groups.

### Professional Practice Phase 1b

This is a solo period of Professional Practice in school. Trainees develop medium term plans in advance of the placement. They observe learners and teachers. They plan for and teach a combination of small groups and the whole class, for approximately 60% of the timetable.

### Professional Practice Phase Two

This is a solo period of Professional Practice in school. Trainees develop medium and short term plans during the placement. They take on the full role of class teacher for approximately 80% of the timetable.

A variety of enhanced (but not assessed) school – and setting-based training experiences will take place. For example:

- Trainees make group visits to schools and settings where they are introduced to particular aspects of education
- Trainees make individual visits to schools and settings to carry out research projects or to develop their understanding of a specialist subject or interest
- Trainees undertake short placements in SEND and EAL contexts

### Additional Placements

Trainees can undertake additional placements in other settings, including:

- Art galleries and museums
- Outdoor education venues
- SEN units
- Early Years settings

This breadth of training experiences ensures trainees gain a depth of understanding in relation to children's development and learning.

### A delayed trainee

There are occasions where a trainee cannot begin their placement on the scheduled date for the first day of their Professional Practice as identified on their timetable, and when this happens we class a trainee as 'delayed'. We monitor the situation closely and support the trainee in adapting their training plan so that they can meet the requirements of the placement without it adversely impacting upon their achievement.





# Section 4

## Primary and Early Years Partnership Contact List

# Primary and Early Years Contact List

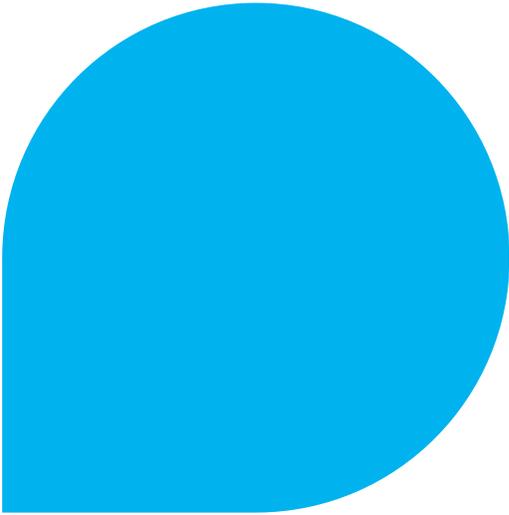
For all Primary and Early Years Professional Practice enquiries please contact the relevant administrator.

For all enquiries relating to Mentor Training please contact **peypartnership@edgehill.ac.uk**

	Contact	Telephone	Email
Head of Primary and Early Years Education	Nadine Baker	01695 584336	bakern@edgehill.ac.uk
Assistant Head of Primary and Early Years Education Partnerships and School Improvement	Greg Parker	01695 584020	parkerg@edgehill.ac.uk
Assistant Head of Primary and Early Years Education Teaching, Learning, Assessment and Research	Nichola Callander	01695 650819	callandn@edgehill.ac.uk
Head of Partnerships	Dr Louise May	01695 584138	louise.may@edgehill.ac.uk
Head of ITT Partnership	David Wooff	01695 657183	david.wooff@edgehill.ac.uk
Primary and Early Years Mentor Training Coordinator	Susan Harrop	01695 584283	susan.harrop@edgehill.ac.uk
Primary Partnership Development Officer	Mark Rawsthorn	01695 584399	rawsthom@edgehill.ac.uk
Postgraduate Administrator Coordinator	Jill Houghton	01695 650812	peypartnership@edgehill.ac.uk
Undergraduate Administrator Coordinator	Linda Martinez	01695 584399	peypartnership@edgehill.ac.uk

## Primary Undergraduate Full Time Programme

Programme Leader	Helen O’Keeffe	01695 650897	okeeffeh@edgehill.ac.uk
Year One Leader	Susan Harrop	01695 584283	susan.harrop@edgehill.ac.uk
Year Two Leader	Rachel Boyle	01695 584401	rachel.boyle@edgehill.ac.uk
Year Three Leader	Sian Onions	01695 650828	onionss@edgehill.ac.uk



Primary Undergraduate Part Time Programme (Ormskirk)

	Contact	Telephone	Email
Programme Leader	Lisa Murtagh	01695 584463	murtaghl@edgehill.ac.uk
Year One Leader	Polly Thorpe	01695 650823	thorpep@edgehill.ac.uk
Year Two Leader	Ian Shirley	01695 650998	ian.shirley@edgehill.ac.uk
Year Three Leader	Maggie Webster	01695 584382	maggie.webster@edgehill.ac.uk
Year Four Leader	Lisa Murtagh	01695 584463	murtaghl@edgehill.ac.uk

Primary Undergraduate Part Time Programme (Shrewsbury)

Programme Leader	Lisa Murtagh	01695 584463	murtaghl@edgehill.ac.uk
Year One Leader	Ann Bayliss	01743 246489	baylissa@edgehill.ac.uk
Year Two Leader	Karen Morris	01743 342496	morrisk@edgehill.ac.uk
Year Three Leader	Peter Bailey	C/O 01743 342496	peter.bailey@edgehill.ac.uk
Year Four Leader	Karen Morris	01743 342496	morrisk@edgehill.ac.uk

Early Years Undergraduate Programme

Programme Leader	Linda Griffiths	01695 650821	grifl@edgehill.ac.uk
Year One Leader	Jennie Swift	01695 657173	swiftjen@edgehill.ac.uk
Year Two Leader	Hefin Williams	01695 584495	williamsh@edgehill.ac.uk
Year Three Leader	Jo Albin-Clark	01695 584182	jo.albin-clark@edgehill.ac.uk

Key Stage 2/3 Undergraduate Programme

Programme Leader	Judith Thomas	01695 584642	thomasju@edgehill.ac.uk
Year Two Leader	Carl Simmons	01695 584338	simmons@edgehill.ac.uk
Year Three Leader	Patricia Greaves	01695 584642	greavesp@edgehill.ac.uk

Primary Post-Graduate Programme

Programme Leader	Ann Marie Gordon	01695 584394	gordona@edgehill.ac.uk
Year Leader	Marion Hobbs	01695 584181	hobbsm@edgehill.ac.uk

Early Years Post-Graduate Programme

Programme Leader	Linda Griffiths	01695 650821	grifl@edgehill.ac.uk
Pathway Leader	Dawn Davies	01695 650973	dawn.davies@edgehill.ac.uk



# Section 5

## Primary and Early Years Initial Teaching Training (ITT) Programmes Calendar of Training and Schedule of Payments

# Primary and Early Years Initial Teaching Training (ITT) Programmes Calendar of Training and Schedule of Payments

Placement Type	Placement Details	Placement Dates	Payment
<b>Primary Full Time</b> Year 1 Professional Practice Phase 1a Assessed Key Stage 1 or 2	Solo/pair/trio Professional Practice Leading to 25% teaching	Experience days and blocked weeks, between 11th October and 30th April	£350 per trainee £780 per pair of trainees Or £1350 per trio of trainees
<b>Primary Full Time</b> Year Two Professional Practice Phase 1b Assessed Key Stage 1 or 2	A solo block placement 50% whole class teaching 40% teaching groups 10% structured observation	Block: 28th January – 28th March	£350 per trainee
<b>Primary Full Time</b> Year Two Serial Placement Not Assessed Reception Class	10 day serial placement Reception class groups of (approx. 4) teaching and observing	Serial: 20th May – 31st May	£100 per trainee
<b>Primary Full Time</b> Year Three Professional Practice Phase 2 Assessed Key Stage 1 or 2	Focusing on Assessment for Learning and developing personal targets A solo block placement 80% teaching	Block: 11th February – 24th May	£350 per trainee

“The effectiveness of the partnership is outstanding with schools strongly committed to it.”

Ofsted inspection report: Edge Hill University, 28th March – 1st April 2011

Placement Type	Placement Details	Placement Dates	Payment
<b>Primary Part Time</b> Year One Professional Practice Phase 1 A Assessed Key Stage 1 or 2	Solo/pair/trio Professional Practice Leading to 25% teaching	Experience days and blocked weeks, between 11th October and 30th April	£350 per trainee £780 per pair of trainees Or £1350 per trio of trainees
<b>Primary Part Time</b> Year Two Serial Placement Not Assessed Nursery or Reception	10 day serial placement Reception class groups of (approx. 4) teaching and observing	Serial: 4th March – 15th March	£100 per trainee
<b>Primary Part Time</b> Year Three Professional Practice Phase 1B Assessed Key Stage 1 or 2	A solo block placement 50% whole class teaching 40% teaching groups 10% structured observation	Block: 15th October – 7th December	£350 per trainee
<b>Primary Part Time</b> Year Four Professional Practice Phase 2 Assessed Key Stage 1 or 2	A solo block placement 80% teaching	Block: 4th March – 24th May	£350 per trainee

Placement Type	Placement Details	Placement Dates	Payment
<b>Early Years</b> Year One Professional Practice Phase 1 A Assessed Nursery	A paired or trio placement 25% teaching	23rd October – 29th January (1 day a week) Block: 4th February – 22nd March	£350 per trainees £780 per pair of trainees Or £1350 per trio of trainees
<b>Early Years</b> Year Two Professional Practice Phase 1B Assessed Reception	A solo block placement 50% whole class teaching	Block: 12th November – 25th January	£250 per trainee
<b>Early Years</b> Year Three Professional Practice Phase 2 Assessed Key Stage 1	A solo block placement 80% teaching	Block: 18th February – 24th May	£350 per trainee

Placement Type	Placement Details	Placement Dates	Payment
<b>Key Stage 2/3</b> Year Two Professional Practice Phase 1B Assessed Key Stage 2	A paired placement 50% teaching	Block: 20th May – 12th July	£400 per trainee
<b>Key Stage 2/3</b> Year Three Professional Practice Phase 2 Assessed Key Stage 2	A solo block placement 75% teaching	Block: 22nd October – 14th December	£400 per trainee



Placement Type	Placement Details	Placement Dates	Payment
<b>Primary PGCE</b> Experience days	8 days – Wednesdays and Thursdays. Early Years Foundation Stage Class. Observations, professional attributes, child development	24th September – 18th October	£80 per trainee
<b>Primary PGCE</b> Professional Practice Phase 1A Assessed Key Stage 1 or 2  Professional Practice Phase 1B Assessed Key Stage 1 or 2	Phase A A paired placement Joint and solo teaching; observations in other classrooms  Phase B A solo placement 60 – 70% teaching	Phase 1A: 22nd October – 23rd November  Phase 1B 7th January – 22nd February	£440 per trainee £880 per pair (For phase A, only)
<b>Primary PGCE</b> Phase Two Assessed Key Stage 1 or 2	A solo placement 80% teaching	22nd April – 21st June	£350 per trainee

Placement Type	Placement Details	Placement Dates	Payment
<b>Early Years PGCE</b> Professional Practice Phase 1A  Professional Practice Phase 1B Assessed Key Stage 1	Phase A: Solo placement Solo teaching; observations in other classrooms  Phase B: Solo placement 60 – 70% teaching	Phase A: 8th October – 2nd November (3 days per week) 5th – 15th November (full time)  Phase B: 26th November – 21st December 14th January – 7th February	£440 per trainee
<b>Early Years PGCE</b> Professional Practice Phase 2 Assessed Nursery or Reception	A solo placement 80% teaching	25th March – 21st June	£350 per trainee

“ Roles and responsibilities are clear and understood by all and this enables the trainees to be supported consistently well on each placement.”

**Ofsted inspection report: Edge Hill University, 28th March – 1st April 2011**

Training Model Overview 2012-13												Comments
	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	July	
Primary FT UG Year One Phase 1A			Phase 1A: 19 Nov – 30 Nov & 21 Jan – 8 Mar									34 days (Key Stage 1 or 2 – Solo)
Primary FT UG Year Two Phase 1B			Phase 1B: 28 Jan – 28 Mar									40 days (Key Stage 1 or 2 – Solo)
Primary FT UG Year Two Serial									20 May – 31 May			10 days (Reception – groups of 4)
Primary FT UG Year Three Phase 2						Phase 2: 11 Feb – 24 May						60 days (Key Stage 1 or 2 – Solo)
Primary PT UG Year One Phase 1A			Phase 1A 19 Nov – 29 Nov & 21 Jan – 8 Mar									34 days (Key Stage 1 or 2 – Solo, pair or trio)
Primary PT UG Year Two Serial							4 Mar – 15 Mar					10 days (Early Years Foundation Stage – groups of 4)
Primary PT UG Year Three Phase 1B		Phase 1B: 15 Oct – 7 Dec										35 days (Key Stage 1 or 2 – Solo)
Primary PT UG Year Four Phase 2							Phase 2: 4 Mar – 24 May					50 days (Key Stage 1 or 2 – Solo)
Early Years UG Year One Phase 1A		23 Oct – 29 Jan (1 day per week) 4 Feb – 22 Mar										46 days (Nursery – pair trio)
Early Years UG Year Two Phase 1B			12 Nov – 25 Jan									40 days (Reception)
Early Years UG Year Three Phase 2						Phase 2: 18 Feb – 24 May						45 days (Key Stage 1 Solo)
PGCE Primary Experience days	24 Sept – 18 Oct Wed and Thurs											8 days (EYFS)
PGCE Primary Placement 1 Phase 1A & B		Phase 1A: 22 Oct – 23 Nov			Phase 1B: 7 Jan – 22 Feb							Phase 1a – 20 days (Key Stage 1 or Key Stage 2) Phase 1 B – 35 days (Key Stage 1 or 2 – Solo)
PGCE Primary Phase 2								Phase 2: 22 April – 21 June				40 days (Key Stage 1 or 2)
PGCEYS Phase 1 Phase A & B		Phase 1A: 8 Oct – 2 Nov (3 dpw) 5 Nov – 15 Nov (full time) Phase 1B: 26 Nov – 21 Dec & 14 Jan – 7 Feb										22 days Phase 1A 40 days Phase 1B (Key Stage 1 – Solo)
PGCEYS Phase 2							Phase 2: 25 Mar – 21 Jun					40 days Phase 2 (Reception) or Nursery – Solo)



# Section 6

## Roles and Responsibilities

# Roles and Responsibilities

The successful delivery of effective school/setting-based training depends on a well co-ordinated partnership with mutually understood and complementary roles and responsibilities.

