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Wooff, David (2012) Partnership Handbook for Secondary Education (2012-13).
Edge Hill University, Lancashire, United Kingdom, Edge Hill University,
Lancashire, United Kingdom.

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Edge Hill University

Working in Partnership
Faculty of Education
2012/2013
Secondary 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 – 1 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
- Have a commitment to the teaching profession, and are 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

“The training I received here at Edge Hill has enabled me to make the transition into an effective and outstanding classroom practitioner, I am just about to complete my NQT year and I firmly believe that by completing my training at Edge Hill I have been given the best start possible in pursuing my chosen career. I have chosen to continue studying at Edge Hill and the practice based Master’s programme has dovetailed into my NQT year perfectly allowing me to achieve further recognition for the work I am doing. Overall my experience of Edge Hill University is extremely positive and I recommend it as a place to study for anyone considering a career in teaching.”

Stacey Oldacre, Undergraduate Design and Technology



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

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.

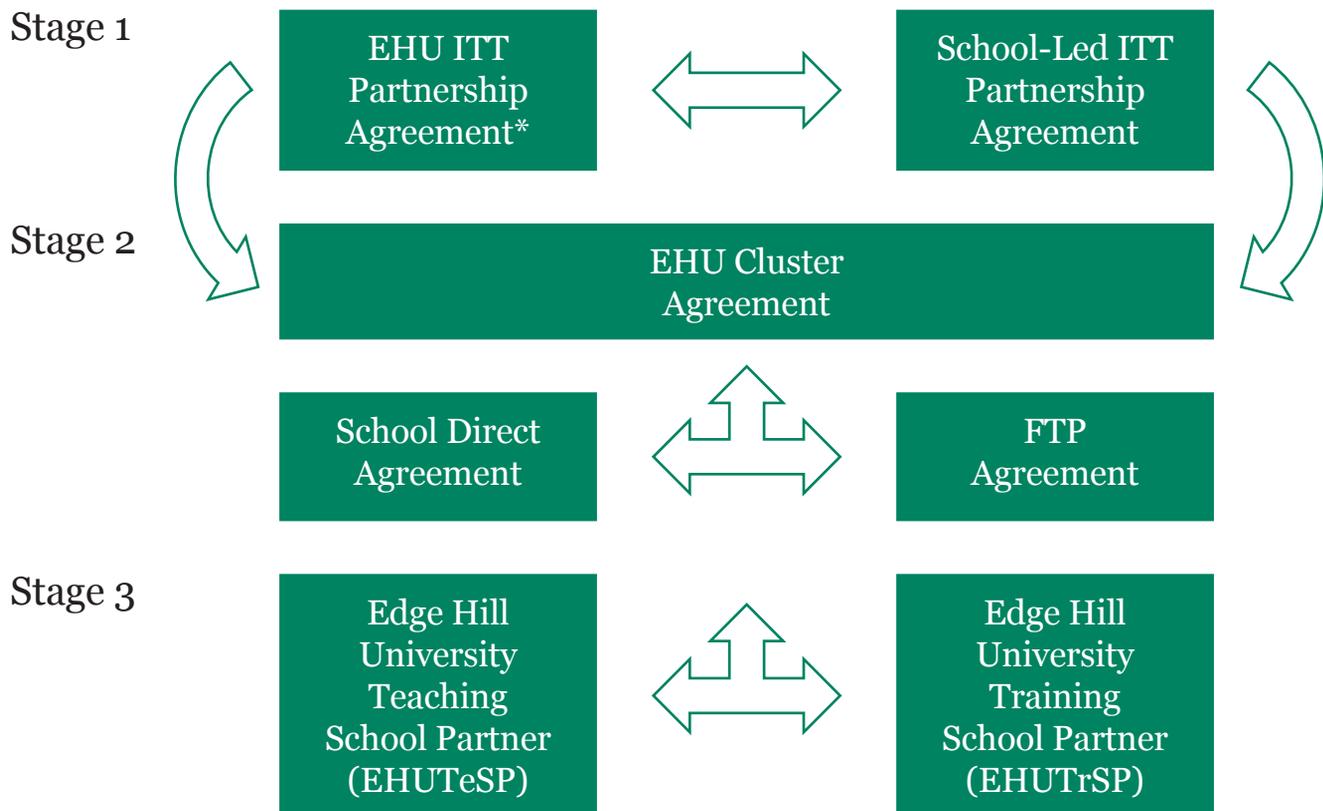
Judgements made by schools/colleges/settings colleagues are supported and moderated by tutors from Edge Hill University. Resources are transferred to schools/colleges/settings to help schools/colleges/settings to undertake their contractual obligations.

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:

Christing Garrity

Role: Partnership Development Officer

Email: christine.garrity@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 project¹. 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-researchers² 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 – 1 April 2011

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

² 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!”



Professional Development

Outstanding teachers and outstanding support for learning makes for outstanding schools and outstanding training underpins them both. All our professional development activity focuses on moving to ‘outstanding’. Working with Edge Hill University is not qualifications driven it is about developing you as an individual and it is about school 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 opportunities and school improvement services for you and your school.

The school at the heart of all our development activity which is designed, in negotiation with schools colleagues to ensure the school is at the centre of its own development supported by the university.

We underpin all our school 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. Our bespoke packages are driven by a needs analysis, school improvement priorities, and the vision of the school/setting.

Choosing the professional development activities that are right for your school 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 focussed, responsive to your needs and in the current economic climate, cost effective.

Securing School 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 from good to outstanding. What is the leadership capacity in your school? Investing in school leaders can pay dividends for a school. Are you thinking about preparing middle leaders for senior responsibilities and identifying and nurturing new talent in your school for impact and improvement? If so, we can help with these activities and more.

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 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 “subject” days or even hosting a conference.

Turning your improvement activity into academic credit – The activities above are about school improvement, they are not ‘qualification driven’. However, staff at all levels in your school 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 practical framework through which we can accredit your everyday practice and these development opportunities.

Secondary ITT Programmes

There are opportunities for colleagues from schools/colleges/settings to contribute to all aspects of training:

- Contribution to taught modules – trainees rate very highly the contribution of school/setting-based colleagues to taught modules on both undergraduate and postgraduate routes. 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 Prospective trainees – on an annual basis, from November through to May we undertake the important task of recruiting prospective trainees to all of our Secondary programmes. Interviews are undertaken by Edge Hill University tutors and school/college/setting-based colleagues working together.
- Board membership – we value the contribution of partnership colleagues to our deliberative boards, to be involved in the decision making process.
- Secondments – at varying times we are able to offer secondment opportunities to colleagues from schools/settings to join the Secondary Team to contribute to teaching and learning across the range of Secondary modules, including school/college/setting-based training.

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
- To develop their own subject knowledge with regard to key themes/national priorities

A Secondary Partnership Development Group has been established 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 help us review and enhance all our working practices and impact on trainees and their achievement across all programmes.

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 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 national priorities and current initiatives are fully covered. For example, the curriculum includes:

- Behaviour Management
- Literacy, Reading and Phonics
- Special Educational Needs and Disabilities
- Assessment for Learning
- Inclusion
- Equality and Diversity
- A focus on meeting the needs of a diverse range of learners, including those for whom English is an additional language

Through school-led partnership, Secondary programmes have continued 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
- Safeguarding processes
- Observation of learners in a range of contexts
- A range of training experiences in relation to Behaviour Management, Literacy, Reading and Phonics, Special Educational Needs and Disabilities, Assessment for Learning, Inclusion and Equality and Diversity
- A range of training experiences which capitalise on the strengths and expertise in school
- Liaising with curriculum leaders to develop school improvement initiatives

Professional Practice is at the heart of school-based learning for Secondary trainee teachers the principal context within which they will demonstrate progress against the Teachers' Standards (2012). It provides the context within which the multi-faceted 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, Edge Hill-trained 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 to set challenging targets for development.

During 2012/13 Secondary trainees will focus in particular upon:

- Behaviour Management – Secondary initial teacher training supports trainees in realising that high quality teaching and learning and the development of professional relationships provide a strong basis for the successful management of children's behaviour. Trainees learn about specific behaviour management approaches; here school-based trainers are vital in ensuring trainees' application of such approaches and their reflection on their success
- Literacy, Reading and Phonics – trainees experience subject-focused training in relation to literacy, reading and phonics
- Special Educational Needs and Disabilities – trainees will learn about inclusion and working with pupils with SEN and disabilities
- Assessment – trainees will have a deep knowledge and understanding of models of planning, effective assessment strategies, and creative and effective methods of implementation, including the development of learners' well-being and dispositions to learning
- EAL – trainees will gain experience in meeting the needs of a diverse range of learners including those for whom English is an additional language

At the heart of the partnership lies a commitment to ensuring that all trainees achieve the highest standards in all that they do. Trainees, mentors and tutors all share a responsibility to ensure that trainees' individual training needs are clearly identified and that appropriate and challenging targets for development are identified.

Before, during and after each Professional Practice, trainees reflect upon their progress in order to identify targets for development. All involved in the training of the next generation of outstanding teachers (including the trainees themselves) have the highest expectations in regard 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 sustained improvement, with the aim of higher attainment

Employability

Within the Faculty of Education we ensure that trainees have an outstanding experience. Provision and the teaching and learning experience are of the highest quality with a curriculum that is innovative, relevant and research informed. We ensure that every trainee is provided with appropriate and high quality support, guidance and challenge so that they are able to achieve and attain their maximum potential. We drive our trainees to be beyond outstanding.

We have a significant impact on those who begin a career in teaching. We work with each trainee by providing bespoke programmes to enhance the trainee's employability; they don't leave the Faculty, we simply extend the opportunities to further enhance their development through highly effective partnership and school-led initiatives. We are very proud of the achievements of our trainees.

Choose an outstanding newly qualified teacher from Edge Hill University and see the difference that they make to driving higher standards in teaching and learning.

The ITT programmes we provide have at their core a focus on 'the quality of teaching' and the development of highly skilled reflective practitioners. The portfolio of programmes is comprehensive to ensure that we meet the individual needs of all trainees and employers. All our programmes are partnership-led, with school/college partners choosing to work with us because of the quality of our trainees and our commitment to partnership working.

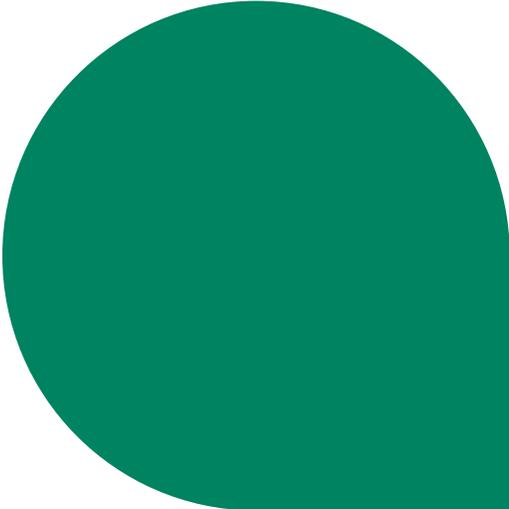
We also provide schools with the facility to advertise teaching posts directly with Edge Hill University. This can be done by contacting: **schoolvacancies@edgehill.ac.uk**

“A key feature of employing Edge Hill trained teachers is the security of knowing that the NQTs will have experienced a robust teacher training programme; be cognisant of up to date developments in pedagogy and have the determination to survive the rigours of the teaching profession.

We readily employ Edge Hill ITT graduates and view the ITT provision there as a secure and robust introduction to the profession. We have employed over ten Edge Hill trained NQTs over the last three years and find they are focused, determined and well prepared for the fast changing environment of schools.

We can be confident that they will have experienced a diverse range of opportunities to prepare well for life as an NQT in the classroom.”

Kerry Blanchard
Professional Mentor, Formby High School





Section 2

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

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

All Edge Hill University Partners will sign an ITT Partnership Agreement. If you have previously signed and returned a Partnership Agreement and Health and Safety Checklist you do not need to complete another, unless there has been any changes which you need to inform the Faculty of Education about. The agreement and checklist 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, 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:

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 is 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 arrangement has been agreed for the Professional Practice concerned

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 Partnership, 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 secondarypartnership@edgehill.ac.uk or other as appropriate



Section 3

Secondary Programme Overview

Secondary Programme Overview

Edge Hill University is proud to be the largest provider of Secondary ITT and shortage subjects in the UK, providing the widest range of subjects and delivery options.

All current Secondary ITT programmes at Edge Hill University have been designed and validated to match the statutory requirements required by the revised Professional Standards for Teachers Qualified Teacher Status (revised 2012) and to adapt to the changing needs of learners and trainees.

This richness of provision provides our trainees with an opportunity to further enhance their learning and training needs within a programme best suited to supporting their aspiration of becoming a teacher.

Key Stage 2/3 Undergraduate

The Key Stage 2/3 programme is a three-year full time programme in which trainees study a specialist subject to degree level while gaining the knowledge, skills and understanding to teach successfully across the 7-14 age range in Primary and Secondary settings. Studying core and foundation subjects alongside a specialist subject, trainees gain a breadth of knowledge combined with practical experience in primary and secondary schools. The programme is particularly effective at enabling trainees to contribute effectively to transition and to integrated learning throughout Key Stage 3.

Secondary Undergraduate

This programme enables trainees to study a specialist subject to degree level whilst gaining the knowledge, skills and understanding to teach their subject across the 11-16 age range. It is designed to match individual trainee needs by enabling trainees to study either three years full time or four years part time. Depending on previous knowledge and experience, trainees may also start their studies directly in year 2 or year 3.

The programme combines subject study, the application of the subject in the school environment, principles of Professional Practice and school-based experience.

PGCE (Full Time Route)

The PGCE programme provides a Level 7 (Postgraduate Certificate) over one academic year. It is the largest of our programmes and offers subject specialisms that are either 11-16 or 14-19. It combines a blend of academic study and training across the secondary and Post-16 sectors.

PGCE (Flexible Route)

The Flexible programme is a unique provision that is specially designed to meet trainee need. It offers a blended approach to learning, enabling distance trainees to study more flexibly. There are several induction/registration points throughout the academic year, providing a more personalised start time, but periods of Professional Practice are designed to commence at the start of each academic term. Within the programme there are three pathways. All decisions about pathways are discussed fully between course leaders and trainees before the commencement of their training.

Flexible Pathway A

This assessment-only route is for applicants who have already undertaken substantial and successful teaching experience in a variety of roles in primary and secondary schools and in further education colleges and who will be able to demonstrate that they have met the Professional Teaching Standards required. This route may allow trainees to gain their recommendation for the award of QTS within a minimum period of one term.

Flexible Pathway B

This route is for the increasingly large number of colleagues who work in schools and colleges and who may wish to gain credit for their prior experience and learning. Pathway B is also for candidates who want to gain a PGCE qualification in addition to their recommendation for the award of QTS. This offers a potential alternative, designed to meet trainees' needs and providing the opportunity to gain a PGCE award as well as recommendation for QTS, while allowing trainees to continue in part time employment.

Flexible Pathway C

This route is usually provided for trainees who need to undertake the whole of a conventional ITT programme, but are unable to attend a one-year full time course. It allows trainees either to attend face-to-face or to use distance learning on a part time basis, normally over a period of up to three years, gaining a PGCE award and the recommendation for the Award of QTS without committing themselves to a full time programme.

Future Teachers GTP

This is a new programme, now in its second year, where training takes place mainly in school, including the professional studies modules which will be

delivered jointly by school and university based tutors. As a GTP programme it is a salaried route and takes place over a full school year. Trainees are known as Associate Teachers on this programme and are recruited via a rigorous selection procedure which mirrors job interviews for full time teaching posts. The aim is to recruit those with potential to become outstanding teachers and leaders of learning. The resulting qualification is a PGCE with recommendation for QTS, and also 120 credits at Master's level.

Preparation for Employability

It is our priority to ensure that all our trainees are fully prepared to enter the teaching profession and to benefit schools/colleges and learners. Many trainees are employed by schools that they have trained in, throughout the North West and beyond. Our support doesn't end there. We ensure that newly and recently qualified teachers are helped throughout the transition from trainee to qualified practitioner by providing carefully timed and rigorous tutor support. We also encourage teachers to continue to develop professionally via Masters' level learning. Through alumni, we keep in contact with teachers and are always delighted to have the opportunity to work with them in partnership. We encourage employers to provide the partnership with feedback to improve and enhance our provision. This means that you will receive an Employers Questionnaire if you have employed an Edge Hill University trainee.

Paired periods of Professional Practice in secondary education

We are committed to the use of paired periods of Professional Practice in:

- Secondary Undergraduate
- Secondary PGCE (Standard)

A paired Professional Practice is an opportunity for two trainees to undertake a Professional Practice together, sharing the same timetable. The trainees engage in peer review, team teaching and elements of solo teaching, with timetables developed to meet individual need and specific school circumstances.

The model is particularly relevant to phase 1a and phase 1b phases of training. Recent research indicates that paired/multiple periods of Professional Practice help trainees by developing them in a variety of teaching, learning, assessment and professional reflective activities. They benefit from increased learner support and from the provision of a platform for successful team teaching and integrated learning. This is an ideal preparation for the demands of today's teaching environment.

Professional Practice allows trainees to take significant responsibility for meeting the learning needs of pupils.

This has been designed as a developmental learning experience, contributing to trainees' formative assessment. Trainees 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. It allows them to 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.



Programme	Type of experience	
PGCE 11-16	Primary Professional Practice	Paired/solo/high intensity
	Professional Practice 1	Paired/solo
	Professional Practice 2	Solo
PGCE 14-19	Primary/Key Stage 3 Professional Practice	Paired/solo/high intensity
	Phase 1a Professional Practice	Paired/solo
	Phase 1b Professional Practice	Paired/solo
	Phase 2 Professional Practice	Solo
Postgraduate Flexible	Phase 1a Professional Practice	Solo
	Phase 1b Professional Practice	Solo
	Phase 2 Professional Practice	Solo
Secondary Undergraduate Year 1	Phase 1a Professional Practice	Paired
Secondary Undergraduate Year 2	Phase 1b Professional Practice	Paired
Secondary Undergraduate Year 3	Phase 2 Professional Practice	Solo
Key Stage 2/3 Undergraduate Year 2	Phase 1b Professional Practice	Paired
Key Stage 2/3 Undergraduate Year 3	Phase 2 Professional Practice	Solo
Additional post-/pre-16 experiences PGCE, Undergraduate & Flexible	Arranged in conjunction with blocks	Paired/solo/high intensity
Future Teachers GTP	Professional Programme	Solo

Additional Professional Practice Opportunities

Individual programmes also arrange a variety of additional (but not assessed) school- and setting-based training experiences. 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

A delayed trainee

There are occasions where a trainee cannot begin their Professional Practice on the scheduled date for the first day of their block 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 Professional Practice without it adversely impacting upon their achievement.



Section 4

Secondary Partnership Contact List

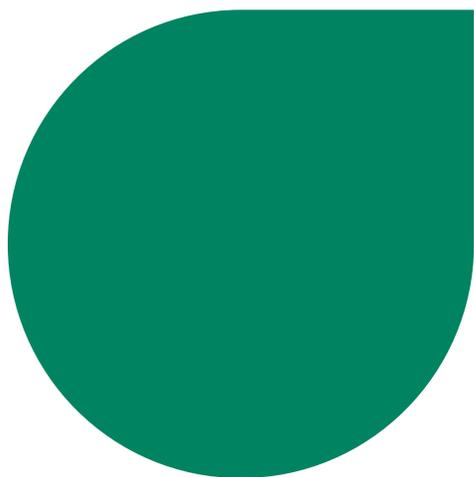
Secondary Partnership Contact List

For all Secondary Professional Practice enquiries please contact the relevant administrator.