Who is involved in the training?

- School Mentor
- Class Teacher
- Edge Hill University Professional Practice Leader
- Trainee
- Link Tutor
- Edge Hill University Visiting Tutor
- Key Link Tutor
- Edge Hill University Cluster Lead
- Setting Based Cluster Lead

## The School Mentor

The mentor plays a pivotal role in ensuring the delivery of outstanding training including liaison, coordination of training, monitoring and reporting on the professional development of trainees.

The mentor will:

- Ensure that a trainee receives an appropriate induction to the school/setting, including safeguarding and health and safety as detailed in Section 2 of this Handbook
- Provide an agreed programme of training and opportunities for a trainee, as required for the type of Professional Practice in school and the training needs of each trainee
- Ensure that class teachers and other colleagues are fully aware of school/setting-based requirements, roles and responsibilities
- Coordinate the planning of additional training activities for a trainee, for example staff meetings and extra-curricular activities, to meet the trainee's identified personal targets
- Provide training to support a trainee plan in accordance with University planning guidance

- Authorise trainee's planning before a phase of Professional Practice
- Observe a trainee and provide both oral and written feedback using Edge Hill University proformas on the number of occasions required during the particular phase of professional practice
- Monitor and assess performance against the assessment grading criteria and the Professional Standards for Teachers
- Assist a trainee in recording progress in their Profile of Professional Development and Training Plan. Help them formulate targets and plan how to meet them in the school and class situations
- Coordinate the provision of additional training experiences such as focused observation and modelling of teaching strategies to help develop trainees' personal targets
- Liaise with link tutors, school/setting colleagues and other University based staff
- Ensure effective support mechanisms are in place to provide pastoral and professional guidance for trainees
- Complete an Interim Grade Form halfway through a phase of Professional Practice and share this with the trainees, and ensure that they sign it
- Notify the University as soon as a trainee is deemed to be 'at risk'
- Complete Report Form B after discussions with the trainee, class teacher and link tutor and return the form to University within one week of the completion of the practice in order to ensure payment
- Support the class teacher as necessary to complete Report Form A and ensure this is sent to the University within one week of the completion of the practice
- Engage in regular mentor briefing, training, and development
- Evaluate the placement as part of the University Setting Experience Review and Improvement process
- Liaise with mentor receiving trainee for the next Professional Practice

“Not only is the training up to date but the trainees are too.”

The Class Teacher will:

- Know the expectations and requirements of practice
- Provide trainees with the necessary information to plan and prepare for Professional Practice in school including information about the children, the curriculum, the classroom, resources and planning and assessment procedures
- Inform trainees about routines, timetables, details of support staff
- Provide ongoing informal support and guidance and feedback throughout periods of Professional Practice in school, including review and observation of the trainee's planning, teaching and assessment. Give appropriate feedback and suggestions
- Help trainees to plan how to meet their own development targets in the class situation
- Model appropriate teaching strategies for the trainee, particularly those identified as requiring development
- Liaise with the mentor and link tutor
- Complete Report Form A after discussions with the trainee and mentor and return the form to University within one week of the completion of a practice and provide a copy for the trainee before they leave the practice

#### Edge Hill University Professional Practice Leader

Each phase of Professional Practice in school has a University Professional Practice leader, who is normally a year leader or programme leader.

The Professional Practice leader will:

- Provide briefings and documentation to ensure that all participants understand the organisation, the requirements of the phase of Professional Practice placement and their own roles
- Ensure that schools/settings and tutors are aware of trainees' individual needs where appropriate
- Monitor that the trainees' progress is correctly assessed, that interim grades are returned and that appropriate support is provided if a trainee is deemed at risk
- Monitor the visits made to the trainee by Edge Hill University tutors using the school experience database
- Coordinate an evaluation of the practice through the University Setting Experience Review and Improvement process

In ITT Partnership schools/settings, the school mentor has overall responsibility for the training programmes for trainees whilst in school. In Associate placements an Edge Hill University tutor, working in close collaboration with the class teacher, has overall responsibility.

The Trainee will:

- Adopt a professional approach to all aspects of their school/setting and University-based training. This means working collaboratively with children, peers and colleagues and developing excellent relationships; conducting themselves in a professional manner and preparing all activities thoroughly and in good time. Trainees should dress according to the accepted school/setting code, be aware of the importance of confidentiality, adhere to accepted school/setting policies including safeguarding and health and safety as outlined during their induction to the school
- Attend all Edge Hill University training sessions and Professional Practice in school and notify the ITT Partnership Office and the school/setting of any absences, informing school/setting and University on their return from absence
- Be familiar with institutional policies and procedures, for example, provide appropriate and accurate information regularly to the ITT Partnership Office and attend the relevant briefing and preparation sessions. Read information carefully about travel and transport arrangements, be prompt when using University transport and adhere to regulations relating to travel claims and transport needs. Read information provided by the University on health and safety and know the school/setting policies in these areas. Be familiar with the requirements outlined in the Professional Practice booklets
- Analyse and reflect upon their school/setting-based training and share their thoughts and evidence of progress with their peers, mentors and tutors. For example, liaise with class teachers, head teachers and mentors about forthcoming work, keep experience files up to date and available at all times
- Identify and pursue rigorous targets for their ongoing development and achievement. Record targets in their Profile of Professional Development and Training Plan. Seek advice and respond constructively to feedback, participate in discussions on reports and target setting. Take copies of their report forms and profiles to subsequent practices
- Engage in driving their progress and achievement forward, seeking every opportunity to observe, implement and lead
- Take a full and active part in the wider aspects of a teacher's role. This could mean taking part in extra-curricular activities, INSET sessions, staff meetings and duties with staff colleagues, supporting the life of the school/setting
- Evaluate the practice as part of the Edge Hill University Setting Experience Review and Improvement process

\*See Section 12 for the 'Professional Code of Conduct for ITT Trainees' that all trainees sign as they begin their programme at Edge Hill University.

Edge Hill University Link Tutor will:

- Undertake a programme of training and support appropriate to a particular phase of Professional Practice
- Work closely with the mentor to confirm the programme of training for trainees in school
- Provide academic, professional and pastoral support for trainees
- Work closely with the mentor to confirm the interim and final gradings for trainees on Professional Practice in school
- Evaluate the practice as part of the University Setting Experience Review and Improvement process

The Key Link Tutor will:

- Visit the school/setting each term to meet with the school mentor to discuss all aspects of the partnership, to ensure all procedures are operating effectively and efficiently and to plan any future developments
- Support and challenge the mentor as necessary in undertaking all aspects of the role and to further enhance the mentor's role

### Edge Hill University Cluster Lead

The Edge Hill University Cluster Lead will:

- Be a member of the Faculty of Education staff, identified by a Head of Area and confirmed by SLT
- Visit the Setting-based Cluster Lead three times a year, once a term, to help the Setting-based Cluster Lead/Chair drive the ITT, School Improvement/Professional Development, and Research across the cluster
- Work proactively with the ITT, School Improvement/Professional Development and Research teams and members of staff both at the University and in the setting
- Take responsibility for representing Edge Hill University in cluster initiatives
- Take responsibility for sharing and signing off the final data report relating to the cluster, which includes trainee attainment on placement and retention across the cluster
- Work with the Setting-based Cluster Lead/Chair to evaluate the impact of the Cluster and ensure all evaluations are completed and signed, in order to evaluate the quality of the training experience for the trainee, to improve future placement experiences, to evaluate the effectiveness of our partners as trainers and to analyse individual and cohort trainee achievement and to identify actions to improve future training
- Devise a bespoke Cluster Partnership Agreement with the Setting-based Cluster Lead

### Setting-based Cluster Lead/Chair

A named Lead who is responsible for engaging and driving ITT, Professional Development/School Improvement and Research across a cluster of schools/colleges/settings.

### Setting-based Cluster Lead

- Meet with the Edge Hill University Cluster Lead three times a year, once a term, to drive the ITT, Professional Development, School Improvement and Research
- Work with the Edge Hill University Cluster Lead to identify and confirm all the schools/colleges/settings within the cluster, ensuring they are all Partners of EHU or willing to become and that all schools/colleges/settings will sign an EHU ITT Partnership Agreement
- Identify how many trainees the cluster will take and from which programmes. This will be a year on year increase
- Work with the Edge Hill University Cluster Lead to devise an action plan for 2012-2013 including how ITT, School Improvement/Professional Development and Research are to be driven across the cluster. To work with the Edge Hill University Cluster Lead to update termly
- Work proactively with the Initial Teacher Training (ITT), School Improvement/Professional Development and Research teams to ensure actions are addressed
- Take responsibility for representing the cluster initiatives
- Share the final data report relating to the cluster, which includes trainee attainment on Professional Practice and retention across the cluster
- Work with the Edge Hill University Cluster Lead to evaluate the impact of the Cluster and ensure all evaluations are completed and signed, in order to evaluate the quality of the training experience for the trainee, to improve future Professional Practice experiences, to evaluate the effectiveness of our partners as trainers and to analyse individual and cohort trainee achievement and to identify actions to improve future training
- Share innovation and examples of outstanding practice across the cluster and across the rest of the Edge Hill University Partnership
- Ensure all members of the cluster sign a bespoke Cluster Partnership Agreement
- Attend relevant staff development events for Setting-based Cluster Lead/Chair

### Setting Experience Review and Improvement Meetings (SERIMs)

SERIMs are scheduled to occur after every scheduled Professional Practice to:

- Review every Professional Practice in order to evaluate the quality of the training experience for the trainee
- Improve future Professional Practice experiences
- Evaluate the effectiveness of our partners as trainers
- Identify every delayed trainee and to analyse the impact on the individual trainee and their training
- Analyse individual and cohort trainee achievement and to identify actions to improve future training

Utilising a range of information including mentor evaluations, trainee evaluations, Link Tutor evaluations, External Examiner feedback, Visiting Tutor feedback and trainee attainment and achievement data to analyse; evaluate and produce an action plan in relation to the impact on the following:

- Curriculum Developments
- Retention
- Teaching, Learning and Assessment
- Staffing and module resources
- Trainee achievement and attainment
- Organisation and communication
- Quality Assurance
- Quality Enhancement

### Attendees

**Primary and Early Years:** Head of Area, Head of ITT Partnership, Placement Leader, Programme Leader, Head of Area, Year Leaders, including representatives identified by Placement Leader: one representative from Partnership (External) and one trainee representative.

To ensure these are a success and reflect the whole partnership we do request timely completion of all evaluation forms.

### Professional Practice

#### Securing Professional Practice opportunities

In order to secure Professional Practice opportunities for all our ITT trainees across all our programmes we ensure that:

- 'Search' document is sent, by post and email, to all schools/colleges/settings that we have named on our database who are able to offer high quality Professional Practice opportunities that are fit for purpose, with a clear deadline for return
- All offers received from the Search are entered onto the database for A course leader or placement leader to view, in order for them to make suggestions of other providers, that may not have offered in their subject or area, and who are known to provide a quality professional practice. These providers are then retargeted for offers and additional offers
- Professional Practice meetings are then held to ensure sufficient offers are sourced that meet the training needs of the trainees we currently have on course

#### Professional Practice Meetings

In order to ensure we provide appropriate training experiences for our trainees, a Professional Practice Meeting is held, before every scheduled professional practice.



In attendance is the Placement Leader/Course Leader, Partnership Development Officer, Partnership Administration Officer, Assistant Head of Area (Partnership) and the Head of ITT Partnership. The Placement Leader/Course Leader collates all the information on each trainee with regard to their training needs. Any other personal information which could impact on allocation of a Professional Practice is also identified.

The Partnership Administration Officer collates all offers from all schools/colleges/settings for the identified professional practice. Allocation then begins, matching trainees to each offer, ensuring that previous experiences are recognised to ensure breadth and depth of experience and to ensure that each trainee's training profile will ensure that they are outstanding.

However, experience has shown that we need to continue to search and secure offers, as schools/colleges/settings withdraw offers due to a variety of reasons:

- The school/college/setting being notified of an OFSTED inspection
- The presence on the staff of a large number of NQTs
- Falling school rolls, school closures and school mergers
- The pressure exerted by the national assessment regime, forcing schools to focus on SATS and GCSE results
- School staffing changes, maternity leave, sickness absence, supply teacher cover and vacant teaching posts
- Schools with a high staff turnover and which consider themselves to be too beset with difficulties to provide appropriate learning experiences for trainees
- The reluctance of schools which achieve specialist status to accept trainees in own specialist areas
- The preoccupation of training schools with the training development of their own staff

- The increased workload
- The unwillingness of schools to accept relatively inexperienced students, for example, 1st & 2nd year undergraduates and those just beginning a PGCE

Any of these factors, taken in combination, may serve to create a context in which an offer for a Professional Practice is simply given lower priority than the many other pressing demands on schools/colleges/settings.

We also need to consider that, on occasion, a trainee's training need changes and some offers sourced and identified for particular trainees become unsuitable as they do not match their training needs at the specific time we are allocating them.

To ensure that we secure other offers, as effectively as possible, a range of further strategies have been developed:

- Partnership Development Officers (PDO) actively seeking new Partnerships and building capacity within existing Partnerships and also providing an individualised focused approach for specific trainees and their training needs
- Link Tutors/Key Link Tutors working their cluster of schools to build capacity within existing partnerships
- Outreach managers' local knowledge and contacts, actively seeking new partnerships and building capacity within existing partnerships
- Associate Tutors working closely with the PDOs to source Professional Practice opportunities on a targeted individualised basis for particular trainees with specific training needs
- Course Leaders and Placement Leaders working closely with the Partnership team to utilise their knowledge of departments/classes where there would be a quality professional practice
- Engaging in other aspects of our work with the Partnership regarding Professional Development for the whole workforce and research leads to offers from high quality schools/colleges/settings

“The support provided from mentors and class teachers truly enhances trainees' experiences when on placement. It is the role of both mentors and class teachers to offer thorough and detailed advice, based upon years of experience and knowledge of the children. This support and guidance is essential to students as it not only enables a more successful placement to take place, but it provides trainees with valuable experiences and learning opportunities for their own personal development.”

Charlotte Foster – BA (Hons) Primary Education with QTS\*



# Section 7

Statutory Requirements and  
Guidance including Criminal  
Records Bureau Checks (CRB)

# Statutory Requirements and Guidance including Criminal Records Bureau Checks (CRB)

Whilst a trainee is on Professional Practice and in a school/college/setting, the trainee will follow the policy and procedures of the school/college/setting in relation to Health and Safety and Safeguarding and therefore the statutory duty of care and consequent liabilities rest with the school/college/setting

As a trainee of Edge Hill University, each trainee adheres to the academic and student regulations. This means that the progress, behaviour and well-being of each trainee are continually reviewed. The Faculty has developed an Academic and Professional Review Meeting (APRM) which is designed to support, guide and capture any trainee that we wish to meet with, to agree, and set targets whilst training. Every mentor has access to the process and can trigger the need for an APRM with the Placement/Course Leader.

## Criminal Records Bureau

The Faculty of Education at Edge Hill University ensures that all entrants have been subject to a Criminal Records Bureau (CRB) enhanced disclosure check and/or any other appropriate background check. Edge Hill University is responsible for checking that we do not admit candidates to ITT who are unsuited to work with children. Criminal Records Bureau (CRB) and Independent Safeguarding Authority (ISA) Children's Barred list checks are an essential safeguard. Therefore schools/colleges/settings can be assured that Edge Hill University have confirmed that the trainee is suitable to work with children.

Edge Hill University has asked applicants to declare convictions or anything else that might relate to their suitability at the outset of their programme. During their training, trainees must also declare anything that might deem them unsuitable to teach, including any conviction. Should a trainee withhold such information, Edge Hill may consider termination of the training.

In relation to a CRB clearance, the University and Faculty are subject to regular audit of our procedures from the Teaching Agency (TA), Ofsted and the CRB itself. Edge Hill University will only allow a trainee to undertake a Professional Practice if they have received an enhanced CRB clearance.

To summarise our position:

- All new entrants must submit a completed CRB enhanced disclosure application form and are given clear deadlines by which to complete these
- If they do not submit the forms, they cannot fully enrol
- All returning trainees will have been cleared previously and their disclosures last the length of their programme, even if the programme lasts longer than three years
- Trainees who return to University study after a period of 3 months or more are required to undergo an additional CRB Enhanced Disclosure check in order to become fully-enrolled and to be able to go out into a school/college/setting
- Trainee teachers would not normally be subject to more than one CRB check during the course of their programmes, even when these extend beyond three years, and Edge Hill University will refuse requests for such repeat disclosures unless a trainee gives cause for concern. Edge Hill University will not make additional checks in respect of separate schools/colleges/settings
- Edge Hill University ensures that all entrants have been subject to a CRB enhanced check, and keep records showing that a certificate has been obtained for every trainee
- Systems are in place to ensure that a trainee does not start their Professional Practice in a school/college/setting without an enhanced CRB disclosure clearance
- If a trainee has been allocated a school/college/setting and their CRB is pending, the school/college/setting is informed of this in writing and advised that the university will be in further contact once the CRB has been received. Exceptionally, a trainee may be allowed to participate in the Professional Practice induction, without a current enhanced CRB clearance. In such cases, Edge Hill University will contact the school/college/setting and agree a short-term strategy
- If a caution or conviction is itemised on an enhanced disclosure certificate, Edge Hill University's policy is to interview all such prospective trainees, irrespective of the nature of the offence. A Faculty of Education panel of senior managers will establish if a particular offence could prevent someone from working with children and discuss the professional implications and standards with the prospective trainee. If the panel feels that a particular offence could stop an individual from entering teaching, the case is referred to the Safeguarding Children's Unit at the DFE. They will investigate further and make a ruling on behalf of the Secretary of State for Education
- Edge Hill will not allow schools/colleges/settings to have access to completed CRB returns or

to any information, including any Additional Information, contained in a trainee's disclosure. It is an offence under the 1997 Police Act, and a breach of the CRB Code of Practice, for Edge Hill University to share any disclosure information with any person who is not a member, officer or employee of the Registered Body; this includes even revealing the existence of any information

- Schools/colleges/settings should not demand from providers or trainees access to information to which they have no legal right or entitlement, and Edge Hill will not breach the CRB Code of Practice in order to comply with such a demand: either directly, by providing the information, or indirectly, by implicating those trainees about whom the information is not provided
- Edge Hill University will confirm to schools/colleges/settings that all trainees' CRB check has been completed and they are deemed suitable to work with children. Schools/colleges/settings will wish to retain this evidence in their single central record

### ITT Tutors

ITT tutors who have only occasional contact with pupils and are not left unsupervised with children, do not require CRB clearance, provided they are at all times in the company of individuals that have been cleared. However, To make our policy even more robust, when visiting a Partner school/college/setting, Edge Hill University staff carry written confirmation from our Human Resources department that they have a current CRB, as well as photographic identification.

### Safeguarding

Edge Hill University itself is regarded predominantly as an adult environment. Notwithstanding this, it recognises its responsibility to promote and safeguard the welfare of children, young people and vulnerable adults within its community. The University believes that it is unacceptable for a child, a young person or a vulnerable adult to experience any form of harm or abuse. Their welfare is paramount and they have the right to protection.

The University wishes therefore to adopt the highest standards and take all reasonable steps in relation to the safety and welfare of children, young people and vulnerable adults. Whilst recognising that it cannot act "in loco parentis" and that ultimate responsibility will continue to rest with parents and guardians, the University will work in partnership with the individuals themselves, their parents and carers and other agencies as appropriate to promote and safeguard their welfare.

The University Safeguarding Policy and the accompanying procedures outline, in overall terms, the principles and approach accepted by the University as essential to safeguard children and vulnerable adults who are part of the Edge Hill community or who come into contact with the University or its activities. The policy can be accessed [www.edgehill.ac.uk/education/educationpartnership](http://www.edgehill.ac.uk/education/educationpartnership).

The purpose of the policy is:

1. To provide protection for the children, young people and vulnerable adults who come into contact with Edge Hill University.
2. To provide staff, students and volunteers with guidance on procedures they should adopt in the event they suspect a child, young person or vulnerable adult may be experiencing, or be at risk of, harm.
3. Set out a series of guidelines for all staff, students and volunteers at the University who may work with children, young people or vulnerable adults.

Specifically, the policy:

- Describes how we aim to safeguard children and vulnerable adults
- Applies to all academic and service areas
- Demonstrates cognisance of statutory requirements and good practice guidelines in the pursuance of providing a safe environment for children and vulnerable adults
- Will be reviewed and revised as necessary and, as a minimum, on an annual basis
- Identifies the organisational and management structures for implementing this policy

If you have a concern regarding a trainee in relation to safeguarding, whilst they are in the school/college/setting, then please contact the Placement/Course Leader.

### ITT Tutors, External Examiners and External Consultants

ITT tutors External Examiners and External Consultants who have only occasional contact with pupils and are not left unsupervised with children, do not require CRB clearance, provided they are at all times in the company of individuals that have been cleared. However, to make our policy even more robust, when visiting a Partner school/college/setting, Edge Hill University ITT Tutors carry written confirmation from our Human Resources department that they have a current CRB, as well as photographic identification.

### Online Safety

All our trainee teachers understand and address the e-safety issues which affect children. They are provided with information on online grooming, cyber bullying, viewing inappropriate content, plagiarism and copyright, inaccurate information, user-generated content, e-commerce, privacy, junk email or spam and premium rate services. During their Professional Practice we would expect trainees to build on this, using the opportunities presented in each school/college/setting.

### Health and Safety

The University and school/college/setting have a duty of care towards the trainee while they are in the

school/college/setting. In order to fulfil this duty of care the University will:

- Prepare the trainee for the Professional Practice and ensure they are aware of general health and safety aspects (this does not include the specific information needed for any particular job or workplace)
- Give the trainee an opportunity to notify the University on any health and safety problems encountered whilst in the school/college/setting
- Respond to any negative feedback received from trainees regarding health and safety practices during professional practice, by informing the school/college/setting

During any professional practice, we expect our trainees to be effective, safe and reliable people. However, during professional practice, trainees are under the control of the setting, therefore the statutory duty of care and consequent liabilities rest with the school/college/setting.

We expect you to treat trainees in the same way as you would treat your employees with regards to health, safety and welfare.

You will be expected to:

- Provide the trainee with information on the workplace health and safety arrangements, including fire precautions, specific hazards and health and safety precautions
- Include the trainee in the risk assessment programme as necessary, if it affects activities undertaken by them; also the completion of any relevant pregnancy risk assessments and any personal Emergency Evacuation Plans for disabled trainees
- Provide appropriate instruction and training in working practices and in the particular control measures identified in the risk assessments
- Provide ongoing supervision and training for the trainee in the performance of their duties
- Have a system of recording and investigating accidents and incidents – you must notify the University of accidents and incidents involving the trainee

### Insurance

Edge Hill University assumes that you will have Employer Liability and Public Liability insurance in place for the period of the Professional Practice and that these will apply to a trainee as they would to any other member of your staff. If this is not the case, or if this creates any problems or questions, please let us know at the earliest possible date.

### Promoting Equality and Inclusion

Equality and diversity is core to our mission to provide accessible higher education and services. Our aim is to establish equality and inclusion firmly in all that we do. To this end, we have devised a generic equality and diversity policy and disability equality, race equality and gender equality policies. These schemes outline in detail the steps the University

will take to proactively promote disability equality, race equality and gender equality and to combat discrimination and harassment.

### Disability Equality

The Disability Discrimination Act 1995 has been amended by the Disability Discrimination Act 2005, placing a positive duty on all public authorities to promote disability equality. Many indicators show that disabled people still cannot participate fully and equally in our communities. The new duties recognise that disability equality cannot be achieved simply by teaching disabled and non-disabled people alike. More favourable treatment will be necessary to ensure equality.

As the trainee's school/college/setting we would expect you to positively promote disability equality, ensuring that any barriers to participation by disabled people are identified and reasonable adjustments are made to ensure participation and inclusion in all areas of professional practice. We will prepare the trainee for the Professional Practice and ensure they are aware of the requirements to promote disability equality. Trainees in school/college/setting must follow disability equality practices in accordance with Edge Hill University and school/setting disability equality policy and scheme.

Further details of Edge Hill University Disability Equality Scheme can be accessed at: [www.edgehill.ac.uk/about/vision/universitystrategies/equalityanddiversity](http://www.edgehill.ac.uk/about/vision/universitystrategies/equalityanddiversity)

### Racial Equality

As a provider of ITT we are aware of our duty to promote race equality. We are proactive in eliminating unlawful discrimination, promoting equality of opportunity and promoting good race relations. Further details of Edge Hill University's Race Equality Policy can be accessed at: [www.edgehill.ac.uk/about/vision/universitystrategies/equalityanddiversity](http://www.edgehill.ac.uk/about/vision/universitystrategies/equalityanddiversity)

Trainees in schools/colleges/settings must follow race equality practices in accordance with Edge Hill University and school/college/setting race equality policies. As training providers, schools/colleges/settings must provide equality of opportunity and inclusion, guaranteeing that ethnic, cultural and religious diversity is valued.

### Gender Equality

Gender equality is about ensuring that all people are free to develop their personal abilities and make choices without the limitations set by stereotypes, rigid gender roles and prejudices. We acknowledge that women, men and transgender, in different ways, can experience inequality and disadvantage in education employment. To address inequality on the grounds of gender, we have devised a Gender Equality Scheme, outlining the steps the University intends to take to ensure equality. We aim to work internally and in partnership with schools/colleges/settings to combat sexism, harassment and discrimination on the grounds of gender.

As the trainee’s school/college/setting we would expect you to work in partnership to confront any negativity or discrimination on the grounds of gender. Trainees in a school/college/setting are expected to follow the University’s and the school/college/setting Gender Equality Scheme.