For all enquiries relating to Mentor Training please contact:

secondarypartnership@edgehill.ac.uk

	Contact	Telephone	Email
Assistant Head of Secondary Education (Partnerships and School Improvement)	Julie Bostock	01695 650986	julie.bostock@edgehill.ac.uk
Head of Future Teachers	Karen McCormack	01695 650994	karen.mccormack@edgehill.ac.uk
Head of Partnerships	Louise May	01695 584138	mayl@edgehill.ac.uk
Head of ITT Partnership	David Wooff	01695 657183	david.wooff@edgehill.ac.uk
Postgraduate Administrator Coordinator	Liz Bird	01695 584281	secondarypartnership@edgehill.ac.uk
Undergraduate Administrator Coordinator	Mike Anderson	01695 650811	secondarypartnership@edgehill.ac.uk



PGCE (including the Flexible Programme)

	Contact	Telephone	Email
Secondary PGCE Programme Leader	Lynne Warham	01695 584732	warhaml@edgehill.ac.uk
Secondary Flexible Programme Leader	Alyson Midgley	01695 650832	midgleya@edgehill.ac.uk
Applied Art & Design (14-19)	Rhonda Catterall	01695 584457	catterar@edgehill.ac.uk
Business Education (14-19)	Helena Knapton (Full Time & Flexible)	01695 650873	knaptonp@edgehill.ac.uk
Design & Technology	David Sergeant Dawne Bell (Flexible)	01695 584458 01695 584303	sergeand@edgehill.ac.uk belld@edgehill.ac.uk
English	Phil Rigby (Full Time & Flexible)	01695 584824	rigbyp@edgehill.ac.uk
Geography	Charles Rawding	01695 584207	rawdingc@edgehill.ac.uk
History	Ian Phillips (Full Time & Flexible)	01695 584727	phillipi@edgehill.ac.uk
Information & Communication Technology	Dawn Hewitson Colette Giblin (Flexible)	01695 650979 01695 650990	dawn.hewitson@edgehill.ac.uk giblinc@edgehill.ac.uk
Mathematics	Martin Pickett Felix Obadan (Flexible)	01695 584402 01695 684073	martin.pickett@edgehill.ac.uk obadafe@edgehill.ac.uk
Modern Foreign Languages	Monica Reece Helen Thomas (Flexible)	01695 650962	reecem@edgehill.ac.uk helen.thomas@edgehill.ac.uk
Music	Donna Cummins (Full Time & Flexible)	01695 650993	donna.cummins@edgehill.ac.uk
Physical Education	Robert Burgess	01695 584807	burgessr@edgehill.ac.uk
Religious Education	Francis Farrell (Full Time & Flexible)	01695 584220	farrellf@edgehill.ac.uk
Science	Bernard Kerfoot Dee Wyatt (Flexible)	01695 584640 01695 584279	kerfootb@edgehill.ac.uk wyattd@edgehill.ac.uk

Undergraduate Secondary

	Contact	Telephone	Email
Secondary Undergraduate Programme Leader	Gordon Laing	01695 650833	laingg@edgehill.ac.uk
Design & Technology	David Wooff	01695 657183	wooffd@edgehill.ac.uk
English	Michaela Smith	TBC	TBC
Information & Communication Technology	Claire Hawkins	01695 584770	hawkinsc@edgehill.ac.uk
Mathematics	Steve Feller	01695 584497	fellerst@edgehill.ac.uk
Modern Foreign Languages	Shirley Hindley	01695 650829	hindleys@edgehill.ac.uk
Religious Education	Paul Smalley	01695 584383	smalleyp@edgehill.ac.uk
Science	Rajeev Shrivastava	01695 584767	rajeev.shrivastava@edgehill.ac.uk

Undergraduate Key Stage 2/3

	Contact	Telephone	Email
Key Stage 2/3 Programme Leader	Judith Thomas	01695 584642	thomasju@edgehill.ac.uk
Creative Art, Design & Technology	Patricia Greaves	01695 584845	greavesp@edgehill.ac.uk
English	Michaela Smith	TBC	TBC
Information & Communication Technology	Carl Simmons	01695 584338	simmons c@edgehill.ac.uk
Mathematics	Steve Feller	01695 584497	fellerst@edgehill.ac.uk
Modern Foreign Languages	Shirley Hindley	01695 650829	hindleys@edgehill.ac.uk
Religious Education	Paul Smalley	01695 584383	smalleyp@edgehill.ac.uk
Science	TBC	TBC	TBC

Undergraduate Key Stage 2/3 Year Leaders

	Contact	Telephone	Email
Year Two	Carl Simmons	01695 584338	simmons c@edgehill.ac.uk
Year Three	Patricia Greaves	01695 584845	greavesp@edgehill.ac.uk



Section 5

Secondary Initial Teacher Training (ITT)
Programmes Calendar, Professional
Practices and Schedule of Payments

Secondary Initial Teacher Training (ITT) Programmes Calendar, Professional Practices and Schedule of Payments

Here you will find information about our programmes, the trainee Professional Practices for 2012-13 and the payments available to schools/colleges.

PGCE Professional Practices

PGCE Professional Practice 1:

8th October 2012 – 12th October 2012 – All Week

15th October 2012 – 14th December 2012 – 4 Days Per Week

8th January 2013 – 22nd February 2013 – 4 Days Per Week

Phase 1A (8th October 2012 – 28th November 2012)

- First week full time, followed by four days per week (Tuesday – Friday)
- Observation, shadowing pupils, shadowing staff with gradual involvement in lessons – starters, plenaries, team teaching
- Several complete lessons with observed classes by the end of the Professional Practice
- Feedback/lesson observations not graded at this stage
- Weekly meeting with Curriculum Mentor, and Professional Mentor sessions

Phase 1B (4th – 14th December 2012, 8th January 2013 – 22nd February 2013)

- Four days per week (Tuesday – Friday)
- Continue working with classes already teaching
- Build up to 50% teaching timetable
- Weekly meeting with Curriculum Mentor, and Professional Mentor sessions

Payments per trainee for Professional Practice 1:

Business Education, English, History, Geography, Music, PE – £500

Applied Art & Design, Design Technology, ITC, Maths, Modern Foreign Languages, RE – £750

Science – £875

PGCE Professional Practice 2:

11th March 2013 – 21st June 2013 – 5 Days Per Week

Phase 2 (11th March 2013 – 21st June 2013)

- Five days per week
- Induction period followed by 70% teaching timetable
- Lesson observations graded
- Weekly meeting with Curriculum Mentor, and Professional Mentor sessions

Payments per trainee for Professional Practice 2:

Business Education, English, History, Geography, Music, PE – £500

Applied Art & Design, Design Technology, ICT, Maths, Modern Foreign Languages, RE – £750

Science – £875

PGCE Flexible Route

The PGCE Flexible Course allows trainees to attend either face-to-face provision or utilise distance learning on a part-time basis, normally over a period of three years, and gain a PGCE award and the recommendation for the award of QTS without committing themselves to a one year, full time programme.

Flexible Professional Practices are identified according to each trainee's Individual Training Plan, and may include, one, or all, of the following, which will start on **any** one of the dates below:

- Phase 1a – 30 days plus 5 days primary setting experience
- Phase 1b – 40 days
- Phase 2 – 50 days *Please note, this Professional Practice cannot take place in a school in which the trainee is employed*

Flexible Professional Practices have 3 set start dates across the year

- 24 September 2012 (Phase 2), 1 October 2012 (Phase 1a, Phase 1b)
- 7 January 2013 (All)
- 11 March 2013 (All)

For flexible Professional Practice payment please contact:

secondarypartnership@edgehill.ac.uk

Undergraduate Professional Practices

Year 1 – Phase 1A Professional Practice:

**18th January 2013 – 29th March 2013 –
1 Day Per Week**

**22nd April 2013 – 21st June 2013 –
5 Days Per Week**

**Design Technology, ITC, Maths, Sciences,
English, MFL and RE for this Professional
Practice only**

- Structured observations, shadowing pupils
- Supporting teaching and learning, working with individuals or small groups
- Gradually engage with planning process
- Short teaching slots – starters, plenaries, team teaching
- Curriculum Mentor to informally observe and give feedback
- By end of Professional Practice trainees should have taught one full lesson with observed classes
- 5 days in a primary school
- **Payments per trainee for Undergraduate Professional Practice Phase 1A:**
Design Technology, English, ICT, Maths, MFL, RE – £300
Science – £500

Year 2 – Phase 1b Professional Practice:

22nd April 2013 – 21st June 2013

Design Technology, ICT, Maths, Science only

- Paired Professional Practices
- 5 days per week
- 50% teaching timetable
- Weekly meeting with CM, and PM sessions
- **Payments per trainee for Undergraduate Professional Practice Phase 1B:**
Design Technology, ICT, Maths – £700
Science – £850

Year 3 – Phase 2 Professional Practice:

14th January 2013 – 29th March 2013

Design Technology, ICT, Maths, Science only

- 5 days per week
- Induction period followed by 70% teaching timetable
- Weekly meeting with CM, and PM sessions
- **Payments per trainee for Undergraduate Professional Practice Phase 2:**
Design Technology, ICT, Maths – £475
Science – £600

**KS2/3 Creative Art Design & Technology,
English, ICT, Maths, MFL, RE, Science only**

Year 2 – Phase 1b Professional Practice:

14th January 2013 – 1st March 2013

English, MFL, RE, Science Only

- Paired Professional Practice on a shared timetable
- 50% teaching timetable, including some KS4
- Weekly meeting with Curriculum Mentor, and Professional Mentor sessions
- **Payments per trainee for KS2/3 Professional Practice Phase 1B:**
English – £600 MFL, RE, Science - £700

Year 3 – Phase 2 Professional Practice:

25th March 2013 – 7th June 2013

- 5 days per week
- Induction period followed by 70 – 75% teaching timetable, including some KS4
- Weekly meeting with Curriculum Mentor, and Professional Mentor sessions
- **Payments per trainee for KS2/3 Professional Practice Phase 2**
CADT, English – £500 ICT, Maths, MFL, RE,
Science – £600

Secondary Training Model 2012-13											
	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	
English, MFL, RE, Science	Key Stage 2/3 Year Two Phase 1B				Phase 1B (Secondary Setting) Full Time – Five Days Per Week 14-January 2013 – 1 March 2013				Phase 1B (Primary Setting) Full Time – Five Days Per Week 20 May 2013 – 12 July 2013		
CADT, English, ICT, Mathematics, MFL, RE, Science	Key Stage 2/3 Year Three Phase 2	Phase 2 (Primary Setting) Full Time – Five Days Per Week 22 October 2012 – 14 December 2013					Phase 2 (Secondary Setting) Full Time – Five Days Per Week 25 March 2013 – 7 June 2013				
D&T, English, Mathematics, MFL, ITC, RE, Science	Secondary Undergraduate Year One Phase 1A				Phase 1A Observational Experience One Day Per Week (Friday) 18-January 2013 – 29 March 2013			Phase 1A Full Time – Five Days Per Week 22 April 2013 – 21 June 2013			
D&T, Mathematics, ICT, Science	Secondary Undergraduate Year Two Phase 1B							Phase 1B Full Time – Five Days Per Week 22 April 2013 – 21 June 2013			
	Secondary Undergraduate Year Three Phase 2				Phase 2 Full Time – Five Days Per Week 14-January 2013 – 29 March 2013						
AAD, Bus, Ed, D&T, English, Geography, History, ITC, Mathematics, MFL, Music, PE, RE, Science	Secondary PGCE Phase 1A	Phase 1A 8 October – One Week Full Time Followed by Four Days Per Week (Tuesday – Friday) 15 October – 28 November 2012									
	Secondary PGCE Phase 1B	Phase 1B Four Days Per Week (Tuesday – Friday) 4 December 2012 – 14 December 2012			Phase 1B (Continued) Four Days Per Week Tuesday – Friday) 8-January 2013 – 22 February 2013						
	Secondary PGCE Phase 2							Phase 2 Full Time – Five Days Per Week 11 March 2013 – 21 June 2013			
Bus, Ed, D&T, English, ITC, Mathematics, MFL, Music, RE, Science	Secondary PGCE (Flexible Programme) Pathway “C”	Phase 1A: 8 October 2012 Phase 1B: 8 October 2012 Phase 2: 24 September 2012									
	Secondary PGCE (Flexible Programme) Pathway “C”				7 January 2013 Phase 1A/Phase 1B/Phase 2 Placements may commence Exact details of placement determined by training plan						
	Secondary PGCE (Flexible Programme) Pathway “C”									11 March 2013 Phase 1A/Phase 1B/Phase 2 Placements may commence Exact details of placement determined by training plan	



Section 6

Roles and Responsibilities

Roles and Responsibilities

By working together, Edge Hill University and schools provide high quality Secondary ITT programme. The partnership agreement for 2012/13 is included at the front of this handbook.

The successful delivery of high quality school/college-based training depends on an effective partnership; one where each participant has clear and well understood roles and responsibilities.

In providing Secondary ITT training the main participants are the:

- Trainee
- Professional Mentor
- Curriculum Mentor
- Leading Mentor
- Edge Hill University Visiting Tutor
- Link Tutor
- Edge Hill University Cluster Lead
- Setting Based Cluster Lead

Here is a summary of each of their roles and responsibilities:

The Trainee

The trainee is at the centre of the training process and is expected to be proactive, not only in identifying their training needs but also in actively engaging in critical reflection and target setting, resulting in value added progress.

*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.

Partner schools/colleges/settings can expect that trainees will:

- Adopt a professional approach to all aspects of their school/college/setting experience
- Attend regularly and punctually
- Adhere to institutional policies and procedures
- Maintain appropriate professional standards (including dress and demeanour)
- Reflect upon their progress and targets set with mentors at agreed times
- Take a positive approach to feedback
- Ensure that their portfolio of professional development is maintained
- Take a full and active part in the wider aspects of a teacher's role
- Engage in driving their progress and achievement forward, seeking every opportunity to observe, implement and lead

The Professional Mentor

The professional mentor has overall responsibility for trainees during their Professional Practice, liaising with Edge Hill University's link tutor and with curriculum mentors, co-ordinating the Professional Practices and monitoring the professional development of trainees.

In ITT partnership schools/colleges/settings, the professional mentor will:

- Ensure that trainees receive an appropriate induction; including health and safety and safeguarding as detailed in Section 3 of this Handbook
- Provide trainees with timetabled opportunities to train with learners across the age and ability range as required for the type of Professional Practice and the training needs of each trainee
- Enable trainees to access professional activities outside the timetable, such as pastoral/tutorial work, staff meetings, staff development events, parents' evenings and extra-curricular activities
- Monitor and assess trainee performance against the Professional Standards for Teachers (Revised 2011)
- Ensure any cause for concern is identified and communicated to Edge Hill University tutors
- Support the curriculum mentor through the 'at risk'/remediation procedure
- Participate in the 'at risk'/remediation procedure, on behalf of the school/college, for a trainee who is identified as being at risk of failure
- Be responsible for coordinating the end-of-Professional Practice report writing and authoring the professional attributes section
- Liaise with link tutors and external examiners
- Provide an agreed programme of seminars on whole-school/college/setting priorities and initiatives
- Monitor the observation of trainees on Professional Practice as appropriate
- Support of new curriculum mentors, engagement in joint observations with school/college staff to ensure quality assurance and moderation procedures
- Responding to identified causes of concern in respect of trainee progress and achievement
- Ensuring that curriculum mentors return the interim grade form to Edge Hill University
- Coordinate the work of curriculum mentors, ensuring that the training entitlement is met
- Ensure that support mechanisms are in place for the trainee

- Coordinate the review process for end-of-Professional Practice report writing and the completion and collation of final evaluation reports
- Ensure all curriculum mentors are trained prior to mentoring Edge Hill University trainees and that they are updated every two years
- Keep a record of all mentor' details, confirmation of training undertaken and dates
- Maintain a file containing all relevant documentation for Professional Practice, including all trainee information, observations, reports and 'at risk' documentation, if relevant
- Ensure that Faculty priorities are shared with all curriculum mentors

In Associate Placements schools/colleges/ settings, the professional mentor has more limited responsibilities:

- Ensuring trainees receive an appropriate induction; including health and safety and safeguarding
- Ensuring that trainees have timetabled opportunities to train with learners across the age and ability range
- Liaising with the Edge Hill University subject tutor
- Enabling trainees to access professional activities outside the timetable, such as pastoral/tutorial work, staff meetings, staff development events, parents' evenings and extra-curricular activities
- Ensuring any cause for concern is identified and communicated to Edge Hill University tutors
- Providing an agreed programme of seminars on whole-school priorities and initiatives



The Curriculum Mentor

Curriculum Mentors have responsibility for the professional development of trainees attached to their department. In this role they will need to liaise with the professional mentor, their departmental colleagues and with Edge Hill University's visiting subject tutor.

In an ITT partnership Professional Practice, specific responsibilities include:

- Providing a trainee with an appropriate compliant teaching timetable
- Observing a trainee and providing written and verbal feedback to inform trainee reflection and target setting (at least one formal observation and written feedback from within the curriculum area per week on phase 1b and phase 2 phases)
- Ensuring that at least one joint observation is completed with the visiting Edge Hill University tutor
- Monitoring and assisting a trainee in reviewing and recording their progress and achievement through target-setting activities
- Assessing trainee performance against the Professional Standards for Teachers (revised 2011)
- Completing an interim grade report and ensuring it is communicated to the relevant course leader
- Writing relevant sections of the end-of-Professional Practice report form
- Ensuring consistency of judgement of trainee performance across departmental staff who are involved in observing and providing feedback
- Ensuring all departmental staff understand trainee needs and work to support their professional development, as well as subject knowledge development and enhancement
- Identifying a trainee at risk of failure and ensuring the professional mentor and the subject tutor are informed so that an 'at risk'/remediation procedure can begin
- Maintaining a file containing all relevant documentation for Professional Practice, including all trainee information, observations, reports and 'at risk' documentation, if relevant
- Liaising with external examiners

In an Associate Placement, the responsibilities of the curriculum area include:

- Providing a trainee with an appropriate and compliant teaching timetable
- Ensuring a trainee receives an appropriate curriculum area induction
- Supporting the trainee as appropriate on key aspects of planning and delivering effective teaching and learning within the subject
- Ensuring that a trainee has access to appropriate curriculum area resources
- Providing guidance and support to a trainee, as appropriate
- Initiating the 'at risk'/remediation procedure on behalf of the school/college, in liaison with Edge Hill University for a trainee who is identified as being at risk of failure
- Contributing to the completion of the end-of-Professional Practice report at the review meeting

The Leading Mentor

Leading mentors are experienced practising teachers and lecturers who help to train and develop mentors in secondary education. In this role they need to lead identified mentors in developing strategies to raise trainee achievement levels, which will involve aspects of coaching, training and briefing.