**Health Clearances**

All trainees on entrance to a programme must complete a health assessment form, which is forwarded to our Occupational Health Service provider for assessment and, where necessary, further discussion or examination by a qualified Occupational Health Nurse Practitioner or Consultant.

Teachers and those training to become teachers need a sufficient standard of health and physical fitness (Fitness to Teach, 2007). Teaching is a demanding career and teachers have a duty of care for the pupils in their charge. The health, education, safety and welfare of pupils are an important factor in deciding on an individual’s health and physical capacity to train and subsequently to teach.

Sometimes health problems only emerge after a trainee has started their programme. If these could affect ‘fitness to teach’ then it is important that you

raise any concerns that you have with the Placement/ Course Leader. This will enable the programme team to decide on the appropriate course of action.

These procedures may additionally include the completion of a Risk Assessment.

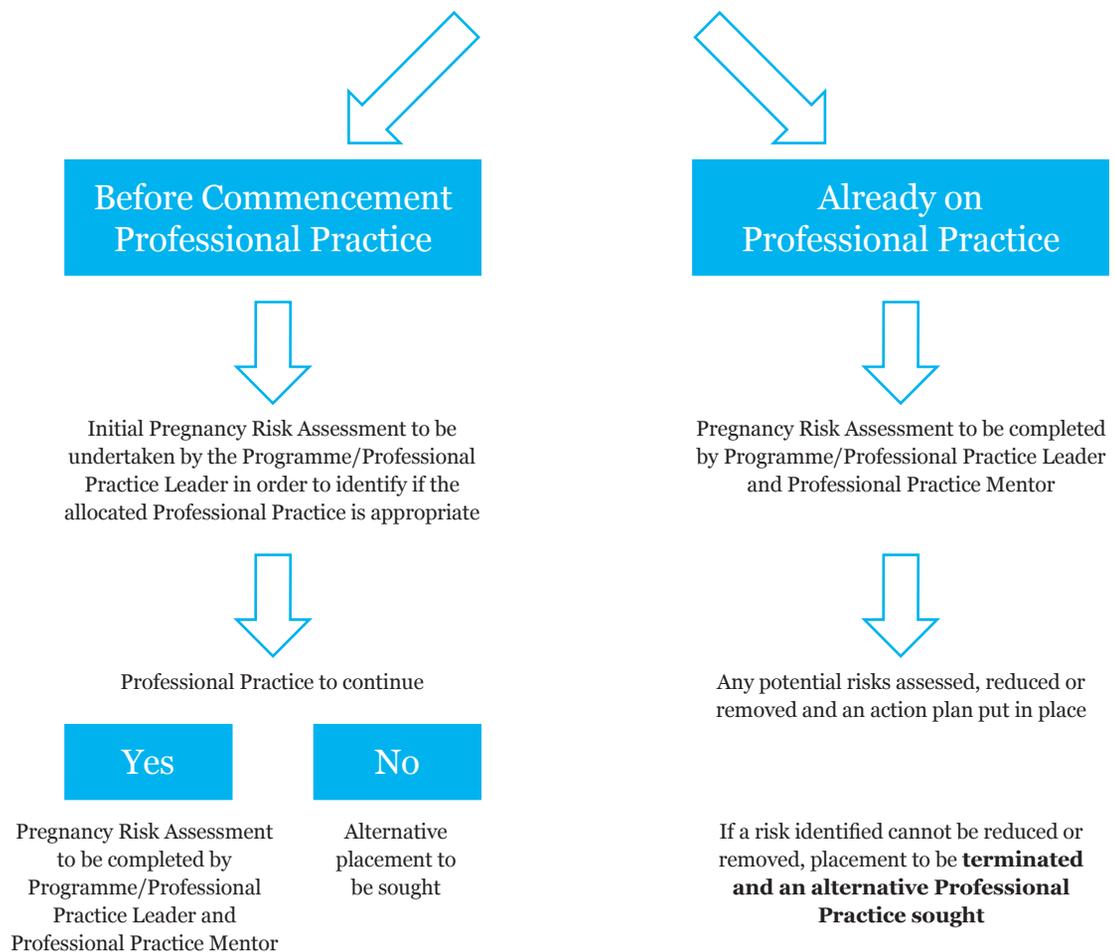
**Pregnancy**

Disclosure of pregnancy is at the trainee’s discretion, but in the interests of health and safety and to ensure that appropriate support is provided, we strongly advise trainees to make this known to their tutor or other appropriate member of University staff at an early stage.

On the occasion that a trainee discovers that she is pregnant mid-placement; she should inform her mentor or teacher. If this happens, please ask the trainee to contact her University tutor. Alternatively, ask her permission to contact the University.

We will then organise risk assessment procedures to be carried out within two working days of notification and identify appropriate steps to support the trainee and partner institution. For more information see Pregnancy Risk Assessment booklet. If the pregnancy goes beyond 34 weeks, the trainee must provide a note from her doctor stating that she is fit to work.

**Trainee provides written notification of pregnancy to the Programme/Professional Practice**





“The individual needs of the trainees are met very well.”

Ofsted inspection report: Edge Hill University, 28th March – 1st April 2011



# Section 8

## Professional Standards

# Professional Standards

All trainee teachers must:

**1. Set high expectations which inspire, motivate and challenge pupils**

- Establish a safe and stimulating environment for pupils, rooted in mutual respect
- Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils

**2. Promote good progress and outcomes by pupils**

- Be accountable for pupils' attainment, progress and outcomes
- Plan teaching to build on pupils' capabilities and prior knowledge
- Guide pupils to reflect on the progress they have made and their emerging needs
- Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- Encourage pupils to take a responsible and conscientious attitude to their own work and study

**3. Demonstrate good subject and curriculum knowledge**

- Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
- If teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- If teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies

**4. Plan and teach well-structured lessons**

- Impart knowledge and develop understanding through effective use of lesson time
- Promote a love of learning and children's intellectual curiosity
- Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- Reflect systematically on the effectiveness of lessons and approaches to teaching
- Contribute to the design and provision of an engaging curriculum within the relevant subject area(s)

**5. Adapt teaching to respond to the strengths and needs of all pupils**

- Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- Have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- Have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them

**6. Make accurate and productive use of assessment**

- Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- Make use of formative and summative assessment to secure pupils' progress
- Use relevant data to monitor progress, set targets, and plan subsequent lessons
- Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback

**7. Manage behaviour effectively to ensure a good and safe learning environment**

- Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- Manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary

**8. Fulfil wider professional responsibilities**

- Make a positive contribution to the wider life and ethos of the school
- Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support

- Deploy support staff effectively
- Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- Communicate effectively with parents with regard to pupils' achievements and well-being
- Having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
- Showing tolerance of and respect for the rights of others
- Not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- Ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law

### Part 2: Personal and Professional Conduct

All trainee teachers are expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

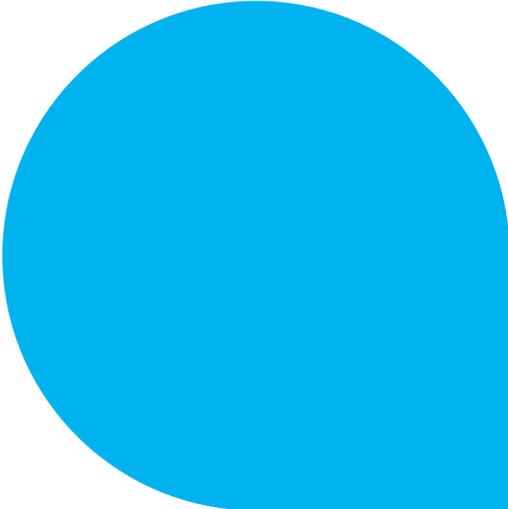
Trainee Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:

- Treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position

Trainee Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.

Trainee Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.







# Section 9

## Assessment of Trainees

# Assessment of Trainees

Mentors, Edge Hill University tutors, class teachers and trainees all have a vital role to play in the process of assessment which takes place during Professional Practice in school. Our procedures require everyone involved to be active participants in both assessment and grading of all our trainees.

Trainees are trained throughout their studies to become reflective practitioners who engage in a process of critical reflection and development in relation to their own progress, leading to the development of personalised, individual targets.

It is expected that mentors and Edge Hill University tutors should be able to discuss trainees’ individual starting points and accompanying targets in order to identify ways in which targets can be met and exceeded during each practice. It is vital that as a

developing professional, the trainee regularly reviews targets and can clearly explain how to make progress.

University tutors, school mentors and trainees must work collaboratively to ensure that expectations are high and that support and opportunity is given along the way to strengthen and add value to targets and achievements.

Assessment of trainees is made through four assessment activities (outlined below). In order to give trainees clear and appropriate guidance in relation to these four assessment activities, written feedback forms are completed. In addition, trainees are given a grade based upon each lesson/teaching session observed. This acts as a valuable ‘snap shot’ to give trainees an understanding of their strengths in teaching at a particular moment in time.

Assessment activity	Characteristics
Observation of teaching	Trainees’ teaching: focus on the features of a teaching session/ lesson
Consideration of trainees’ files, including discussions with individuals, pairs or groups	Trainees’ files: focus on the trainees’ planning and assessment files and evaluations
Meetings with individuals, pairs or groups	Trainees’ explanations: focus on their ability to discuss their performance during the placement
Reflection upon all of the above	Trainees’ characteristics: focus on trainees’ overall characteristics as evidenced throughout the placement



“The attainment of trainees is outstanding.”

A four-point grading scale is used in order to make judgements about a trainee's progress:

- Grade 1 – Outstanding
- Grade 2 – Good
- Grade 3 – Satisfactory
- Grade 4 – Inadequate

The criteria take account of both the requirements of the Teachers' Standards and the Ofsted requirements, ensuring that trainees are being assessed against the national expectations. Trainees are fully supported in understanding and 'owning' the grading criteria through their taught sessions prior to each placement.

Remember – an outstanding trainee is a trainee who teaches lessons that are mostly good and often shows characteristics of outstanding lessons.

Always look for the potential for trainees to be outstanding. This includes learning from situations where lessons do not go as planned, and learning from mistakes.

To give an example: Mentors and Edge Hill University tutors may observe an outstanding trainee delivering good lessons which incorporate some elements of outstanding practice. These 'outstanding' elements may be demonstrated through an innovative use of resources, through confident questioning skills, or through the skilful management of differentiation.

### Using the Grading Criteria

The key aspects of trainees' performance on which judgements in attainment are made are:

- Lesson performance
- Teaching files, assessment records, records of evidence, trainees' explanations and characteristics

Trainees, mentors and Edge Hill University tutors should highlight the grading criteria after each lesson observation, and in an ongoing way, to show what is being achieved. It is vital that trainees know their current strengths and clearly understand what they need to target in order to improve. Trainees, mentors and tutors will have a robust process of review and target setting after each lesson observation.

### Interim grading

At the mid-point of Professional Practice Phase 1b and Professional Practice Phase 2 a grade is awarded for each of the groups of standards. This grade acts as the catalyst for trainees, mentors and Edge Hill University tutors to review a trainee's progress towards successful achievement of anticipated final grades. In addition, at this mid-point, trainees, mentors and tutors must identify rigorous targets for development to ensure trainees are able to move into the next grade bracket, and beyond.

On the Interim Grade Proforma any trainee who is judged to be at the 3/4 threshold and who is identified as being 'at risk' of failure should be clearly indicated, so that appropriate support can be put in place by the

Professional Practice Leader, working in collaboration with the mentor or Edge Hill University tutor. Also, any trainee who is judged to be at the 1/2 threshold should clearly indicate and where appropriate additional support can be identified to ensure these trainees achieve their full potential.

A rigorous process of target setting and action planning, along with appropriate adaptations to the balance of teaching and observation of practitioners, will be implemented to ensure the trainee makes the expected progress.

### Best Fit and Moderation

In determining both the interim grade and the final grade for trainees the 'best fit' model, based upon the available evidence, should be used by mentors and Edge Hill University tutors.

Joint observations and discussions are undertaken between mentors and Edge Hill University tutors, in order to assess trainees' progress and to moderate the grades which are awarded. This process is a helpful opportunity for colleagues to discuss and share good practice.

### Inadequate (Grade 4)

Any trainee's attainment will be deemed to be inadequate if, by the end of the practice, they have any criteria highlighted in the inadequate category.

**If a trainee is deemed to have failed their Professional Practice then they do not automatically receive a second opportunity.**

### Summary

In all phases of Professional Practice trainees must be assessed using the following procedures:

- Mentors/Edge Hill University tutors undertake observations as required for each practice and complete the Edge Hill University feedback proformas, giving trainees both oral and written feedback. The pattern of observations for each practice is mapped out in the relevant placement handbook.
- Mentors/Edge Hill University tutors will complete an Interim Grade proforma at the mid-point of the practice and discuss this with the trainee and class teacher. This proforma requires the mentor/Edge Hill University tutor to identify separate grades for each section of the standards identified within the grading criteria and one overall grade for trainee at the interim point of the placement. Trainees must sign the proforma to acknowledge that it has been discussed with them.
- Mentors/Edge Hill University tutors will complete a final report, Report Form B, and class teachers will complete Report Form A at the end of the practice. Completion of Report Form B requires the mentor/Edge Hill University tutor to identify separate grades for each section of the standards within the grading criteria and one overall grade for a trainee at the final point of the practice. Again, trainees must sign Report Form B to acknowledge that it has been discussed with them.

### These are vital documents

Report Forms are important documents which allow trainees to work alongside personal tutors and school/setting-based staff in subsequent phases of Professional Practice to identify and develop individual targets. In addition, the forms are a record of trainees' progress and support the production of a trainee's reference. A trainee is not able to formally pass a practice if the Report Form B has not been received.

All completed report forms are used to inform Setting Experience Review and Improvement meetings, which take place about four weeks after each phase of professional practice. Report Forms provide the evidence base for analysis of trainees' achievement within groups of standards and within the practice as a whole. They allow for the identification of trends, areas for success and development and ways forward for enhancing the training on programmes. Clear dates and mechanisms are identified within individual Professional Practice documentation for the return of report forms to allow for this scrutiny to take place.



“A crucial element of the mentor’s role is to observe trainees teaching practice and give constructive feedback. This support helped me focus on my individual strengths and weaknesses, set measurable targets and plan lessons with a clear developmental focus. The mentor assessed and tracked my progress using the QTS professional standards. Collaboratively we used the standards as a tool for learning and found them particularly useful for identifying gaps and for setting new targets. I have found that target setting and tracking of progress has ensured that I have made excellent progress in my placements.”

Mellanie McClallum – BA (Hons) Primary Education with QTS\*



# Section 10

Mentor  
Training

# Mentor Training

To ensure all our partners can access the appropriate support and training in order to train, support and develop Edge Hill University trainees to be outstanding we offer a range of support and guidance and opportunities for dialogue.

There is flexibility for systems and procedures to be utilised, as fit for purpose, to achieve the best possible outcomes for trainees, taking account of the context in which the training takes place. The Partnership systems and procedures are differentiated to meet the bespoke needs of the Partners in supporting and developing our trainees. These include:

- Mentor Training – on line Mentor Training, flexible modes, variety of venues, outreach centres, partner schools/colleges/settings

On successful completion of the Phase 1 Mentor Training, a mentor can be awarded 30 credits at Master's level through the ApeL (Accreditation of Prior Learning) procedures - free of charge.

- Mentor Development – continuing professional development in mentoring and opportunities for accreditation, subject enhancement
- Partnership communication – wiki, newsletter, Link Tutors, Course Leaders/Visiting Tutors, Placement Handbooks, Partnership Handbook, training materials, evaluations
- Opportunities offered by the university for partners e.g. school-based professional development, enhancement opportunities for children/pupils/students, members of boards, working groups, involvement in selection of trainees, involvement in design and delivery, Primary and Early Years Partnership Development Group, secondments, Steps to Success, sponsorship, Teacher Research Associate Programme
- Consultancy
- To be part of the training provision for a range of ITT
- Opportunities to participate in the development and enhancement of innovative models of ITT training

At Edge Hill University we provide comprehensive training opportunities that fulfil each school/college/setting's requirements for ITT Partnership.

In order to achieve this goal we will:

- Provide a comprehensive online training package for all mentors
- Ensure mentors take part in joint observations to further enhance their training
- Develop and enhance mentors through focused training
- Provide mentors with feedback relating to the training they provide

- Provide (where required) face to face and one to one training in situ
- Review and report on all practices
- Consult regularly with partnership colleagues
- Use school based 'leading mentors' and 'subject specialists' to enhance the quality of school based training
- Provide opportunity of accreditation for mentoring work undertaken (Masters Level)
- Involve mentors in all aspects of the provision
- Promote the sharing of good practice across the partnership
- Maintain an ongoing updated audit of each partner school/college/setting's mentors to ensure that all have engaged in training and updated this training every 2 years
- Ensure that we regularly communicate the mentor training programme via mailings, wiki, newsletter
- Provide daytime and twilight provision
- Provide training at Edge Hill University campus, Edge Hill University outreach centres and partner venues
- Provide high quality documentation

Edge Hill University offers a range of training and it is important that mentors do attend sessions that meet their training needs. We define training as:

Phase 1 Mentor Training (online package) provides mentors with the knowledge, skills and understanding to be an effective mentor who can train and develop an Edge Hill University trainee. This is underpinned by updates on training, every two years, which will ensure mentors for Edge Hill University trainees provide support for a trainee that ensures the training they provide can be outstanding.

On successful completion of the Phase 1 Mentor Training, a mentor can be awarded 30 credits at Master's level through the ApeL (Accreditation of prior Learning) procedures – free of charge.

Phase 2 Mentor Training for mentors involves joint observation, professional discussions, linked to trainee performance and planned meetings with the key Link Tutor.

Phase 3 Mentor Training is for any mentor who has undertaken Phase 1 Mentor Training and is interested in further developing their knowledge and understanding of the role of the mentor

Phase 4 Mentor Training is for any mentor

- To work towards accreditation, there are opportunities for reflection and action research, through the work that is already being done in schools
- To develop their own subject knowledge with regard to key themes/national priorities

### Primary and Early Years Priorities for improvement 2012/13 for Mentors

During this academic year we will maintain our focus upon high achievement and ensuring all trainees are able to achieve their full potential and become outstanding teachers. In order to achieve this, the areas below will form the targets that trainees, tutors and mentors will need to actively pursue:

- Ensuring trainees' knowledge and understanding of systematic synthetic phonics, mathematics and behaviour is strong
- Ensuring trainees knowledge and understanding of inclusion, diversity and teaching pupils with EAL is strong
- Ensuring trainees receive high quality training in relation to AMR, questioning able pupils, working with other adults, phonics and behaviour
- Providing a range of training experiences to enhance trainees' employability
- Further developing increased numbers of partnerships which ensure Primary and Early Years ITT contributes to specific aspects of school improvement in order to impact upon trainee outcomes and pupil attainment
- Fully supporting all mentors in understanding the training requirements of each practice and their role within this

### How do we support mentors beyond the Phase 1 training?

Newsletters, wiki, joint observations, Link Tutor visits, Phase 2 subject enhancement mentor sessions, Phase 2 mentor meetings for those mentors wishing to accredit work undertaken in mentoring.

### How do we know the impact of the Mentor Training and how do we evaluate this?

We have a range of procedures to ensure we review, evaluate and enhance the mentor training. This is undertaken through; trainee evaluation, mentor evaluation, Key Link Tutor visits and reports, Placement Leader feedback, Setting Experience Review and Improvement Meetings and End of Professional Practice Report forms.

Mentor Training booking policy

- Mentor Training events are communicated via hard copy mailings to schools/colleges/settings and via the Edge Hill University Partnership wiki and in the termly mentor newsletter
- Mentors must book onto an event by completing the booking form and sending it to Edge Hill University at least two weeks prior to the event
- Mentors will receive an email confirmation and should bring this written confirmation to the event
- In the unlikely event that the event is cancelled; only those teachers booked onto the course can be notified. If, in error, a mentor is not notified and has a confirmation letter, then Edge Hill University will reimburse the school/college/setting/mentor at the given rate

### Reimbursement Policy

- Twilight (Phase 2, 3 or 4) if at any EHU venue or Partner Venue £30 payment towards costs, to all attendees
- If a school/college/setting requests that they would like Edge Hill University to provide bespoke sessions for staff, at their school/college/setting, then reimbursement/payment will not be made for this session
- Half day mentor training at EHU venues or Partner Venues, £90 to the school for cover; this will be paid directly to the school/college/setting
- The mentor must complete the payment form that they will receive at the event and ensure that this is handed to the tutor providing training

### Learning Services

Partnership school/college/setting staff can also benefit from our Learning Services free of charge. For further information please contact the Helpdesk in Ormskirk Library on 01695 584298. Evidence of being employed in partnership school/college/setting is required.

### Partnership Wiki

Our Partnership with schools/colleges/settings has a designated area on the Edge Hill University website. It provides useful information on all aspects of partnership including:

- Handbooks relating to programmes, placements and mentoring
- Professional Development opportunities for teachers and the wider school workforce
- Foundation Degrees
- Contact names and numbers
- Downloadable forms and exemplars
- Examples of excellent practice
- Mentor training materials

See: [www.edgehill.ac.uk/education/educationpartnership](http://www.edgehill.ac.uk/education/educationpartnership) where mentors can register online for an individual user name and password



“The information gained through the rigorous arrangements for recruitment and selection is built on throughout the course by tutors and school based mentors, who know the trainees very well.”

[Ofsted inspection report: Edge Hill University, 28th March – 1st April 2011](#)



# Section 11

## Partnership in Initial Teacher Training: Quality Management and Enhancement

# Partnership in Initial Teacher Training: Quality Management and Enhancement

Partnership lies at the heart of all of our Initial Teacher Training. Our vision is to maintain and continually enhance the quality of the ITT provision at Edge Hill University and this can only be achieved through a clear and consistent commitment to quality management and enhancement. A review of this is completed annually and revisions are presented to the ITT Partnership Board.

It has been developed by the ITT Partnership Board in the Faculty of Education which includes schools/colleges/settings partners along with academic and administrative ITT personnel responsible for the training at Edge Hill University. It is based on the Faculty of Education's 'Working in Partnership – The Vision'. This is reviewed and updated annually with our Partnership.

## Working in Partnership – The Vision

Our vision is for the Faculty of Education Partnership to be underpinned by a shared passion and drive to train and develop outstanding and inspirational teachers/educators who are highly employable and highly successful teaching professionals. Members of the Partnership should feel valued and recognised by the University for their role in the whole training aspect of initial teacher training.

The Faculty of Education Partnership is committed to working collaboratively, proactively, consistently and flexibly with all our partners in order to achieve the vision and build upon our reputation as an outstanding provider.

The Principles of the Faculty of Education Partnership

- Impact on learners
- Impact on professional development
- Quality assurance and enhancement
- Communication
- Collaboration
- Models of partnership and training
- Reputation

## ITT Partnership

Schools/colleges/settings provide designated mentors who share the training, supervision and assessment of trainees with Edge Hill University. However, there are times when a Partner may need to consider an Associate Placement. An Associate placement allows settings to continue to provide a placement in the event of absence of a fully Edge Hill

University trained mentor. An Associate placement permits schools/colleges/settings to engage in teacher training as a Partner of Edge Hill University. Schools/colleges/settings provide training opportunities and offer some support to trainees. Edge Hill University undertakes all supervision and assessment. To reflect the increased support from the university there is a reduced payment for an Associate placement.

## Selection and Review of Partners

Any setting in ITT Partnership with Edge Hill University should demonstrate a:

- Recent Ofsted/Estyn inspection report or equivalent that identifies the strengths necessary to be involved in ITT
- Summary of specific strengths/statuses – by completing the Training Opportunities Profile (TOP)
- Commitment to ITT within their school policies and procedures; to ITT in relation to the Professional Practice and training opportunities and a commitment to update information and to communicate with the Partnership administration team and academic colleagues
- Willingness to identify and designate appropriately trained staff with specific responsibilities in relation to ITT
- Willingness to identify Expert Practitioners with specific responsibilities in relation to ITT and deploy them effectively to ensure all trainees receive outstanding training
- Commitment to engage in ongoing mentor training and updating and to working within the roles and responsibilities described in the 'ITT Partnership Agreement'
- Understanding of the roles and responsibilities defined in the annual Partnership Handbook
- Commitment to Quality Management and Enhancement and the annual process of feedback, evaluation, monitoring and the critical review of professional practices and partnership activities

## Review, Evaluation and Feedback

The review and evaluation of Professional Practice and Partnership will take place at the end of each identified Phase and at the end of each academic year. This happens through:

- Trainee, mentor, teacher and tutor evaluations, at Setting Experience Review and Improvement

meetings and reported to the ITT Partnership Board

- Minuted trainee consultative meetings reported to Programmes Boards with relevant issues reported to ITT Partnership Board
- Focus Groups
- Informal meetings of school/college/setting
- Key Link/Link tutor visits and reports
- External consultant/examiner and Ofsted visits to schools and settings
- Annual partnership evaluation process
- Annual evaluation meeting of the ITT Partnership Board
- Continued monitoring of quality indicators associated with particular schools and settings
- Discussion at the ITT Partnership Board reserved agenda

### ITT Partnership Board

This works collaboratively to report on existing Quality Management and Enhancement systems and provides feedback to allow us to review, develop and enhance our practice. The remit and composition of the ITT Partnership Board is provided in Appendix C and it reports to the ITT Board and the Partnership Management Committee. The ITT Partnership Board meets termly, culminating in an Evaluation Board which leads to Key Priorities and an Improvement Plan being devised for the forthcoming academic year.

### Partnership Agreement

An Edge Hill University ITT Partnership Agreement and an Edge Hill University School-Led Agreement have been developed to meet the requirements of

the Professional Standards for Teachers, Qualified Teacher Status (Revised 2012). These documents outline clear roles and responsibilities and are the documents around which the quality management and enhancement framework has been developed. The Edge Hill University ITT Partnership agreement can be found in Section 2. The Edge Hill University School-Led Agreement can be found in Section 13

### Procedures for Partnership Accreditation

If a school/college/setting wishes to join Edge Hill University's ITT Partnership, then the procedures are outlined in Appendix B.