In an ITT Partnership Professional Practice, specific responsibilities include:

- Working with identified mentors to develop strategies to raise trainee achievement levels
- Delivering aspects of mentor training activities in agreement with the Head of ITT Partnership
- Assisting university tutors in the development of aspects of mentor training
- Assisting mentors in the development of training programmes on key aspects of planning and delivering effective teaching and learning within the subject
- Demonstrating observational techniques and effective forms of written feedback for use by mentors working with trainees
- Assisting identified mentors to develop an accurate assessment of trainees' performance against the Professional Standards for Award of QTS
- Training mentors in the work required to produce final evaluation reports at specified dates
- Working with mentors on strategies to ensure consistency and accuracy of judgement of a trainee's performance across the staff who are involved in observing and providing feedback to the trainee
- Explaining and implementing, the 'at risk' remediation procedure, for a trainee who is identified as being at risk of failure

The Edge Hill Visiting Tutor

Edge Hill University subject tutors work with curriculum mentors to supervise and support the professional development of trainees on Professional Practice.

In an ITT partnership Professional Practice, their specific responsibilities include:

- Monitoring the progress of the trainee through regular contact with curriculum mentors
- Making the agreed number of school/college visits, and additional visits if required
- Following the agreed protocol for the arrangement of visits, observing trainees in the classroom and providing written and oral feedback
- Moderating curriculum mentor assessments and supporting as appropriate (joint observations)
- Providing guidance and support to trainees
- Representing the Programme Leader/Head of Area in the 'at risk'/remediation procedures for a trainee during the phase 1b and the phase 2 phase Professional Practice experiences

In Associate Placement schools/colleges/settings, the subject tutor's responsibilities include:

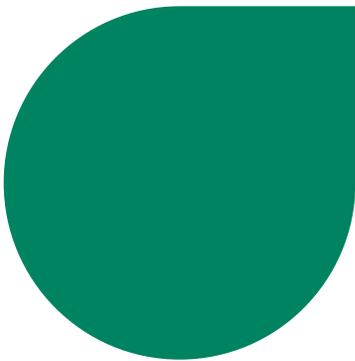
- Ensuring there is an agreed training programme satisfying the requirements of Edge Hill University and meeting the specific training needs of the trainee
- Observing trainees and providing written and verbal feedback to inform trainee reflection and target setting (at least one formal observation and written feedback from within the curriculum area per week on phase 1b and phase 2 phases)
- Monitoring and assisting trainees in reviewing and recording their progress and achievement through target setting activities
- Following the agreed protocol for the arrangement of visits
- Monitoring and assisting trainees in reviewing and recording their progress and experience through the Portfolio of Professional Development
- Assessing trainees' performance against the Professional Standards for Teachers (revised 2011)
- Providing guidance and support to trainees
- Representing the Programme Leader/Head of Area in the 'at risk'/remediation procedures for a trainee during the phase 1b and the phase 2 phase Professional Practice experiences
- Monitoring the delivery of the trainees' entitlement under the Partnership Agreement
- Completing final evaluation reports

The Link Tutor

The link tutor plays a vital role in Edge Hill University's quality assurance procedures, as well as facilitating the collaborative development of each partnership. The link tutor visits the school or college each academic term to gather information for review and feedback purposes and to further enhance the relationship.

Link tutor responsibilities include:

- Working with a designated cluster of partner schools, ensuring that the quality of Professional Practices for Edge Hill University trainees in each cluster is maintained
- Being a point of contact between Edge Hill University and the professional mentors, ensuring effective two-way communication for information and feedback
- Monitoring and reviewing the delivery of school-based training, paying attention to the needs of particular programmes
- Monitoring the trainee experience and addressing any issues
- Supporting the delivery of school-based training, providing guidance on professional mentor and curriculum mentor training programmes
- Identifying training requirements for mentors in each partnership school and across the school workforce (including teaching assistants)



Edge Hill University Cluster Lead

The EHU 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 e.g. writing bids to NCSL, TDA etc
- Take responsibility for sharing and signing off the final data report relating to the cluster, which includes trainee attainment on Professional Practice 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 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
- 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

- Meet with the EHU Cluster Lead three times a year, once a term, to drive the ITT, Professional Development, School Improvement and Research
- Work with the EHU 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 EHU 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 EHU Cluster Lead to update termly
- Work proactively with the ITT, SI/PD and Research teams to ensure actions are addressed
- Take responsibility for representing the cluster initiatives e.g. writing bids to NCSL, TDA etc
- Share the final data report relating to the cluster, which includes trainee attainment on Professional Practice and retention across the cluster
- Work with the EHU 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 EHU Partnership
- Ensure all members of the cluster sign a bespoke Cluster Partnership Agreement
- Attend relevant staff development events for Setting-based Cluster Lead/Chair



Section 7

Statutory Requirements and Guidance

Statutory Requirements and Guidance

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

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

Edge Hill University has asked applicants to declare convictions or anything else that might relate to their suitability at the outset. 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 University 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 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 University and Partner school/college/setting 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 that a trainee's CRB check has been completed. Schools/colleges/settings will wish to record this evidence in their single central record

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.

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 via 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 Professional Practice/Course Leader.

Online Safety

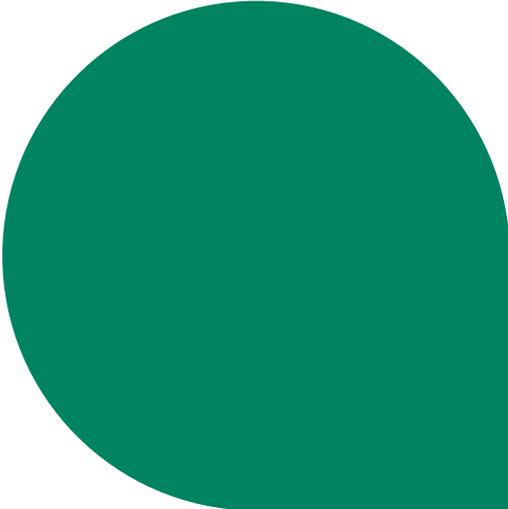
All our trainee teachers understand and address the e-safety issues which affect children. They are provided with information on online grooming, cyber bullying, viewing inappropriate content, plagiarism and copyright, inaccurate information, user-generated content, e-commerce, privacy, junk email or 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 and ensure that the trainee has access to the setting's health and safety policy
- 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 on 01695 584056 and ask to speak to Carl Gibson.

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

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

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 schools/colleges/settings 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 Professional Practice/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.

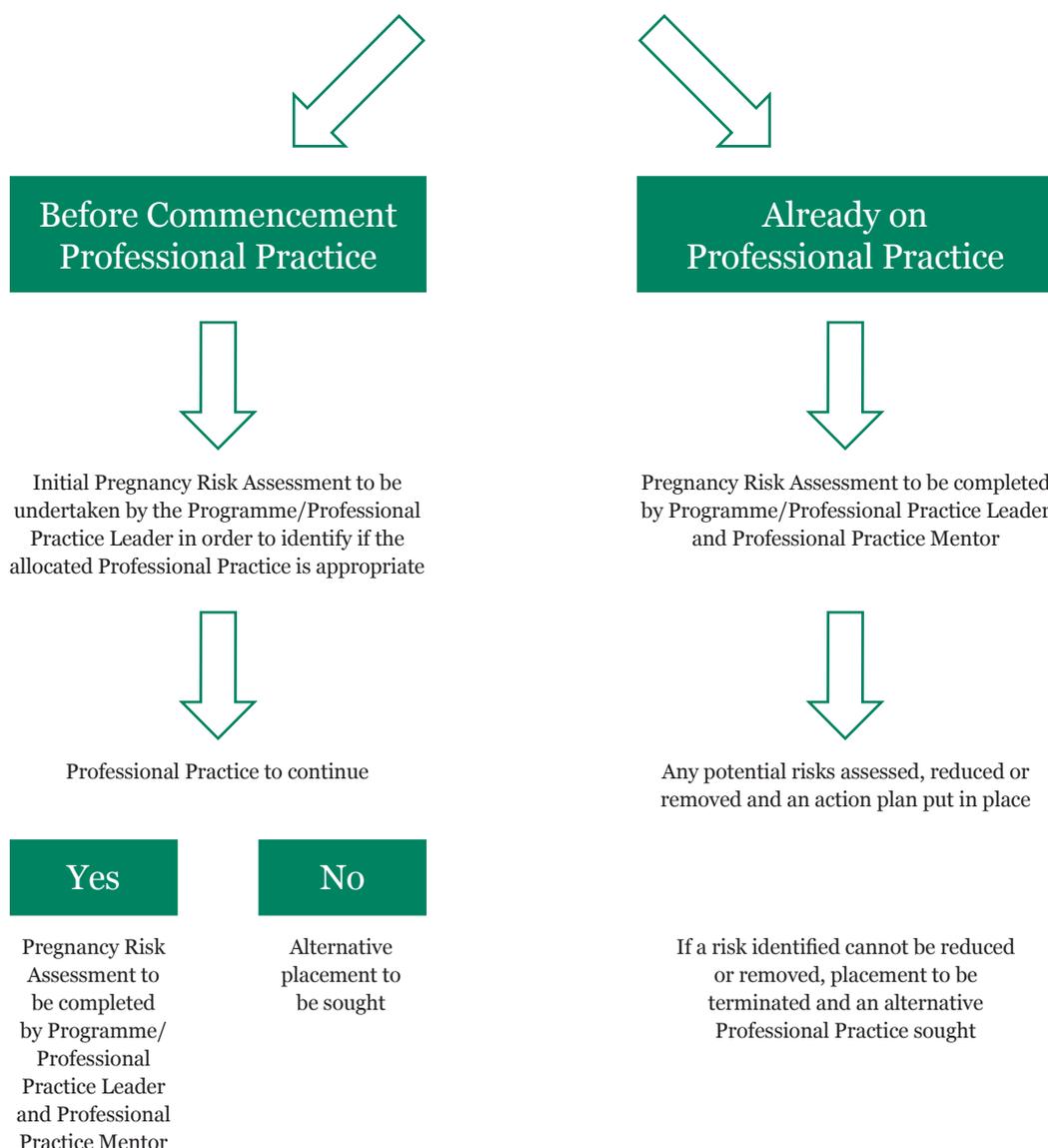
Pregnancy

Disclosure of pregnancy is at 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-Professional Practice; 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





Section 8

Professional Standards

Professional Standards

Those recommended for the award of QTS must demonstrate their competence against the following:

Part 1: Teaching

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

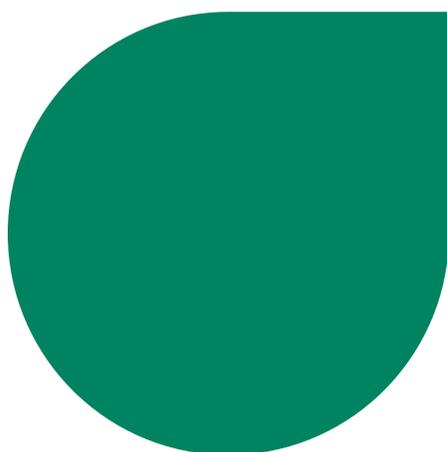
2. Promote good progress and outcomes by pupils

- 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

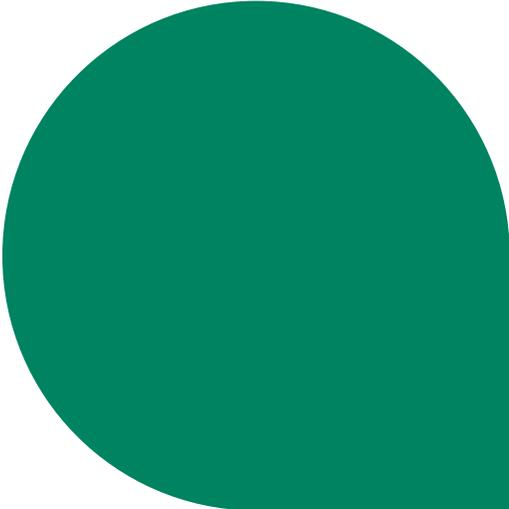
8. Fulfil wider professional responsibilities

- 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.

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
 - 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
- 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, teachers and trainees all have a vital role to play in the process of assessment that takes place during school Professional Practice. Our procedures require everyone involved to be active participants in the process of assessment and grading, to strive to ensure all our trainees are outstanding.

Trainees are supported 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 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 Professional Practice.

It is vital that, as a developing professional, the trainee regularly reviews targets and can clearly explain how progress is being made.

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 'snapshot' in order to provide trainees with 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



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 four-point scale above indicates the quality of teachers in training, not those of qualified practitioners. In order to make accurate judgements, grading criteria for each Professional Practice are used to inform all judgements and comments.

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

It is important to note that we do not expect outstanding trainees always to teach outstanding lessons, although the very large majority of their lessons should be at least 'good'. We do 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 that incorporate 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 upon 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 Edge Hill University tutors will have a robust process of review and target-setting after each lesson observation.

Interim Grading

At the mid-point of the phase 1b and phase 2 Professional Practices, 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 trainees' progress towards the successful achievement of anticipated final grades. In addition, at this mid-point, trainees, mentors and Edge Hill University 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 procedures can be put in place by the Professional Practice leader, working in collaboration with the mentor or Edge Hill University tutor.

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. The full range of grades should be used for each Professional Practice (phase 1a is not graded). Through the use of grading criteria it is possible for a trainee to be judged as Grade 1, 'outstanding', for each Professional Practice. Joint observations and discussions are undertaken between mentors and Edge Hill University tutors, in order to discuss trainees' progress and to moderate the grades that are awarded. In addition, this process serves as 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 professional practice, they have any criteria highlighted in the inadequate category.

Secondary Initial Teacher Training

Mentors have a key role in assessing trainee teachers in relation to the Professional Standards for Teachers (revised 2011). Judgements are made in relation to the level descriptor assessment and grading system. In overall terms, secondary gradings are summarised as:

Grade 1: Outstanding Trainees

- Teach lessons that are mostly good, and often show characteristics of outstanding lessons
- Ensure that all learners make progress so that they fully achieve the challenging intended learning outcomes
- Teach learners to be able to explain how the teaching helped them to make progress
- Teach lessons that invariably capture the interest of learners, are inclusive of all learners, and feature debate between learners and between learners and the teacher
- Have a rapport with learners – high quality dialogue and questioning, guiding learning, with attention to individuals and groups

- Monitor learners' progress to evaluate quickly how well they are learning, so that they can change the approach during the lesson if necessary, and provide detailed feedback and targets to individual learners that are focused well to ensure further progress
- Demonstrate the ability to apply their own depth of subject knowledge to support learners in acquiring understanding and skills, often showing understanding, through application of a range of different approaches, to ensure that all learners make the expected progress
- Demonstrate flexibility and adaptability by changing pace, approach and teaching method in a lesson in response to what learners say and do
- Make links with other aspects of learners' development and understanding (for example, linking to work in other subjects)
- Fully exploit possibilities to promote learners' understanding and appreciation of social and cultural diversity
- Demonstrate secure subject knowledge that develops learners' understanding and skills
- Set clear expectations for learning and behaviour
- Manage the learning environment and resources to enable all learners to make progress
- Match teaching and learning activities to the intended learning outcomes
- Plan and use resources efficiently, including the deployment of other adults, learning support and other professionals
- Monitor learners' progress and assess their achievement, and provide feedback to learners that aids their progress
- Begin to develop learners' wider understanding and appreciation of social and cultural diversity

Grade 2: Good Trainees

- Teach lessons that are never less than satisfactory, and are often good or better
- Ensure that all learners are sufficiently challenged and achieve the intended learning objectives
- Teach in a way that engages learners' interest, so that they become fully involved in the lesson
- Make creative use of resources
- Use a range of different assessment methods matched well to the expected learning outcomes and show an understanding of why a particular method was chosen
- Monitor and assess learners' achievement and provide feedback to them that is based on the specific needs of learners or groups of learners that leads to further progress
- Show flexibility/adaptability that takes account of the progress made by learners and match their teaching to it, including matching pace to learning and the use of a variety of teaching methods
- Understand how to overcome barriers to learning such as low levels of literacy/numeracy
- Use their subject knowledge to find different ways of explaining or teaching approaches
- Work effectively with learning support and other professionals in planning, teaching, monitoring and reviewing learners' progress
- Make links with and explore possibilities to develop learners' understanding and appreciation of social and cultural diversity

Grade 3: Satisfactory Trainees

- Teach consistently at least satisfactory lessons (by the end of their training), in which learners make progress or consolidate their learning
- Teach at a satisfactory level across a range of different contexts (for example, different ages, group sizes, levels)
- Respond to individuals and groups of learners' questions and needs to enable learners to progress and meet the learning expectations

Grade 4: Inadequate

Trainees will be judged inadequate if they do not meet all of the criteria for 'satisfactory' and have not demonstrated effective achievement of the Professional Standards for Teachers (Revised 2011).

Assessing Trainees

In every Professional Practice we require trainees to be assessed using the following procedures:

Mentors/Edge Hill University tutors will undertake observations as required for each Professional Practice and complete the Edge Hill University feedback proformas, giving the trainee verbal and written feedback. The pattern of observations for each Professional Practice is mapped out in the relevant Professional Practice module handbook.

During the Phase 1a

1. Mentors will undertake observations as required for each Professional Practice and give a trainee verbal and written feedback.
2. Link tutors will monitor the trainee experience and communicate issues by ensuring that appropriate Edge Hill University staff are aware of concerns after their visit.
3. Mentors will ensure that appropriate Edge Hill University staff are aware of concerns by the mid-point of the Professional Practice.
4. Professional Practice 1 of the PGCE (Standard) programme is formatively assessed by mentors and Edge Hill University tutors with an interim assessment undertaken, an interim grade awarded and targets set to inform the trainee's subsequent phase 1b of the Professional Practice. For the phase 1a on all other secondary programmes, mentors will make an overall assessment of the trainee at the end of the Professional Practice. The trainee will be given either an overall grade or a pass/fail assessment, according to the requirements of each programme.

In all phase 1b and phase 2 phases we require trainees to be assessed using the following procedures:

1. Mentor and Edge Hill University tutors will undertake observations as required for each

Professional Practice and complete the Edge Hill University observation and feedback proformas, giving trainees oral and written feedback.

2. Curriculum mentors will discuss with the trainee and complete an interim grade proforma one week before the mid-point of the Professional Practice. This proforma will require the mentor to identify separate grades for each section of the standards identified within the grading criteria and one overall grade for a trainee at the interim point of the Professional Practice. The trainee must sign the proforma to acknowledge that it has been discussed with them.
3. The professional mentor, curriculum mentor and Edge Hill University tutor, in discussion with the trainee, will complete an end-of-Professional Practice report. Completion of the end-of-Professional Practice report will require the mentors, tutor and trainee to identify and agree separate grades for each of the Professional Standards, an holistic grade for each section of the standards identified within the grading criteria and one overall grade for a trainee at the final point of the Professional Practice.

The end-of-Professional Practice report is a crucial document that allows the trainee to work alongside personal tutors and subsequent school-based staff to identify and develop individual targets. In addition, the document serves as a record of trainee progress which supports the production of a trainee's reference.

Our procedure requires the professional mentor, curriculum mentor, Edge Hill University tutor and trainee to be active participants in the process of assessment and grading.

Trainees are fully supported in understanding the assessment requirements of each Professional Practice and throughout the school and University-based elements of the programme. They 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 trainees will be able to discuss their targets effectively with mentors and tutors in order to identify ways to meet their potential.



Mentors and Edge Hill University tutors will use their professional judgement and apply a 'best fit' approach to the separate grades for each section of the standards and to the overall grade. However, if a trainee is assessed to be inadequate (Grade 4) against any one of the criteria then his/her overall grade will be 'Inadequate' at that stage of the Professional Practice. Trainees whose interim grade is Inadequate will normally be set targets and given the opportunity to improve and achieve a pass grade.