### Procedures for Partnership Withdrawal

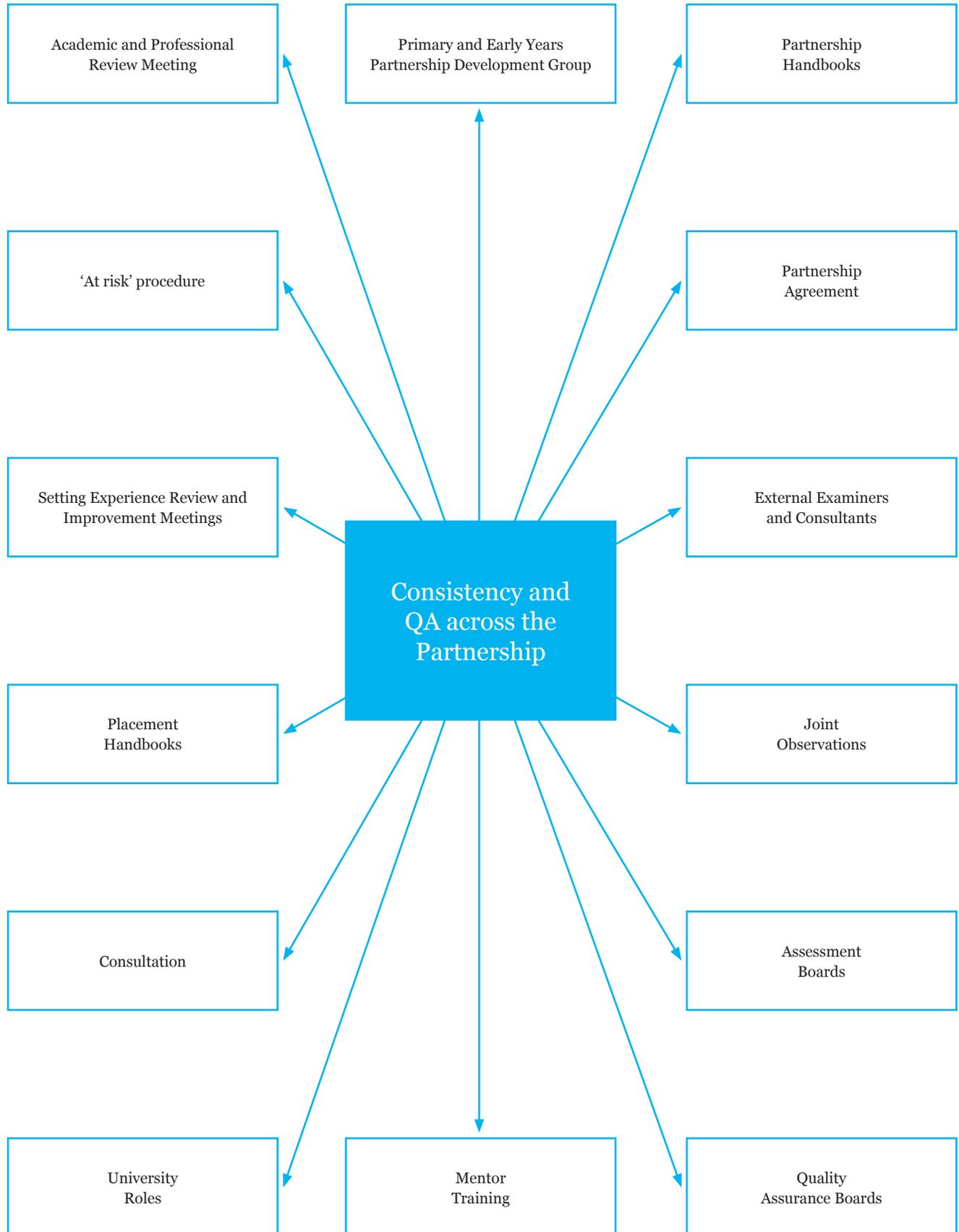
If, in the case of a school/college/setting where all support mechanisms fail and where serious issues remain unresolved, then formal withdrawal of Partnership is an option under the reserved agenda item of meetings of the ITT Partnership Board. This may mean a specific Key Stage or Department may not be utilised in the current training cycle, until further training for the Key Stage or Department has been provided and undertaken. Schools/colleges/settings may appeal to the Dean of Faculty if this decision is taken. This procedure is outlined in Appendix B.

### Consistency and Quality Assurance across the Partnership

Procedures and processes used to ensure we support and challenge our schools/colleges/settings to improve effectiveness of school/college/setting-based training.



### Consistency and QA across the Partnership





# Section 12

## Initial Teacher Training (ITT) Professional Code of Conduct

# Initial Teacher Training (ITT) Professional Code of Conduct

## Introduction

1. All Initial Teacher Training (ITT) programmes leading to a recommendation for the award of Qualified Teacher Status (QTS), or Qualified Teacher Learning and Skills (QTLS), are programmes of professional training and education. All trainees are expected to conduct themselves at all times in an appropriate professional manner.
2. Trainees are entitled to expect that their school<sup>1</sup>-led and Professional Practice setting mirrors the professional experience of a teacher and settings are entitled to expect that trainees will present and conduct themselves in a way that is consistent with the professional expectations of a teacher<sup>2</sup>.
3. The Professional Code of Conduct is additional and complementary to the Edge Hill University Student Regulations, which incorporate the Student Code of Behaviour and Disciplinary procedure for all students. Each trainee on an Edge Hill ITT programme is a student of Edge Hill University and is therefore both bound by and protected by the entitlements included in the Academic Student Regulations in force at the time of enrolment and study. These are issued to each student at the point of enrolment and subsequent updates are accessible via the web.
4. The Professional Code of Conduct is additional and complementary to the Edge Hill University Student Charter.
5. This code has been drawn up in collaboration with the partnership. The code takes into account the relevant and current policy and legislative frameworks including the new Teachers' Standards in England from September 2012, current Professional Standards for Qualified Teacher Status (2008),<sup>3</sup> the current Professional Standards managed by the Learning and Skills Improvement Service (LSIS) leading to Qualified Teacher Learning and Skills (QTLS), the current Requirements for Initial Teacher Training, the Criminal Records Bureau (CRB) legislation and Safeguarding legislation.

6. This code sets out the Faculty's expectations of you as you engage with a professional programme. You are signing the document in order to evidence and agree to abide by the behaviour, attitudes, responsibilities and agreements outlined to you, from admissions through to completion of your programme.

## Behaviour and attitude

As a trainee following an ITT programme at Edge Hill University, Faculty of Education, you are expected to demonstrate consistently high standards of personal and professional conduct. You will maintain the highest standards of ethics and behaviour.

For all aspects of the programme you are following, whether at Edge Hill University or whilst on Professional Practice, you will:

1. Demonstrate high standards of honesty and integrity.
2. Treat pupils<sup>4</sup> and others including all staff at Edge Hill University, other trainees, children, pupils and students with humility and dignity.
3. Show respect for the rights of others including individual liberty and mutual respect and tolerance of those with different faiths and beliefs.
4. Show due regard for the ethos and values of the setting. You will follow the policies, procedures and codes of practice and conduct including safeguarding pupils' well-being, in accordance with statutory provision.
5. Demonstrate professional behaviour and relationships towards all tutors, staff, children, pupils and students in both formal and informal contexts. You will observe proper boundaries appropriate to a teacher's professional position.
6. Take responsibility for your own learning, ensuring a professional and accountable approach to all aspects of the programme.
7. Show an active willingness to engage, listen to and act on feedback and advice from mentors, class teachers, other staff in settings and Edge Hill University staff.

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<sup>1</sup> In this code, the terms school refers to all schools/colleges/settings which trainees attend in their role as Edge Hill trainees

<sup>2</sup> Teachers' Standards in England, September 2012

<sup>3</sup> Professional Standards for Qualified Teacher Status and Requirements for Initial Teacher Training (Revised 2008)

<sup>4</sup> In this code, the term pupil refers to all learners

8. Actively reflect on your learning and teaching experiences in order to target set, action plan, improve, achieve and attain highly.
9. Participate and actively engage in the learning and teaching experience.
10. Ensure that the requirements of all elements of the programme are carried out in line with the guidance in module, course and programme documentation and at briefings. This includes subject specific codes of practice.<sup>5</sup>

#### Professional responsibilities:

In addition, in practice, this will mean that you are required to:

1. Commit to attend all training sessions. You will reflect an exemplary attendance record at Edge Hill University and whilst on professional practice, that can be reported within your completed reference from Edge Hill University. You will follow the procedures for notifying absence which are clearly set out in the programme documentation.
2. Complete, adhere to and retain all compliance-related documentation in an appropriate manner. This will include CRB Enhanced Disclosure and good health and good character declarations.
3. Fully engage with the programme that you have enrolled upon as required by schools and by the teaching and learning strategy for your programme at Edge Hill University.
4. Take responsibility to access, read, fully understand and engage with the policies, procedures and practices across your training programme.
5. Maintain a professional approach to all communications including e-communications and social networking.
6. Use the Edge Hill University email system to communicate with tutors and staff in order to maintain an appropriate approach to e-safety and to comply with the University's policy<sup>6</sup>.
7. Be punctual at all times, including all University-based sessions. Ensure that you arrive at your Professional Practice by the time required each day<sup>7</sup>.
8. Immediately notify the Faculty of any issues/concerns that you have with your Professional Practice and/or the supervision of that practice.
9. Maintain an appropriate standard of dress and appearance, particularly whilst on Professional Practice and in relation to special activities.
10. Ensure that all previous assessed work is available if requested.

#### Breaches of the Professional Code of Conduct When at Edge Hill University:

##### 1. Code of Behaviour/Misconduct

The Edge Hill University *Student Code of Behaviour and Disciplinary Procedures* sets out the code of acceptable behaviour and disciplinary procedures to deal with misconduct.<sup>8</sup>

- B.6.1 Students must comply with all other Rules and Regulations of the University, as amended from time to time. Such Rules and Regulations are supported by sanctions including fines or exclusion from facilities and services.
- B.6.2 In addition to the Academic Regulations and the Academic and Professional Review Procedures, these Rules and Regulations include:
  - (i) The Faculty of Education's Code of Professional Conduct for Initial Teacher Training Trainees
  - (ii) The Faculty of Health's Code of Professional Conduct
  - (iii) The Faculty of Education's Fitness for Practice Regulations
  - (iv) The Faculty of Health's Fitness for Practice Regulations
  - (v) The Faculty of Arts & Science's Fitness for Practice Regulations
  - (vi) Research Ethics Policy
  - (vii) Data Protection Policy and Procedures
  - (viii) Provisions and Policies Relating to Confidential Information
  - (ix) Complaints Procedures
  - (x) Rules on Car Parking on University Premises
  - (xi) Halls of Residence Licence Agreement
  - (xii) Regulations Governing the Use of the Learning Resources Centres
  - (xiii) Student ICT Acceptable Use Policy encompassing JANET Acceptable Use Policy governing internet and email systems
  - (xiv) Staff and Student Equipment Loan Procedure and Conditions
  - (xv) TV Studio Safety
  - (xvi) Control of Substances Hazardous to Health (COSHH) Regulations
  - (xvii) Code of Practice for Working in Microbiology

<sup>5</sup> The ADT Code of Practice document for Secondary ADT courses (UG and PGCE)

<sup>6</sup> IT Acceptable Use Policy [www.edgehill.ac.uk/itservices/policies.htm](http://www.edgehill.ac.uk/itservices/policies.htm)

<sup>7</sup> Based upon your Individual Training Plan, a Professional Practice will be allocated accordingly. This means that the Professional Practice is not decided on geographical location but on your specific training needs. There is an expectation that you will be required to travel from home to the Professional Practice. There is no set criterion for what is/could be deemed as a reasonable journey (this could mean several hours travel). Travel will be via car or public transport (please refer to the trainee travel and accommodation policy).

<sup>8</sup> Student Support & Regulations Student Code of Behaviour and Disciplinary Procedures

- (xviii) Code of Practice for Safe Working in Science
  - (xix) Codes of Practice for Use of Small Boats and Inflatables; Tree Climbing and the Use of Ladders and Scaffolding; Procedures for the Event of Accidents in the Field; Working with Animals; Mountains and Uplands; The Sea Shore; Agricultural Land; Terrestrial Habitats; Freshwater; Pathogenic Organisms
  - (xx) Use of the Gymnasium
  - (xxi) The Conditions of Hire for Sporting Edge
  - (xxii) The Guidance Notes for Swimming Pool Hire
  - (xxiii) The Terms and Conditions For Membership of Sporting Edge
  - (xxiv) The Regulations for Membership of Edge Hill University Club
  - (xxv) The Regulations for Health & Safety and for the Conduct of Students & Disciplinary Procedures for Partner Institutions (For students studying on another institution's campus only). (See Section A4 of these Regulations)
  - (xxvi) The Regulations for International Students
- B.6.3 Serious or repeat breaches of local rules and conditions may involve recourse to the Student Code of Behaviour and Disciplinary Procedures. (See Section D of these Regulations.)

## 2. Academic and Professional Requirements

The academic and professional requirements of each ITT programme are specified in The Edge Hill University *Programme Handbook*, produced on an annual basis.

The handbook sets out what is expected and required of trainees in relation to academic performance and professionalism and specifies the procedures to be followed in the event of:

- Academic failure
- Malpractice
- Failure to meet the academic and professional requirements of the programme.

Within the Edge Hill University Academic Regulations, please refer to Appendix 19: Academic and Professional Review procedures and the Fitness for Practice Regulations<sup>9</sup>.

## 3. Academic and Professional Review procedure

The ITT Academic and Professional Review Procedure acts as a necessary first stage in the tracking and monitoring of trainees' academic and professional progress on their ITT programme. The process is designed to be supportive of the trainee in clarifying the focus and outlining clear actions to support trainee success, progression and achievement. The process involves four stages and is detailed in the appropriate Programme Handbook.

### Whilst on professional practice:

1. Minor breaches of the Code of Conduct, for example, standard of dress, will be dealt with initially by discussion with mentors and/or visiting tutors, informal warning and/or improvement targets set through the normal mentoring process. Provided that a trainee acts on such warnings and/or targets and is seen to comply with the Code of Conduct, there will be no further consequences. Failure to act on such warnings and/or targets is likely to constitute a serious breach of the Code of Conduct and the procedure outlined below will apply.
2. If a trainee commits a serious breach of the Code of Conduct and his/her behaviour gives rise to concern about professional standards, the head, manager or principal of the setting will follow normal procedures in relation to staff discipline as appropriate. Relevant Edge Hill University tutors will also be notified and appropriate action will be taken. This may include the triggering of the academic and professional review procedure involving the Programme Leader and Assistant Head of Area.
3. Behaviour that is regarded as a grave breach of the Code of Conduct will normally result in a trainee's immediate removal from the school/college/setting and serious disciplinary consequences. These consequences will usually include an academic and professional review with the Assistant Head of Area/Head of Area.

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<sup>9</sup> <http://go.edgehill.ac.uk/wiki/download/attachments/14812936/Appendix+19.pdf>



# Section 13

# Appendices

## Appendix A

### Stages of support for everyone involved in Partnership

Our aim is to promote transparent collaboration in a supportive manner for everyone involved in a Partnership with Edge Hill University.

Issue raised by college/training/setting the following protocol will be followed:

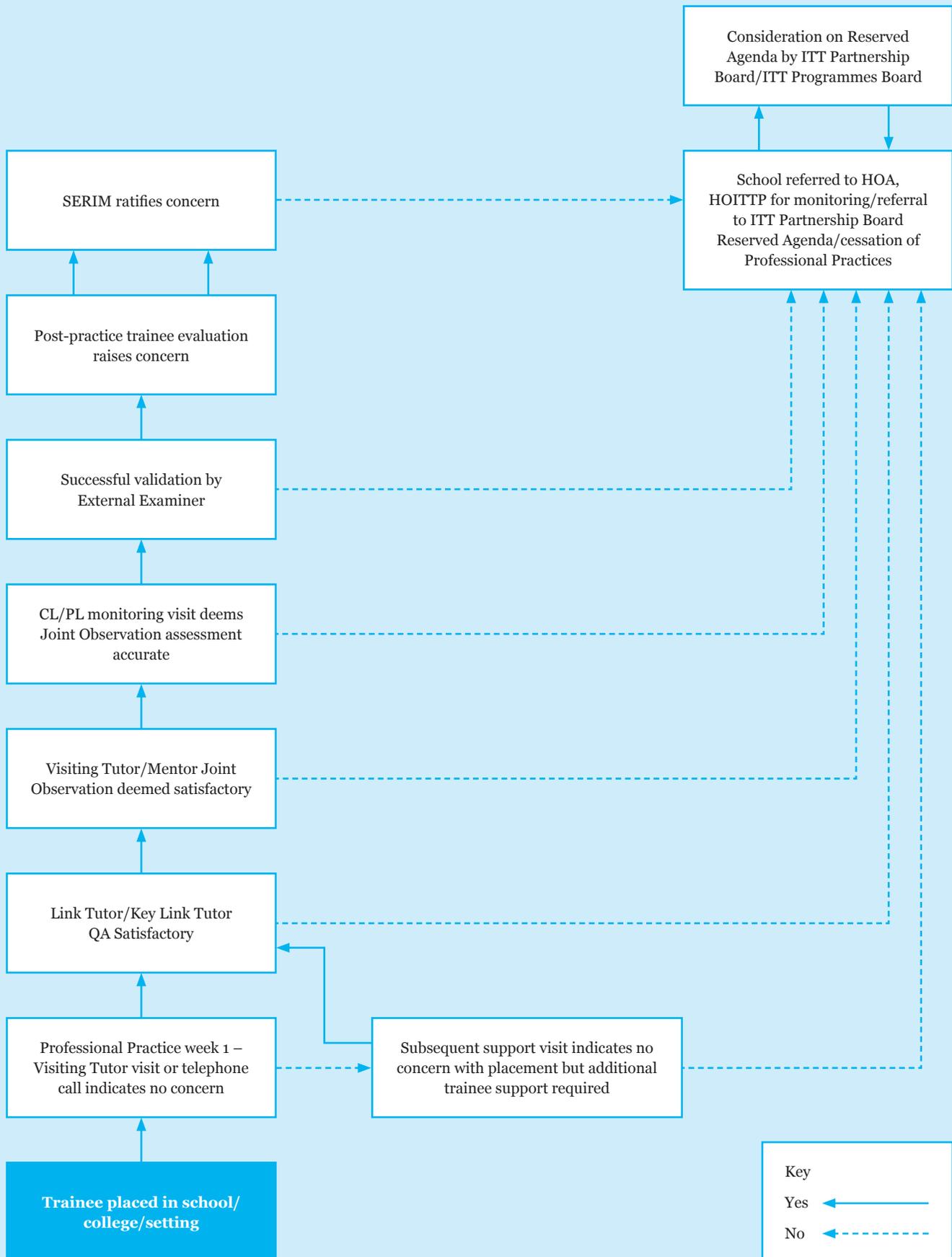
Colleges/training settings	Stage	HEI
Issue raised, stakeholders informed. Communication occurs between relevant parties. Shared documentation used to record issues and agreed actions/outcomes as appropriate.	Stage 1 Supervising Tutors, Link Tutors, Course Leaders, Year Leaders	Successful resolution
<b>If unresolved</b>		
Shared written summary of issues from previous stage reviewed. Clear summary action plan produced and agreed by stakeholders. Additional support provided from HEI. Review of success of actions.	Stage 2 Programme Leaders, Heads of Area, Partnership Development Officers	Successful resolution
<b>If unresolved/monitored targets not met</b>		
Meeting held between stakeholders and Head of ITT Partnership and relevant Head of Area. Shared written summary of issues from previous stage reviewed. Clear summary action plan produced and agreed by stakeholders. Additional support provided from HEI. Review of success of actions. Immediate, short-term resolution devised.  Issue identified at SERIM if related to the training. SERIM to monitor Professional Practice provider.	Stage 3 Head of ITT Partnership Head of Area	Successful resolution
<b>If unresolved</b>		
ITT Partnership Board to discuss as part of Reserved Agenda. If serious issues remain unresolved by the above process then possible deselection from the Partnership* may be recommended. An appeals process is in place for deselection.	Stage 4 Associate Dean	*May be fixed term subject to review as agreed with all parties or limited to one department in a secondary school/Key Stage in a primary school

Issue raised by trainee the following protocol will be followed:

Trainee	Stage	HEI
<p>Issue raised at earliest opportunity.</p> <p>Communication occurs between Visiting/ Personal Tutor and trainee.</p> <p>Visiting/Personal Tutor to visit Professional Practice asap (within 1 week) to discuss with trainee and mentor.</p> <p>Shared documentation used to record issues and agreed actions/outcomes/ support as appropriate.</p> <p>Issue identified at SERIM. SERIM to monitor Professional Practice provider and/or trainee.</p>	<p>Step 1 Visiting Tutors, Course Leaders</p>	<p>Successful resolution</p>
<b>If unresolved</b>		
<p>Visiting Tutor/Course Leader to highlight issue with Assistant Head of Area/Link Tutor.</p> <p>Assistant Head of Area/Link Tutor to raise concerns with Professional Mentor in Secondary, Mentor in Primary and Early Years and Subject Specific Mentor in PCET (within 1 week of Visiting Tutor/ Course Leader highlighting issues).</p> <p>Issue identified at SERIM. SERIM to monitor Professional Practice provider and/or trainee.</p>	<p>Step 2 Assistant Head of Area, Link Tutor</p>	<p>Successful resolution</p>
<p>Shared written summary of issue from previous stages reviewed by Professional Practice Leader. Clear summary action plan produced by Professional Practice Leader and agreed by Head of Area.</p> <p>Review of success of actions.</p> <p>Issue identified at SERIM. SERIM to monitor Professional Practice provider and/or trainee.</p>	<p>Step 3 Programme Leaders, Head of Area, Assistant Head of Area, Head of ITT Partnership</p>	<p>Successful resolution</p>
<b>If unresolved/monitored targets not met</b>		
<p>ITT Partnership Board to discuss as part of Reserved Agenda. If serious issues remain unresolved by the above process then possible deselection from the Partnership* may be recommended or for the trainee an APRM (Academic and Professional Review Meeting). An appeals process is in place for deselection.</p>	<p>Stage 4 Associate Dean</p>	<p>*May be fixed term subject to review as agreed with all parties or limited to one department in a secondary school/Key Stage in a primary school</p>



**School/college/setting-based ITT professional practice:  
Quality assurance procedures (post-allocation)**



NOTE: it is the setting's responsibility to inform Edge Hill University's Partnership Admin Team before the Ofsted/Estyn report is published.

### **Procedure for Partnership Withdrawal**

As part of the 'Initial Teacher Training Quality Management and Enhancement', Edge Hill University takes a positive and developmental approach based on a range of appropriate support for partnership schools/colleges/settings. The procedures involved in the stages of support provided are identified in Appendix B.

If, in the case of a school/college/setting where all support mechanisms fail and where serious issues remain unresolved, then formal withdrawal of Partnership remains an option under the reserved agenda item of meetings of the ITT Partnership Board.

Schools/colleges/settings may appeal to the Dean of Faculty of Education if this decision is taken.

# Appendices

## Appendix C

### Initial Teacher Training (ITT) Partnership Board remit and composition

#### Remit

The ITT Partnership Board reports directly to the ITT Board and has a reporting line to the Faculty's Partnership Management Committee and ITT Board for relevant matters. The board consists of tutors with key ITT Professional Practice training and partnership responsibilities, ITT associate partnership tutors, partnership development officers, key administrative partnership staff and school/college/setting representatives from the ITT Partnership at Edge Hill University, as well as colleagues with regional and national perspectives. It meets normally on three occasions during each academic year, to discuss all aspects of ITT partnership provision and its development. Evaluation Boards are held at the end of each academic year to draft the partnership improvement plan and key priorities for the forthcoming academic year.

The ITT Partnership Board has first line responsibility for the quality assurance of school/college/setting-based training and ITT partnership provision for ITT programmes within the Faculty of Education at Edge Hill University. It is responsible for ensuring effective quality assurance procedures are in place across the ITT Partnership including the monitoring of mentor training, Professional Practice and training, the briefing and training of link tutors, trainee, tutor and partnership feedback, feedback from programme(s) and departmental boards and internal and external evaluations from consultants, external examiners and Ofsted.

It has a key role in monitoring the partnership requirements of professional requirements for ITT including:

- The monitoring, evaluation and review of all ITT school/college/setting experience-based training and partnership provision within the remit of the board as identified above
- The monitoring of professional requirements for ITT requirements in relation to partnership
- Monitoring trainee school/college/setting experienced-based training performance, progression and achievement
- Monitoring partnership recruitment and retention across the provision within the remit of the board
- The approval of the annual ITT Partnership evaluation reports and templates and the ITT Partnership improvement plan and priorities for the forthcoming academic year
- The consideration of regular summary reports from all ITT programme trainee focus groups within the remit of the board

- The consideration of regular summary reports and action grids, related to school/college/setting experience-based training and partnership from the programme(s) and departmental boards within the remit of the board
- The recommendation of outline proposals for future school/college/setting experienced-based training and partnership development, prior to submission to the ITT board
- The consideration of the responses to annual reports of external examiners relating to school/college/setting experienced-based training and/or partnership issues
- The consideration of the responses to termly and annual reports from external partnership consultants
- Responding to consultation from other committees and groups in the Faculty and/or Edge Hill University on matters relevant to the ITT area within the remit of the board
- To examine developments, policies and procedures initiated by the ITT area, Faculty and University in relation to school/college/setting experienced-based training and partnership
- To support and promote the delivery of high quality school/college/setting based training and mentor training
- To inform and make recommendations to the Partnership Management Committee in relation to partnership policies and procedures
- Through its reserved agenda, to consider specific issues in relation to partnership provision and quality

#### Composition

Chair: Head of ITT Partnership (HoITTP)  
Secretary: ITT Administration Manager

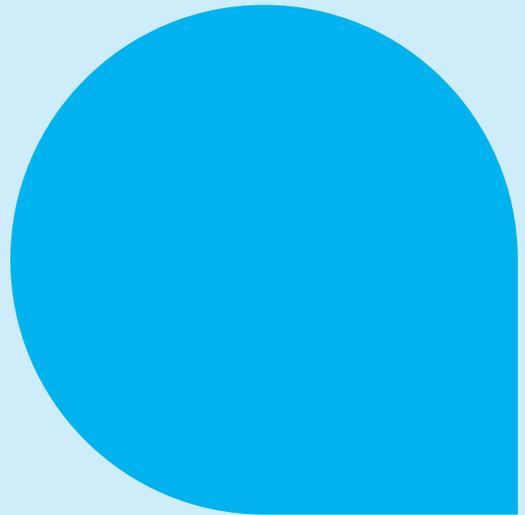
#### Ex Officio Members:

Head of Partnerships  
Chair – Primary and Early Years Programmes Board  
Chair – Secondary Programmes Board  
Chair – PCET Programme Board  
Faculty Partnership Officer (FPO)  
Assistant Head of Primary and Early Years (Partnership and School Improvement)  
Assistant Head of Secondary (Partnership and School Improvement)  
Assistant Head of PCET  
ITT Programmes Leaders  
Primary and Early Years Partnership Development Officer  
Secondary Partnership Development Officer  
PCET Partnership Development Officer  
Primary and Early Years Mentor Training Coordinator

**Representatives**

1 Outreach Centre Manager representative  
1 ITT Admin Team Leader  
3 Associate Tutor representatives (One Primary and Early Years representative and one Secondary representative and one PCET representative)

2 Link Tutor representatives (One Primary and Early Years representative and one Secondary representative)  
8 Representatives from a range of schools/colleges/ settings and regional partnership forums



# Appendices

## Appendix D

### Edge Hill University School-led ITT Partnership Agreement

If you have not returned an Edge Hill University Initial Teacher Training School-Led Agreement Partnership Agreement, the Agreement must be signed and returned before any trainee undertakes a professional practice.