If a trainee has not had the opportunity to show evidence against a particular criterion, then following completion of the interim grade proforma, this must provide an area of focus for the trainee during the remainder of the Professional Practice.

Summative assessments at the interim and final stages of a Professional Practice should follow on from weekly formative assessments to support the trainee in making progress in relation to clearly identified targets. Mentors and tutors should share their views with trainees throughout the Professional Practice, so that trainees are aware of issues that they must address.

Trainees are expected to be active participants during the process of assessment and grading in order to further strengthen their target setting and action planning before, during and after each Professional Practice. Edge Hill University tutors will moderate mentors' judgements at the interim stage and as appropriate. Any disagreements will be resolved by discussion and with reference to the grading criteria, and to evidence. If necessary, the course leader will make an overall assessment in consultation with the professional mentor.

All completed end-of-Professional Practice report forms will be used to inform setting experience review and improvement meetings, which take place approximately four weeks after each Professional Practice.

At the end of a Professional Practice, all relevant forms need to be completed and returned for the release of payment to all schools/colleges/settings.

If a trainee is 'at risk'

If a trainee is deemed to be 'at risk' of failure, this should be made known to the course leader during the early stages of the Professional Practice by the mentor or Edge Hill University tutor. Schools/colleges/settings and trainees will receive prompt and appropriate intervention in order to provide support for all concerned.

The interim grading will identify an 'at risk' trainee as being at a Grade 3 with elements of Grade 4. The course leader will ensure that the trainee clearly understands his/her position and the action that will be taken. The course leader or Edge Hill University tutor will visit the 'at risk' trainee, set targets and ensure that they understand how they will be supported and how progress will be monitored.

If a trainee is unsuccessful in meeting his/her targets within the time specified then they may be given a final overall grade of Inadequate (Grade 4). The trainee will be subject to a Stage 1 Academic and Professional Review Meeting (APRM) in order to review the situation. This will normally involve the Assistant Head of Secondary Education, Programme Leader and Course Leader/Year Leader. The purpose of the meeting is to ensure that the trainee clearly understands their targets for development.



Section 10

Mentor
Training

Mentor Training

To ensure all our partners can access the appropriate support and training in order to 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 – flexible modes, variety of venues, outreach centres, partner schools/colleges/settings
- Mentor development – continuing professional development in mentoring and opportunities for accreditation, subject enhancement
- Partnership communication – wiki, newsletter, Link Tutors, Course Leaders/Visiting Tutors, Professional Practice 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 Professional 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

Priorities for Mentor Training in Secondary

- Ensuring priorities from the Secondary Area are shared with all mentors and mentors understand their role in supporting these
- Continue to develop and enhance the Phase 1 online package
- Encourage and support engagement in further Professional Development in mentoring

Secondary Priorities for improvement 2012 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, we need to ensure all partners; trainees, tutors and mentors work together to ensure:

- Rigorous tracking of SMART targets (from the outset of a Professional Practice, from one lesson observation to the next and from Professional Practice to Professional Practice), in order to support effective progression;
- Consistent use of the grading criteria;
- Consistent setting of SMART targets, particularly with regard to outstanding practice and subject knowledge development;
- Opportunities to experience, reflect upon and evaluate consistent modelling of best practice in teaching, learning and assessment;
- Improving knowledge, understanding and skills in relation to key issues:
 - SEND
 - Safeguarding
 - Diversity
 - EAL
 - Behaviour and discipline
 - Literacy, reading and phonics

How do we support mentors beyond the Phase 1 training?

Newsletters, wiki, joint observations, Link Tutor visits, sessions for new professional mentors and subject enhancement mentor sessions.

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, Link Tutor visits and reports, Professional Practice leader feedback, Setting Experience Review and Improvement Meetings and End of Professional Practice Report forms.

Mentor Training communication and 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

Professional Development Opportunities

All schools/colleges/settings in partnership with Edge Hill University can benefit from professional development. Every member of staff who has been supporting an Edge Hill University trainee will be able to utilise what they have been doing on a day to day basis towards accreditation.

A postgraduate module has been developed for mentors in schools/colleges/settings and as part of the programme can be used for 20 credits towards an MA. This is not a taught module. It requires mentors to collect evidence of their mentoring activity and to engage in some scaffolded reflection on their role. It is designed with busy practitioners in mind; this is not an onerous module. The Phase 2 mentor training meeting supports this module.

For further enquires email: pd@edgehill.ac.uk

Reimbursement Policy

- Twilight (Phase 1 and Phase 2) 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 it can take up to two months to process this claim

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, Professional Practices 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 where mentors can register online for an individual user name and password.





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 Professional Practice 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

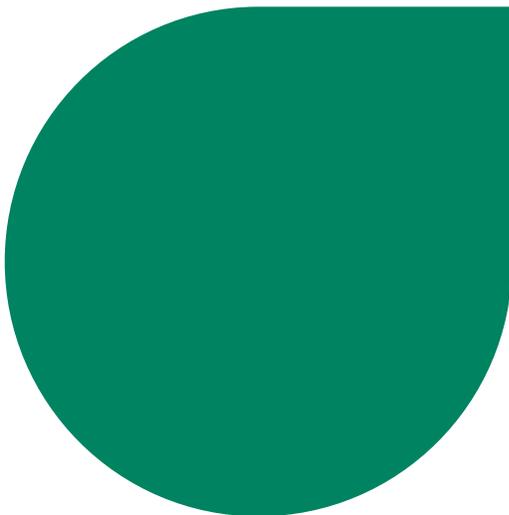
If a school/college/setting wishes to join Edge Hill University's ITT Partnership, then the procedures are outlined in Appendix B.

Procedures for Partnership Withdrawal

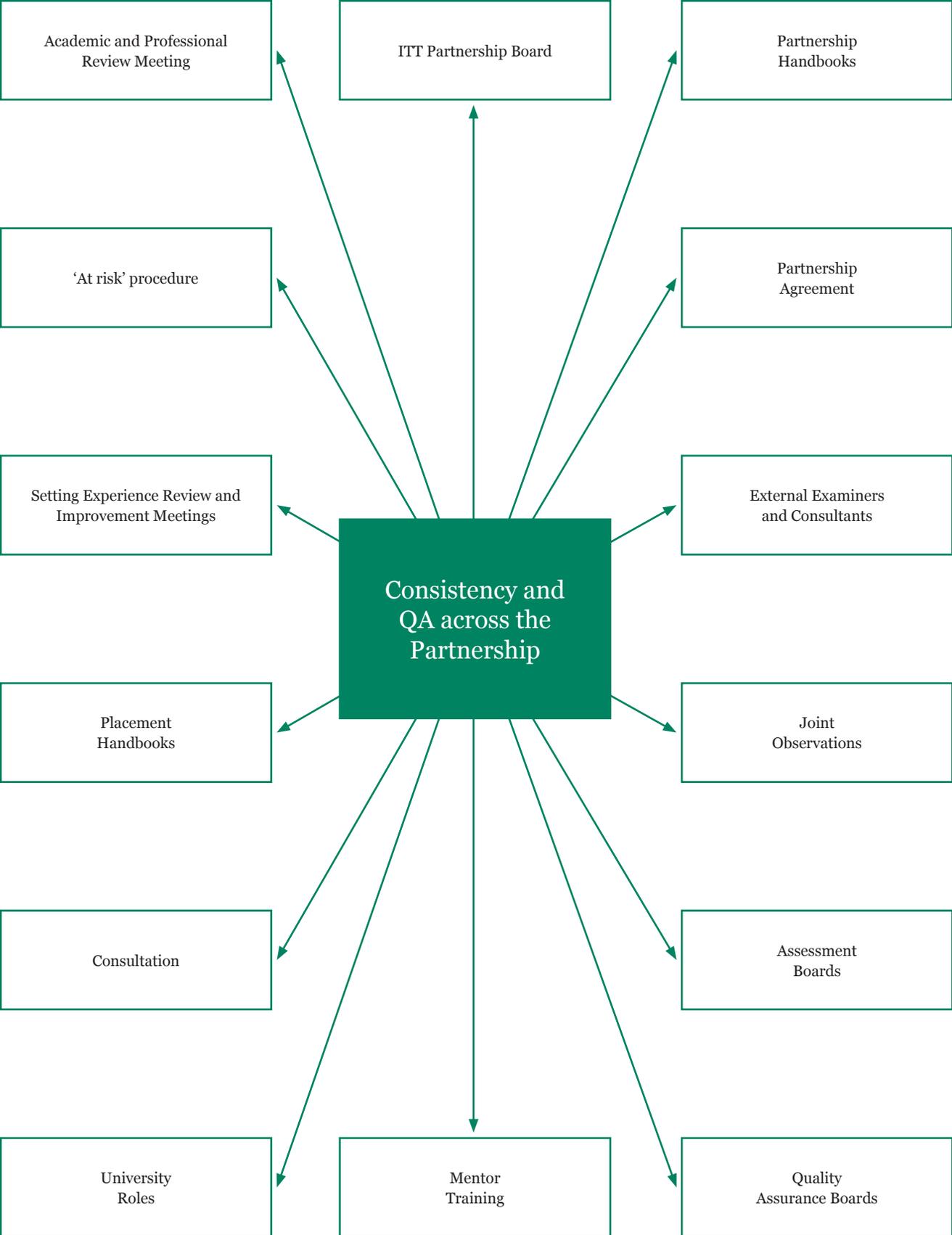
If, in the case of a school/college/setting where all support mechanisms fail and where serious issues remain unresolved, then formal withdrawal of Partnership is an option under the reserved agenda item of meetings of the ITT Partnership Board. This may mean a specific Key Stage or Department may not 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 school¹-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 teacher².
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),³ 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 pupils⁴ 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.

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

² Teachers' Standards in England, September 2012

³ Professional Standards for Qualified Teacher Status and Requirements for Initial Teacher Training (Revised 2008)

⁴ 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.⁵

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 policy⁶.
7. Be punctual at all times, including all University-based sessions. Ensure that you arrive at your Professional Practice by the time required each day⁷.
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.⁸

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

⁵ The ADT Code of Practice document for Secondary ADT courses (UG and PGCE)

⁶ IT Acceptable Use Policy www.edgehill.ac.uk/itservices/policies.htm

⁷ 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).

⁸ Student Support & Regulations Student Code of Behaviour and Disciplinary Procedures

- (xvii) Code of Practice for Working in Microbiology
 - (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 Regulations⁹.

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.

⁹ <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
If unresolved		
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
If unresolved/monitored targets not met		
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
If unresolved		
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>
If unresolved		
<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>
If unresolved/monitored targets not met		
<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>

Appendices

Appendix B

Initial Teacher Training (ITT) Partnership accreditation procedures

As part of the 'Initial Teacher Training Quality Management and Enhancement, 2011/2012' and in order to extend the ITT partnership between schools/colleges/settings, a set process is followed. The procedure for a school/college/setting gaining accreditation for ITT within the Faculty of Education at Edge Hill University is illustrated in the diagram below.

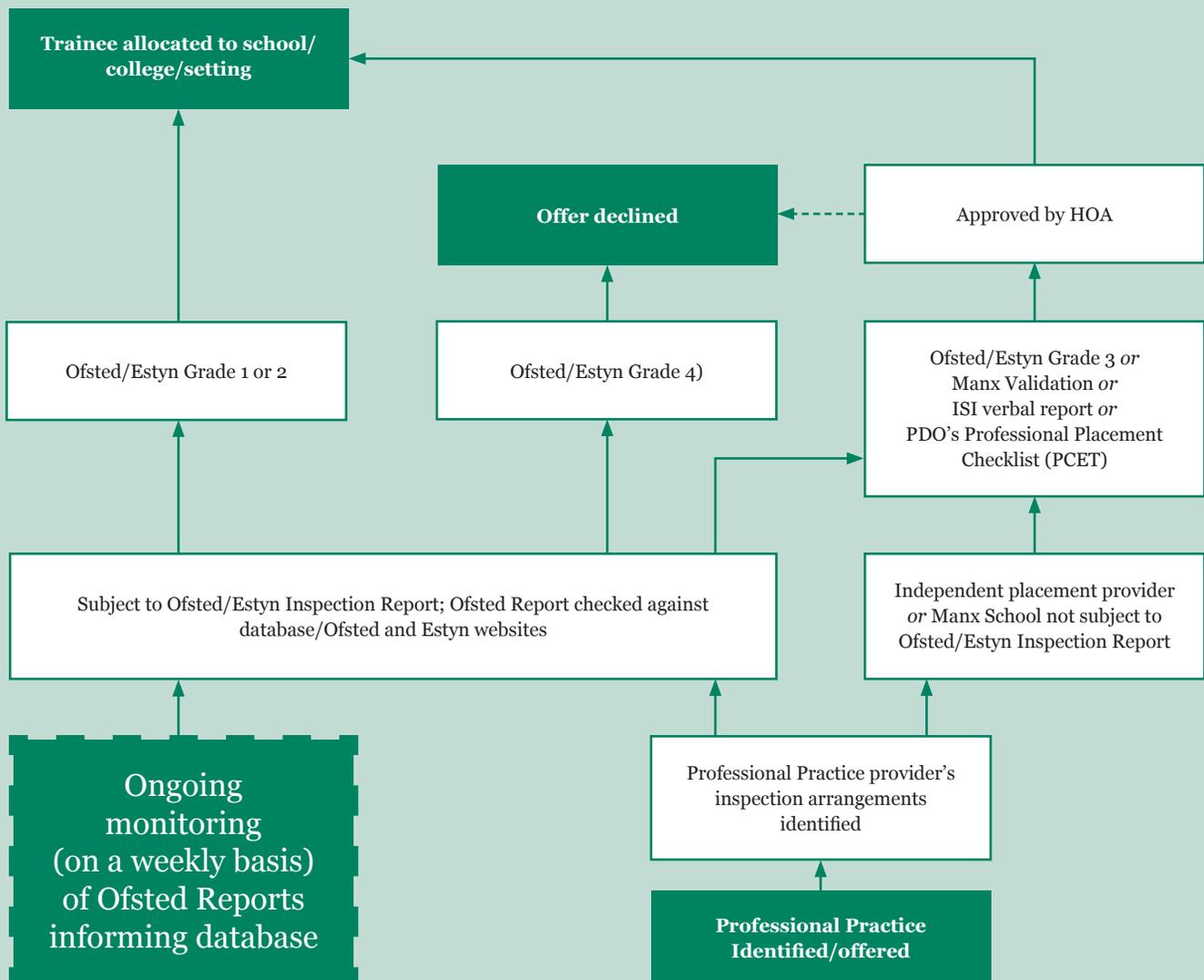
Key

Yes ←—————

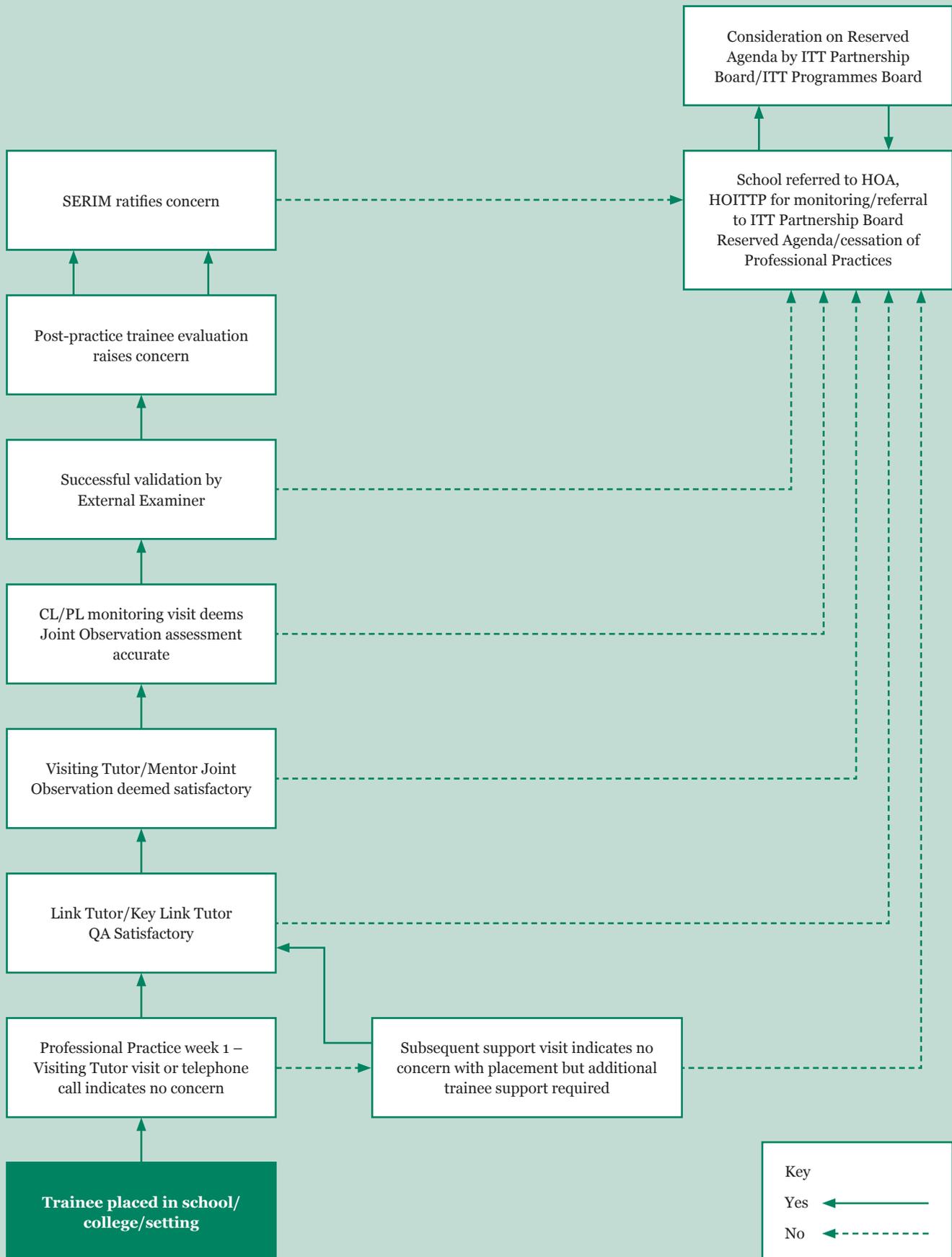
No ←-----

N.B. The Phrase 'Professional Practice Provider' includes any school/college/setting.

School/college/setting-based ITT Professional Practice: Quality assurance procedures (pre-allocation)



**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 Partnership Administrator

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 Partnership Officer

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"> Working with Edge Hill University to devise selection criteria Working with Edge Hill University to devise the interview process Providing an appropriate venue Hosting recruitment and selection events Working with Edge Hill University to select outstanding entrants Regularly evaluate the process 	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 facilitate 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"> • Evaluate the quality of the recruitment and selection procedures • 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 • To analyse individual and cohort trainee • Achievement • To identify actions to improve future training 	<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 being a proactive member of the partnership.</p>	<p>Contributing and being 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

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. Edge Hill University undertakes all supervision and assessment.
Professional Practice	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).
Phase 1a and 1b	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.
Phase 2	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.
Delayed trainee	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.
SERIM	Settings experience review and improvement meetings: 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: secondarypartnership@edgehill.ac.uk
T: 01695 584281/01695 584877

Faculty of Education
Edge Hill University
St Helens Road
Ormskirk
Lancashire
L39 4QP
www.edgehill.ac.uk

Edge Hill
University