Once signed, the Partnership Agreement will stand for the foreseeable future, unless either party requests, in writing, changes to the agreement.

Edge Hill University and its Partnership schools/colleges/settings work together to provide quality programmes of Initial Teacher Training (ITT) which are compliant with Professional Standards for the Award of QTS (Revised, 2012). The agreed roles and responsibilities are outlined below:

All schools are responsible for:	Lead schools are responsible for:	Edge Hill University is responsible for:
Where appropriate working with the nominated School Lead.	Ensuring there is a nominated School Lead.	Maintaining a register identifying School Lead for each cluster.  Ensuring opportunities for Professional Development and training for the School Lead in the form of an ITT Leadership Programme (recognised credits at M Level).
Identifying key staff who will play a significant role in the recruitment and selection of trainees.	Identifying key staff who will play a significant role in the recruitment and selection of trainees. For example: <ul style="list-style-type: none"> <li>Working with Edge Hill University to devise selection criteria</li> <li>Working with Edge Hill University to devise the interview process</li> <li>Providing an appropriate venue</li> <li>Hosting recruitment and selection events</li> <li>Working with Edge Hill University to select outstanding entrants</li> <li>Regularly evaluate the process</li> </ul>	Working with schools to devise selection criteria.  Working with schools to devise the interview process.  Shortlisting all applicants for interview.  Working with schools to ensure effective organisation and management of recruitment and selection events.
Leading Mentor Training within the school.	Leading Mentor Training across a cluster of schools.	Overall Quality Assurance of Mentor Training Phase 1, through to Phase 4.
Ensuring all mentors complete the Phase 1 Mentor Training before commencement of Professional Practice.  Ensuring all mentors have a clear understanding of the requirements of the Teaching Agency (TA) 'Q' Standards.	Ensuring all mentors across the cluster complete the Phase 1 Mentor Training before commencement of Professional Practice.  Ensuring all mentors have a clear understanding of the requirements of the Teaching Agency (TA) 'Q' Standards.	Providing high quality Phase 1 Mentor Training and ensuring that this is available before commencement of Professional Practice.
Ensuring all mentors can make an accurate identification and assessment of any trainee (strengths, areas for improvement and an appropriate grade, including the setting of appropriate, specific individual targets).	Ensuring all mentors across the cluster can make an accurate identification and assessment of any trainee (strengths, areas for improvement and an appropriate grade, including the setting of appropriate, specific individual targets).	Providing appropriate recording and reporting formats to schools and clear guidance on how to complete and when to be returned.

All schools are responsible for:	Lead schools are responsible for:	Edge Hill University is responsible for:
Ensuring mentors will observe, assess and provide both formative and summative feedback to the trainees by completing relevant documentation, adhering to the EHU ITT grading criteria, 2012.	Ensuring mentors across the cluster will observe, assess and provide both formative and summative feedback to the trainees by completing relevant documentation, adhering to the EHU ITT grading criteria, 2012.	Ensuring all relevant documentation required by school is easily accessible.  Clearly setting out grading criteria requirements and use of grading in observations following the EHU ITT grading criteria, 2012.
Ensuring mentors have an understanding of the needs of trainees who are teachers in training and can support and develop a trainee, responding to the individual trainee's training needs by setting appropriate, specific individual targets.	Ensuring mentors across the cluster have an understanding of the needs of trainees who are teachers in training and can support and develop a trainee, responding to the individual trainee's training needs by setting appropriate, specific individual targets.	Providing specific guidance to explain the requirements to support and develop each trainee across their training programme.
Encourage a commitment from all staff to the provision of ITT within the school, allowing opportunities for mentors to discuss trainee progress with Edge Hill University staff, allowing opportunities for visiting tutors to meet, assess and grade trainees, where appropriate.	Ensuring a commitment from all staff to the provision of ITT within the school, allowing opportunities for mentors across the cluster to discuss trainee progress with Edge Hill University staff, allowing opportunities for visiting tutors to meet, assess and grade trainees, where appropriate.	Ensuring that trainees receive the requisite number of visits and record each visit on the Placement Observation Database.  Ensuring Key Link/Link Tutor visits to schools, as part of the quality assurance of the partnership (1 per term) and in line with the validated programme.  Tracking, monitoring and taking action as a result of Link Tutor visits and reports.
Ensuring modelling of the provision of outstanding learning experiences by teaching and support staff, through effective planning, resourcing and delivery of lessons/sessions.  Identifying the expert practitioners within the school.	Ensuring modelling of the provision of outstanding learning experiences by teaching and support staff, through effective planning, resourcing and delivery of lessons/sessions.  Ensuring audit of the cluster to identify the expert practitioner.	Providing and supporting Professional Development/school improvement and research opportunities for all Partnership schools.
Facilitating the integration of the trainees into the school/college/ setting environment and teaching team by providing an induction, including Safeguarding and Health and Safety in the school environment.	Facilitating the integration of the trainees into the cluster by providing an induction, including Safeguarding and Health and Safety in the cluster.	Providing guidance on how to support the trainee through induction to the school.
Providing clear policies, systems and structures for the school which are, in turn, shared and communicated to the trainee.	Providing clear policies, systems and structures for the cluster which are, in turn, shared and communicated to the trainee.	
Providing equality of opportunity and inclusion for all trainees, consistent with stated Edge Hill University policy and guarantee that ethnic, cultural and religious diversity are valued.	Providing equality of opportunity and inclusion for all trainees, consistent with stated Edge Hill University policy and guarantee that ethnic, cultural and religious diversity are valued.	
Ensuring the school agrees to abide by the University's CRB procedures for Visiting Tutors, External Examiners and trainees.	Ensuring all schools agree to abide by the University's CRB procedures for Visiting Tutors, External Examiners and trainees.	Detailing the University's CRB procedures clearly for all Partners.
Ensuring compliance of trainees' timetables whilst in school.	Ensuring compliance of trainees' timetables across the cluster.	Providing guidance and exemplars of trainees' timetables.  Monitoring and tracking of trainees' timetables to ensure compliance.

All schools are responsible for :	Lead schools are responsible for :	Edge Hill University is responsible for:
To facilitating transition between phases of training, as appropriate to the trainee's training needs and expectations of the Professional Practice.	<p>Ensuring that trainees progress from Phase 1a to Phase 1b and then to Phase 2, as appropriate to the trainee's training needs and expectations of the Professional Practice.</p> <p>Ensuring that all trainees teach in at least two schools and gain breadth and depth of experience to ensure they are outstanding teachers.</p>	<p>Providing a framework of expectations for each Phase of training to support progression and continuity.</p> <p>To monitor and track Compliance Grids.</p>
Ensuring that each trainee can work towards meeting all the standards for QTS across the age range they are required to teach and will provide support for each trainee to fulfil their teaching potential, ensuring that any risk and remediation procedures are adhered to via the 'At Risk' policy.	Ensuring that each trainee within the cluster can work towards meeting all the standards for QTS across the age range they are required to teach and will provide support for each trainee to fulfil their teaching potential, ensuring that any risk and remediation procedures are adhered to via the 'At Risk' policy.	To track and monitor to ensure that trainees will make outstanding progress throughout their training and that supportive mechanisms are in place to enable evidenced progress against the standards.
Transferring trainee progress information from one school to another and the reporting of this information to the University for assessment tracking and Assessment Boards.	Transferring trainee progress information from one school to another within the cluster and the reporting of this information to the University for assessment tracking and Assessment Boards.	Providing comparison data of whole cohort of trainees to enable school to judge effectiveness of own training.
Producing and returning all required reports and evaluations, in a timely manner on the prescribed dates (including, interim report forms, Professional Practice report forms and evaluation forms).	Ensuring that all schools within the cluster produce and return all required reports and evaluations, in a timely manner on the prescribed dates (including interim report forms, Professional Practice report forms and evaluation forms).	Planning, administration and running of Setting Experience Review and Improvement Meetings (SERIMs) for each phase of training, including the monitoring of any resulting improvement actions.
<p>Analysing the final data report, which includes trainee attainment on Professional Practice and retention.</p> <p>Identifying actions to improve future training.</p>	<p>Ensuring the sharing and signing off the final data report relating to the cluster, which includes trainee attainment on Professional Practice and retention across the cluster.</p> <p>Working with the EHU Cluster Lead to evaluate the impact of the cluster and ensure all evaluations are completed and signed, in order to:</p> <ul style="list-style-type: none"> <li>• Evaluate the quality of the recruitment and selection procedures</li> <li>• Evaluate the quality of the training experience for the trainee</li> <li>• To improve future Professional Practice experiences</li> <li>• To evaluate the effectiveness of our partners as trainers</li> <li>• To analyse individual and cohort trainee</li> <li>• Achievement</li> <li>• To identify actions to improve future training</li> </ul>	<p>Producing the final data report and sharing with each cluster.</p> <p>Producing Self Evaluation Documentation (SED) and resulting Priorities for Improvement and Improvement Plans.</p>

All schools are responsible for:	Lead schools are responsible for:	Edge Hill University is responsible for:
<p>Operating a Code of Practice which outlines for the school staff the responsibilities of trainee teachers and the staff working with them, together with procedures for the trainees' induction into the school and its policies and procedures including: Criminal Records Bureau/Independent Safeguard Authority, Health and Safety, Risk Assessment, Race Relations Act, Special Educational Need and Disability Act and Disability Discrimination Act.</p> <p>Adhering to the responsibilities of a school mentor and the roles of other staff involved in working with trainees, as defined in Edge Hill University's Partnership Handbook.</p>	<p>Operating a Code of Practice which outlines for all school staff within the cluster the responsibilities of trainee teachers and the staff working with them, together with procedures for the trainees' induction into the cluster and its schools' policies and procedures including: Criminal Records Bureau/Independent Safeguard Authority, Health and Safety, Risk Assessment, Race Relations Act, Special Educational Need and Disability Act and Disability Discrimination Act.</p> <p>Adhering to the responsibilities of a school mentor and the roles of other staff involved in working with trainees, as defined in Edge Hill University's Partnership Handbook.</p>	<p>Providing a Partnership Handbook and other relevant documentation, which includes information and guidance about all aspects of partnership between Edge Hill University and partnership schools, including a Professional Code of Conduct for trainees and the University's Safeguarding and CRB procedures.</p>
<p>Contributing and be a proactive member of the partnership.</p>	<p>Contributing and be a proactive member of the wider partnership.</p>	<p>Sharing with schools, opportunities to engage in wider partnership issues, such as representation on committees and development of policy, where appropriate.</p>
<p>Adhering to and agreeing to complete and return the School-Led Agreement, within 2 weeks of receipt.</p>	<p>Ensuring that all schools within the cluster have completed and returned the Edge Hill University Initial Teacher Training School-Led Agreement within 2 weeks of receipt.</p>	<p>Maintain a record of returns of agreements and ensure returns are tracked and monitored.</p>

Name (Please print):

.....

School/college/setting address:

.....

.....

.....

.....

Signature of Head or Designate on behalf of school/college/setting:

.....

Signature of Head of Partnerships, Faculty of Education on behalf of Edge Hill University:



Please return the signed agreement to School Led Administrator, Edge Hill University, Faculty of Education, St Helens Road, Ormskirk, L39 4QP

# Appendices

## Appendix E

### Glossary

<b>Associate Placement</b>	An Associate Placement allows settings to continue to provide a placement in the event of absence of a fully Edge Hill University trained mentor. Edge Hill University undertakes all supervision and assessment.
<b>Professional Practice</b>	A setting-based experience. Over the course of their training, trainee teachers will spend the majority of their time in schools or other settings. During this time they will be teaching their chosen age ranges and, for secondary trainees, teaching their specialist subject(s).
<b>Phase 1a and 1b</b>	Phase 1a focusing on observation and confidence building, moving to small group work and eventually some whole class teaching.  Phase 1b focusing on sustained planning, teaching and assessment and classroom management.
<b>Phase 2</b>	Phase 2, the focus is on synthesis of earlier theory with practice, building on teaching and learning, planning and assessment strategies and utilising creative and innovative approaches.
<b>Delayed trainee</b>	If not allocated a Professional Practice by a briefing session (to be held the week prior to commencement of the professional practice) a trainee will be classed as delayed.
<b>SERIM</b>	The purpose of the SERIM is to evaluate and review each placement, analysing trainee evaluations, mentor evaluations, tutor evaluations and the trainee outcomes for the cohort, including outcomes in relation to the QTS Standards (2012).



## At your service

Edge Hill University is happy to offer consultancy to schools/colleges/settings through partnership and bespoke delivery to support professional development needs and your school improvement agenda.

### Please contact us for further information:

E: [peypartnership@edgehill.ac.uk](mailto:peypartnership@edgehill.ac.uk)  
T: 01695 584399/01695 650801

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Edge Hill  
University

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